# Athena Swan renewal application form for departments

## Applicant information

| | |
|---|---|
| Level of previous award | Silver |
| Date of previous award | May 2018 |
| Contact name | Beatriz Lagunas |
| Contact email | B.Lagunas-Castan@warwick.ac.uk |
| Contact telephone | XXXXXXXXXXXX |

| Section | Words used |
|---|---|
| An overview of the department and its approach to gender equality | 2,873 |
| An evaluation of the department's progress and issues | 2,552 |
| Future action plan* | |
| Appendix 1: Culture survey data* | |
| Appendix 2: Data tables* | |
| Appendix 3: Glossary* | |
| **Overall word count** | 5,425 |

*These sections and appendices should not contain any commentary contributing to the overall word limit

**Overall word limit: 5500 words**

# Table of Contents

**Section 1: An overview of the department and its approach to gender equality**

**1.1 Letter of endorsement from the head of the department**

To the Athena Swan committee:

As Head of School of Life Sciences (SLS), it is with great enthusiasm that I endorse this application for an Athena Swan (AS) Silver renewal award. Over the last five years, since our Silver award in 2018, we have seen a huge move forward in both understanding of the issues around gender equality and in enabling ways to address this. For example, SLS has led on several AS initiatives within the University that are set to become exemplars nationally, such as the use of data analytics to assess not just student outcomes for female:male students, but also progression from the start of their degrees (as presented at the national 'ENABLE' workshop that we ran in September 2023). Another key example is that SLS guarantees paid maternity leave and a contract extension for all grant-linked researchers, no matter their funding source. This is key since we found that funders have different rules that sometimes exclude this which was not fair. Our research Culture and Athena Swan activities have been very well attended by female, and male, researchers from all STEM departments, and we have gained much value by working closely with the co-located Warwick Medical School to enrich the ideas and operations in our Equality, Diversity and Inclusion (EDI) community of practice.

I am proud to say that we have made progress and met our 2018 AS Silver Action plan targets because of the collective efforts of many individuals; several of whom won University of Warwick Gender Equality awards in the period. It has also been down to the fact that we have a developed much wider and more diverse engagement with EDI matters, through the task force structure that we set up to progress our AS and EDI action plans. I have been a member of the AS committee since its inception in 2012 and the University AS committee since it began in 2010; I have thus always ensured that AS ethos is always embedded in SLS and takes into account AS principles. What has been fantastic to see in the last few years is how ways to enact these principles have been probed, discussed and truly embraced by our wide community, enabling us to gain a greater understanding of equality issues that are often hidden or are hard-to-abate. In the last few years we have formed a new way of working, with focussed task forces supporting central AS and EDI priorities. AS members range from undergraduate students through to myself as HoS. AS issues are consciously considered in all aspects of School life. Staff are engaged with all aspects of the School's development and wider research culture work, and it has been fantastic to see that this has enabled greater transparency and interest in AS and EDI matters, helping to embed good practice in all aspects of our activities. The result has been that SLS is a more collegiate School with a transparent culture that ensures equal opportunities for all.

Our collaborative mode of operation has highlighted aspects that we have made great progress on, such as female staff mentoring and connectivity, and I am proud that whilst HoS, recruitment to academic R&T positions has reached a 50:50 (female:male) ratio in 2 years out of the last 3 (Appendix 2, Data table 7c), and that 1/3 of the academic professorial promotions have been female, which is our highest ever ratio (DataFigs. 16 and 17, Data tables from requirement 3). But it has also (i) uncovered deeper issues that need a new approach, such as intersectional differences that may not be dealt with, and (ii) identified the need for us to build our actions points into a School-wide framework that will outlast individual senior managers, so that longer-term change is ensured.

Our Silver Action Plan includes a range of exciting initiatives that will actively boost our School towards achieving gender balance and gender parity in all professional areas through recruitment as well as internal support and promotion. Bespoke support to target areas that we know can slow progress will be identified through continual data monitoring, and our community supported to co-develop based on our strong working culture, to ensure everyone feels valued and respected at SLS.

We have clear evidence of impact from our previous AS Silver plans: we perform as a community with common goals and wide buy-in. Through further development through this Silver AS reaccreditation, ultimately aim to be a Gold department.

Yours sincerely,

Prof. Miriam Gifford

**Prof. Miriam Gifford**
**Head of School**
School of Life Sciences
University of Warwick
Coventry CV4 7AL, UK
T +44 (0)24 7657 5268
miriam.gifford@warwick.ac.uk
www.warwick.ac.uk

**1.2 Description of the department and its context**

*1.2.1 Departmental structure*

SLS operates three sites: the Gibbet Hill campus with research labs and core facilities in seven separate buildings, the Central Campus plant growth facility, and the Stratford Innovation Campus (15 miles away) with glasshouses, crop field trials and laboratories. About 80% of the SLS staff are located in Gibbet Hill and central campus facilities.

SLS has 65 research & teaching (R&T), 14 teaching-focused and 78 research-focused academics, 116 professional, technical, and operational (PTO) services staff, 1400 taught students and 150 research students. Our strategic plan approved by the University in 2017 included growth to 80 R&T academics. We are working hard to recruit and develop excellence wherever it can be found, including implementing progressive recruitment practices and engagement with the University's research culture initiative and have a particular focus on culture, values, networking, training, and mentoring schemes for staff and students.

The School of Life Sciences is one of ten departments/schools in the Faculty of Science, Engineering and Medicine (FoSEM) undertaking research organised into six clusters, delivering four undergraduate (UG) degrees (n=1,237 students). We deliver five taught postgraduate degrees (PGT; full and part time; n=153). We have a thriving postgraduate research community (PGR; n=355) funded by principally from doctoral training partnerships/grants from BBSRC, NERC and MRC, with all PGRs benefitting from a newly created PGR 'hub', operated jointly with Warwick Medical School (WMS).

SLS is highly interdisciplinary, having seven joint academic appointments (with associated research groups) and many collaborations across the FoSEM and with the Faculties of Arts and Social Sciences. Research links include the newly launched Warwick Agri-Tech, combining the world-class Warwick Manufacturing Group (WMG) with SLS to design the future of farming with automation, addressing issues such as labour shortages, food insecurity and loss of biodiversity. SLS also hosts 25% of the University of Warwick Research Technology Platforms (RTPs) that help support researchers, enabling access to high technology equipment.

SLS's 2021 REF submission was ranked as 90% internationally excellent or world leading. In 2023, we ranked 2nd for Biomedical Science and 9th for Biology in The Guardian league table for teaching and our 2023 NSS results show improvement in almost all areas with positive feelings about academic support at 88.5%, learning resources 90.1% and the student voice 79.4%, all significantly higher than in 2022. Graduate outcomes data shows that of our 2019-20 cohort 85% of all our UG, 91% of our PGT, and 100% of our PGR graduates are in graduate-level work/study (HESA 2023).

SLS has established an Equality, Diversity & Inclusion Committee (EDIC) composed of purpose-specific task forces (TFs) and co-led by two academics. The EDIC covers all Athena Swan-related activities in the context of a holistic EDI view (for details, please see section 1.3). The EDIC is well embedded in the SLS management structure (Fig. 1).



**Figure 1. Organogram showing the EDIC within the SLS management and decision-making structure.** EDIC disseminates information to the SLS community through: (1) Teaching Strategy Committee (TSC), which enables the strategy educational vision of School (feeding and directing the Undergraduate Teaching Management Committee (UTMC), Postgraduate Taught Management Committee (PTMC) and the Postgraduate Research Management Committee (PRMC); (2) Research Strategy Committee (RSC) governing the Research Clusters (ResCs) and Pump Priming Fund Committee (PPFC); and (3) Operational Committees, linked into the Joint Operations Group (JOG), including the health and safety (H&S), and Campus Development Groups (CDGs). EDIC members sit in all SLS committees, ensuring that all EDI matters can be addressed, and that EDIC is linked into all communities.

### 1.2.2 SLS in the University and higher education (HE) context

SLS has a close relationship with the WMS as both are co-located on the Gibbet Hill Campus, sharing labs, facilities, and complementary research interests. In the last few years, we have extended this relationship to include joint EDI interests: we support each other in our Athena Swan plan development, event organisation, and are now working on the creation and coordination of focus groups (men's health and race) on top of the open wellbeing events we have already coordinated in the past.

Our commitment to EDI within Warwick goes far beyond our relationship with WMS. SLS has now also an active membership on the recently created FoSEM EDI forum, where one of the EDIC co-leads (Dr Lagunas) sits since its creation in 2022. In this forum, we proposed a set of EDI activities including an EDI podcast series to raise awareness within staff and students of the influence of protected characteristics on scientific career development, a student-led EDI calendar of events to celebrate the diversity of our community, and EDI lunches to provide a platform for staff and students to talk about EDI matters. This proposal has been widely supported by the FoSEM and now awaits funding confirmation. The second EDIC co-lead (Prof. Boltze) is a member of the University of Warwick Gender TF while also serving as the only European EDI reviewer in the EDI

editorial board of all American Heart Association journals. Beyond this, we also participate in the University Social Inclusion conferences (2022, 2023), other University EDI events, and Advance HE EDI events, having had SLS participation in recent events such as the 'Pathways to Equity in Research' conference (2022, University of York), Advance HE Gender Conference (2023, Bristol) and we will attend the Advance HE EDI conference (2024, Liverpool). Other members take part in key strategic FoSEM and University functions such as University Ethics Committees (AWERB, BSREC), Education Building Design Group, Education Curriculum development, Global Research Priorities, University Research Centres, International Strategy Group), Warwick Leaders' Forum.

SLS invests substantial time and resources in an extensive outreach programme. Activities include annual hosting of the British Biology Olympiad. This programme identifies and provides technical training to gifted young biologists across Britain and supports their participation in the International Biology Olympiad. On a local scale, SLS has close ties with many primary and secondary schools in the Coventry and Warwickshire areas. We visit primary schools to deliver exciting sessions to younger children and invite older pupils into our teaching laboratories for engaging taster sessions to help them see that HE is a welcoming and supportive space.

## 1.3 Athena Swan self-assessment process

### 1.3.1 The Self-Assessment Team: transformation into the EDIC

Following our Silver renewal in 2018, we expanded our AS agenda to reflect the diversity of our working and learning environment. The EDIC (since 2019) was organised in 6 TFs (Fig. 2) created with purpose of aligning with the 2018 Action plan. The TFs were assigned action points from the action plan for completion. TFs meet monthly and report back to EDIC to ensure targeted and systematic adherence to the action plan, while also addressing the expanded remit of the EDIC. Minutes of taskforce and general meetings are available for our community on the internal EDIC website.

**Figure 2. EDIC TF structure (2019-2023).** TF7 was transiently implemented as a response to challenges caused by the pandemic and was closed in July 2023.

The EDIC encouraged members of staff and students to join, now including teaching and research academics, postdocs, PTO staff representatives at different career stages and UG, PGT and PGR students (Table 1, Fig. 3). Our recruitment calls were advertised in every whole school meeting, and we particularly encouraged the participation of non-white students/staff (currently underrepresented). All members listed in Table 1 contributed to the 2018 AS Silver Award action plan completion. Membership of senior staff (including HoS, Directors of Operations, Educational Analytics, Student Experience, Outreach plus Undergraduate Programmes, Research Strategy Development and Communications Officers) ensured commitment and implementation of changes agreed by the EDIC.

**Table 1. Members of the EDIC.** Names, job type and role, as well as TF membership for all members of the EDIC (2019-2023). *indicates TF leadership.

| Surname | Forename | Role in SLS and TF Involvement | | | | | |
|---|---|---|---|---|---|---|---|
| Alberti | Fabrizio | Associate Professor (Research) | | | | | |
| | | | | | | TF5 | TF6 |
| Albuhtori | Marwan | Assistant Professor (Teaching) | | | | | |
| | | | | | | | TF6 |
| Bailey | Simon | Director of Operations | | | | | |
| | | | TF2* | | | TF5 | |
| Barratt | Claire | Personal Assistant to HoS, now Executive Officer (Engineering) | | | | | |
| Beardmore | Stephanie | Head of Human Resources | | | | | |
| | | | TF2 | TF3 | | | |
| Beardmore | Andrew | Senior School Support Assistant | | | | | |
| | | | | TF3 | | | |
| Boltze | Johannes | Professor (R&T) | | | | | |
| | | TF1 | TF2 | TF3 | TF4* | TF5 | TF6 |
| Chappell | Lauren | Postdoctoral Research Fellow | | | | | |
| | | TF1 | | TF3 | | | |
| Clarke | Eleanor | Undergraduate Programmes Officer | | | | | |
| | | TF1 | | TF3 | | | |
| Dilger | Erin | Assistant Professor (Teaching) | | | | | |
| | | TF1 | | | | | TF6 |
| Endersby | Katie | PhD student (Research) | | | | | |
| | | | | TF3 | | | |
| Franklin | Daniel | Associate Professor (Teaching) | | | | | |
| | | | | TF3 | | | |
| Gifford | Miriam | HoS | | | | | |
| | | | TF2 | | | TF5* | |
| Hawkes | Sophie | PhD student (Research) | | | | | |
| | | | | TF3 | | | |
| Kwon | Hero | Y3 UG Student Representative | | | | | |
| | | TF1 | TF2 | | | | |
| Huckstepp | Robert | Associate Professor (R&T) | | | | | |
| | | | TF2 | TF3 | | | |
| Jackson | Steve | Associate Professor (R&T) | | | | | |
| | | TF1 | TF2 | | | | |
| Lagunas | Beatriz | Assistant Professor (Teaching) | | | | | |
| | | | | TF3* | TF4 | TF5 | |
| Lane | Alice | Y3 UG Student Representative | | | | | |
| | | | | | | TF5 | |
| Lavender | Georgia | Senior teaching lab Technician | | | | | |
| | | TF1 | | | | | |

| Surname | Forename | Role in SLS and TF Involvement | | | | | |
|---|---|---|---|---|---|---|---|
| Le | Kana | Y3 UG Student Representative — No task force assignment | | | | | |
| Lythall | James | Y4 UG Student Representative | | | TF3 | TF4 | |
| Martucci | Sophie | Teaching Fellow | | | | TF4 | TF6 |
| Mausz | Michaela | Postdoctoral Research Fellow | | | TF3 | | |
| McGroary | Peggy | MSc Student Representative | | | TF3 | | |
| Mehmet | Tamara | Y3 UG Student Representative — TF1 | | | | | |
| Mik | Martin | Associate Professor, Director of Student Experience (Teaching) — TF1, TF3*, TF4 | | | | | |
| Moffat | Kevin | Professor, Director of Outreach (Teaching) | | | | TF4 | |
| Murphy | Kevin | Senior Support Technician | | | | TF4 | TF5 |
| Page | Tania | Communications Officer — TF1, TF4, TF5 | | | | | |
| Parina | Noelito | Y4 UG Student Representative | | | | | TF5 |
| Picot | Emma | Postdoctoral Research Fellow (Research) — TF2, TF3, TF6 | | | | | |
| Rathbone | Kate | Research Strategy Development Officer — TF2, TF3 | | | | | |
| Rejwana | Aki | Y2, Y3 UG Student Representative | | | | TF4 | |
| Rodgers | Alexandra | Y3 UG Student Representative | | | | | TF5 |
| Sagona | Antonia | Associate Professor - Reader (R&T) — TF1* | | | | | |
| Surendran | Arthy | Postdoctoral Research Fellow (Research) — TF1 | | | | | |
| Thring | Abby | Y2 UG Student Representative | | | | | TF6 |
| Walsh | Mark | Postdoctoral Research Fellow (Research) | | | | | TF6 |
| Ward | Lesley | Senior Research Technology Support Technician | | | | | TF5* |
| Williams | Leanne | Professor (Teaching) | | | | | TF5 |

| Surname | Forename | Role in SLS and TF Involvement | | | | | |
|---|---|---|---|---|---|---|---|
| Young | Phil | Professor (Teaching) | | | | | |
| | | TF1 | | | | | TF6* |
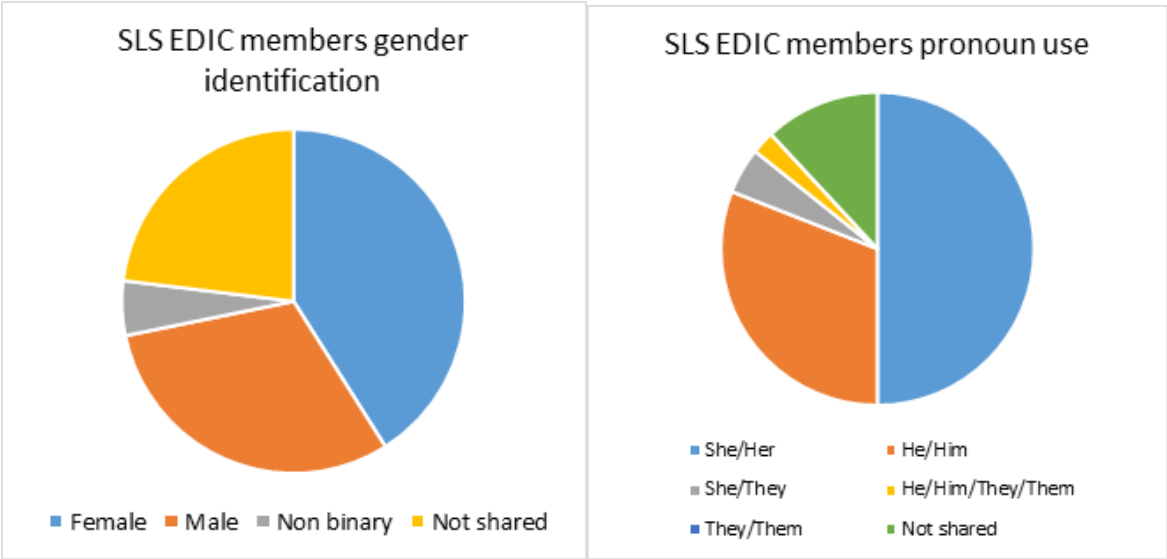


**Figure 3. EDIC TF composition by gender identification and use of pronouns (2019-2023).** 77% of the committee members disclosed their gender identification and 88% the pronouns they use.

### 1.3.2 EDIC data sources, information flow and decision-making

The EDIC TFs focused on completing our 2018 Silver action plan but have also tackled additional or emerging issues identified since 2018 via community feedback, analysis of university and School surveys. We also focused on understanding the student award gaps (ENABLE workshop and SASP support programme), had targeted events on tackling bullying and harassment (including raising awareness and starting a strong collaboration with the University's 'Report and Support' mechanism), and promoted wellbeing and mental health (including wellbeing annual events, socials).

Moreover, the EDIC considered individual suggestions for improvement of our community, which are collected via an optionally anonymous/onymous online form. The EDIC responded to all anonymous comments from the community using the EDIC section in the monthly newsletter. The committee responds to onymous suggestions through direct contact with the member of our community and the monthly newsletter, when appropriate. The EDIC leads present data in whole School Meetings, and in focused groups (such as our Women in SLS group) to focus specific attention to some topics for discussion and to gather ideas to tackle those topics (e.g. underrepresentation of females in R&T positions in the School).

The EDIC external internet page (https://warwick.ac.uk/fac/sci/lifesci/edic) is a public-facing site containing links to activities that SLS or the university lead, including gender equality and research culture initiatives, and previous Athena Swan award submissions. It also broadcasts news from the EDI news. The site also contains information to EDIC membership, and a "Get to know us" section to introduce EDIC members. Minutes of all EDIC meetings are also available for our community.

The EDIC makes decisions based on School compositional data collected by the University on staff and students, and data analysis from university/School surveys (performed by TF6). Survey data accessed came from the university 'PULSE' surveys (until 2018), the 'Covid staff surveys' (2020, 2021), the university 'Staff culture' surveys (2022, 2023) and the School culture full survey (2023) covering all 6 themes suggested by the Transformed UK AS Charter. The School asked for anonymous data on certain protected characteristics (gender, race, disabilities) so that we could have a better idea of the representation of those characteristics, and to allow data analysis from a gender a race lens and a disability lens (including intersectional analysis).

### 1.3.3 Preparation of this Silver reapplication

The EDIC formed a writing group to create this document, assuring representation from all TFs, job types and roles, as well as with gender equality (Table 2). Two key positions (Director of Outreach and Director of Student Experience) were assigned to new colleagues who immediately became active EDIC and writing group members. The writing group met monthly to analyse the SLS data/survey responses and to define future priorities and action points. The proposal draft was shared for feedback with the whole EDIC and, as a prefinal version, with the whole SLS for community review, and feedback fully considered and incorporated. The staff and student data presented in this application has been provided by the central University of Warwick Dashboards through the SPA analytics team. Our benchmarking data are lifted from the Equality in HE 22/23 report. Certain information was only possible to obtain via the local SLS HR team.

**Table 2. SLS Athena Swan Silver Renewal writing group composition (2022-2023).**

| Surname | Forename | Role in Dept and TF Involvement | | | | | |
|---------|----------|------|------|------|------|------|------|
| Albuhtori | Marwan | Assistant Professor (Teaching) | | | | | |
| | | | | | | | TF6 |
| Bailey | Simon | Director of Operations | | | | | |
| | | | TF2 | | | TF5 | |
| Boltze | Johannes | Professor (R&T) | | | | | |
| | | TF1 | TF2 | TF3 | TF4 | TF5 | TF6 |
| Chappell | Lauren | Postdoctoral Research Fellow (Stratford Campus) | | | | | |
| | | TF1 | | TF3 | | | |
| Gifford | Miriam | Head of School | | | | | |
| | | | TF2 | | | | |

| Surname | Forename | Role in Dept and TF Involvement | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Lagunas | Beatriz | Assistant Professor (Teaching) | | | | | | |
| | | | | TF3 | TF4 | TF5 | | |
| Mik | Martin | Associate Professor, Director of Student Experience (Teaching) | | | | | | |
| | | TF1 | | TF3 | TF4 | | | |
| Murphy | Kevin | Senior Support Technician | | | | | | |
| | | | | | TF4 | TF5 | | |
| Picot | Emma | Postdoctoral Research Fellow (Research) | | | | | | |
| | | | TF2 | TF3 | | | | TF6 |
| Rathbone | Kate | Research Strategy Development Officer | | | | | | |
| | | | TF2 | TF3 | | | | |
| Young | Phil | Professor (Teaching) | | | | | | |
| | | TF1 | | | | | | TF6 |
| Lockey | Christine | Teaching Fellow, new Director of Outreach (Teaching) | | | | | | |
| | | **new EDIC member (joined November 2023)** | | | | | | |
| Wilson-Thain | Samantha | Associate Professor, new Director of Student Experience (Teaching) | | | | | | |
| | | **new EDIC member (joined November 2023)** | | | | | | |

All data provided in this application was gathered and analysed by Dr. Picot. Most of our gender data is binary, but in the cases where information of other genders was available, we included that information as well.

### 1.3.4 Delivery of future Athena Swan activities

In the next phase, the EDIC structure will change to accommodate the requirements of the new action plan, and to better align with university groups (e.g., social inclusion group, student networks). This will improve communication and strengthen SLS relationships/relationship with/at the student community, FoSEM, and University. EDIC leads will not change during the first year. We will create four newly focused TFs (Gender, Race, Disabilities and SLS Community Culture), for which representatives and leaders have been identified. We will welcome formation of any other taskforces (e.g., Rainbow, Careers) based on ongoing community feedback and interest.

From February to April 2024, we will create the new TFs, and support them to define their plans working ahead. The 2024-2029 action plan items will be assigned to the responsible TFs. Support will be offered, and progress will be monitored in the monthly EDIC meetings.

The Gender TF will work on progressing gender-related action points in the 2024-2029 action plan. The Race TF will analyse existing culture and compositional data, and work towards a Bronze Race Charter Award to be submitted in March 2025. The Disabilities TF will coordinate staff and student reasonable adjustments. For staff members, it will

work through the university tool "My adjustment passport", and with the Disabilities group within the Warwick Wellbeing team for student members. The Community Culture TF will progress broad impact initiatives related to ongoing successful research culture work.

# Section 2: An evaluation of the department's progress and issues

## 2.1 Evaluating progress against the previous action plan

### 2.1.2 Action points from the original action plan
With the introduction of TFs as outlined in section 1.3, all 36 action points were assigned to the TF under which remit the respective action point fell. If the action point fell under the remit of more than one TF, they worked in collaboration, with one TF being in the lead and, thus, responsibility. Progress against the action plan was continuously monitored in the monthly TF meetings as well as in the monthly EDIC meeting which included representatives from all TFs. Since TFs presented their action plan progress at the EDIC meeting, all EDIC members had a chance to provide suggestions or to offer support.

A detailed list of action points, the way how they were completed when completed differently, and any follow-up activities are provided in Appendix 4.

During the pandemic and the resulting lockdowns, many of the action points became delayed and could not be completed within the originally intended time frames. Additional resources and attention were given to these delayed items, especially after the Covid 19-related restrictions were lifted. From the original 36 action points, 32 (88.9%) were completed at the time of submission of this renewal application. Completed action points include items that still require some regular or recurrent activity such as annual review of achievement, or outreach to target groups.

From the completed 32 action points, 6 action points (18.2% of all action items) were completed in a way slightly differently from the original intention. One example is action point 4.3, "Develop and implement an SLS eTrust Inspire annual residential summer school for 15-16-year-old female students". eTrust is carried by the Engineering Development Trust (EDT). A residential summer school could not be organised during the pandemic, so preparations started after restrictions were lifted. It soon turned out the amount of commitment to organise such an event, with respect to both financial and human resources, would overstretch the EDIC capabilities. This was mainly due to University of Warwick safeguarding principles and regulations when hosting students below legal age which are, commendably, among the strictest in the UK. Meeting those would have a required a shift system of trained safeguarding staff for 24-hour availability, as well as extensive assessment of the concept, venue, the safeguarding plan and other

essential elements, including the related documentation. Moreover, it turned out that the EDT, as a charity, would only have been able to cover a fraction of the incurring costs – leaving a gap of several tens of thousands of pounds. Since the EDIC does not have an active budget, there was no way to cover this financial gap. We therefore worked with the EDT to create an alternative. At this time, the EDT had very successfully implemented online summer schools which also allowed to reach out to a nation-wide, rather than a local, student community. The EDT needed more biological and biomedical content. EDIC members amongst others provided live and recorded lectures, enthusiastically received by the audience.

We also hosted an event on career perspectives in biological sciences, with a live Q&A session featuring many different roles and seniority levels, from a Y1 student to the Head of School. A special focus was on career perspectives for females, and all but one of the presenting EDIC members were female. The alternative online format was not run once (as planned) but twice: in 2022 and 2023. Given the excellent feedback received, plans for a 2024 event are already in place.

Action point 4.6 was the only action point (2.8%) that could not be completed for reasons outside the EDIC's control. This item was: "Using the MASP (medical school application support programme) model, we will introduce additional tailored support programs: Scientific Training Program (STP) for NHS clinical MSc/MA postgraduate degrees PhD postgraduate research degrees" but the MASP model was continuously reviewed and changed, including being replaced by a new approach. The new MASP will be implemented in early 2024, and we plan to resume activities on this action point by then.

The remaining three action points (8.3%) are in progress. Action points 5.6.6. and 5.6.7 are expected to be completed 2 months after submission of this renewal application. Action point 3.1 was delayed because the EDIC could not be granted access to the full 2018 PULSE survey data due to potential data security issues. This will be resolved but this will take more than two months after submission.

### 2.1.2 Additional action points

Our community feedback system (see section 1.3.2) provided comments that were turned into new action points and assigned to a responsible TF given they were within the remit of the EDIC. Progress on these new action points was reported to the EDIC in the same way as for original action points. After completion, information on the outcome was given to the individual or group raising the point (onymous suggestions), or the SLS community in case it was an anonymous submission. TFs were also allowed to identify areas of action in their respective remit, and to create new action points. However, TFs were

recommended to give priority to competing original action points and those created on community feedback.

More than 60 action items were created based on community feedback or by TF initiative. More than 90% of these additional action points were completed by the time of submission of this renewal application. The remaining action points will be carried over to the 2024-2029 assessment period. A detailed list of these additional action points as well as their status of completion is available upon request.

## 2.2 Key priorities for future action

### 2.2.1 Athena Swan-focused priorities and action points

Our overarching aim is to initiate and maintain a substantial cultural change so that all SLS community members feel safe, included, and properly represented. We have identified four major priorities (A to D, Section 3) for the upcoming assessment period, based on our compositional data, our culture survey and community feedback, and literature research. Relevant sub-priorities have been defined to enable a stable working structure and individual action points formed. Priority labels and action point numbers do not reflect a ranking, but a logical temporal sequence of implementation.

### 2.2.1.1 Priority A: Ensure integration and continuity of EDI principles into the SLS community

A core aspect of making progress in EDI matters in a HE institution is proper reflection of time investment in EDI matters in individual's workloads. As Kjersti Fjørtoft said, 'Equality requires more than formal rules to ensure that values such as impartiality and fairness are applied; it also requires an increased focus on how informal power structures, social networks and group-based prejudices play a role in people's opportunity to advance in the system.' (Fjørtoft, 2023). Moreover, senior management buy-in is essential to understanding and changing aspects that control recruitment and individual career decisions takes substantial time, making integration and continuity of EDI principles essential for success.

As a departmental example of the relevance of the senior management buy-in, we can discuss our biggest gender representation gap, which is present at the academic R&T pipeline. Even though SLS benefits from being traditionally a more gender-diverse scientific discipline than other STEM subjects (such as engineering or maths), in our department there is still a predominance (82.7% male, 17.3% female) of male R&T academics, and we are still behind the 2023 sector average at 38.1% female (DataFig. 14, Data tables from requirement 3). This is despite the overrepresentation of females among our 2023 UG – 63% (above the 2023 Biosciences benchmark at 49.5%), PGT –

57% and PGR – 56% student cohorts (DataFig. 1A-D, Data tables from requirement 1) and the composition of our postdoctoral community (60%) (DataFig. 15, Data tables from requirements 3 and 4, with postdocs being grade 6, fixed term contract).

However, in the last 10 years of recruitment to academic R&T positions there have been only 4 years where the recruitment has reached a 50% female, and significantly 2 of those 4 years have happened since 2021 (Data table 7c). All other years, female recruitment to these positions was below 50% and in no cases, female recruitment percentage was above male recruitment (Data table 7c). Nevertheless, since 2021, our female academic professorial staff (academic staff, grade 9) has also significantly increased to 20.5% but still sits behind the 2023 Biosciences benchmark data (DataFigs. 16 and 17, Data tables from requirement 3). We believe this positive trend to female recruitment in R&T posts and female promotions to a professorial role has to do with the offer of jobs as pools, advert wording, interview panel training on EDI, contextual view on candidate's CVs amongst other measures taken by close work between the EDIC and senior management (Prof. Gifford is HoS since 2021).

However, we have not managed to achieve gender equity in our R&T positions, and we are still behind the Biosciences sector. We are also aware that existing inequity may not be overcome by external recruitment alone. Progress in EDI work requires a change of a system that still fosters inequity or is at least biased by inequity caused decades ago. Thus, EDI principles need to be thoroughly implemented in SLS operations, being able to outlive the office periods of individual senior management members. We will therefore make core EDI principles constitutional elements of the HoS and senior management job descriptions, ensuring these are maintained independently of who fills these roles.

We will need continuous monitoring and reporting of EDI-relevant community data to ensure proper action can be taken, as well as to measure and communicate success. We will publish annual data reports regarding recruitment, community composition including benchmarking, and present it in management and SLS meetings to raise awareness on EDI matters. Moreover, adequate amounts of time will be allocated in the workload of those who perform these activities. Institutions that moved beyond the sector regarding their EDI plans have very often paid staff to focus on EDI-related actions, at least part-time. We will flag this at the FoSEM EDI forum and seek for a post to be created at the FoSEM or university level to address these purposes for the broader benefit of many. For the moment, we will review time allocation in EDIC member workloads. Specific action points to address this priority are A1-A5 in the Future Action Plan (Section 3).

### 2.2.1.2 Priority B: Reorganise the SLS EDI committee structure and improve communication and networks inside and outside the department

Priority B will cover the EDIC restructuring required to improve the communication with university social inclusion teams and student networks. We will initiate and facilitate the establishment of new EDI task forces, and encourage the formation of school/faculty/university support networks to ensure better gender diversity, equity, and inclusion as key success factors not only in membership but also in leadership (Winther, 2023).

Our intersectional data analysis (DataFigs. 3-8, Data tables from requirements 3 and 5) show that overall BAME representation in our School is in line with the sector (DataFig.3). The lack of sector data for all the other intersectional analysis impedes the interpretation of the rest of the data within the sector context, however, important trends can be still identified. Our gender and ethnicity data suggests that an overrepresentation gap of BAME females over BAME males across all grades has appeared in the last 2 years (DataFig. 4). Our Academic staff by gender and ethnicity data suggest that there is not a big difference in academic posts across all grades (DataFig. 5) but our PTO staff by gender and ethnicity data suggests that BAME females are overrepresented in these jobs (DataFig. 6). When we analyse academic and PTO data by gender, ethnicity and grade, we observe that BAME females are overrepresented in lower grade jobs in both PTO and academic roles. This intersectional data illustrates the cumulative disadvantage experienced by BAME females.

Supporting the creation of an SLS Race TF that works towards an action plan to change these intersectional dynamics is essential for progress towards EDI. Specific action points to address this priority are B1-B3 in the Future Action Plan (Section 3).

### 2.2.1.3 Priority C: Achieving gender equity in representation and wellbeing for all members of our community

Although almost all action points in the previous action plan were completed, we were not able to completely achieve the key objective of reaching at least sector average in female representation in higher-level academic roles (discussed in Priority A). Given the persistent gender bias in academic roles, future actions will have to rely on both, inclusive external recruitment but also targeted support and promotion of talented community members. We wish to achieve equity in representation for all members of our community and as discussed in Priority B, BAME females experience cumulative disadvantages that also need to acted upon. Our intersectional data shows a clear picture of additive cumulative disadvantage.

In academic roles, females make up 41.6% of our department (sector 48.1%, DataFig. 10), but just 30.7% of the Academic permanent staff (sector 43.7%, DataFigure 12). In this case, different career tracks show different patterns. Females are overrepresented in Research Focused roles (57.1%, sector 51.3%, this is most likely driven by our postdoctoral community at level 6, also shown as a female overrepresentation (58%) in fixed term academic staff (sector 55%, DataFig.12). Females are also overrepresented in T-focused roles (64.3%, sector 60.4%). At the same time females are extremely underrepresented in R&T roles (17.3%, sector 38.1%) and also extremely underrepresented in grade 9 roles (20.5, sector 25.9%). In academic roles, BAME females are directly absent from grades 6-9 (DataFig. 8).

In PTO roles, where females make up 62.4% of our department (sector 64.4%, DataFig. 10), females are overrepresented in PTO positions at levels 3, 4 but also at level 6 (DataFig. 13, Data tables from requirements 5 and 6) but we have no benchmark data to compare to for context. Our total PTO staff numbers are very similar to the sector with a 62.4% of females where the sector is 64.4% (DataFig.11).

In PTO roles, BAME females are directly absent from grades 6-9 (DataFig. 8), but present in other PTO grades. BAME males are absent (data redacted as <2) from all PTO roles. More specific data analysis is required on PTO grades and gender split, possibly analysing the job types at each grade.

Our departmental survey also revealed gender issues with work-life balance and workload allocation, predominantly affecting our male community members (Appendix 1). Action points aiming to mitigate all of these issues are included in priority C. Specific action points to address this priority are C1-C10 in the Future Action Plan (Section 3).

### *2.2.1.4 Priority D: Improving inclusion as well as sense of belonging and mattering among SLS students*

Students are a key element for our community, and ensuring future gender and EDI equity requires the communication and work with these future scientists and leaders. Thus, priority D addresses student affairs. While our student community is rich and diverse (DataFig. 1A-D), we have identified some issues related to EDI aspects beyond gender. For instance, we have identified a concerning awarding gap in SLS, and data suggests that this may correlate entry tariff data (DataFig. 18). Although the gap closes in years 2 and 3, we do not know whether the students that struggle in Y1 are catching up or dropping out. Thus, we will implement action points that enable identification and targeted support of students at risk to struggle, including further analysis to ensure specificity and efficacy of these actions. Moreover, we will implement actions to help students identifying the career pathways that best suit their interests and talents. Specific action points to address this priority are D1-D6 in the Future Action Plan (Section 3).

### 2.2.2 References

Fjørtoft, K., 2023. Chapter 23: Democratic Equality in Gender Diversity, Equity, and Inclusion in Academia: A Conceptual Framework for Sustainable Transformation, Taylor & Francis Books. DOI:10.4324/9781003363590.

Winther, H., 2023. Chapter 20: Gendered Spaces and Practices in Gender Diversity, Equity, and Inclusion in Academia: A Conceptual Framework for Sustainable Transformation, Taylor & Francis Books. DOI:10.4324/9781003363590.

# Section 3: Future action plan

| Priority/Objective | Sub-priority | Rationale | Action point ref number | Planned action (s) | Key outputs and milestones | Start | Finish | Responsibility | Success criteria and outcome |
|---|---|---|---|---|---|---|---|---|---|
| A. Ensure integration and continuity of EDI principles into the SLS community | Ensure continuity of EDI principles | TOP DOWN: to ensure continuity of commitment and implementation of EDI principles from School management, independently of who is in Senior Management or leadership positions. | A1 | Co-creating EDI and culture constitutional statements with the SLS senior management team and embedding those in HoS and School Senior Management job descriptions | • Stronger and continuous senior management buy in on EDI principles. • Constitutional statement write up between senior management and EDI leads. | Feb-24 | Apr-24 | SLS EDI leads and HoS | • Implementation of the constitutional statements in Senior Management job descriptions by September 2024. • Discussion of EDI principles in candidate job interviews at the start of all new jobs. • Job applications to require applicants to address EDI in their personal statements. |
| | Ensure integration of EDI into all SLS committees | | A2 | Annual evaluation of committee decisions and policies for EDI implications | • Annual revision (every July) of committee policies and activities from an EDI perspective in a meeting with EDI leads and School committee leads. | 2024 | 2029 | SLS committee leads, SLS EDI leads | • Annual report of committee leads including analysis on EDI factors (minimum gender) on activities carried out, including seminar speaker participation. |
| | Reflect EDI principles through protection of committee members' time | To recognise the efforts made by the members of our community that invest their time in EDI matters | A3 | Allocation of specific hours to EDI work | • Discussion with workload lead planned for March 2024. | Mar-24 | Oct-25 | SLS EDI leads, Research Strategy Development Officer | • 4h/week for committee leads (as they will also seat in external EDI committees, attend EDI training, conferences, strategic planning and coordination of the committee). • 2h/week for EDI Task Force leads (as it includes the organisation and responsibility of achieving the action points assigned to their Task Force). • 1h/week for EDI committee members (includes work in Task Forces). • For those members of staff whose work is not monitored through a workload model, their line manager will adjust their workload to allow for this activity. |
| | Ensure effective communication of EDI matters within the SLS community | BOTTOM UP: To raise awareness and gain engagement on EDI matters in the SLS community. This will help people raising their EDI concerns and engaging with us to help make progress on them. | A4 | Continuous monitoring of the community EDI suggestions | • Continuous improvement in understanding of EDI matters from the community through our annonymous EDI comments box. • Continuous improvement in understanding of EDI matters from the community through collaboration with the Report and Support University team. | 2024 | 2029 | SLS EDI leads, SLS Communications Officer, SLS TF leads | • Community suggestions anonymously posted in the EDI webpage, communicated to the right taskforce and followed up to be answered in a period of 30 days. • Regular meetings (every 6 months) with Report and Support to identify the main concerns for our staff and student community. • Annual delivery of tailored staff training by the Report and Support University team. |
| | | | A5 | Continuous communication of EDI matters to the SLS community | • Continuous improvement on communication of EDI matters with the community. | 2024 | 2029 | SLS EDI leads, SLS Communications Officer, SLS TF leads | • Annual reports communicated in Whole School meetings and circulated via email. • Data analysis allocated to a person (ideally a Faculty post) and accounted for in workload. |
| B. Reorganise the SLS EDI committee | Optimise the EDI committee structure for better integration in the University environment | To locally replicate the EDI structure of the central University EDI teams, staff and student networks, to optimise communication and improve policy implementation. | B1 | Restructure the EDI committee | • Gender, Race, Disability and community taskforces created and meeting monthly from May 2024. • Race charter application discussion by July 2024. | Feb-24 | May-24 | SLS EDI leads, SLS TF leads | • Race TF action plan by September 2024. • Race charter bronze award application by March 2025 at the latest. • Disabilities TF action plan by September 2024. |

| | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|
| **committee structure and improve communication and networks inside and outside the department** | Ensure effective communication of EDI matters outside the SLS community | To share good practice and ensure EDI policies are up to date | B2 | Ensure departmental representation in the Faculty of Science, Engineering and Medicine EDI forum, and where possible University central taskforces and staff/student networks | • 2-way communication path about EDI matters between the department and other EDI groups in the Faculty/University. | 2024 | 2029 | SLS EDI leads | • Monitoring of representation and attendance from SLS EDIC leads to Faculty EDI forum meetings, University EDI TaskForces and staff networks.<br>• Reports to and from these groups to be included as SLS EDIC meeting as standing items in the agenda. |
| | | | B3 | Maintain and increase departmental representation in EDI events and conferences and interactions with EDI colleagues in other UK institutions | • Ensure the department is kept up to date with latest policies, and participates in good practice sharing. | 2024 | 2029 | SLS EDI leads | • EDI conference attendance bursary monitoring and post-conference communication with the SLS EDI committee (to be shared with the community) to be standing agenda item as SLS EDIC meetings. |
| | Actively improving gender diversity in all professional areas through recruitment and promotion | From our departmental compositional data we identified that in some job types, gender (and diversity in general) is extremely disbalanced. For example in Research and Teaching academic positions we have a departmental composition of (17.3% female), sitting behind the sector average (38% female) and behind the equity values (50% female). Since the postdoctoral composition of our community is dominated by females (60%) the gender equity disbalance here is | C1 | Monitoring gender diversity in staff recruitment (continuous). | • To request job candidates to share their pronouns and/or their gender identity in their cover letter.<br>• A senior EDI member will oversee recruitment in areas which are prioritised for achieving better gender balance.<br>• The EDI member will consult fellow recruitment panel members on gender-related aspects, advocate for the need for achieving gender and race balance, and present best practice approaches. | 2024 | 2029 | HoS, SLS EDI leads | • Monitoring of EDI oversight in recruitment panels from June 2024.<br>• Monitoring of diversity in applicant pools, candidate shortlisting and start-up packages from June 2024.<br>• Ensuring job advertisements to positions with gender unbalance are promoted by the members of the department in which gender is underrepresented to further reach underrepresented candidates through their professional networks from June 2024.<br>• Ensuring diversity in applicant pools no later than June 2024 - at least 30:70 (female:male), ideally 50:50.<br>• Ensuring diversity in candidate shortlisting no later than June 2024 - at least 30:70 (female:male), ideally 50:50.<br>• Ensuring pools of jobs being re-advertised if |
| | | | C2 | Implementation of the Equity-Driven STEM Mentorship award. | • Engagement of triads of people -at UG, MSc, PhD and postdoctoral levels-including those from underrepresented groups into mentorship training. | 2024 | 2025 | EDI leads, Equity STEM Mentorship project lead | • Securing funding for an Equity STEM Mentorship project in subsequent years. |
| | | | C3 | Implementation of a postdoctoral avisory panel for career progression | • Organisation of SLS postdoctoral careers advisory panels with diverse representation from all job types in our community in the panel. | 2024 | 2029 | SLS Postdoc committee leads, EDIC leads | • Implementation of SLS postdoctoral careers advisory panels by the next round of Personal Development Conversations in June 2024. |
| | | | C4 | Identifying potential internal candidates from underrepresented groups for promotion. | • Monitoring of internal candidates from underrepresented groups for promotion | 2024 | 2029 | Cluster leads, Line Managers, HoS, Deputy HoS (OPerations). | • Annual identification of candidates for promotion by line managers as part of the Personal Development Conversation. |

| | | | | | Start | End | | |
|---|---|---|---|---|---|---|---|---|
| | | clearly evident. Our PTO staff composition presents an oposite picture where females are overrepresented, but general values are within the sector average. In all cases, we need to monitor and improve recruitment, support and promotion policies to ensure diversity is achieved at all steps. | C5 | Establishing a SLS promotion training and support programme for underrepresented groups. | • Active support in preparing promotion documents, including detailed review and feedback<br>• Transient workload reduction of 25% to free time for intensive preparation and profile building in the final 6 months for academic roles, which can be done at workload allocation in the Spring, prior to application for promotion the following January.<br>• Financial support for profile building (e.g., internal and external further training, pump priming funds, publication fee support) to be spent on the discretion of the candidate; budget to be set after consultation.<br>• Mock interview sessions | 2024 | 2029 | HoS | • First internal candidate enrolled no later than December 2024, at least two per year for the December promotion applications.<br>• Annual reports of internal promotions included in annual SLS EDI report. |
| | | | C6 | Monitor SLS female involvement in career development and leadership courses and links to their personal career development path. | • Inclusion of data about engagement and career progression in the SLS EDI annual report and webpages to highlight those including personal experiences where appropriate | 2024 | 2029 | SLS EDI leads | • Increasing engagement of females with internal and external career development opportunities. |
| **C. Achieving gender equity in representation and wellbeing for all members of our community** | | Supporting the members of our community that go on parental leave is essential for them to feel valued and for the department to at least maintain the gender representation ratios we currently have in all job roles and in the case of academic R&T positions, improve promotion of females to grades 8 and 9. This is of particular importance in Research & Teaching positions where there is not traditional hiring to cover full activities for the period leave and there is no standard support to research groups if the main PI is on parental leave. | C7 | Pre- and post-natal parental support. | • Departmental financial support for leave-takers to support research group management<br>• Parental leave cover for all members of staff<br>• Parental HR personal development conversation, and support to maintain / scale-up research or professional support activities during / after return. | 2024 | 2029 | Deputy HoS (Academic) | • Programme established no later than December 2024 or first internal candidate enrolled into the programme by July 2025, whatever is earlier.<br>• Communication of the support program in Whole School meetings, EDI webpages and job adverts. |

| | | | | | Start | End | | |
|---|---|---|---|---|---|---|---|---|
| Ensure all genders have access to support services, committee representation and fair workload allocation | | The 2023 departmental survey revealed that males in the department might struggle with work-life balance and wellbeing, as they disagreed more with the following statements: that working arrangement can be flexible, that workload is manageable, and that their wellbeing is considered important. From this survey results, we cannot know whether this is due to a disbalance of workload allocation based on gender, if there is less engagement with flexible working for a specific gender, therefore we will try to address both possibilities. | C8 | Ensuring men are aware of flexible working arrangements and mental health/wellbeing support. | • Creating a men's health focus group (with WMS) that drafts an action plan and meets every term reporting every year to the EDIC. | 2024 | 2029 | SLS EDI leads | • Better awareness scores in the following years measured by the departmental EDI survey.<br>• Men's health focus group action plan released annually.<br>• Organising an annual Wellbeing event (with WMS) covering mental and physical health for all genders.<br>• All-female candidate shortlists for committee leaderships at next vacancies on all committees where Chairship is not linked to role. |
| | | Our low gender diversity ratios in R&T roles impede the equal representation of of all genders in decision-making committees, limiting the mainstreaming of EDI. | C9 | Analysis of diversity on committee leadership and representation in the school from a gender perspective. | • Monitoring and communication of committee leadership to all school staff. | 2024 | 2029 | HoS | • Annual reports of committee leadership included in annual SLS EDI report. |
| | | The 2023 departmental survey revealed that males might struggle with work-life balance and wellbeing, as they disagreed more with the following statements: that working arrangement can be flexible, that workload is manageable, and that their wellbeing is considered important. From this survey results, we cannot know whether this is due to a disbalance on workload allocation based on gender, if there is less engagement with flexible working for a specific gender, therefore we will try to address both possibilities. | C10 | Ensuring fair workload allocation across the SLS community independently from gender (and race where possible). | • For those cases where the workload adjustment is not possible, the department will justify the decision with evidence and seek to rectify this for the following year. | 2024 | 2029 | SLS EDI leads, Research Strategy Development Officer | • Better workload scores in the following years measured by the departmental EDI survey<br>• Annual report of workload allocation across academic jobs and based on gender.<br>• Individuals outside the standard deviation will be entitled to workload adjustment. Workload will be distributed from those outside the upper standard deviation to those below the standard deviation. |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | Monitoring student population composition in entry and exit, including monitoring of students that drop out. | Although we know that females are strongly represented both our entry and exit student population, we have preliminary data to support that there are awarding gaps in our student population linked to certain protected characterisitics (including WP background). Monitoring this will allow us to identify potential vulnerable populations to provide targeted support. | D1 | Implementation of a student population monitoring programme regarding entry and exit to identify potentially vulnerable student groups and awarding gaps. Where possible, we will also monitor student onward transition (MSc, PhD). | • Continuous knowledge and communication on any awarding gaps and students that might benefit from extra support.<br>• Data will be informative for future support programmes. | 2024 | 2029 | Director of Student Experience, Head of Educational Services | • Annual report on student entry and exit, including identification of awarding gaps and student groups requiring additional support, communicated to staff and students.<br>• Analysis of 22/23 cohort no later than June 2024, if available previous data will also be analysed.<br>• Subsequent analysis to be completed by November each year (after September exam boards). |
| **D. Improving inclusion as well as sense of belonging and mattering among SLS students** | Identifying the students that struggle throughout their degrees or drop out at the start of the academic year. | Early and precise identification of students who struggle with their degree will alow to offer targeted support early in their student career. | D2 | Based on student data collected in D1, a model will be developed to identify students who are likely to struggle during their degree. | • Identification of students that might be likely to struggle and link to protected characteristics or socio-economical background (WP). | 2024 | 2029 | Teaching Management Committee Chair and Director of Academic Support | • Based on the analysis of 22/23 cohort (no later than June 2024), and previous years (if available) model to be applied for the 24/25 cohort for further monitoring.<br>• Discussion of support to provide with relevant University stakeholders (Students - through structured interviews, WP leads, social inclusion, Faculty EDI) by August 2024. Including WP training to tutors, extra tutorial support. |
| | | | D3 | Establishment of a structured support scheme for students at risk. | • Communication of the program to students at potential risk at the beginning of the academic year. | 2024 | 2029 | Director of Academic Support | • Annual WP-training to tutors delivered by our Widening Participation team at Warwick by August 2025.<br>• WP aware tutorial groups to be established by September 2024. WP students to be paired with WP-aware tutors within tutorial groups.<br>• Tailored academic and pastoral support for these students provided by October 2024.<br>• Establish interviews and focussed groups with students to evaluate the causes for their struggles or reasons to drop out, and the support they would benefit (or would have benefited) from in November 2024 and then yearly.<br>• Establish a - paid - peer mentoring program pairing students from those characteristics and link to our student UG society (BioSoc). |

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Extending our support for our Y1 students to departmental offer holders in the transition to University. | Providing support to students prior to entering SLS will level the playing field from the start. Making selected resources available to offer holders will also facilitate the transition into higher education. | D4 | Accessibility to pre-arrival support and online resources accessible by offer holders. | • Preparation of videos explaining the departmental experience for UG students (tutorials, lectures, labs...).<br>• Identification of other material that can be made available for students at the pre-university stage. | 2025 | 2029 | Director of Undergraduate Studies, Director of Academic Support | • Current Science 101 support module content to be made available through the SEM Faculty Pre-Arrival Student Induction Module open to un-registered students by September 2025. |
| Identify areas of training both for students and staff based on our collaboration with Report and the Support system at Warwick. | There is an increase of number of reports made to the University system Report + Support open to staff and students. The Report + Support staff training is covered in action point A4. Special focus is required for the student body. | D5 | Support students to use the Report + Support University system and train them on resilience | • Identification of areas of training required for our student body based on the department Report and Support anonymised data.<br>• Dropfeed delivery of student training throughout their degrees with particular attention to students new to University life (especially Y1), where they are at their most vulnerable state. | 2025 | 2029 | Director of Student Experience | • Optimize use of the Report and Support system by the student body (more cases being followed up and more student support in future Report and Support annual reports).<br>• Training to be provided Termly for Y1 students. |
| Raise awareness of representation gaps amongst students | Raising awareness amongst the student body about representation gaps in scientific positions amongst our students. | D6 | Discussion of compositional gender/ race/socioeconomic representation gaps in academia and discussion of measures to close those with students. | • Student focussed workshops or panel discussions around the compositional gaps to do with gender, race and socio-economical background.<br>• Student involvement in the co-creation of solutions to address those gaps. | 2024 | 2029 | Director of Student Experience, EDI leads | • Bi-annual student focussed workshops or panel discussions around the compositional gaps to do with gender and race to be organised around International Women's Day and Black History Month. |

# Appendix 1: Culture survey data

**Table 1: Gender-based responses to all questions in the culture survey.** Responders were stratified as female (n=55) v other (n=38), with the 'other' options including Male, prefer not to say and other. All of our 'other' respondents identified as male. Responses were stratified into agree (agree and strongly agree) vs. other (disagree, strongly disagree, neither agree nor disagree, prefer not to say and blank). Responses are presented as 2x2 cross tables and distributions analysed using a Fisher's Exact Test (p-values are presented; *- approaching significance; **- significant).

| Theme 1: Belonging and Inclusion | | Other | Female | Fisher's Exact Test |
|---|---|---|---|---|
| I feel like I belong in my department | Other | 11 (29%) | 8 (15%) | 0.07 |
| | Agree | 27 (71%) | 47 (85%) | |
| I feel that people really care about me in my department | Other | 11 (29%) | 15 (27%) | 0.52 |
| | Agree | 27 (71%) | 40 (73%) | |
| My contributions are valued in my department | Other | 13 (34%) | 13 (24%) | 0.19 |
| | Agree | 25 (66%) | 42 (76%) | |
| I feel comfortable speaking up and expressing my opinions | Other | 7 (18%) | 10 (18%) | 0.59 |
| | Agree | 31 (82%) | 45 (82%) | |
| Departmental communications are clear and relevant to me and my role | Other | 15 (39%) | 19 (35%) | 0.39 |
| | Agree | 23 (61%) | 36 (65%) | |
| **Theme 2: Gender Equality** | | | | |
| Departmental leadership actively supports gender equality | Other | 11 (29%) | 12 (22%) | 0.29 |
| | Agree | 27 (71%) | 43 (78%) | |
| My department is committed to achieving gender balance in leadership positions | Other | 13 (34%) | 19 (35%) | 0.57 |
| | Agree | 25 (66%) | 36 (65%) | |
| The rate people progress in my department is not affected by their gender | Other | 21 (55%) | 26 (47%) | 0.29 |
| | Agree | 17 (45%) | 29 (53%) | |
| Equality, diversity and inclusion work is recognised when workload is allocated | Other | 25 (66%) | 39 (71%) | 0.38 |
| | Agree | 13 (34%) | 16 (29%) | |
| Equality, diversity and inclusion work is recognised in applications for promotion/progression | Other | 18 (47%) | 36 (65%) | 0.06* |
| | Agree | 20 (53%) | 19 (35%) | |
| My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff | Other | 23 (61%) | 40 (73%) | 0.15 |
| | Agree | 15 (39%) | 15 (27%) | |
| **Theme 3: Work-Life Balance** | | | | |
| My department enables flexible working | Other | 8 (21%) | 4 (7%) | 0.05* |
| | Agree | 30 (79%) | 51 (93%) | |
| Workloads in my department are allocated fairly | Other | 25 (66%) | 30 (55%) | 0.19 |
| | Agree | 13 (34%) | 25 (45%) | |
| The timing of departmental meetings and events takes into consideration those with caring responsibilities | Other | 22 (58%) | 20 (36%) | 0.03** |
| | Agree | 16 (42%) | 35 (64%) | |
| My department provides staff with support around all types of caring leave | Other | 22 (58%) | 24 (44%) | 0.12 |
| | Agree | 16 (42%) | 31 (56%) | |
| **Theme 4: Bullying and Harassment** | | | | |
| I have experienced bullying and/or harassment in my department in the past 12 months | Other | 30 (79%) | 49 (89%) | 0.14 |
| | Agree | 8 (21%) | 6 (11%) | |
| I have witnessed bullying and/or harassment in my department in the past 12 months | Other | 27 (71%) | 40 (73%) | 0.59 |
| | Agree | 11 (29%) | 15 (27%) | |
| I know how to report bullying and/or harassment | Other | 15 (39%) | 21 (38%) | 0.53 |
| | Agree | 23 (61%) | 34 (62%) | |
| Departmental management is active in tackling bullying and harassment | Other | 28 (74%) | 38 (69%) | 0.41 |
| | Agree | 10 (26%) | 17 (31%) | |
| I am satisfied with how bullying and harassment are addressed in my department | Other | 26 (68%) | 38 (69%) | 0.12 |
| | Agree | 12 (32%) | 17 (31%) | |
| **Theme 5: Career Development** | | | | |
| My line manager supports my career development | Other | 12 (32%) | 11 (20%) | 0.15 |
| | Agree | 26 (68%) | 44 (80%) | |
| Decisions about appointments are made fairly | Other | 22 (58%) | 23 (42%) | 0.09* |
| | Agree | 16 (42%) | 32 (58%) | |
| Decisions about promotion/progression are made fairly | Other | 22 (58%) | 33 (60%) | 0.51 |
| | Agree | 16 (42%) | 22 (40%) | |
| I receive useful feedback on my career development through performance reviews | Other | 16 (42%) | 14 (25%) | 0.07* |
| | Agree | 22 (58%) | 41 (75%) | |
| **Theme 6: Wellbeing** | | | | |
| My current workload is manageable | Other | 21 (55%) | 19 (35%) | 0.03** |
| | Agree | 17 (45%) | 36 (65%) | |
| My mental health and/or wellbeing are supported in my department | Other | 25 (66%) | 20 (36%) | 0.005** |
| | Agree | 13 (34%) | 35 (64%) | |
| I know where to seek support for mental health and/or wellbeing at work | Other | 15 (39%) | 14 (25%) | 0.11 |
| | Agree | 23 (61%) | 41 (75%) | |
| I feel confident asking for mental health and/or wellbeing support at work | Other | 20 (53%) | 21 (38%) | 0.12 |
| | Agree | 18 (47%) | 34 (62%) | |

**Table 2: Sub-analysis of drivers underpinning responses to Theme 6 (Wellbeing) Q2:** *My mental health and / or wellbeing are supported in my department.* Multivariate logistic regression (forward LR method) was used to identify the independently significant drivers (positive and negative) for agreement with the leader question. Negative drivers (yellow; odds ratio (OR) <1; p-value <0.05) and positive drivers (green; odds ratio (OR) >1; p-value <0.05) are presented.

| Theme 6: Wellbeing- Q2: My mental health and/or wellbeing are supported in my department | | |
|---|---|---|
| **Negative Drivers (non-agreement)** | **OR (95% CI)** | **p-Value** |
| I feel that people really care about me in my department | 0.03 (0.006-0.21) | <0.001 |
| My department provides staff with support around all types of caring leave | 0.22 (0.06-0.82) | 0.02 |
| I receive useful feedback on my career development through performance review | 0.08 (0.01-0.34) | <0.001 |
| I know where to seek support for mental health and/or wellbeing at work | 0.09 (0.019-0.43) | 0.003 |

| Theme 6: Wellbeing- Q2: My mental health and/or wellbeing are supported in my department | | |
|---|---|---|
| **Positive Drivers (agreement)** | **OR (95% CI)** | **p-Value** |
| My department enables flexible working | 13.5 (1.04-177.4) | 0.04 |
| Do you have an impairment, health condition or learning difference that has a substantial or long-term impact on your ability to carry out day-to-day activities? | 6.7 (1.2-35.4) | 0.02 |

**Table 3: Ethnicity-based responses to all questions in the culture survey.** Responders were stratified as BAME (n=15) vs. white (n=78). Responses were stratified into agree (agree and strongly agree) v other (disagree, strongly disagree, neither agree nor disagree, prefer not to say and blank). Responses are presented as 2x2 cross tables and distributions analysed using a Fisher's Exact Test (p-values are presented; *- approaching significance; **- significant).

| Theme 1: Belonging and Inclusion | | White | BAME | Fisher's Exact Test |
|---|---|---|---|---|
| I feel like I belong in my department | Other | 13 (17%) | 6 (40%) | 0.05** |
| | Agree | 65 (83%) | 9 (60%) | |
| I feel that people really care about me in my department | Other | 18 (23%) | 8 (53%) | 0.02** |
| | Agree | 60 (77%) | 7 (47%) | |
| My contributions are valued in my department | Other | 18 (23%) | 8 (53%) | 0.02** |
| | Agree | 60 (77%) | 7 (47%) | |
| I feel comfortable speaking up and expressing my opinions | Other | 9 (12%) | 8 (53%) | <0.001** |
| | Agree | 69 (88%) | 7 (47%) | |
| Departmental communications are clear and relevant to me and my role | Other | 24 (31%) | 10 (67%) | 0.01** |
| | Agree | 54 (69%) | 5 (33%) | |
| **Theme 2: Gender Equality** | | | | |
| Departmental leadership actively supports gender equality | Other | 18 (23%) | 5 (33%) | 0.29 |
| | Agree | 60 (77%) | 10 (67%) | |
| My department is committed to achieving gender balance in leadership positions | Other | 27 (35%) | 5 (33%) | 0.58 |
| | Agree | 51 (65%) | 10 (67%) | |
| The rate people progress in my department is not affected by their gender | Other | 40 (51%) | 7 (47%) | 0.48 |
| | Agree | 38 (49%) | 8 (53%) | |
| Equality, diversity and inclusion work is recognised when workload is allocated | Other | 55 (71%) | 9 (60%) | 0.31 |
| | Agree | 23 (29%) | 6 (40%) | |
| Equality, diversity and inclusion work is recognised in applications for promotion/progression | Other | 47 (60%) | 7 (47%) | 0.24 |
| | Agree | 31 (40%) | 8 (53%) | |
| My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff | Other | 57 (73%) | 6 (40%) | 0.01** |
| | Agree | 21 (27%) | 9 (60%) | |
| **Theme 3: Work-Life Balance** | | | | |
| My department enables flexible working | Other | 5 (6%) | 7 (47%) | <0.001** |
| | Agree | 73 (94%) | 8 (53%) | |
| Workloads in my department are allocated fairly | Other | 44 (56%) | 11 (73%) | 0.17 |
| | Agree | 34 (44%) | 4 (27%) | |
| The timing of departmental meetings and events takes into consideration those with caring responsibilities | Other | 36 (46%) | 6 (40%) | 0.44 |
| | Agree | 42 (54%) | 9 (60%) | |
| My department provides staff with support around all types of caring leave | Other | 36 (46%) | 10 (67%) | 0.12 |
| | Agree | 42 (54%) | 5 (33%) | |
| **Theme 4: Bullying and Harassment** | | | | |
| I have experienced bullying and/or harassment in my department in the past 12 months | Other | 70 (90%) | 9 (60%) | 0.009** |
| | Agree | 8 (10%) | 6 (40%) | |
| I have witnessed bullying and/or harassment in my department in the past 12 months | Other | 60 (77%) | 7 (47%) | 0.02** |
| | Agree | 18 (23%) | 8 (53%) | |
| I know how to report bullying and/or harassment | Other | 27 (35%) | 9 (60%) | 0.06* |
| | Agree | 51 (65%) | 6 (40%) | |
| Departmental management is active in tackling bullying and harassment | Other | 54 (69%) | 12 (80%) | 0.31 |
| | Agree | 24 (31%) | 3 (20%) | |
| I am satisfied with how bullying and harassment are addressed in my department | Other | 52 (67%) | 12 (80%) | 0.24 |
| | Agree | 26 (33%) | 3 (20%) | |
| **Theme 5: Career Development** | | | | |
| My line manager supports my career development | Other | 16 (21%) | 7 (47%) | 0.03** |
| | Agree | 62 (79%) | 8 (53%) | |
| Decisions about appointments are made fairly | Other | 32 (41%) | 13 (87%) | 0.001** |
| | Agree | 46 (59%) | 2 (13%) | |
| Decisions about promotion/progression are made fairly | Other | 43 (55%) | 12 (80%) | 0.06* |
| | Agree | 35 (45%) | 3 (20%) | |
| I receive useful feedback on my career development through performance reviews | Other | 22 (28%) | 8 (53%) | 0.06* |
| | Agree | 56 (72%) | 7 (47%) | |
| **Theme 6: Wellbeing** | | | | |
| My current workload is manageable | Other | 33 (42%) | 7 (47%) | 0.48 |
| | Agree | 45 (58%) | 8 (53%) | |
| My mental health and/or wellbeing are supported in my department | Other | 35 (45%) | 10 (67%) | 0.11 |
| | Agree | 43 (55%) | 5 (33%) | |
| I know where to seek support for mental health and/or wellbeing at work | Other | 20 (26%) | 9 (60%) | 0.01** |
| | Agree | 58 (74%) | 6 (40%) | |
| I feel confident asking for mental health and/or wellbeing support at work | Other | 32 (41%) | 9 (60%) | 0.14 |
| | Agree | 46 (59%) | 6 (40%) | |

**Table 4: Disability-based responses to all questions in the culture survey.** Responders were stratified as no disability (n=83) v registered / reported disability (n=10). Responses were stratified into agree (agree and strongly agree) vs. other (disagree, strongly disagree, neither agree nor disagree, prefer not to say and blank). Responses are presented as 2x2 cross tables and distributions analysed using a Fisher's Exact Test (p-values are presented; *- approaching significance; **- significant).

| Theme 1: Belonging and Inclusion | | No Disability | Disability | Fisher's Exact Test |
|---|---|---|---|---|
| I feel like I belong in my department | Other | 12 (14%) | 7 (70%) | <0.001** |
| | Agree | 71 (86%) | 3 (30%) | |
| I feel that people really care about me in my department | Other | 18 (22%) | 8 (80%) | <0.001** |
| | Agree | 65 (78%) | 2 (20%) | |
| My contributions are valued in my department | Other | 18 (22%) | 8 (80%) | <0.001** |
| | Agree | 65 (78%) | 2 (20%) | |
| I feel comfortable speaking up and expressing my opinions | Other | 11 (13%) | 6 (60%) | 0.002** |
| | Agree | 72 (87%) | 4 (40%) | |
| Departmental communications are clear and relevant to me and my role | Other | 26 (31%) | 8 (80%) | 0.004** |
| | Agree | 57 (69%) | 2 (20%) | |
| **Theme 2: Gender Equality** | | | | |
| Departmental leadership actively supports gender equality | Other | 15 (18%) | 8 (80%) | <0.001** |
| | Agree | 68 (82%) | 2 (20%) | |
| My department is committed to achieving gender balance in leadership positions | Other | 23 (28%) | 9 (90%) | <0.001** |
| | Agree | 60 (72%) | 1 (10%) | |
| The rate people progress in my department is not affected by their gender | Other | 37 (45%) | 10 (100%) | <0.001** |
| | Agree | 46 (55%) | 0 | |
| Equality, diversity and inclusion work is recognised when workload is allocated | Other | 57 (69%) | 7 (70%) | 0.62 |
| | Agree | 26 (31%) | 3 (30%) | |
| Equality, diversity and inclusion work is recognised in applications for promotion/progression | Other | 47 (57%) | 7 (70%) | 0.32 |
| | Agree | 36 (43%) | 3 (30%) | |
| My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff | Other | 54 (65%) | 9 (90%) | 0.11 |
| | Agree | 29 (35%) | 1 (10%) | |
| **Theme 3: Work-Life Balance** | | | | |
| My department enables flexible working | Other | 10 (12%) | 2 (20%) | 0.38 |
| | Agree | 73 (88%) | 8 (80%) | |
| Workloads in my department are allocated fairly | Other | 48 (58%) | 7 (70%) | 0.35 |
| | Agree | 35 (42%) | 3 (30%) | |
| The timing of departmental meetings and events takes into consideration those with caring responsibilities | Other | 36 (43%) | 6 (60%) | 0.25 |
| | Agree | 47 (57%) | 4 (40%) | |
| My department provides staff with support around all types of caring leave | Other | 39 (47%) | 7 (70%) | 0.15 |
| | Agree | 44 (53%) | 3 (30%) | |
| **Theme 4: Bullying and Harassment** | | | | |
| I have experienced bullying and/or harassment in my department in the past 12 months | Other | 72 (87%) | 7 (70%) | 0.17 |
| | Agree | 11 (13%) | 3 (30%) | |
| I have witnessed bullying and/or harassment in my department in the past 12 months | Other | 62 (75%) | 5 (50%) | 0.11 |
| | Agree | 21 (25%) | 5 (50%) | |
| I know how to report bullying and/or harassment | Other | 29 (35%) | 7 (70%) | 0.03** |
| | Agree | 54 (65%) | 3 (30%) | |
| Departmental management is active in tackling bullying and harassment | Other | 56 (67%) | 10 (100%) | 0.02** |
| | Agree | 27 (33%) | 0 | |
| I am satisfied with how bullying and harassment are addressed in my department | Other | 55 (66%) | 9 (90%) | 0.11 |
| | Agree | 28 (34%) | 1 (10%) | |
| **Theme 5: Career Development** | | | | |
| My line manager supports my career development | Other | 18 (22%) | 5 (50%) | 0.06* |
| | Agree | 65 (78%) | 5 (50%) | |
| Decisions about appointments are made fairly | Other | 37 (45%) | 8 (80%) | 0.03** |
| | Agree | 46 (55%) | 2 (20%) | |
| Decisions about promotion/progression are made fairly | Other | 45 (54%) | 10 (100%) | 0.004** |
| | Agree | 38 (46%) | 0 | |
| I receive useful feedback on my career development through performance reviews | Other | 26 (31%) | 4 (40%) | 0.41 |
| | Agree | 57 (69%) | 6 (60%) | |
| **Theme 6: Wellbeing** | | | | |
| My current workload is manageable | Other | 35 (42%) | 5 (50%) | 0.44 |
| | Agree | 48 (58%) | 5 (50%) | |
| My mental health and/or wellbeing are supported in my department | Other | 37 (45%) | 8 (80%) | 0.03** |
| | Agree | 46 (55%) | 2 (20%) | |
| I know where to seek support for mental health and/or wellbeing at work | Other | 23 (28%) | 6 (60%) | 0.04** |
| | Agree | 60 (72%) | 4 (40%) | |
| I feel confident asking for mental health and/or wellbeing support at work | Other | 34 (41%) | 7 (70%) | 0.08* |
| | Agree | 49 (59%) | 3 (30%) | |

# Appendix 2: Data tables

**Data tables from requirement 1.** Students at UG, PGT and PGR levels. SLS doesn't have a foundation year. N/A redacted information due to numbers < 3.

Table 1.1a UG Student population by Gender

| Gender | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 |
|---|---|---|---|---|---|
| Female | 563 | 589 | 690 | 739 | 801 |
| Male | 320 | 342 | 408 | 449 | 464 |
| Others | 6 | 9 | 13 | 15 | 6 |

Table 1.1b UG Student population by Gender and Ethnicity. NA indicates 0 < n < 3

| Gender | Ethnicity | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 |
|---|---|---|---|---|---|---|
| Female | BAME | 239 | 260 | 338 | 381 | 414 |
| Female | Not known | 6 | 5 | 4 | 5 | 5 |
| Female | White | 318 | 324 | 348 | 353 | 382 |
| Male | BAME | 120 | 135 | 180 | 209 | 227 |
| Male | Not known | 5 | 4 | 6 | 4 | 6 |
| Male | White | 195 | 203 | 222 | 236 | 231 |
| Others | BAME | NA | 3 | 6 | 6 | 3 |
| Others | Not known | NA | 3 | NA | NA | NA |
| Others | White | 3 | 3 | 5 | 7 | NA |

Table 1.2a PGT Student population by Gender.  NA indicates 0 < n < 3

| Intersection | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 |
|---|---|---|---|---|---|
| Female | 51 | 56 | 61 | 66 | 73 |
| Male | 51 | 43 | 37 | 49 | 54 |
| Others | 0 | 0 | 0 | NA | NA |

Table 1.2b PGT Student population by Gender and Ethnicity. NA indicates 0 < n < 3

| Gender | Ethnicity | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 |
|---|---|---|---|---|---|---|
| Female | BAME | 26 | 39 | 43 | 46 | 53 |
| Female | Not known | NA | NA | NA | NA | NA |
| Female | White | 25 | 15 | 18 | 20 | 20 |
| Male | BAME | 23 | 22 | 21 | 41 | 44 |
| Male | Not known | NA | NA | NA | NA | NA |
| Male | White | 26 | 19 | 16 | 7 | 9 |
| Others | Not known | NA | NA | NA | NA | NA |
| Others | White | NA | NA | NA | NA | NA |

| Table 1.3a PGR Student population by Gender | | | | | | |
|---|---|---|---|---|---|---|
| Gender | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 | |
| Female | 132 | 138 | 124 | 112 | 114 | |
| Male | 98 | 100 | 84 | 86 | 75 | |
| Others | 3 | NA | NA | NA | 3 | |

Table 1.3b PGR Student population by Gender and Ethnicity. NA indicates 0 <n < 3

| Gender | Ethnicity | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 |
|---|---|---|---|---|---|---|
| Female | BAME | 27 | 39 | 39 | 41 | 46 |
| Female | Not known | 3 | NA | 3 | 4 | 3 |
| Female | White | 102 | 97 | 82 | 67 | 65 |
| Male | BAME | 24 | 20 | 22 | 23 | 24 |
| Male | Not known | 8 | 11 | 6 | 8 | NA |
| Male | White | 66 | 69 | 56 | 55 | 49 |
| Others | Not known | NA | NA | NA | NA | NA |
| Others | White | NA | NA | NA | NA | NA |

**Data tables from requirement 2.** Degree attainment and/or completion rates for students at UG, PGT and PGR level. SLS doesn't have a foundation year. N/A redacted information due to numbers < 3.

Table 2.1a UG Degree awards by gender, where "good" is 1 or 2.1. NA indicates 0 < n < 3

| Gender | Classification | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 |
|---|---|---|---|---|---|---|
| Female | Good | 148 | 144 | 175 | 149 | 204 |
| Female | Other | 15 | 5 | 5 | 18 | 21 |
| Male | Good | 75 | 80 | 81 | 89 | 118 |
| Male | Other | 11 | 9 | 12 | 15 | 18 |
| Others | Good | 0 | 0 | NA | 6 | NA |
| Others | Other | 0 | 0 | 0 | NA | 0 |

Table 2.1b UG Degree awards by gender. NA indicates 0 < n < 3

| Gender | Class | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 |
|---|---|---|---|---|---|---|
| Female | 1 | 91 | 79 | 117 | 76 | 97 |
| Female | 2.1 | 57 | 65 | 58 | 73 | 107 |
| Female | 2.2 | 11 | 3 | 4 | 15 | 20 |
| Female | 3 | 0 | 0 | 0 | 0 | NA |
| Female | Unknown | 4 | NA | NA | 3 | 0 |
| Male | 1 | 40 | 38 | 46 | 44 | 52 |
| Male | 2.1 | 35 | 42 | 35 | 45 | 66 |
| Male | 2.2 | 11 | 4 | 5 | 10 | 17 |
| Male | 3 | 0 | 0 | 0 | NA | NA |
| Male | Pass | 0 | 0 | NA | NA | 0 |
| Male | Unknown | 0 | 5 | 6 | NA | 0 |
| Others | 1 | 0 | 0 | 0 | 4 | 0 |
| Others | 2.1 | 0 | 0 | NA | NA | NA |
| Others | 2.2 | 0 | 0 | 0 | NA | 0 |

| Intersection | Characteristic | Class | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 |
|---|---|---|---|---|---|---|---|
Table 2.1c UG Degree awards by gender and ethnicity. NA indicates 0 < n < 3

| Intersection | Characteristic | Class | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 |
|---|---|---|---|---|---|---|---|
| Female | BAME | 1 | 27 | 23 | 47 | 34 | 36 |
| Female | Not known | 1 | NA | NA | 0 | 0 | 0 |
| Female | White | 1 | 63 | 55 | 70 | 42 | 61 |
| Male | BAME | 1 | 11 | 9 | 20 | 12 | 10 |
| Male | Not known | 1 | 0 | 0 | NA | 0 | 3 |
| Male | White | 1 | 29 | 29 | 24 | 32 | 39 |
| Others | Not known | 1 | 0 | 0 | 0 | NA | 0 |
| Others | White | 1 | 0 | 0 | 0 | 3 | 0 |
| Female | BAME | 2.1 | 29 | 29 | 34 | 38 | 60 |
| Female | Not known | 2.1 | NA | NA | NA | NA | 0 |
| Female | White | 2.1 | 27 | 35 | 23 | 34 | 47 |
| Male | BAME | 2.1 | 12 | 17 | 19 | 25 | 33 |
| Male | Not known | 2.1 | NA | 0 | 0 | NA | 0 |
| Male | White | 2.1 | 22 | 25 | 16 | 19 | 33 |
| Others | BAME | 2.1 | 0 | 0 | NA | NA | NA |
| Others | Not known | 2.1 | 0 | 0 | 0 | NA | NA |
| Female | BAME | 2.2 | 6 | NA | 3 | 13 | 17 |
| Female | White | 2.2 | 5 | NA | NA | NA | 3 |
| Male | BAME | 2.2 | 6 | NA | NA | 7 | 11 |
| Male | White | 2.2 | 5 | NA | 3 | 3 | 6 |
| Others | BAME | 2.2 | 0 | 0 | 0 | NA | 0 |
| Female | BAME | 3 | 0 | 0 | 0 | 0 | NA |
| Male | BAME | 3 | 0 | 0 | 0 | NA | NA |
| Male | BAME | Pass | 0 | 0 | NA | NA | 0 |
| Male | White | Pass | 0 | 0 | 0 | NA | 0 |
| Female | BAME | Unknown | NA | | 0 | NA | 0 |
| Female | White | Unknown | 3 | NA | 0 | NA | 0 |
| Male | BAME | Unknown | 0 | NA | 3 | 0 | 0 |
| Male | White | Unknown | 0 | 4 | 3 | NA | 0 |

Table 2.2a PGT degree awards by gender. NA indicates 0 < n < 3

| Characteristic | Class | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 |
|---|---|---|---|---|---|---|
| Female | Distinction | 29 | 29 | 32 | 29 | 28 |
| Female | Merit | 28 | 19 | 20 | 29 | 32 |
| Female | Other | 0 | 0 | 0 | 0 | 3 |
| Female | Unknown | NA | NA | NA | NA | 0 |
| Male | Distinction | 26 | 26 | 22 | 16 | 15 |
| Male | Merit | 24 | 18 | 17 | 18 | 25 |
| Male | Other | 0 | 0 | 0 | 0 | 4 |
| Male | Unknown | 7 | 4 | NA | NA | 0 |

Table 2.2b PGT degree awards by gender and ethnicity. NA indicates 0 < n < 3

| Gender | Ethnicity | Class | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 |
|---|---|---|---|---|---|---|---|
| Female | BAME | Distinction | 14 | 10 | 17 | 13 | 13 |
| Female | BAME | Merit | 23 | 13 | 18 | 27 | 28 |
| Female | BAME | Other | 0 | 0 | 0 | 0 | 3 |
| Female | BAME | Unknown | NA | NA | NA | NA | 0 |
| Female | Not known | Distinction | NA | 0 | NA | 0 | 0 |
| Female | Not known | Merit | 0 | 0 | NA | 0 | 0 |
| Female | White | Distinction | 14 | 19 | 14 | 16 | 15 |
| Female | White | Merit | 5 | 6 | NA | NA | 4 |
| Male | BAME | Distinction | 11 | 7 | 6 | 5 | 10 |
| Male | BAME | Merit | 15 | 12 | 14 | 13 | 24 |
| Male | BAME | Other | 0 | 0 | 0 | 0 | 4 |
| Male | BAME | Unknown | NA | 3 | NA | NA | 0 |
| Male | Not known | Distinction | 0 | NA | 0 | 0 | 0 |
| Male | Not known | Merit | 0 | NA | NA | 0 | 0 |
| Male | Not known | Unknown | NA | 0 | 0 | 0 | 0 |
| Male | White | Distinction | 15 | 18 | 16 | 11 | 5 |
| Male | White | Merit | 9 | 5 | NA | 5 | NA |
| Male | White | Unknown | 4 | NA | 0 | 0 | 0 |

**Data tables from requirement 3.** Academic staff by grade and contract function. N/A redacted information due to numbers < 3.

Table 3a. Academic staff by gender, grade and contract function.

| Grade | Gender | Role | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 |
|---|---|---|---|---|---|---|---|
| FA 2 | Female | Teaching | | 3 | 4 | 4 | 3 | 6 |
| FA 2 | Male | Teaching | | 6 | 5 | 5 | 4 | 7 |
| FA 3 | Female | Teaching | | 13 | 11 | 10 | 10 | 10 |
| FA 3 | Male | Teaching | NA | | 3 | 4 | 4 | 3 |
| FA 4 | Female | Teaching | | 15 | 15 | 15 | 17 | 17 |
| FA 4 | Male | Teaching | | 9 | 8 | 7 | 4 | 4 |
| FA 5 | Female | Research | NA | NA | NA | NA | NA |
| FA 5 | Female | Teaching | | 21 | 17 | 17 | 17 | 17 |
| FA 5 | Male | Research | NA | NA | NA | NA | 3 |
| FA 5 | Male | Teaching | | 13 | 11 | 12 | 14 | 14 |
| FA 6 | Female | Research | | 39 | 32 | 25 | 40 | 39 |
| FA 6 | Female | Teaching | | 9 | 8 | 7 | 8 | 9 |
| FA 6 | Male | Research | | 35 | 31 | 27 | 32 | 27 |
| FA 6 | Male | Teaching | | 9 | 10 | 9 | 9 | 4 |
| FA 7 | Female | Research | NA | NA | NA | 3 | 3 |
| FA 7 | Female | Research + Teaching | | 6 | 4 | NA | NA | 0 |
| FA 7 | Female | Teaching | | 5 | 5 | 5 | 5 | 3 |
| FA 7 | Male | Research | NA | NA | 0 | NA | NA |
| FA 7 | Male | Research + Teaching | | 7 | 6 | 4 | 6 | 5 |
| FA 7 | Male | Teaching | NA | NA | 3 | NA | 3 |
| FA 8 | Female | Research + Teaching | | 6 | 7 | 6 | 3 | 4 |
| FA 8 | Female | Teaching | NA | NA | NA | 0 | 0 |
| FA 8 | Male | Research | NA | NA | NA | NA | NA |
| FA 8 | Male | Research + Teaching | | 18 | 18 | 12 | 6 | 9 |
| FA 8 | Male | Teaching | | 0 | 0 | 0 | 0 | NA |
| FA 9 | Female | Research + Teaching | NA | NA | NA | 4 | 5 |
| FA 9 | Male | Research | NA | NA | 0 | 0 | 0 |
| FA 9 | Male | Research + Teaching | | 20 | 23 | 18 | 27 | 29 |
| FA 9 | Male | Teaching | NA | NA | NA | NA | NA |

Table 3b. Academic staff by gender and ethnicity.

| Ethnicity | Gender | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 |
|---|---|---|---|---|---|---|
| Not known | Female | 4 | 4 | 3 | 3 | 3 |
| Not known | Male | 11 | 10 | 7 | 9 | 8 |
| White | Female | 48 | 41 | 32 | 49 | 48 |
| White | Male | 70 | 69 | 49 | 66 | 68 |
| BAME | Female | 7 | 7 | 5 | 10 | 13 |
| BAME | Male | 11 | 11 | 13 | 14 | 14 |

Table 3c. SLS staff by gender and ethnicity.

| Ethnicity | Gender | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 |
|---|---|---|---|---|---|---|
| Not known | Female | 8 | 5 | 4 | 4 | 4 |
| Not known | Male | 13 | 12 | 8 | 11 | 10 |
| White | Female | 101 | 93 | 79 | 98 | 94 |
| White | Male | 107 | 104 | 84 | 97 | 98 |
| BAME | Female | 18 | 16 | 16 | 20 | 27 |
| BAME | Male | 14 | 14 | 17 | 18 | 18 |

**Data table from requirement 4.** Academic staff by grade and contract type. N/A redacted information due to numbers < 3.

Table 4. Academic staff by grade and contract type. Grades combined to reduce the need to redact data. N.B. Ethnicity intersection not used due to already low numbers. NA indicates 0 < n < 3.

| Role | Gender | Contract Type | Grade | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 |
|---|---|---|---|---|---|---|---|---|
| Research Focussed | Female | Fixed Term | FA 5/6 | 39 | 33 | 26 | 32 | 35 |
| Research Focussed | Female | Permanent | FA 5/6 | NA | NA | NA | 9 | 6 |
| Research Focussed | Male | Fixed Term | FA 5/6 | 36 | 33 | 29 | 29 | 27 |
| Research Focussed | Male | Permanent | FA 5/6 | 0 | 0 | 0 | 4 | 3 |
| Teaching Focussed | Female | Fixed Term | FA 5/6 | 0 | 0 | NA | 0 | NA |
| Teaching Focussed | Female | Permanent | FA 5/6 | 0 | 0 | 0 | NA | NA |
| Teaching Focussed | Male | Fixed Term | FA 5/6 | NA | 0 | 0 | 0 | 0 |
| Teaching Focussed | Male | Permanent | FA 5/6 | 0 | 0 | 0 | 0 | NA |
| Research Focussed | Female | Fixed Term | FA 7/8/9 | NA | NA | NA | NA | NA |
| Research Focussed | Female | Permanent | FA 7/8/9 | 0 | 0 | 0 | NA | NA |
| Research Focussed | Male | Fixed Term | FA 7/8/9 | 3 | 3 | 0 | NA | NA |
| Research Focussed | Male | Permanent | FA 7/8/9 | NA | NA | NA | NA | NA |
| Teaching & Research | Female | Fixed Term | FA 7/8/9 | NA | NA | NA | NA | NA |
| Teaching & Research | Female | Permanent | FA 7/8/9 | 12 | 11 | 8 | 8 | 9 |
| Teaching & Research | Male | Fixed Term | FA 7/8/9 | NA | 0 | 0 | 0 | 0 |
| Teaching & Research | Male | Permanent | FA 7/8/9 | 44 | 47 | 34 | 39 | 43 |
| Teaching Focussed | Female | Permanent | FA 7/8/9 | 3 | 3 | NA | 4 | 5 |
| Teaching Focussed | Male | Fixed Term | FA 7/8/9 | NA | 0 | 0 | NA | NA |
| Teaching Focussed | Male | Permanent | FA 7/8/9 | 5 | 6 | 5 | 4 | 3 |

**Data table from requirement 5.** Professional, technical and operational (PTO) staff by grade and job family. N/A redacted information due to numbers < 3.

Table 5a. PTO staff by gender and grade.

| Gender | Grade | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 |
|---|---|---|---|---|---|---|
| Female | FA 2 | 3 | 4 | 4 | 3 | 6 |
| Male | FA 2 | 6 | 5 | 5 | 4 | 7 |
| Female | FA 3 | 13 | 11 | 10 | 10 | 10 |
| Male | FA 3 | NA | 3 | 4 | 4 | 3 |
| Female | FA 4 | 15 | 15 | 15 | 17 | 17 |
| Male | FA 4 | 9 | 8 | 7 | 4 | 4 |
| Female | FA 5 | 21 | 17 | 17 | 17 | 17 |
| Male | FA 5 | 13 | 11 | 12 | 14 | 14 |
| Female | FA 6 | 9 | 8 | 7 | 8 | 9 |
| Male | FA 6 | 9 | 10 | 9 | 9 | 4 |
| Female | FA 7 | 5 | 5 | 5 | 5 | 3 |
| Male | FA 7 | NA | NA | 3 | NA | 3 |
| Female | FA 8 | NA | NA | NA | 0 | 0 |
| Male | FA 8 | 0 | 0 | 0 | 0 | NA |
| Male | FA 9 | NA | NA | NA | NA | NA |

Table 5b. PTO staff by ethnicity and gender.

| Ethnicity | Gender | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 |
|---|---|---|---|---|---|---|
| Not known | Female | 4 | NA | NA | NA | NA |
| Not known | Male | NA | NA | NA | NA | NA |
| White | Female | 53 | 52 | 47 | 49 | 47 |
| White | Male | 38 | 36 | 37 | 31 | 31 |
| BAME | Female | 11 | 9 | 11 | 10 | 14 |
| BAME | Male | 3 | 3 | 4 | 4 | 4 |

**Data table from requirement 6.** Professional, technical and operational (PTO) staff by grade and contract type. N/A redacted information due to numbers < 3.

Table 6. PTO staff by grade and contract type. N.B. Ethnicity intersection not used due to already low numbers. NA indicates  0 < n < 3.

| Gender | Grade | Contract Type | 18/19 | 19/20 | 20/21 | 21/22 | 22/23 |
|---|---|---|---|---|---|---|---|
| Female | FA 2 | Permanent | 3 | 4 | 4 | 3 | 6 |
| Male | FA 2 | Fixed Term | 0 | 0 | 0 | 0 | NA |
| Male | FA 2 | Permanent | 6 | 5 | 5 | 4 | 6 |
| Female | FA 3 | Fixed Term | NA | NA | 0 | 0 | 0 |
| Female | FA 3 | Permanent | 12 | 10 | 10 | 10 | 10 |
| Male | FA 3 | Fixed Term | 0 | NA | NA | 0 | NA |
| Male | FA 3 | Permanent | NA | NA | 3 | 4 | NA |
| Female | FA 4 | Fixed Term | 4 | 4 | 5 | 3 | 5 |
| Female | FA 4 | Permanent | 11 | 11 | 10 | 14 | 12 |
| Male | FA 4 | Fixed Term | 3 | 3 | NA | 0 | 0 |
| Male | FA 4 | Permanent | 6 | 5 | 5 | 4 | 4 |
| Female | FA 5 | Fixed Term | 9 | 6 | 5 | 7 | 7 |
| Female | FA 5 | Permanent | 12 | 12 | 13 | 12 | 10 |
| Male | FA 5 | Fixed Term | 6 | 5 | 5 | 4 | 5 |
| Male | FA 5 | Permanent | 7 | 6 | 7 | 10 | 9 |
| Female | FA 6 | Fixed Term | 4 | NA | NA | NA | NA |
| Female | FA 6 | Permanent | 5 | 6 | 5 | 7 | 8 |
| Male | FA 6 | Fixed Term | NA | NA | 0 | 0 | 0 |
| Male | FA 6 | Permanent | 7 | 8 | 9 | 9 | 4 |
| Female | FA 7 | Fixed Term | NA | NA | 0 | 0 | 0 |
| Female | FA 7 | Permanent | 3 | 3 | 5 | 5 | 3 |
| Male | FA 7 | Permanent | NA | NA | 3 | NA | 3 |
| Female | FA 8 | Permanent | NA | NA | NA | 0 | 0 |
| Male | FA 8 | Permanent | 0 | 0 | 0 | 0 | NA |
| Male | FA 9 | Permanent | NA | NA | NA | NA | NA |
| Female | NON FA GRA | Fixed Term | NA | 0 | 0 | 0 | 0 |
| Female | NON FA GRA | Permanent | 0 | 0 | 0 | NA | NA |
| Male | NON FA GRA | Fixed Term | 0 | 0 | NA | 0 | 0 |
| Male | NON FA GRA | Permanent | 0 | 0 | 0 | NA | NA |

**Data tables from requirement 7.** Applications, shortlist and appointments made in recruitment to academic posts by grade. N/A redacted information due to numbers < 3.

Table 7a. Academic applications, shortlisting and offers by gender. Blank cells indicate data not available, NA means 0 < n 3

| Grade | Gender | Measure | 18/19 | 19/20 | 20/21 | 21/22 |
|---|---|---|---|---|---|---|
| Level 4 | Male | Applications | | | | 0 |
| Level 4 | Male | Shortlisting | | | | 0 |
| Level 4 | Male | Offers | | | | 0 |
| Level 5 | Female | Applications | | NA | NA | NA |
| Level 5 | Female | Shortlisting | | NA | NA | NA |
| Level 5 | Female | Offers | | 0 | 0 | 0 |
| Level 5 | Male | Applications | | NA | 0 | NA |
| Level 5 | Male | Shortlisting | | NA | 0 | NA |
| Level 5 | Male | Offers | | NA | 0 | 0 |
| Level 5 | Not known | Applications | | | | 0 |
| Level 5 | Not known | Shortlisting | | | | 0 |
| Level 5 | Not known | Offers | | | | 0 |
| Level 5/6 | Female | Applications | NA | | | |
| Level 5/6 | Female | Shortlisting | NA | | | |
| Level 5/6 | Female | Offers | 0 | | | |
| Level 5/6 | Male | Applications | 0 | | | |
| Level 5/6 | Male | Shortlisting | 0 | | | |
| Level 5/6 | Male | Offers | 0 | | | |
| Level 6 | Female | Applications | 30 | NA | 44 | NA |
| Level 6 | Female | Shortlisting | NA | NA | 43 | NA |
| Level 6 | Female | Offers | 9 | NA | NA | NA |
| Level 6 | Male | Applications | 31 | NA | 56 | NA |
| Level 6 | Male | Shortlisting | NA | NA | 52 | NA |
| Level 6 | Male | Offers | 4 | 3 | 4 | 0 |
| Level 6 | Not known | Applications | NA | 0 | NA | 0 |
| Level 6 | Not known | Shortlisting | NA | 0 | NA | 0 |
| Level 6 | Not known | Offers | 0 | 0 | NA | 0 |
| Level 7 | Female | Applications | NA | 0 | | |
| Level 7 | Female | Shortlisting | NA | 0 | | |
| Level 7 | Female | Offers | 0 | 0 | | |
| Level 7 | Male | Applications | 6 | NA | | |
| Level 7 | Male | Shortlisting | 4 | NA | | |
| Level 7 | Male | Offers | NA | 0 | | |
| Level 7 | Not known | Applications | 0 | NA | | |
| Level 7 | Not known | Shortlisting | 0 | NA | | |
| Level 7 | Not known | Offers | 0 | 0 | | |
| Level 7/8 | Female | Applications | NA | | | 4 |
| Level 7/8 | Female | Shortlisting | NA | | | 4 |
| Level 7/8 | Female | Offers | 0 | | | 0 |
| Level 7/8 | Male | Applications | 3 | | | 8 |
| Level 7/8 | Male | Shortlisting | 3 | | | 8 |
| Level 7/8 | Male | Offers | 0 | | | 0 |
| Level 7/8 | Not known | Applications | 0 | | | 0 |
| Level 7/8 | Not known | Shortlisting | 0 | | | 0 |
| Level 7/8 | Not known | Offers | 0 | | | 0 |
| Level 7/8/9 | Female | Applications | 0 | | NA | |
| Level 7/8/9 | Female | Shortlisting | 0 | | NA | |
| Level 7/8/9 | Female | Offers | 0 | | 0 | |
| Level 7/8/9 | Male | Applications | 6 | | 4 | |
| Level 7/8/9 | Male | Shortlisting | 6 | | 4 | |
| Level 7/8/9 | Male | Offers | 0 | | 0 | |
| Level 7/8/9 | Not known | Applications | 0 | | | |
| Level 7/8/9 | Not known | Shortlisting | 0 | | | |
| Level 7/8/9 | Not known | Offers | 0 | | | |
| Level 8 | Female | Applications | | 0 | | |
| Level 8 | Female | Shortlisting | | 0 | | |
| Level 8 | Female | Offers | | 0 | | |
| Level 8 | Male | Applications | 0 | 0 | | |
| Level 8 | Male | Shortlisting | 0 | 0 | | |
| Level 8 | Male | Offers | 0 | 0 | | |
| Level 9 | Female | Applications | NA | 0 | | |
| Level 9 | Female | Shortlisting | NA | 0 | | |
| Level 9 | Female | Offers | 0 | 0 | | |
| Level 9 | Male | Applications | NA | 0 | | |
| Level 9 | Male | Shortlisting | NA | 0 | | |
| Level 9 | Male | Offers | NA | 0 | | |
| Level 9 | Not known | Applications | 0 | | | |
| Level 9 | Not known | Shortlisting | 0 | | | |
| Level 9 | Not known | Offers | 0 | | | |

Table 7b. Academic shortlisting and offer gender gap between male applicants and female or those with gender not known. Blank cells indicate data not available.

| Grade | Gender | 18/19 Shortlist Gender % | 18/19 Offer Gender % | 19/20 Shortlist Gender % | 19/20 Offer Gender % | 20/21 Shortlist Gender % | 20/21 Offer Gender % | 21/22 Shortlist Gender % | 21/22 Offer Gender % |
|---|---|---|---|---|---|---|---|---|---|
| Level 5 | Female | NA | NA | 50 | -50 | NA | NA | 0 | 0 |
| Level 5/6 | Female | NA | NA | NA | NA | NA | NA | NA | NA |
| Level 6 | Female | -17.09677419 | 17.09677419 | 4.807692308 | -4.807692308 | 4.87012987 | -4.87012987 | -8.695652174 | 8.695652174 |
| Level 7 | Female | 33.33333333 | -33.33333333 | NA | NA | NA | NA | NA | NA |
| Level 7/8 | Female | 0 | 0 | NA | NA | NA | NA | 0 | 0 |
| Level 7/8/9 | Female | NA | NA | NA | NA | 0 | 0 | NA | NA |
| Level 8 | Female | NA | NA | NA | NA | NA | NA | NA | NA |
| Level 9 | Female | 50 | -50 | NA | NA | NA | NA | NA | NA |
| Level 5 | Not known | NA | NA | NA | NA | NA | NA | NA | NA |
| Level 6 | Not known | 12.90322581 | -12.90322581 | NA | NA | -42.85714286 | 42.85714286 | NA | NA |
| Level 7 | Not known | NA | NA | 0 | 0 | NA | NA | NA | NA |
| Level 7/8 | Not known | NA | NA | NA | NA | NA | NA | NA | NA |
| Level 7/8/9 | Not known | NA | NA | NA | NA | NA | NA | NA | NA |
| Level 9 | Not known | NA | NA | NA | NA | NA | NA | NA | NA |

Table 7c. Academic appointments made in recruitment to R&T positions in the last 10 years. Data provided by local HR.

| Year | New female academics in R&T posts | New male academics in R&T posts | Total new academics in R&T posts | % of females in new R&T posts |
|---|---|---|---|---|
| 2013 | 1 | 4 | 5 | 20 |
| 2014 | 1 | 1 | 2 | 50 |
| 2015 | 0 | 1 | 1 | 0 |
| 2016 | 2 | 3 | 5 | 40 |
| 2017 | 1 | 1 | 2 | 50 |
| 2018 | 1 | 2 | 3 | 33 |
| 2019 | 0 | 3 | 3 | 0 |
| 2020 | 0 | 3 | 3 | 0 |
| 2021 | 1 | 1 | 2 | 50 |
| 2022 | 1 | 4 | 5 | 20 |
| 2023 | 3 | 3 | 6 | 50 |

**Data tables from requirement 8.** Applications, shortlist and appointments made in recruitment to PTO posts by grade. N/A redacted information due to numbers < 3.

Table 8a. PTO Applications, shortlisting and offers by gender. Blank cells indicate data not available, NA means 0 < n 3

| Grade | Gender | Measure | 18/19 | 19/20 | 20/21 | 21/22 |
|---|---|---|---|---|---|---|
| Level 2 | Female | Applications | 5 | 0 | 4 | 5 |
| Level 2 | Female | Shortlisting | 5 | 0 | 4 | 5 |
| Level 2 | Female | Offers | 0 | 0 | 0 | 0 |
| Level 2 | Male | Applications | NA | 6 | 9 | 5 |
| Level 2 | Male | Shortlisting | NA | 5 | 9 | 5 |
| Level 2 | Male | Offers | 0 | NA | 0 | 0 |
| Level 2 | Not known | Applications | | | 0 | |
| Level 2 | Not known | Shortlisting | | | 0 | |
| Level 2 | Not known | Offers | | | 0 | |
| Level 3 | Female | Applications | NA | NA | NA | 0 |
| Level 3 | Female | Shortlisting | NA | NA | NA | 0 |
| Level 3 | Female | Offers | 0 | 0 | 0 | 0 |
| Level 3 | Male | Applications | 9 | | 6 | 0 |
| Level 3 | Male | Shortlisting | 7 | | 6 | 0 |
| Level 3 | Male | Offers | NA | | 0 | 0 |
| Level 3 | Not known | Applications | | | 0 | |
| Level 3 | Not known | Shortlisting | | | 0 | |
| Level 3 | Not known | Offers | | | 0 | |
| Level 4 | Female | Applications | NA | NA | NA | NA |
| Level 4 | Female | Shortlisting | NA | NA | NA | NA |
| Level 4 | Female | Offers | NA | 0 | 0 | 0 |
| Level 4 | Male | Applications | 4 | 7 | 4 | NA |
| Level 4 | Male | Shortlisting | 3 | 7 | 4 | NA |
| Level 4 | Male | Offers | NA | 0 | 0 | 0 |
| Level 4 | Not known | Applications | | | 0 | 0 |
| Level 4 | Not known | Shortlisting | | | 0 | 0 |
| Level 4 | Not known | Offers | | | 0 | 0 |
| Level 5 | Female | Applications | 9 | 5 | NA | 9 |
| Level 5 | Female | Shortlisting | 6 | 5 | NA | 9 |
| Level 5 | Female | Offers | 3 | 0 | NA | 0 |
| Level 5 | Male | Applications | 3 | 7 | NA | 4 |
| Level 5 | Male | Shortlisting | 3 | 6 | NA | 4 |
| Level 5 | Male | Offers | 0 | NA | 0 | 0 |
| Level 5 | Not known | Applications | NA | NA | 3 | |
| Level 5 | Not known | Shortlisting | NA | NA | NA | |
| Level 5 | Not known | Offers | 0 | 0 | NA | |
| Level 6 | Female | Applications | 0 | | | NA |
| Level 6 | Female | Shortlisting | 0 | | | NA |
| Level 6 | Female | Offers | 0 | | | 0 |
| Level 6 | Male | Applications | NA | | | 6 |
| Level 6 | Male | Shortlisting | NA | | | 6 |
| Level 6 | Male | Offers | 0 | | | 0 |
| Level 6 | Not known | Applications | | | | NA |
| Level 6 | Not known | Shortlisting | | | | NA |
| Level 6 | Not known | Offers | | | | 0 |
| Level 7 | Female | Applications | | 0 | 5 | NA |
| Level 7 | Female | Shortlisting | | 0 | 5 | NA |
| Level 7 | Female | Offers | | 0 | 0 | 0 |
| Level 7 | Male | Applications | | | NA | 3 |
| Level 7 | Male | Shortlisting | | | NA | 3 |
| Level 7 | Male | Offers | | | 0 | 0 |
| Level 8 | Female | Applications | | | NA | |
| Level 8 | Female | Shortlisting | | | NA | |
| Level 8 | Female | Offers | | | 0 | |
| Level 8 | Male | Applications | | | 5 | |
| Level 8 | Male | Shortlisting | | | 5 | |
| Level 8 | Male | Offers | | | 0 | |

Table 8b. PTO shortlisting and offer gender gap between male applicants and female or those with gender not known. Blank cells indicate data not available.

| Grade | Gender | 18/19 Shortlist Gender % | 18/19 Offer Gender % | 19/20 Shortlist Gender % | 19/20 Offer Gender % | 20/21 Shortlist Gender % | 20/21 Offer Gender % | 21/22 Shortlist Gender % | 21/22 Offer Gender % |
|---|---|---|---|---|---|---|---|---|---|
| Level 2 | Female | 0 | 0 | | | 0 | 0 | 0 | 0 |
| Level 3 | Female | 22.22222222 | -22.2222222 | | | 0 | 0 | | |
| Level 4 | Female | 18.75 | -18.75 | 0 | 0 | 0 | 0 | 0 | 0 |
| Level 5 | Female | -33.3333333 | 33.33333333 | 14.28571429 | -14.2857143 | -5.26315789 | 5.263157895 | 0 | 0 |
| Level 5 | Not known | 0 | 0 | 14.28571429 | -14.2857143 | -33.3333333 | 33.33333333 | | |
| Level 6 | Female | | | | | | | 0 | 0 |
| Level 6 | Not known | | | | | | | 0 | 0 |
| Level 7 | Female | | | | | 0 | 0 | 0 | 0 |
| Level 8 | Female | | | | | 0 | 0 | | |

**Data tables from requirement 9.** Applications and success rates for academic promotion by grade. N/A redacted information due to numbers < 3.

Awaiting local data on number of applications for promotion. Central data records only successes - which almost all has to be redacted due to number.

**Data tables from requirement 10.** Applications and success rates for PTO progression by grade (where there are formal routes for progression). N/A redacted information due to numbers < 3.

Data must all be redacted due to numbers.

**Figures –** Included here for transparency. Not all figures are cited in the text.

A



B
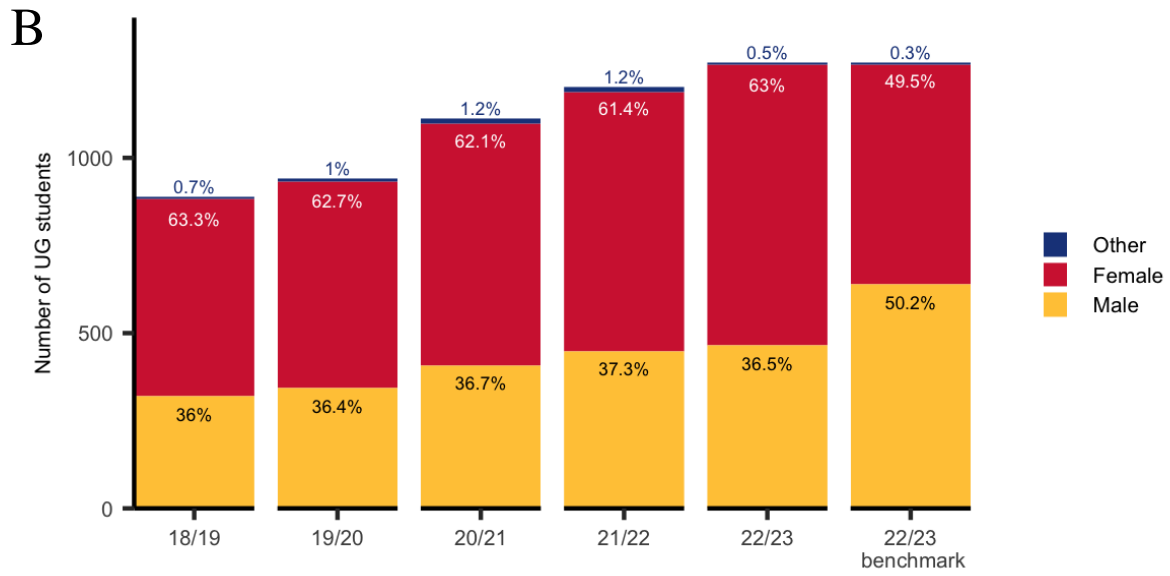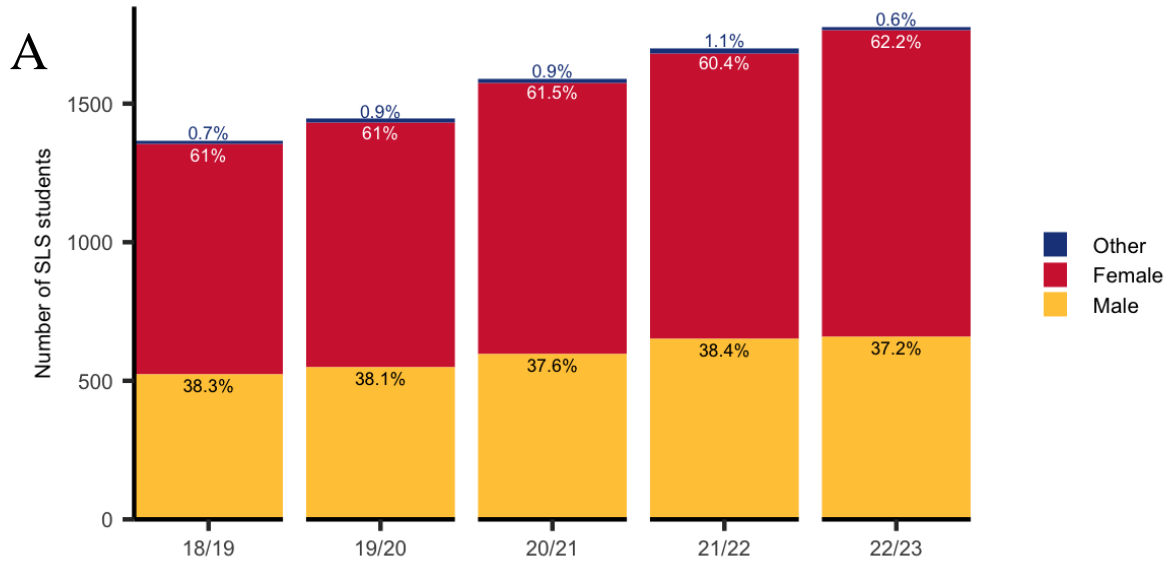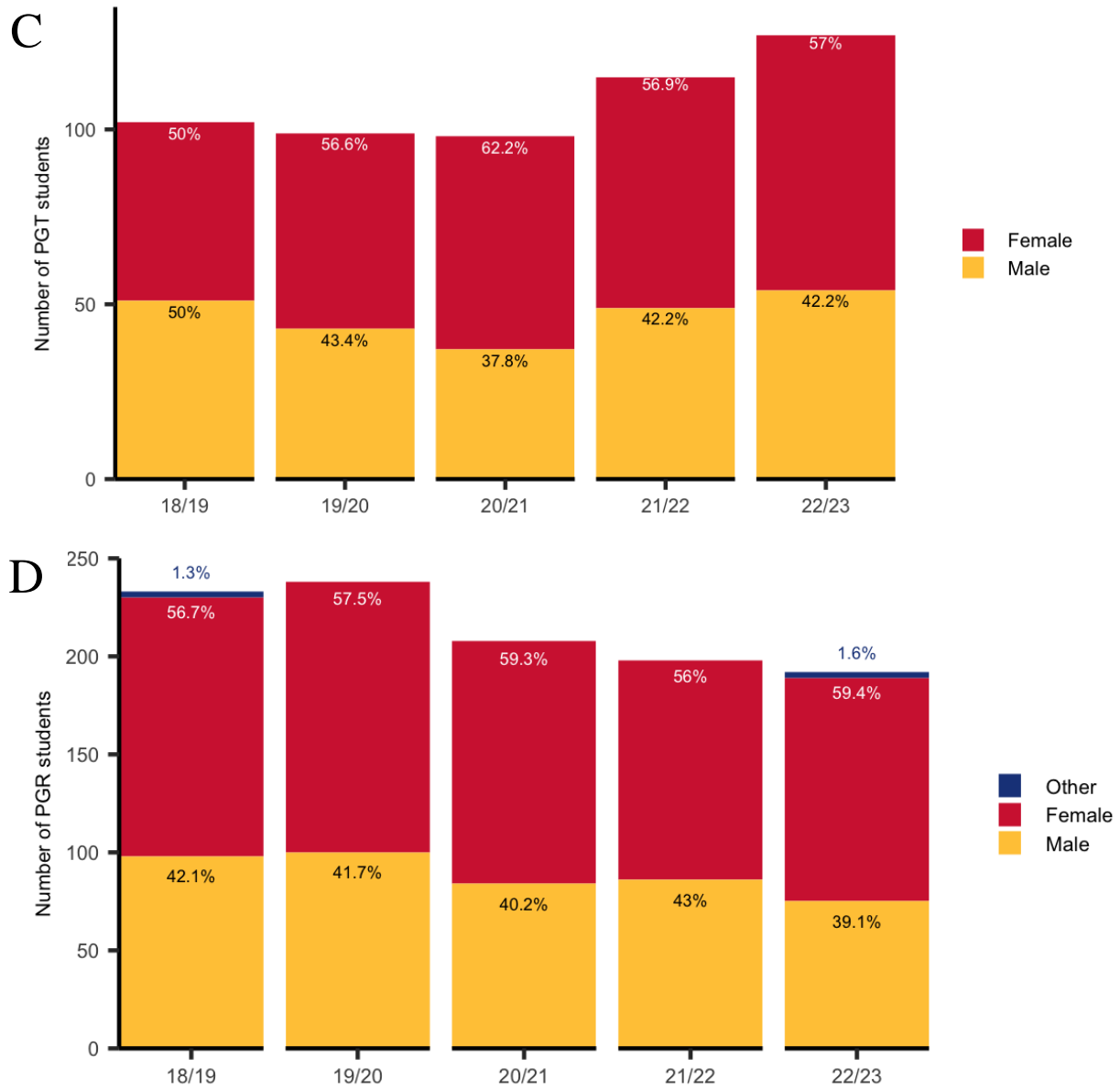
**DataFigure 1 (in line with Data tables from requirement 1):** SLS students by gender. (A) All, (B) UG, (C) PGT; data for other genders redacted in 21/22 & 22/23, (D) PGR.
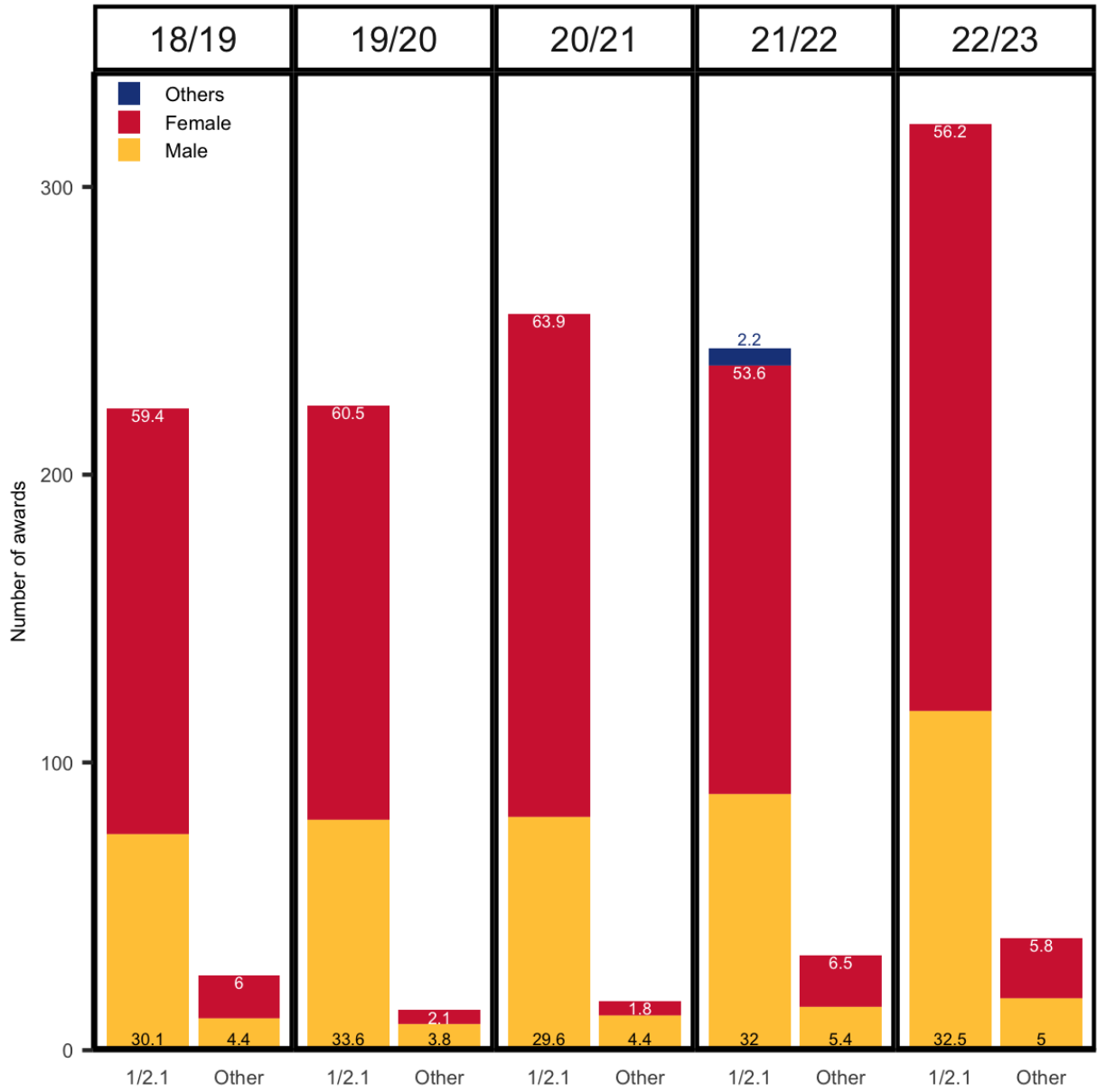
**DataFigure 2 (in line with Data tables from requirement 2):** SLS student awards by gender.

| 18/19 | 19/20 | 20/21 | 21/22 | 22/23 | AdvanceHE 22/23 |
|-------|-------|-------|-------|-------|-----------------|
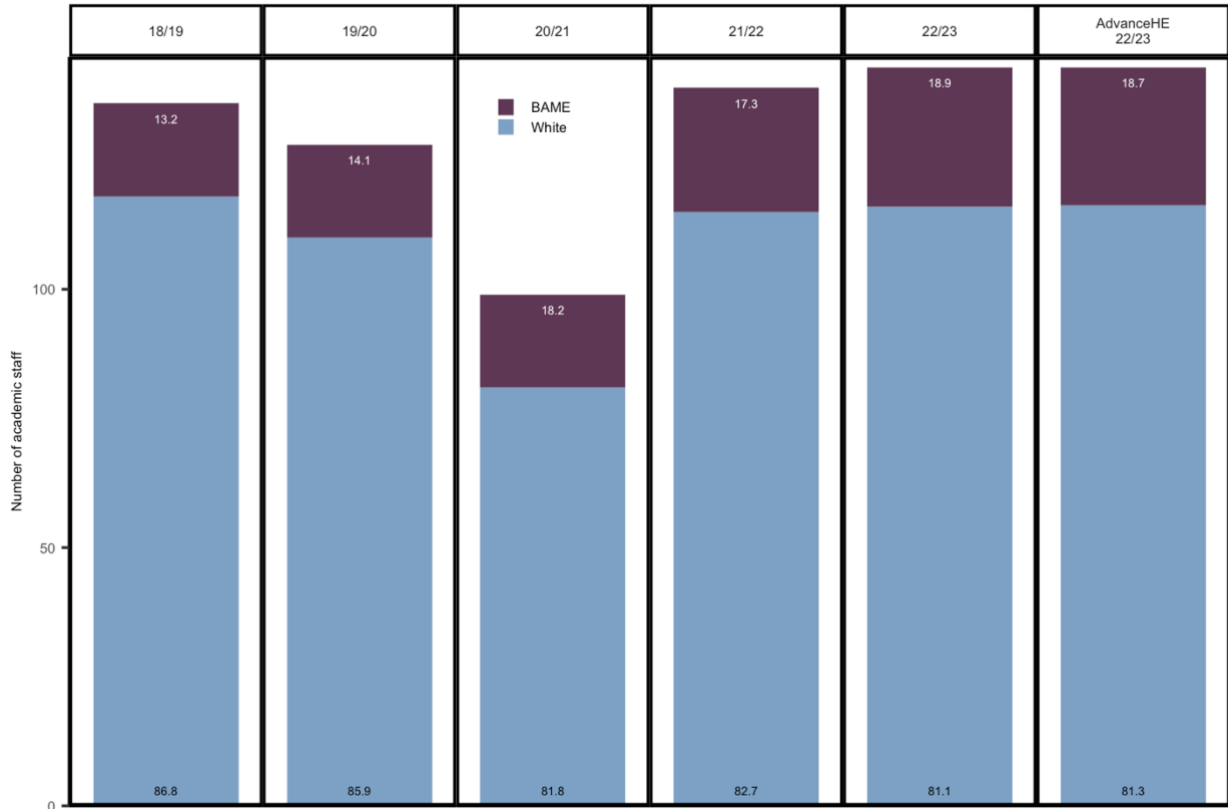
**DataFigure 3 (in line with Data table from requirement 3):** SLS staff by ethnicity (all grades, all job types).
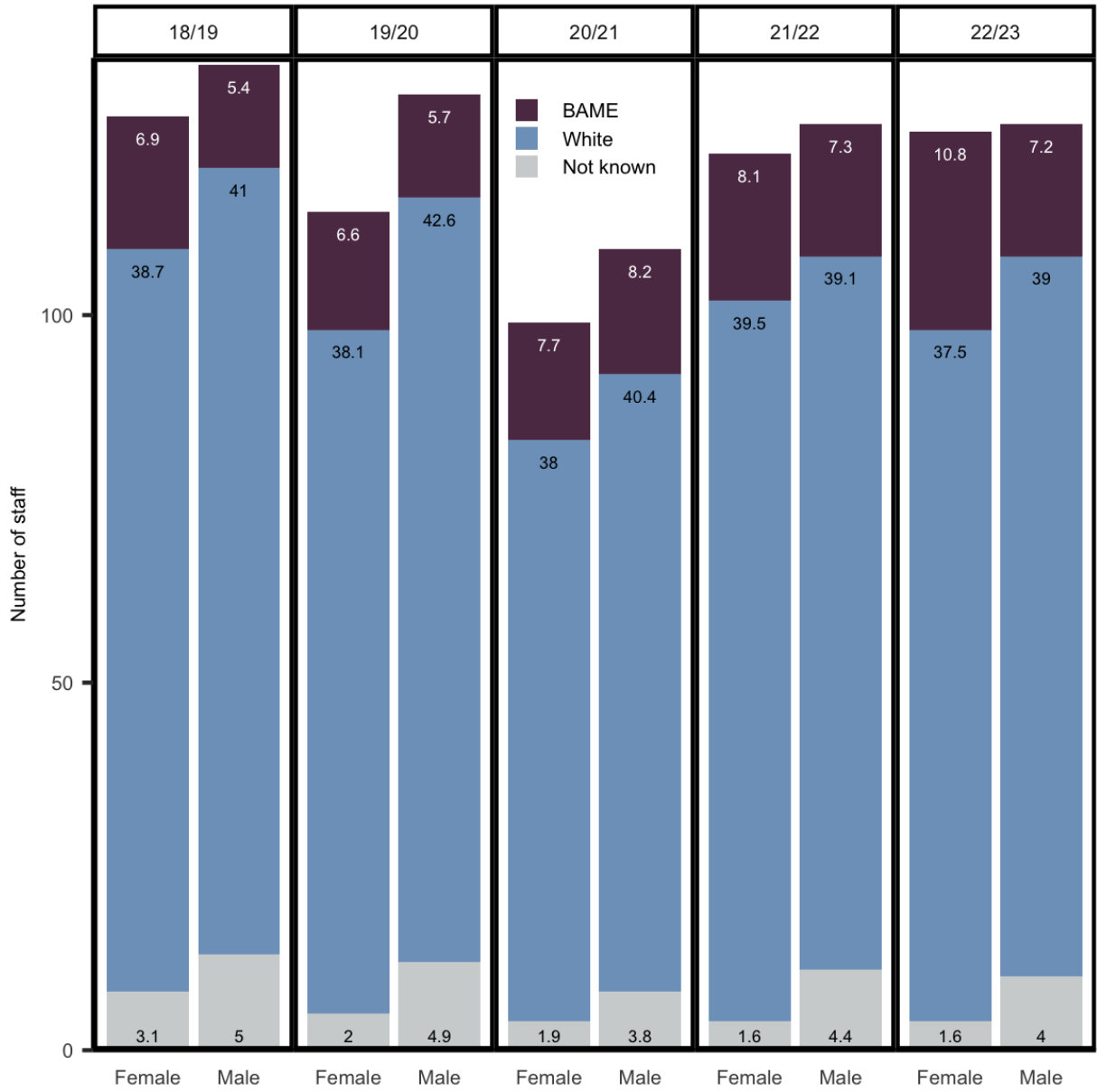
**DataFigure 4 (in line with Data table from requirement 3):** SLS staff by gender and ethnicity (all grades).
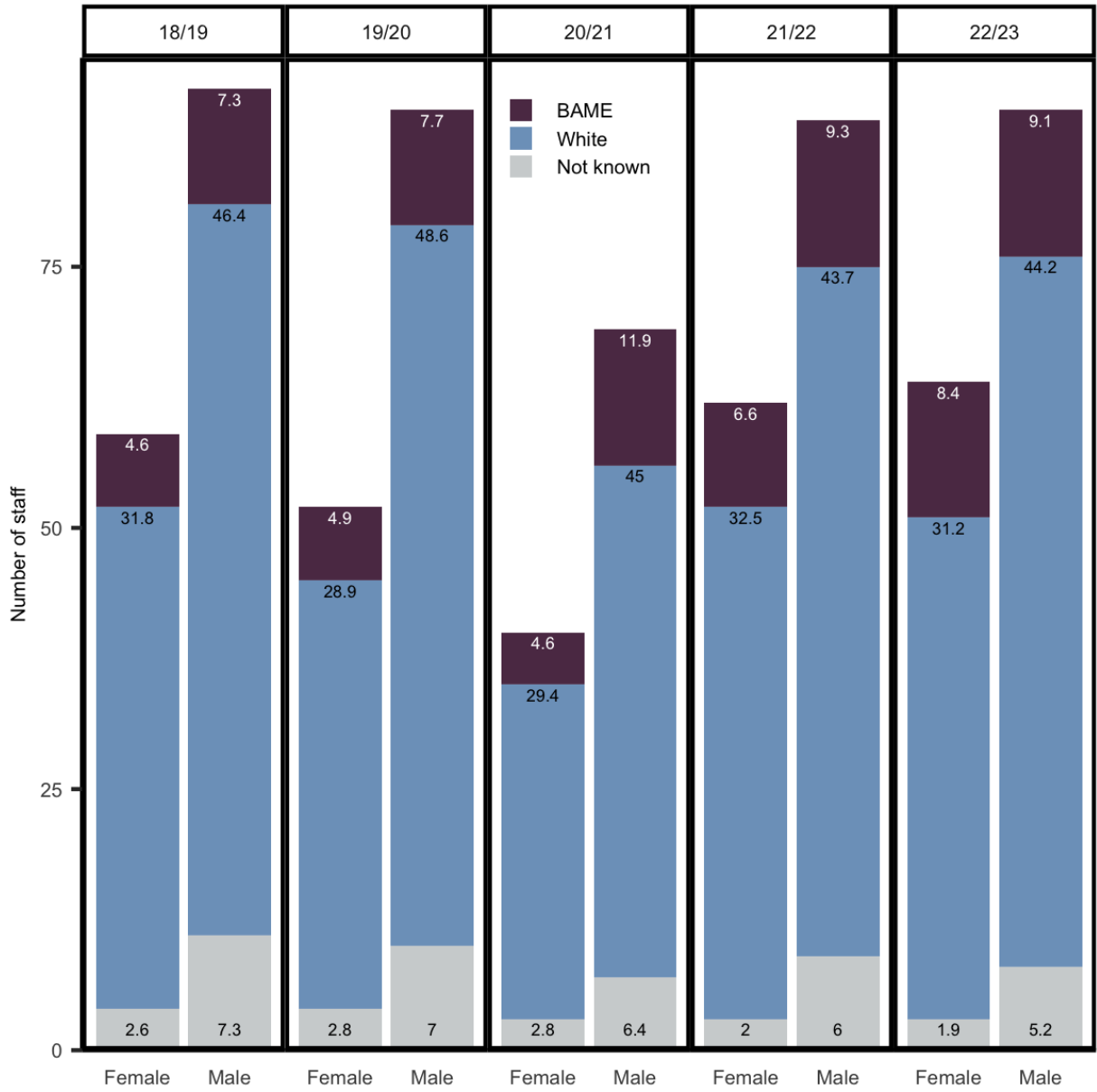
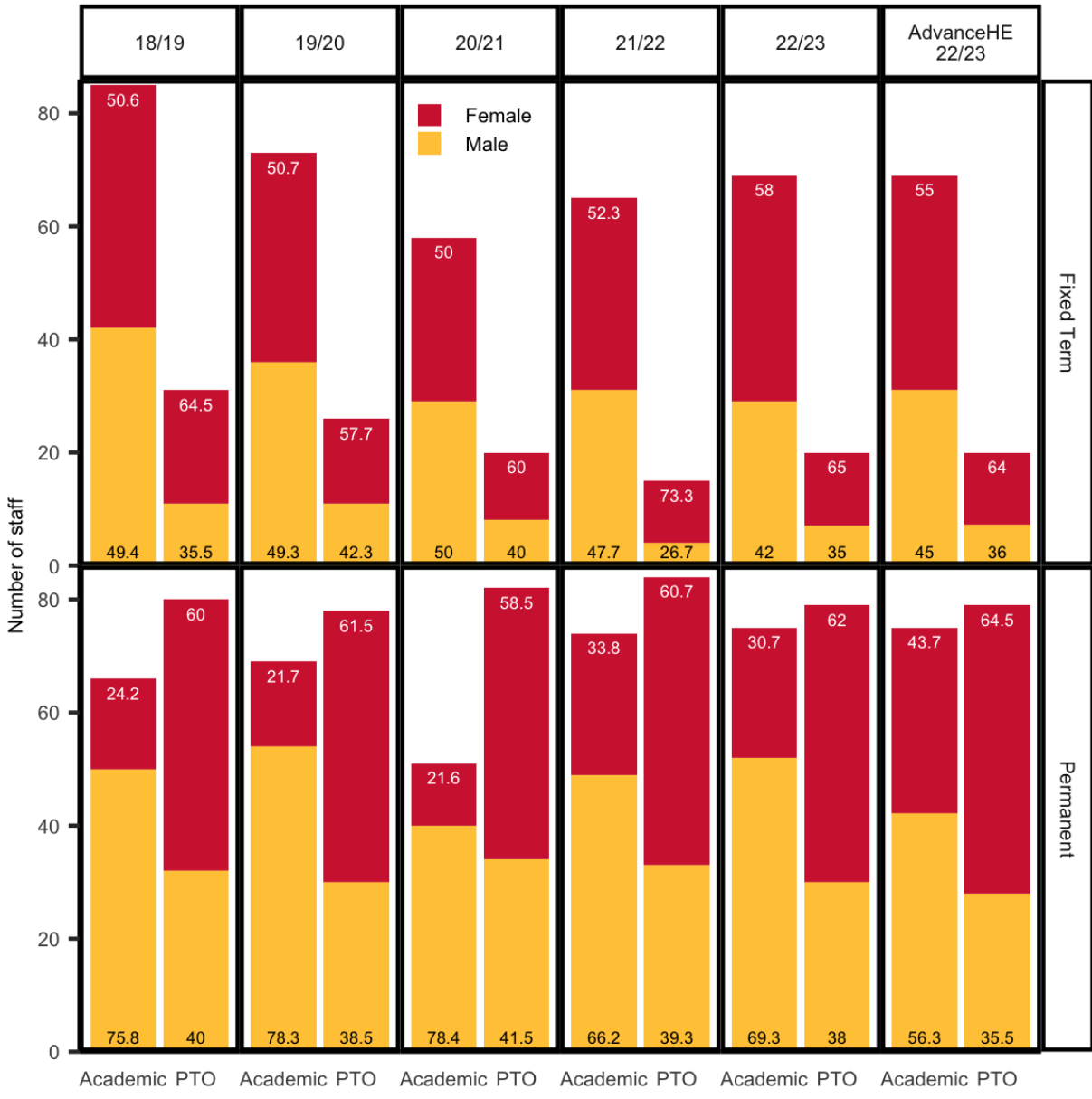**DataFigure 5 (in line with Data table from requirement 3):** Academic SLS staff by gender and ethnicity (all grades, all job types).
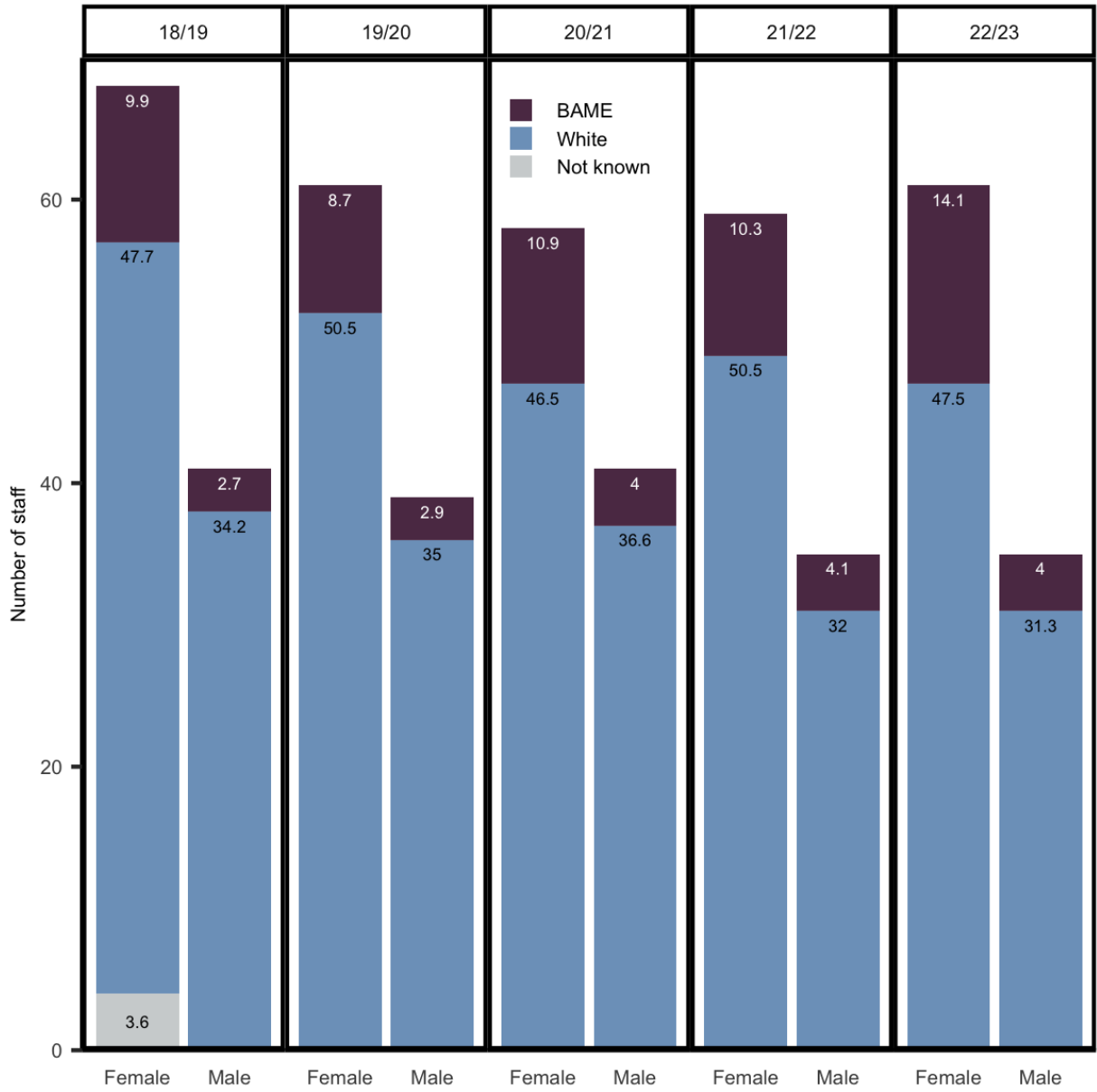
**DataFigure 6 (in line with Data table from requirement 5):** PTO SLS staff by gender and ethnicity (all grades).
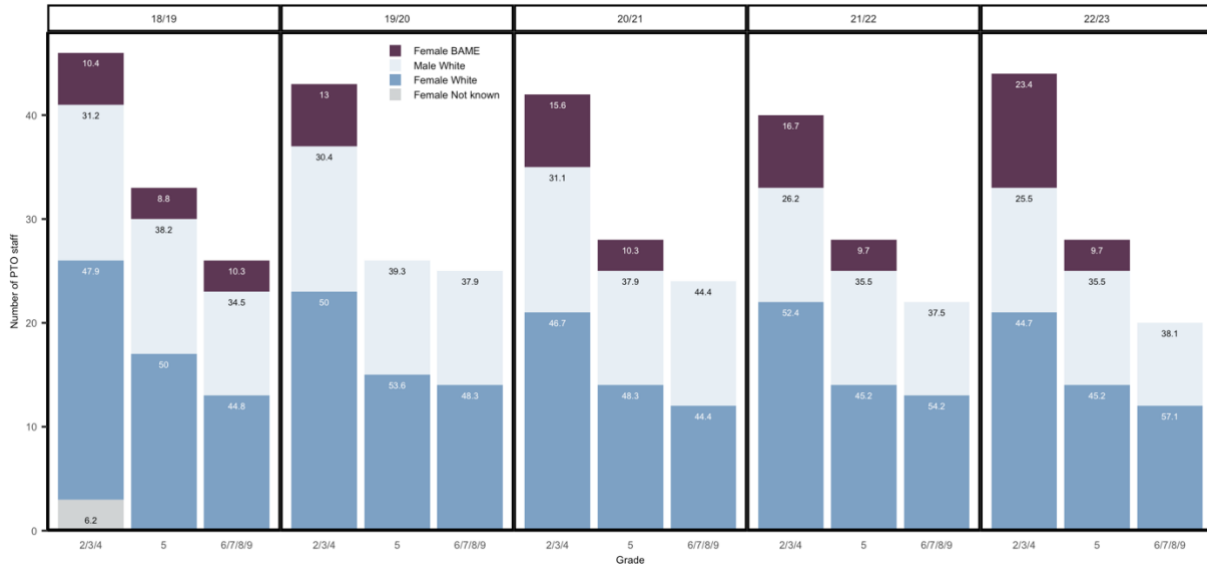
**DataFigure 7 (in line with Data table from requirement 5):** PTO SLS staff by gender, ethnicity and grade.
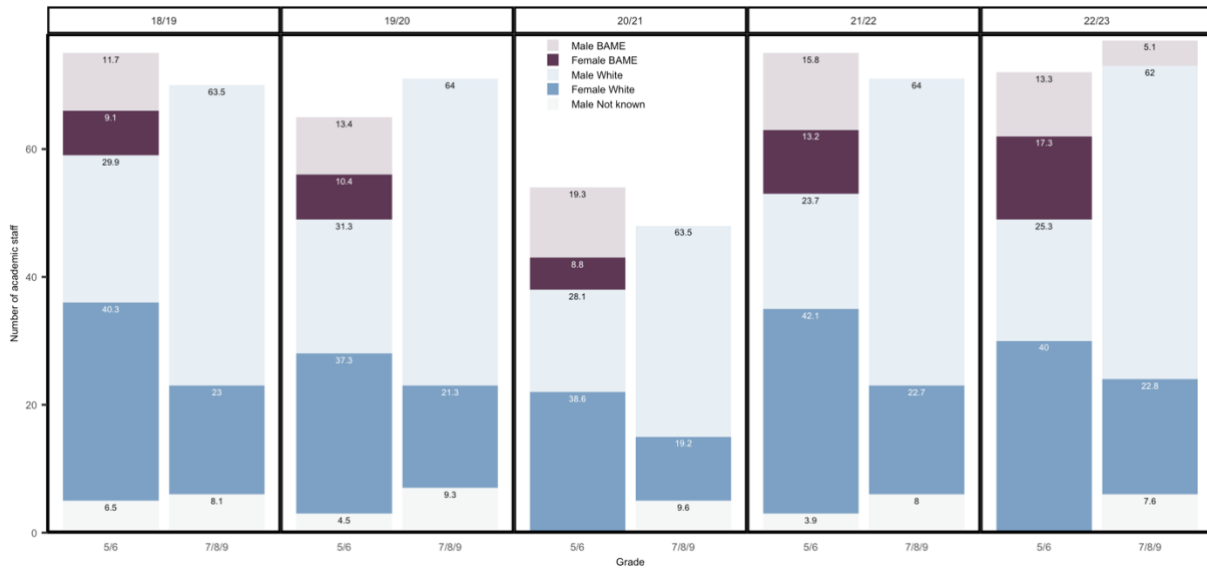


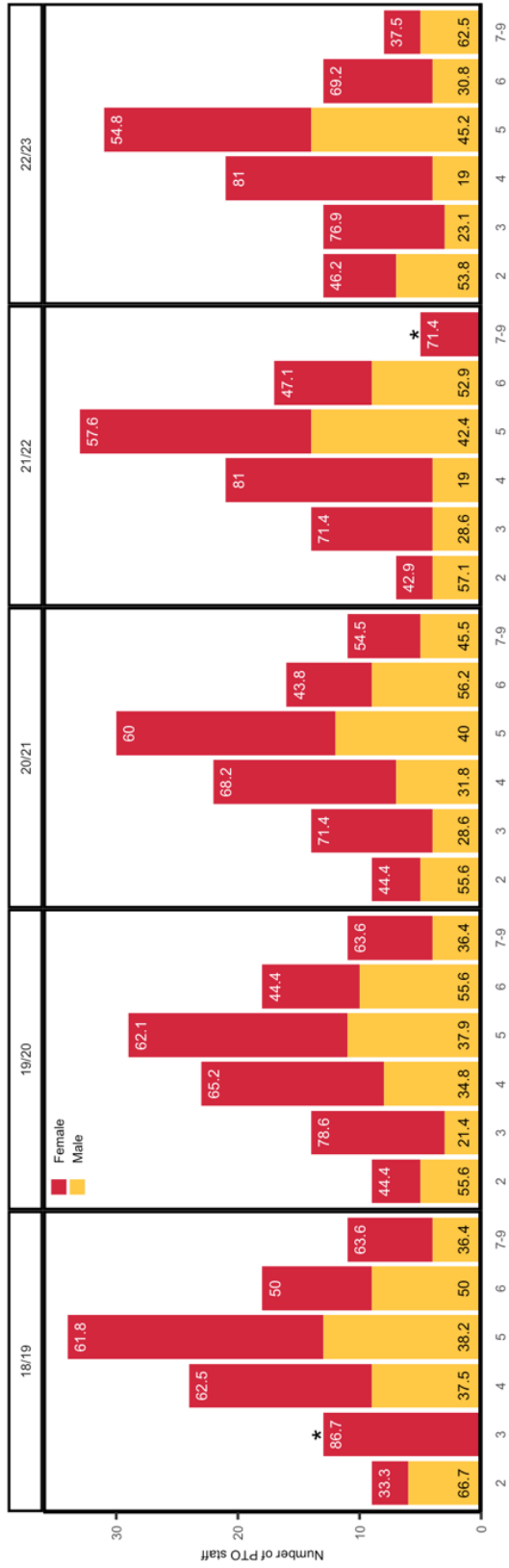**DataFigure 8 (in line with Data table from requirement 3):** Academic SLS staff by gender, ethnicity and grade.
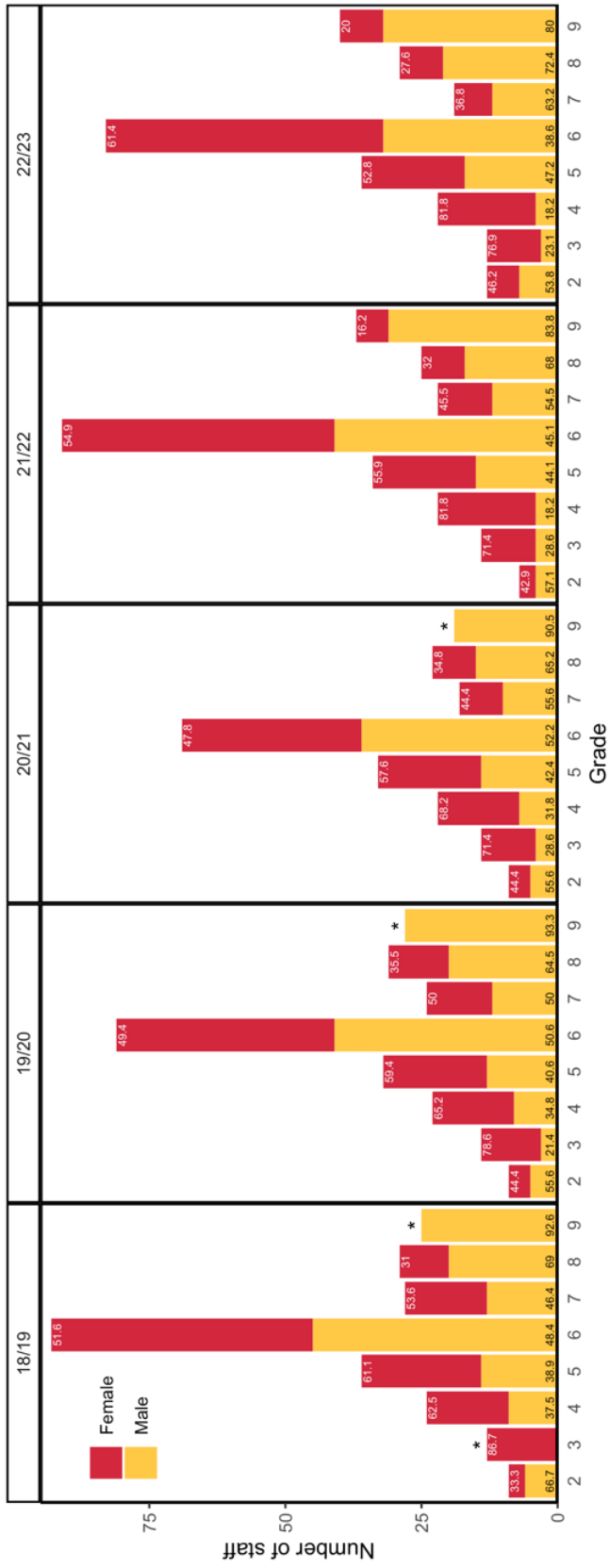
**DataFigure 9 (in line with Data table from requirement 3):** SLS staff by gender, all job roles. Numbers inside the bars indicate percentage. *indicates data redacted due to fewer than 3 staff members at that grade.
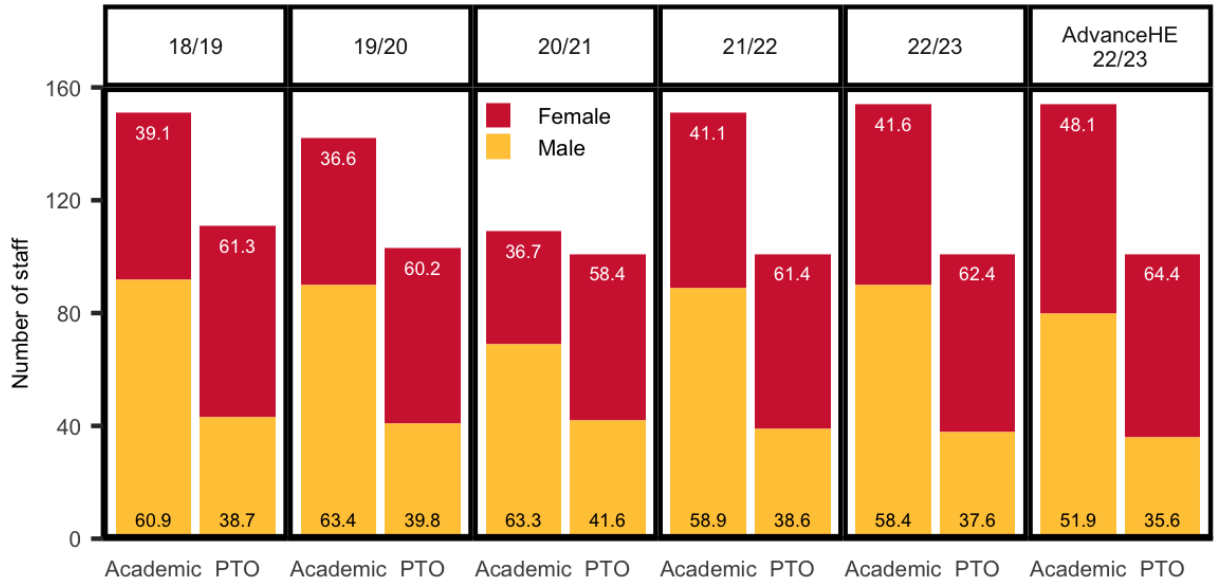
**DataFigure 10 (in line with Data table from requirement 3):** SLS staff by gender, academic and PTO roles. Numbers inside the bars indicate percentage.
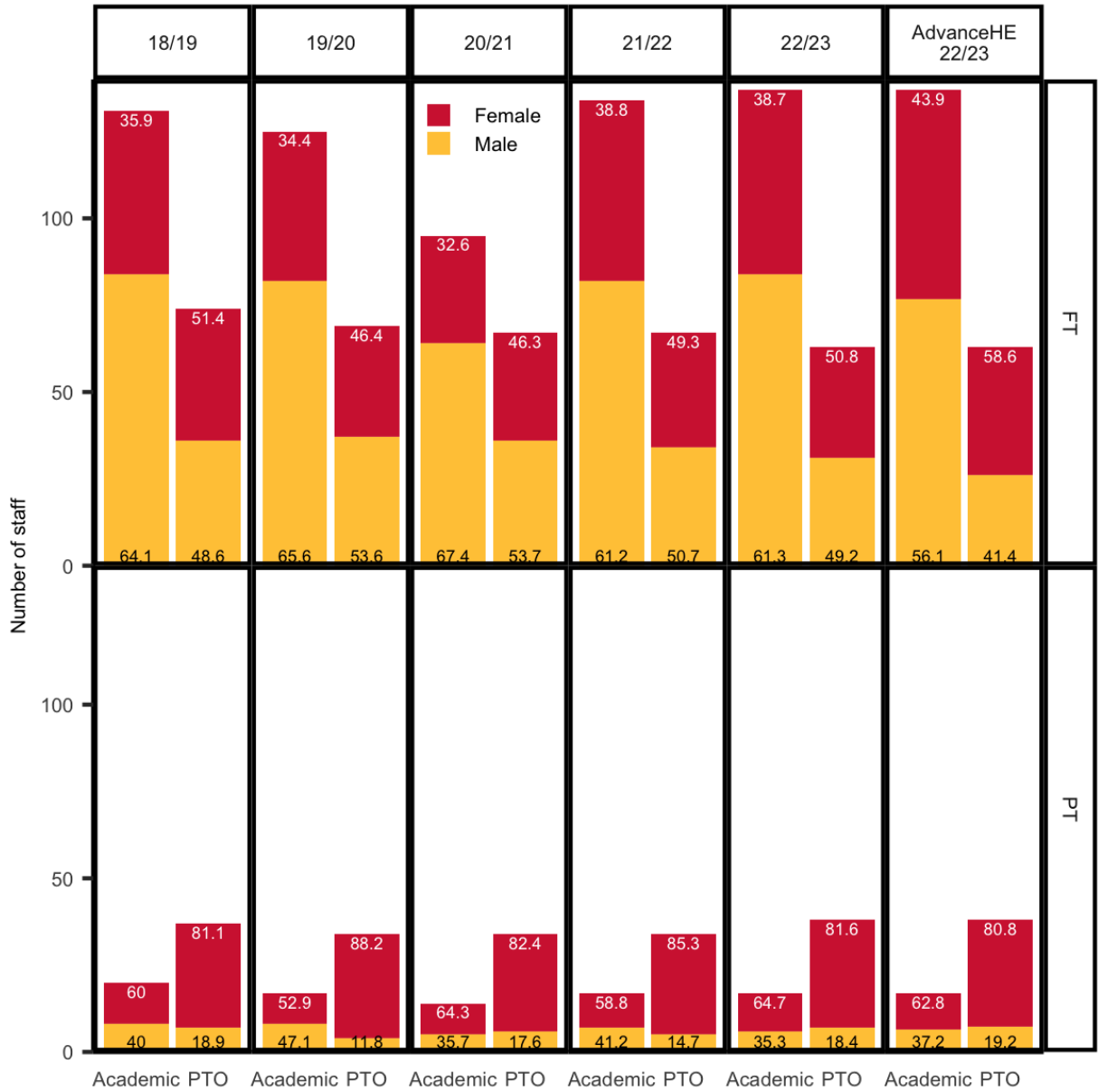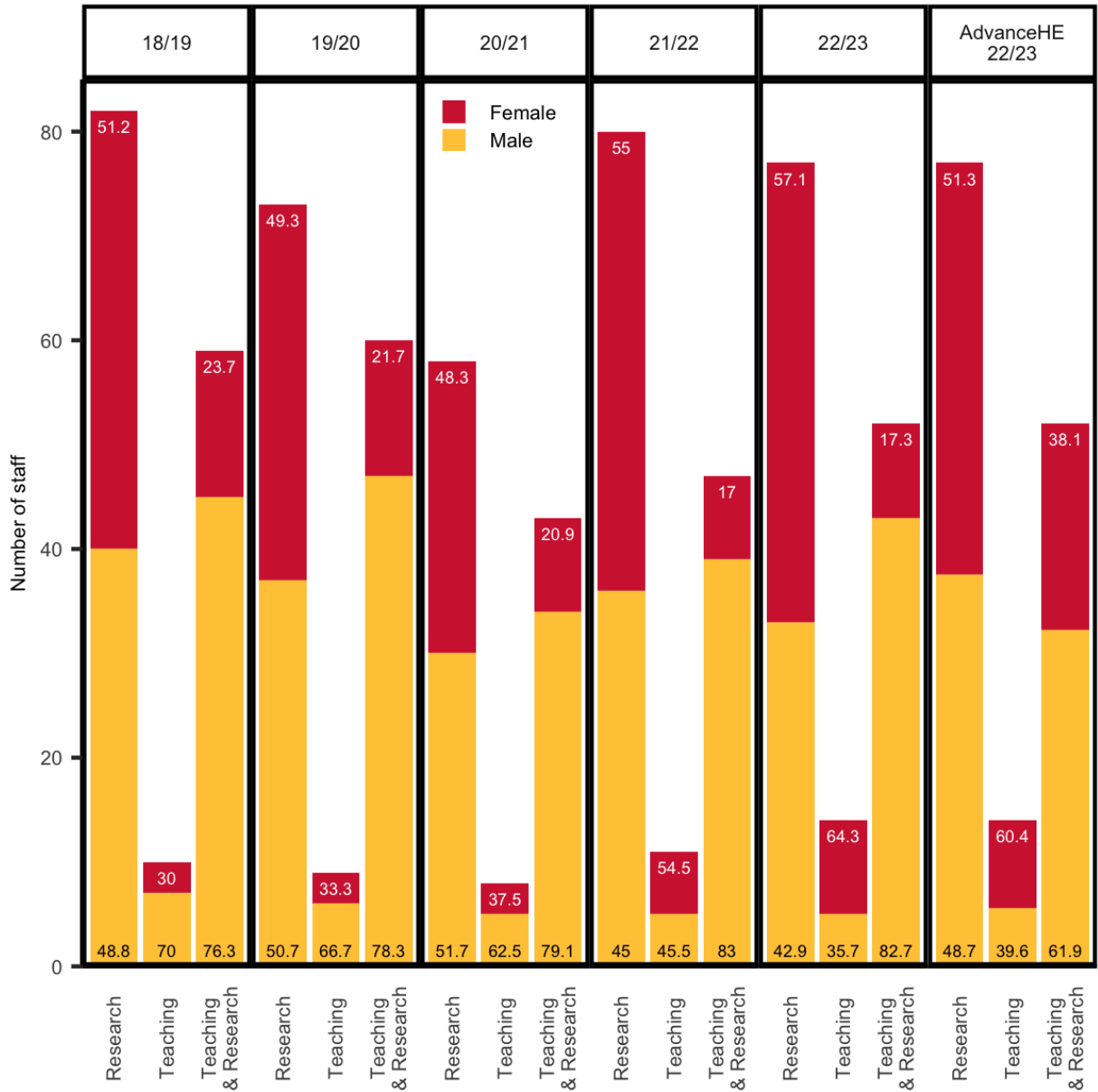
**DataFigure 11 (in line with Data tables from requirements 3 and 4):** SLS staff on full-time (FT) and part-time (PT) contracts, by job role and gender. AdvanceHE biosciences benchmark taken from the 22/23 statistical report; number normalised to reflect number of School employees.
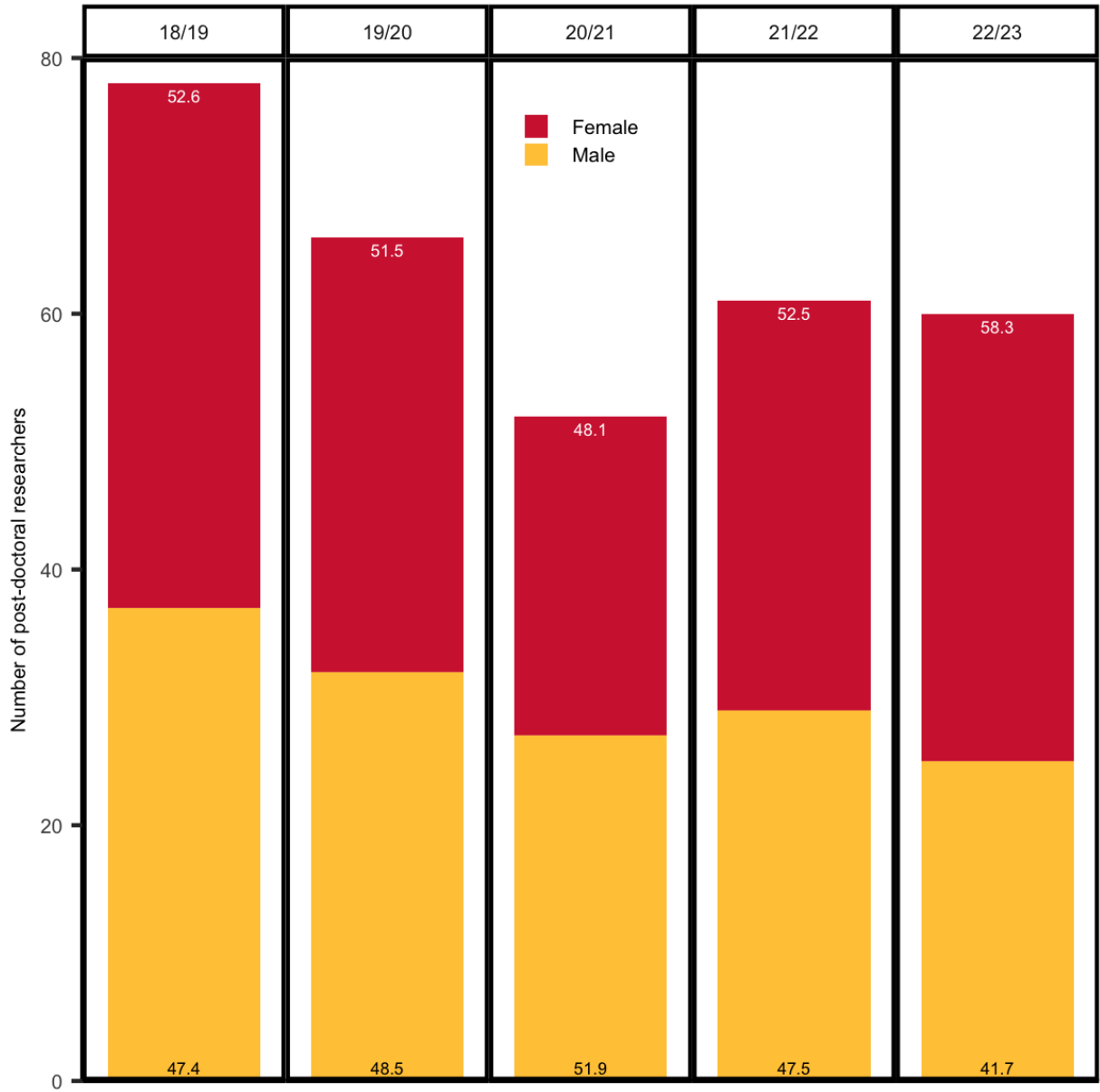
**DataFigure 12 (in line with Data tables from requirement 4):** SLS staff on fixed-term and indefinite contracts, by job role and gender. AdvanceHE biosciences benchmark taken from the 22/23 statistical report; number normalised to reflect number of School employees.
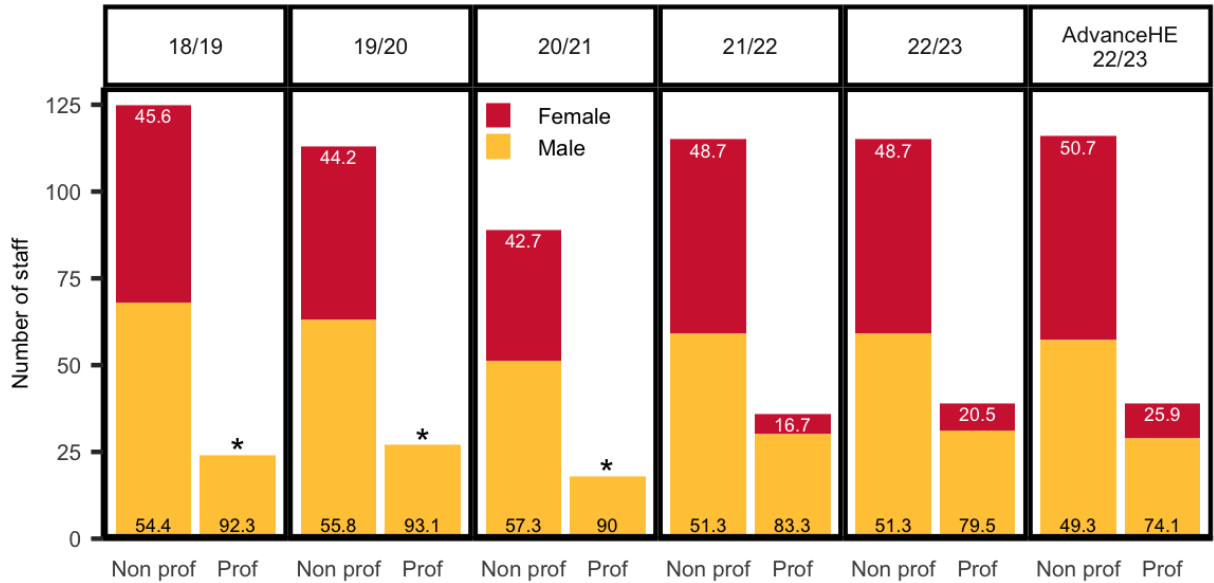
**DataFigure 13 (in line with Data tables from requirements 3, 4, 5 and 6):** SLS Gender split in PTO jobs per grade with grades 7-9 merged.
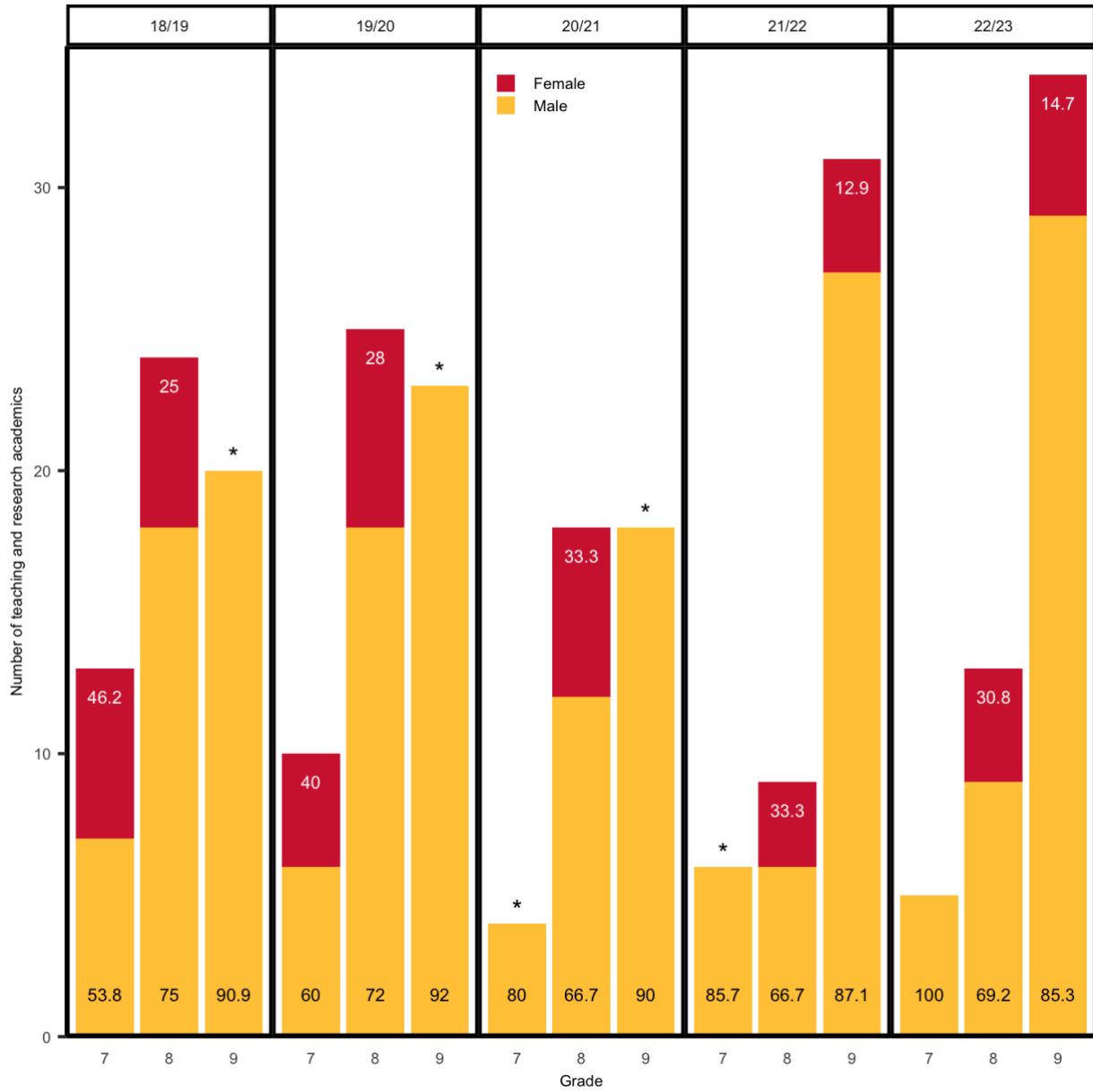
**DataFigure 14 (in line with Data tables from requirements 3 and 4):** SLS academic staff by career track and gender. AdvanceHE biosciences benchmark taken from the 22/23 statistical report; number normalised to reflect number of School employees.

**DataFigure 15 (in line with Data tables from requirements 3 and 4):** SLS academic postdoctoral staff by gender.

**DataFigure 16 (in line with Data tables from requirements 3 and 4):** SLS academic staff by gender, professorial (9) and non-professorial staff (5-8). Numbers indicate percentage, AdvanceHE biosciences benchmark taken from the 22/23 statistical report; number normalised to reflect number of School employees. *indicates number redacted (<3).

**DataFigure 17 (in line with Data tables from requirements 3 and 4):** SLS academic staff by gender, and grade. Numbers indicate percentage. *indicates number redacted (<3).
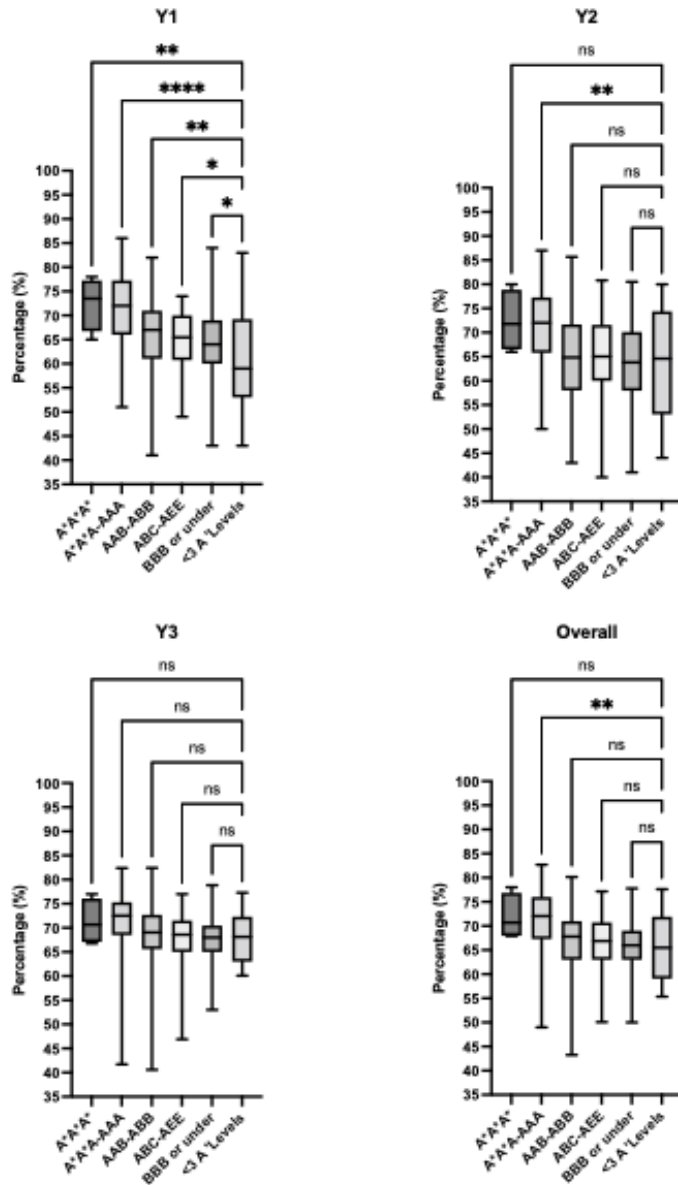
**DataFigure 18:** UG student entry tariff versus attainment analysis (combined analysis for 2018-21 graduating cohorts).

# Appendix 3: Glossary

| | |
|---|---|
| **AS** | Athena Swan |
| **AWERB** | Animal Welfare and Ethical Review Body |
| **BBSRC** | Biotechnology and Biological Sciences Research Council |
| **BSREC** | Biomedical and Scientific Research Ethics Committee |
| **CDG** | Campus Development Group |
| **CV** | Curriculum vitae |
| **EDI** | Equality, diversity and inclusion |
| **EDIC** | Equality, diversity and inclusion committee |
| **EDT** | Engineering Development Trust |
| **ENABLE** | Equal and Non-exclusive Awarding in Biological sciences for fully inclusive Learning Environments |
| **FoSEM** | Faculty of Science, Engineering, and Medicine |
| **H&S** | Health and Safety |
| **HE** | Higher Education |
| **HoS** | Head of School |
| **JOG** | Joint Operations Group |
| **MA** | Master of Arts |
| **MASP** | Medical School Application Support Programme |
| **MRC** | Medical Research Council |
| **MSc** | Master of Science |
| **NERC** | Natural Environment Research Council |
| **NHS** | National Health Service |
| **NSS** | National Student Survey |
| **PGR** | Postgraduate research |
| **PGT** | Postgraduate taught |
| **PhD** | Doctor of Philosophy |
| **PPFC** | Pump Priming Fund Committee |
| **PRMC** | Postgraduate Research Management Committee |
| **PTMC** | Postgraduate Taught Management Committee |
| **PTO** | Professional, Technical and Operational |
| **R&T** | Research & Teaching |
| **REF** | Research Excellence Framework |
| **ResC** | Research Cluster |
| **RSC** | Research Strategy Committee |
| **RTP** | Research Technology Platforms |
| **SASP** | SLS Attainment Support Programme |
| **SLS** | School of Life Sciences |
| **STEM** | Science, Technology, Engineering and Mathematics |

| | |
|---|---|
| **STP** | Scientific Training Program |
| **TF** | Task Force |
| **TSC** | Teaching Strategy Committee |
| **UG** | Undergraduate |
| **UTMC** | Undergraduate Teaching Management Committee |
| **WMG** | Warwick Manufacturing Group |
| **WMS** | Warwick Medical School |
| **Y** | Year |

**Appendix 4: Previous action plan completion report**

## 2018 SLS Athena SWAN Action Plan

| Action Point Reference | Planned action/objective | Rationale (i.e. What evidence is there that prompted this action/objective?) | Key outputs and milestones | Timeframe | | Person responsible (Include job title) | Success criteria and outcome | Status (01/2024) |
|---|---|---|---|---|---|---|---|---|
| | | | | Start date | End date | | | |
| SAP 3.1 | Analyse 2018 PULSE survey results and hold workshops with staff groups to develop specific actions and monitor progress | PULSE provides a 2 yearly snapshot to measure the impact of our initiatives and a guide to refocus our plans to achieve desired outcomes | Presentation to staff meeting to describe major PULSE results and trends; workshop with staff groups to discuss PULSE data and identify areas for action, and approaches for delivery | May-18 | May-19 | SAT Chair | Refocus efforts of the SAT team on key areas identified in the 2018 PULSE | **Ongoing, delayed** |
| SAP 3.2 | Review SAT membership annually to ensure a diverse SAT | Turnover of SAT members associated with end of their 3-year term and balancing of workload model | Annual check that SAT represents all staff and student groups | Annually July 2018 | Annually next revisit due July 2019 | SAT Chair | SAT balanced by gender and staff grouping | **Done and ongoing** |
| SAP 4.1 | As part of the West Midland RSB Committee organise an annual outreach event promoting AS and STEM in local schools and colleges | We want to build on our success in recruiting female students to share our experience with local A Level colleges and schools | The delivery of an RSB poster competition in 2018 with AS profiled and branded AS certificates | Oct 2018 | To be reviewed following the first event and repeated on an annual basis | Director of Undergraduate Studies | Evaluations from participants and teachers from the relevant schools | **Done** |

| Action Point Reference | Planned action/objective | Rationale (i.e. What evidence is there that prompted this action/objective?) | Key outputs and milestones | Timeframe | | Person responsible (Include job title) | Success criteria and outcome | Status (01/2024) |
|---|---|---|---|---|---|---|---|---|
| | | | | Start date | End date | | | |
| SAP 4.2 | Organise a national RSB / Heads of University Bioscience workshop to share good practice on promoting AS and STEM at UG level | We want to build on our success in recruiting female students to bring together all leading UG institutions to discuss good practice within bioscience degree programmes | We will submit workshop proposal for delivery in 2019 | January 2019 | Mid 2019 | Director of Undergraduate Studies | Attendance of a wide range of institutions at the event

Evaluation of the event including a questionnaire 3 months after the event to evaluate impact on AS work in each institution | **Lighthouse event in September 2023, but with a slightly modified topic** completed differently |
| SAP4.3 | Develop and implement an SLS eTrust Inspire annual residential summer school for 15-16 year old female students | We currently run a successful residential Headstart course each summer which supports students to gain experience of a University environment. The Inspire programme will enable us to target female students | Run the EDT Inspire program (Summer 2019) | Discussions have begun with a view to holding the first event in 2019 | Summer 2019 | Director of Undergraduate Studies | Recruit >20 female students (year 1) and will monitor HE level biology applications post course

Evaluation of confidence levels pre and post course | **Online activity with EDT in August 2018,** completed differently |

| Action Point Reference | Planned action/objective | Rationale (i.e. What evidence is there that prompted this action/objective?) | Key outputs and milestones | Timeframe | | Person responsible (Include job title) | Success criteria and outcome | Status (01/2024) |
|---|---|---|---|---|---|---|---|---|
| | | | | Start date | End date | | | |
| SAP 4.4 | Improve PGT student support through the provision of a structured pastoral tutorial programme and ensure all offer holders are aware of the support provided | Through feedback from students we recognise that PGT programmes could be improved to better pastoral support for students | Implementation of a structured tutorial programme for PGT | October 2018 | Review annually | Director of Postgraduate Taught Studies | Improved feedback through the PGT SSLC and PTES | Done and ongoing |
| SAP 4.5 | Increase promotion of part time PGT study | We offer part time variants of our PGT degrees which enable students to study flexibly but do not currently give these a high enough profile. | Increase profile of part time study in publicity material and on open days | October 2018 | Review annually | Director of Postgraduate Taught Studies | Increased number of enquiries about part time study  Increased part time recruitment | Done and ongoing |
| SAP 4.6 | Using the MASP model, we will introduce additional tailored support programs: Scientific Training Program (STP) for NHS clinical MSc/MA postgraduate degrees PhD postgraduate research degrees | Introduction of MASP has resulted in increased applications, shortlisting and placement of UG into medical school so we want to expand the model to better support students looking to go on to other forms of further study | Introduction of the expanded MASP programme for all SLS students | July 2019 | Review success July 2020 | Director of Undergraduate Studies | Increased numbers of students accessing further study – to be measured through DLHE | Could not be completed |
| SAP 4.7 | Improve our academic male/female staff ratio to at least the sector average by 2022 | Our female: male academic staff ratio remains 4% below the sector average in 2017. We have seen significant improvements over the last 3 years and aspire to reach and eventually better the sector average | Reach sector female academic staff: male academic staff ratio by 2022 | May 2018 for our current academic recruitment as approved through our 10-year plan | October 2022 | HoS | Sector female: male academic staff ratio at start of 2022 academic year | Completed, but with insufficient data and outcome; completed differently |

| Action Point Reference | Planned action/objective | Rationale (i.e. What evidence is there that prompted this action/objective?) | Key outputs and milestones | Timeframe | | Person responsible (Include job title) | Success criteria and outcome | Status (01/2024) |
|---|---|---|---|---|---|---|---|---|
| | | | | Start date | End date | | | |
| SAP 5.1.1 | Develop a range of case studies on our recruitment webpages showcasing recently recruited females to SLS, what attracted them to the department and their experience since taking up their appointment. | Low numbers of page visits on Athena Swan pages | Increased click through and page visits to the Athena SWAN page. | May 2018 | Ongoing in line with School web and communication strategy | Communications Officer | Doubling in the click through and page visits to the Athena SWAN page by Oct 2019 | **Done and ongoing** |
| SAP 5.1.2 | Implement a Head of School and HR driven initiative to ensure that all staff with a role in Recruitment complete the mandatory Recruitment and Selection module by the end of 2018 | We are committed to all staff with role in recruitment completing this module | HR led checks for completed module prior to inviting staff to take part in recruitment | June 2018 | Review of progress end of 2018. Ongoing with reminders twice a year | HoS, HR Officer | Rolling system organised with reminders for staff when their qualifications expire | **Done** |
| SAP 5.1.3 | Implement a Head of School and HR driven initiative to ensure all staff involved in recruitment and promotion selection complete the Unconscious Bias training module prior to the 2019 promotion process | We are committed to all staff with role in recruitment completing this new module | HR led checks for completed module prior to inviting staff to take part in recruitment | June 2019 | Review of progress end of 2019. Ongoing with reminders twice a year | HoS, HR Officer | Rolling system organised with reminders for staff when their qualifications expire | **Done** |

| Action Point Reference | Planned action/objective | Rationale (i.e. What evidence is there that prompted this action/objective?) | Key outputs and milestones | Timeframe | | Person responsible (Include job title) | Success criteria and outcome | Status (01/2024) |
|---|---|---|---|---|---|---|---|---|
| | | | | Start date | End date | | | |
| SAP 5.1.4 | Require male and female representation on all interview panels within SLS from July 2018 | We recognise that our figures for balanced gender representation on interview panels have gone down and this needs to be addressed | HR ensure panels do not go ahead without balanced gender representation | July 2018 | Ongoing with annual reporting of figures to the SAT | HR Officer | 100% of panels are gender balanced | **Done** |
| SAP 5.1.5 | Include junior members of staff as observers to interview panels as part of their ongoing training and development and to allow for a wider pool of panellists in future rounds of interviews | Feedback from junior members of staff that they would welcome the opportunity to be trained in this area | Implementation of training for junior staff panel observers<br><br>Collation of a list of interested staff | November 2019 | Success to be reviewed in November 2020 | HoS, Theme Leads | Evaluation of the success of the programme with participants and identification of the skills that it provides the observers | **Done, and ongoing** |
| SAP 5.1.6 | Revise current paper-based Induction Feedback process to a compulsory online form to ensure a full demographic of feedback and improved opportunity for response analytics for further enhancement of the induction programme | Current paper-based feedback form does not allow for easy collation and data analysis, which slows down process for improvement. By making it available online it will allow for strong response analytics to be undertaken | Online feedback form completed and available online.<br><br>Checks that starters have completed the form as part of probation meetings | December 2018 | December 2018 | HR Officer | Online feedback form completed and available online.<br><br>Increased response rates to 90% | **Done** |

| Action Point Reference | Planned action/objective | Rationale (i.e. What evidence is there that prompted this action/objective?) | Key outputs and milestones | Timeframe | | Person responsible (Include job title) | Success criteria and outcome | Status (01/2024) |
|---|---|---|---|---|---|---|---|---|
| | | | | Start date | End date | | | |
| SAP 5.1.7 | Develop the induction booklet into an online Virtual Learning Environment (VLE) module to enable completion ahead of arrival and easier links to other training and development modules available online at the institution | Whilst the current induction booklet is a professional and comprehensive resource, we are mindful that its current format encourages passive engagement from the user and that as a static document it can easily become out of date. By moving online we can encourage more active engagement and allow for easier links to external and Institutional policies and guidelines | Develop an induction module online | June 2020 | October 2021 | Academic Technologist, SAT Chair | Improved data on engagement with induction module | **Done** |
| SAP 5.1.8 | Embed CPD within the PDR process to improve development and promotion prospects. Include discussion of the new University promotion criteria in the PDR process. | Low uptake of CPD courses in staff in SLS | Increased uptake of these opportunities by SLS | Baseline data collected in Spring 2018 for introduction Spring 2019 (next annual PDR round) | Promoted annually in line with PDR round | HoS, Theme Leads | Increased awareness in SLS staff of the availability and benefits of CPD opportunities (baseline data to be collected in 2018). Increased uptake of these opportunities by SLS Staff; 10% year on year increases until 2021. | **Done and ongoing** |

| Action Point Reference | Planned action/objective | Rationale (i.e. What evidence is there that prompted this action/objective?) | Key outputs and milestones | Timeframe | | Person responsible (Include job title) | Success criteria and outcome | Status (01/2024) |
|---|---|---|---|---|---|---|---|---|
| | | | | Start date | End date | | | |
| SAP 5.1.9 | Ensure Research Theme leads actively identify and seek out talent suitable for promotion or new opportunities from within their groups | Current opportunities for promotion have to be instigated by the applicant. This approach will ensure staff are encouraged to consider promotion and development | Increased numbers of staff reporting feeling supported to progress within the School. | Spring 2019 | Complete Jan 2020 with ongoing action as opportunities become available | Theme Leads and Line Managers | 20 % increase in numbers of staff reporting feeling supported to progress within SLS in PULSE 2018 and again in 2020. | **Done and ongoing** |
| SAP 5.2.1 | Implement compulsory PDR for all academic and PSS in SLS to ensure that all staff have the formal opportunity to consider their progress, performance, skills development and career progression on an annual basis. | Differing levels of uptake of the PDR process across PSS and Academic staff | All academic and PSS completing the PDR on an annual basis | Enhanced promotion in Spring 2018 for introduction in Spring 2019 | Promoted and reviewed annually | HoS, Line Managers | All academic and PSS completing the PDR on an annual basis  Increase in positive responses to PDR in PULSE from all staff groups in 2020 | **Done** |
| SAP 5.3.1 | Implement a Head of School driven initiative to make the E&D Diversity in the Workplace training module compulsory for all staff members | Reduced voluntary uptake of E&D Diversity in the workplace training by SLS Staff | Requirement for completion of training promoted to staff prior to PDR and then discussed at PDR | Spring 2018 alongside institutional timetable for PDR Process | Spring 2019 with annual reminder process in place | HoS and HR Officer | 90% completion by the 2019 PDR round | **Done** |

| Action Point Reference | Planned action/objective | Rationale (i.e. What evidence is there that prompted this action/objective?) | Key outputs and milestones | Timeframe | | Person responsible (Include job title) | Success criteria and outcome | Status (01/2024) |
|---|---|---|---|---|---|---|---|---|
| | | | | Start date | End date | | | |
| SAP 5.3.2 | Introduce a PDRF peer group seminar series, which will be organised by the Postdoctoral Society, where the contributors and audience will be exclusively PDRFs | Limited PDRF engagement with training and development opportunities | Publicise activities in the SLS departmental newsletter<br><br>Start weekly PDRF seminars | April 2019 | April 2020 | Director of Post-Doctoral Affairs | 50 % higher engagement score by PDRF in 2020 PULSE<br><br>50 % increase in positive engagement responses by PDRF in the 2020 PULSE | **Done and ongoing; switch to more balanced speaker composition rather than 'PDRF only' talks, completed differently** |
| SAP 5.3.3 | Publicise and improve the mentoring of PDRF by promoting engagement with the scheme through PDR and ensuring all mentors complete the relevant training | While currently all PDRF are provided with a mentor there are inconsistencies in the experience of mentoring and the level at which the mentors experience is utilised | Increase in PDRF meetings with mentors<br><br>Publicise mentor training | Spring 2019 collection of data on success of current mentor scheme | April 2020 for implementation of improvements | Director of Post-Doctoral Affairs and Line Managers | Increase in PDRF perception of mentors (as tested through PDRF survey) | **Done** |
| SAP 5.3.4 | Introduce a programme of hustings sessions and peer review for fellowship applications to better prepare PDRFs for these competitive opportunities | No successful applications for fellowships by PDRFs in the last 3 years | Hold first hustings session and instigate internal review for fellowship applications | October 2018 | October 2020 | Director of Post-Doctoral Affairs | Improved application success for PDRFs applying for independent fellowships by 2020 | **Done** |

| Action Point Reference | Planned action/objective | Rationale (i.e. What evidence is there that prompted this action/objective?) | Key outputs and milestones | Timeframe | | Person responsible (Include job title) | Success criteria and outcome | Status (01/2024) |
|---|---|---|---|---|---|---|---|---|
| | | | | Start date | End date | | | |
| 5.4.1 | Promote the UoW work shadowing programme and conduct a follow up survey to assess impact. | A recognition that work shadowing is an important approach for sharing good practice and raising aspirations | Invite representative from the work shadowing scheme to talk at a staff meeting<br><br>Embed discussion of work shadowing in the PSS PDR process | Spring 2019 | Spring 2021 | Learning and Development Centre, HR Officer | Increase participation in work shadowing (currently no participants from SLS) | **Done, and ongoing** |
| 5.4.2 | Promote the range of support available in terms of maternity, paternity, adoption and shared parental leave, arrangements while on leave and support available through the Academic Returners Fellowship | A recognition that while policies are available on the website these could be more clearly promoted to all staff | Annual outline of support available via email to all staff<br><br>The production of case studies from members of SLS who have utilised support available | August 2018 for initial email<br><br>Summer 2019 for collation of case studies | Summer 2019 with annual reminders | Head of Student Engagement and Recruitment | Increase in uptake of parental leave and Academic Returners Fellowship | **Done, and ongoing** |
| 5.5.1 | Investigate practical solutions to a shortage of parking on the Gibbet Hill campus, particularly during term time | Snap survey highlighted shortage of parking at GH reduces uptake of flexible working and CPD courses on central campus | Meeting with campus parking team to discuss options for improving access to parking at GH in term time and promote non-car ways to cross campus (shuttle bus, bike) | Discussions have been initiated | October 2022 (opening of new building and car parking facilities) | SAT Chair, Head of SLS Administration | Provision of extra staff parking spaces at GH by 2022 (after opening of new car park) | **Done** |
| 5.5.2 | Encourage teaching staff with flexible working needs to communicate any problems with their lecture/seminar schedule that inhibit their need to work flexibly at the point of workload | Lecture and seminar times listed as a constraint to uptake of flexible working by academic staff | Reporting system introduced to allow staff to flag up issues with lecture / seminar time prior to finalisation of timetables | January 2019 | July 2019 | Director of Education | Scheme in place for 2019 academic year; publicised through SLS media | **Done and achieved, plus ideas for further improvement being are implemented** |

| Action Point Reference | Planned action/objective | Rationale (i.e. What evidence is there that prompted this action/objective?) | Key outputs and milestones | Timeframe | | Person responsible (Include job title) | Success criteria and outcome | Status (01/2024) |
|---|---|---|---|---|---|---|---|---|
| | | | | Start date | End date | | | |
| | release to enable solutions to be identified | | | | | | | |
| 5.6.1 | Analyse data on protected characteristics of SLS staff, students and job applicants, and identify specific actions related to recruitment, development and role models to ensure SLS is a supportive environment for everyone | We do not currently undertake analysis of ethnicity within SLS processes and recognise that this may improve our understanding of the intersectional experience of our staff and students | Initiate collection of data on ethnicity across all SLS data; run workshops with staff to discuss the data and agree appropriate actions | October 2020 | October 2021 | Head of Student Engagement and Recruitment | Strategy in place for specific actions related to ethnicity in student, staff, recruitment, development and within SLS media (Oct 2020) | **Completed, but data access is difficult, completed differenty** |
| 5.6.2 | Support raising of gender awareness using university resources and SLS media | We do not currently undertake analysis or consideration of gender identity within SLS processes | Work with UoW diversity and inclusion team to develop a strategy to support gender awareness-raising | January 2019 | October 2019 | SAT Chair | Strategy to promote gender awareness-raising in place across SLS media (April 2019) | **Done** |

| Action Point Reference | Planned action/objective | Rationale (i.e. What evidence is there that prompted this action/objective?) | Key outputs and milestones | Timeframe | | Person responsible (Include job title) | Success criteria and outcome | Status (01/2024) |
|---|---|---|---|---|---|---|---|---|
| | | | | Start date | End date | | | |
| 5.6.3 | Work with UoW Estates to ensure that all new building projects take account of UoW policies on accessibility and inclusivity including the provision of gender neutral toilet facilities | No gender-neutral toilet facilities in SLS

Older buildings have been adapted to meet accessibility needs but not purpose built | Initiate meetings with UoW facilities team to discuss how gender-neutral facilities can be set up within SLS

Single occupancy toilets will be changed to all gendered toilets immediately | April 2018 | October 2022 | SAT Chair | Gender neutral facilities available in SLS by Oct 2020

Single occupancy toilets will be changed to all gendered toilets immediately | **Done** |
| 5.6.4 | Introduce deputy committee Chair roles in 2018, in order to offer developmental opportunities to staff. We will encourage women to take Chair and deputy Chair roles through PDR discussions | Reduction in females in committee Chair roles between 2013 and 2017 | Introduce deputy roles for 2018-2019 academic year | October 2018 | October 2019 | Deputy Head of School | Deputy Chairs in place for all SLS committees for October 2018. Equal numbers of male and female Chairs in SLS committees by Oct 2021 | **Completed, ongoing** |
| 5.6.5 | The SLS workload model will be comprehensively reviewed in 2018 to ensure recognition of all roles and parity of contributions. In particular consideration will be given to membership of external committees, outreach and impact to encourage these activities to be recognised and due time allowance given. During the PDR process staff will | Workload model requires overview to include influential external committee responsibilities, outreach and impact activities. The revision will also better relate to the revised University promotion criteria | Workload model revised for 2018-2019 academic year

Identify significant contributions to external committees, impact or outreach activities that should be included in the workload model for | July 2018 | October 2019 | Deputy Head of School | Workload model includes influential external committees for 2019-2020 academic year | **Done** |

| Action Point Reference | Planned action/objective | Rationale (i.e. What evidence is there that prompted this action/objective?) | Key outputs and milestones | Timeframe | | Person responsible (Include job title) | Success criteria and outcome | Status (01/2024) |
|---|---|---|---|---|---|---|---|---|
| | | | | **Start date** | **End date** | | | |
| | be encouraged to discuss new significant roles that should be taken into account or that could be more equitably distributed (e.g. interview panel membership) | | the 2019-20 academic year | | | | | |
| 5.6.6 | Collect data on external committee membership and analyse gender contributions to determine how staff can be supported and encouraged to participate in influential committees, feeding in to the workload model review | We have no system in place to monitor involvement in external influential committees or to support female and male staff wishing to take on these roles | Initiate workshop to discuss pathways to participation in external influential committees and approaches to support applications e.g. mentoring | July 2019 | July 2021 | SAT Chair | Workshop complete and actions agreed by November 2020 | **Ongoing, delayed** |
| 5.6.7 | Maintain effort to achieve a gender balance of SLS invited speakers. We aim to reach at least 45 % female speakers by 2022 | Female SLS department speakers are less than 30 % in 2017-2018 | Specifically request nominations for female speakers and Increase proportion of invitations to female speakers | Work began on this in August 2016 with steady improvement seen | June 2022 | SAT Chair | 45% female speakers by 2022 reflecting the sector average | **Ongoing, delayed** |
| 5.6.8 | Make the 'Supporting Women's Careers in Science' an annual Beacon event. In 2017, attendance was over 95 % female; feedback from participants suggested widening participation, including a dedicated session on male work life balance | SLS staff highlighted the need for a beacon event to help staff manage work life options; PULSE 2016 reported that lower proportion of SLS staff consider UoW helps them manage their work-life balance, relative to UoW | 2018 event complete early summer, to include sessions on male work life balance | January 2018 | July 2020 | SAT members | Events run annually; increased proportion of male attendees (25 %); double the number of staff attending from external | **Done. Events of identical scope ("Inspiring Women") were organised centrally by the University of Warwick and hold across the university. This** |

| Action Point Reference | Planned action/objective | Rationale (i.e. What evidence is there that prompted this action/objective?) | Key outputs and milestones | Timeframe | | Person responsible (Include job title) | Success criteria and outcome | Status (01/2024) |
|---|---|---|---|---|---|---|---|---|
| | | | | Start date | End date | | | |
| | | | | | | | Universities by 2020 | **is ongoing. We helped with a "Health and Wellbeing in the Workplace" instead.** **Completed differently** |
| 5.6.9 | Using data collected for the SLS workload model, analyse gender contributions to outreach in 2019. Data will be used to determine whether action is needed to balancer gender contributions to outreach to avoid disproportionate female contributions | Voluntary database of outreach suggests greater involvement of females than males in outreach | Outreach data included in workload model, allowing data base to be set up; data analysis to compare male and female contributions and whether action is needed | October 2018 | Reviewed annually | Deputy Director of School, Director of Outreach | Equal male and female contributions to outreach by 2020 | **Done and ongoing** |