Athena SWAN: Bronze and Silver department applications

Contents

Glossary

ADC	**Academic Development Centre,** University of Warwick body responsible for academic development training
AP	**Athena SWAN Action Plan**
APP	**Academic and Professional Pathway**
APP:TE	**APP for Teaching Excellence**
APTS	**Academy for PhD Training in Statistics**
AS&RU	**Applied Statistics and Risk Unit**
CPD	**Continuing Professional Development**
DA	**Departmental Administrator**
DHoD	**Deputy Head of Department**
DS	**Data Science**, a joint degree run by Warwick Department of Statistics
DSEP	**Director of Student Experience**
ECR	**Early Career Researcher**
FM	**Further Maths**
FTC	**Fixed Term Contract**
HEA	**Higher Education Academy**
HoD	**Head of Department**
HR	University of Warwick's Department of **Human Resources**
IMA	**Institute of Mathematics and its Applications**
JCQ	**Joint Council for Qualifications**, a membership organisation comprising the eight largest providers of qualifications in the UK
KIT	**Keep in Touch** (Day)
MathStats	**Mathematics and Statistics**, a joint degree run by Warwick Department of Statistics
MG	**Management Group**, an advisory group for the HoD meeting twice a term
MORSE	**Mathematics, Operational Research, Statistics and Economics**, a quadripartite degree run by Warwick Department of Statistics
OEC	**Open Ended Contract**
OR&P	**Oxford Research and Policy**
PDR	**Professional Development Review**
PDRA	**Postgraduate Research Associate**
PGR	**Postgraduate Research, our PhD students**
PGT	**Postgraduate Taught, our MSc students**

RF	**Research Focused** (Staff)
SEM	**Science, Engineering and Mathematics**, the Faculty to which the Department belongs
SoM	**School of Mathematics**¸ our partner department in Warwick
Stats IM	**Statistics Integrated Masters,** any of the course variants offered by the department that provide a Masters as a first degree
STEP	**Sixth Term Exam Paper**
TF	**Teaching Focused** (Staff)
T&R	**Teaching and Research focused** (Staff)
PSS	**Professional and Support Staff**
UB	**Unconscious Bias**
UoW	**University of Warwick**
UGT	**Undergraduate Taught**, our undergraduate students
WCC	**Welfare and Communications Committee**
WEDIC	**Welfare, Equality, Diversity and Inclusion Committee**

Department application	Bronze	Silver
Word limit	**10,500**	**12,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	**University of Warwick**
Department	**Statistics**
Focus of department	**STEMM**
Date of application	May 2021
Award Level	**Silver**
Institution Athena SWAN award	**Date:** April 2017 **Level:** Bronze
Contact for application	Prof. Jon Forster
Email	
Telephone	
Departmental website	www.warwick.ac.uk/statistics

1. Letter of endorsement from the head of department

Dear Athena SWAN Team,

I have been Head of the Department since July 2019, having been appointed via an open recruitment process. I believe that how a department engages with the Athena Swan process and addresses equalities issues is a key contribution to its overall ethos so I was very happy to be joining a department where this engagement is taken seriously.

The importance of the Athena Swan process can be gauged by the significance of the positive outcomes which result from taking effective and timely actions. The initiative I am most proud of in my two years as Head of Department has been our enhanced promotions process. We had a record number of promotion applications in the current round and when the results at Associate Professor and Reader were communicated last week, we had a record 7 successes, including all 3 women who applied.

Our proportions of female students at all levels (UGT, PGT, PGR) have increased over recent years and much of that can be attributed directly to actions in our 2016 action plan. For example, there was a step-change in female PGR enrolment following a 2018-19 redevelopment of our publicity material with female recruitment in mind.

Actions we have taken in publicising academic positions and enhancing the fairness of our selection processes are also having a positive impact on gender balance. Our PDRA staff has been approximately gender balanced for the last four years and, for teaching and research appointments made in 2019-20 and 2020-21 (including offers made and accepted in the current cycle but not yet in post), 3 out of 7 are female.

Following feedback from our 2016 Athena Swan submission, the departmental Welfare and Communications Committee was reconstituted, with increased senior staff and undergraduate representation, and with delivering the Athena Swan action plan as core business. In 2020, we renamed this the Welfare and EDI Committee (WEDIC) to better reflect its remit and responsibilities and strengthened its reporting routes by establishing termly direct reporting to the department management group.

The self-assessment process has confirmed that we still have work to do in many areas. The numbers of female UK students, at all levels, have been increasing, but there remains significant scope for further improving the gender balance of UK students. Progress on the career progression pipeline needs to be sustained and enhanced with particular attention paid to improving the gender balance of

our recruitment at Assistant Professor level. And we need to ensure that all staff feel that the work they do is valued and that good opportunities for career development and progression are open to them. I believe that the detailed action plan that we have developed offers the very real prospect of significant progress across these and other important areas.

The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the Department. The application has my strongest support and I confirm my commitment, as Head of Department, to taking forward the future actions presented in the application.

Yours sincerely

Professor Jonathan J Forster
Head of Department

Word count: 500

2. Description of the department

Figure 2.1: Departmental staff photo, 2018

- Statistics (**Figure 2.1 redacted)** is a large research-active group of statisticians and probabilists. It runs three undergraduate degree programmes.
- The Department also runs an MSc in Statistics, and hosts a substantial community of PhD students and research fellows.

Staff Data

- **Table 2.2** presents staff data.

Table 2.1: Warwick vital statistics 2020/21

Number of Warwick staff	6947
Number of academic staff	2610
Number of professional and support staff (PSS)	4337
Number of faculties	4
Number of academic departments	38
Number of research centres	60
Number of students	27278
Number of undergraduates	15998
Number of postgraduates	9799
Number of other students (exchange etc.)	1481
Percentage of international students	38%

Table 2.2: Staff headcount 2020/21

Contract	Male	Female	% Female
Academic Staff (Teaching & Research)	38	9	19%
Academic Staff (Teaching-Only)	3	4	57%
Academic Staff (Research-Only, non PDRA)	0	1	100%
PDRA Staff	7	4	36%
PSS	3	13	81%

- The last decade has seen considerable growth: academic/research/teaching staff numbers have roughly doubled, and the annual undergraduate intake rose from 182 to over three hundred.

- Departmental culture is largely non-hierarchical; a HoD typically serves a three-year term. Currently all academic staff have the HoD as their line manager, though this structure is currently under internal review. The HoD's decision making is aided by Management Group, meeting fortnightly and consisting of both Deputy HoDs, two Departmental Administrator leads, and three academic staff members, each appointed for one year. This group is merely advisory, having no formal governance role.

- The two DHoDs (for Teaching and Research respectively) support the HoD in departmental management and strategy across their broad remits – currently these roles are held by one male and one female colleague. Their term is also expected to be three-years. Since 2020, a vacancy in either of these roles is advertised to the whole Department to gauge interest from individuals at the level of Associate Professor or above. Appointment is made by the HoD based on any such expressions of interest, and with an eye to gender balance.

- The Department is strongly international: in 2019/20 40.6% of UGTs were non-EU, and 34 of 56 academics (60.7%) were non-UK.

- Until recently, departmental staff were split over two buildings. Since October 2018, however, the department – including PDRAs - is housed within a brand-new building, with significantly expanded social facilities.

Figure 2.2: **The Mathematical Sciences Building (opened 2018), in which our department is located.**

Student Data

- **Table 2.3** presents student data.

- PGT numbers are relatively small, so percentages fluctuate substantially. The Department currently runs three PhD routes.

Table 2.3: Student headcount 2020/21

	Total		
	Female	**Male**	**%Female**
UGT: Data Science	13	44	23%
UGT: MathStats	79	129	40%
UGT: MORSE	230	344	40%
Total UGT	**322**	**508**	**39%**
PGT	34	25	58%
PGR	17	36	32%

Word count: 297

3. The self-assessment process

- Following our 2012 Bronze award, the Department's dedicated Athena SWAN self-assessment team became embedded in a newly-established Welfare and Communications Committee (WCC). SWAN remained a principal concern for the group –chaired by the HoD – and was used as a framework when considering its wider agenda. WCC remit was to facilitate effective communication and a collegiate atmosphere, thereby promoting a positive working culture for all in the department, including academic staff, PSS and students at all levels. WCC also had responsibility for the SWAN Action Plan.

- In 2020, WCC became the Welfare, Equality, Diversity and Inclusion Committee (WEDIC), and one of the SWAN Representatives for the Department became chair. The HoD remains an *ex officio* committee member. Communications was removed from the committee's remit, except in cases where communication issues intersect with the department's welfare/EDI activities.

- WEDIC receives analysis of and responds to Pulse, a biennial survey of university colleagues.

- WEDIC members are appointed yearly, initially by seeking volunteers via email. Membership is decided by the HoD in consultation with the Chair, with gender balance and the value of membership to career progression considered during selection. PDRA and PhD representatives are selected from volunteers to provide diverse representation from the student community – these representatives serve until leaving the department or choose to step down.

> **Objective**:   Increase senior membership on WCC (based on feedback from previous submission).
>
> **Approach**: Two academic colleagues at level 8a or higher to be assigned to WEDIC each year.
>
> **Impact**:   WEDIC now has both direct contributions and buy-in from multiple senior colleagues

- Membership was extended in 2019, to include UGTs, allowing for a direct line of communication between the student body and our welfare initiatives. We asked for volunteers to fill two positions, held until a student graduates or chooses to step down. This representation has led to concrete changes in Departmental approach, e.g. links in module discussion forums allowing anonymous submission of questions.

- We currently have a vacancy for a second PhD representative – volunteers have been sought.

- The current gender make-up of WEDIC is 9 female, 4 male. This demonstrates noticeable female dominance, particularly given a male-dominated department. We can further explore this issue by considering gender breakdown by staff group.

Table 3.1: WEDIC Gender/Staff Group

Staff Group	Male	Female	% Female
Academic – research & teaching	3	1	25.0
Academic – teaching focussed	1	1	50.0
Academic – research focussed (PDRA Rep)	0	1	100.0
PSS	0	3	100.0
PhD student	0	1	100.0
UGT student	0	2	100.0

- The first two rows of **Table 3.1** show proportions roughly representative of the department. The single PDRA position makes gender balance impossible within that group. All three PSS members hold *ex officio* positions, making progress on this group's gender balance committee contingent on larger-scale Departmental changes. We shall focus going forward on PhD and UGT rep selection.

> **AAP.SAT1**:   Ensure gender balance is considered when choosing representatives to WEDIC.

(ii)   An account of the self-assessment process

- WEDIC meets six times a year. Where necessary, additional subgroup meetings are called for SWAN-specific activities. WEDIC reports to the Departmental Council at the beginning of each term, thereby keeping all colleagues updated on the progress of its work in general, and SWAN efforts in particular. From 2020, the chair of WEDIC reports termly to Management Group (MG) to ensure the Action Plan is considered regularly by management.

- To focus and supplement the submission, the Department appointed an external consultant. The Department engaged in several key activities in support of this bid.

- A reflection process facilitated by completion of the OR&P Good Practice Checklist by WCC members in 2019.

- Staff consultation through a series of discussion sessions in February-March 2019, including the following groups (attendee numbers reported):
  a)   Mid-career staff (3);
  b)   New starters (7);
  c)   PDRAs (3);
  d)   PhD students (7);
  e)   PSS (8);
  f)   Professorial staff (3);
  g)   Recently-promoted staff (3);
  h)   Women (6).

- An anonymous online survey of all academic staff, including PDRAs, ran in Autumn 2019. This provided quantitative data on the Department's current situation. The survey was written to be as

similar as possible to the equivalent 2016 survey, to allow longitudinal comparison. PSS staff were not included, as their data could not be anonymised.

- Feedback from PSS colleagues was achieved through other means, including a SWAN discussion group exclusively for PSS, and through the Departmental Administrator taking the lead in writing **Sections 5.2** and **5.4**.

- Feedback from these activities was reported to WEDIC, fed into the Departmental Athena SWAN Action Plan, and used to create a list of specific questions for consideration in a second round of discussion groups in March 2021.

- Further feedback to the WEDIC is made possible through an anonymous electronic suggestions box, created to encourage PhD students to propose initiatives to improve Departmental culture, but since 2015/16 available to all postgraduate students and staff.

- The WEDIC chair has also shared best practice by attending University-wide SWAN meetings, through their membership of the University's Gender Taskforce, and by attending external events such as an Operational Research Society's Networking for Women event.

(iii)   plans for the future of the self-assessment team.

- WEDIC will continue to meet twice termly to review progress on the AP, and keep the Department informed of related issues via its minutes (published on the staff webpage) and presentation at Department Council. Work will continue regarding the embedding of WEDIC activity into the annual cycle of business.

- Additionally, the Department's ongoing self-assessment strategy will be strengthened in the following ways:

> **AAP.SAT2:** Request exchange of representatives on WEIC with School of Mathematics (SoM);
>
> **AAP.SAT3:** Formalise yearly WEDIC schedule;
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> **AAP.SAT4:** Triennial review of WEDIC remit;
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> **AAP.SAT5:** Increase staff involvement with SWAN efforts;
>
> **AAP.SAT6:** Formal annual review of Action Plan.

Word count: 810

4. A picture of the department

A. Student data

(i) Numbers of men and women on access or foundation courses;

- Warwick runs a multi-course International Foundation Programme (IFP), giving additional academic and English support to international students who may wish to study with us. Statistics recruits from those completing the Mathematics and Statistics course – this guarantees a conditional offer. Collection of gender data began partway through 2017.

Table 4.A.1: UG recruitment from IFP, by gender

Year	Male	Female
2018/19	3 (21.4%)	11 (79.6%)
2019/20	3 (27.3%)	8 (72.7%)
2020/21	7 (43.8%)	9 (56.2%)

(ii) Numbers of undergraduate students by gender.

- Departmental courses come in three main types: MORSE, MathStats and DS, all full-time. Students apply to a specific course but are guaranteed transfer to a different Departmental course up until arrival (later transfers are possible).
- Students can apply for a three-year BSc or four-year integrated Masters (IM) version of each course type. Transfer to/from an IM is possible until the end of Year 2, though transferring to an IM is only possible for students whose marks suggest suitability for the longer course's additional demands.
- Students can apply for a year out after their second year and before their final year, to be spent studying abroad and/or in industry.
- The department has a large contingent of Chinese students, resulting in substantial overlap between overseas and non-white students. Future work on considering student data will consider ethnicity directly.

> **AAP.UG1:** WEDIC to report ethnicity data of student body each year.

Table 4.A.2: Total UGT numbers by gender and origin

Year	Course	Home/EU		Overseas		Total	
		Male	Female	Male	Female	Male	Female
13/14	Data Science	-	-	-	-	-	-
	MathStats	34 (85%)	6 (15%)	12 (44%)	15 (56%)	46 (69%)	21 (31%)
	MORSE	156 (69%)	71 (31%)	127 (56%)	98 (44%)	283 (63%)	169 (37%)
	Total	**190 (71%)**	**77 (29%)**	**139 (55%)**	**113 (45%)**	**329 (63%)**	**190 (37%)**
14/15	Data Science	5 (83%)	1 (17%)	-	-	5 (83%)	1 (17%)
	MathStats	43 (84%)	8 (16%)	10 (40%)	15 (60%)	53 (70%)	23 (30%)
	MORSE	168 (73%)	62 (27%)	117 (57%)	89 (43%)	285 (65%)	151 (35%)
	Total	**216 (75%)**	**71 (25%)**	**127 (55%)**	**104 (45%)**	**343 (66%)**	**175 (34%)**
15/16	Data Science	10 (83%)	2 (17%)	2 (67%)	1 (33%)	12 (80%)	3 (20%)
	MathStats	57 (85%)	10 (15%)	11 (46%)	13 (54%)	68 (75%)	23 (25%)
	MORSE	198 (76%)	61 (24%)	101 (55%)	83 (45%)	299 (67%)	144 (33%)
	Total	**265 (78%)**	**73 (22%)**	**114 (54%)**	**97 (46%)**	**379 (69%)**	**170 (31%)**
16/17	Data Science	19 (86%)	3 (14%)	6 (67%)	3 (33%)	25 (81%)	6 (19%)
	MathStats	81 (83%)	17 (17%)	11 (38%)	18 (62%)	92 (72%)	35 (28%)
	MORSE	202 (78%)	57 (22%)	90 (49%)	93 (51%)	292 (66%)	150 (34%)
	Total	**302 (80%)**	**77 (20%)**	**107 (48%)**	**114 (52%)**	**409 (68%)**	**191 (32%)**
17/18	Data Science	19 (86%)	3 (14%)	8 (89%)	1 (11%)	27 (87%)	4 (13%)
	MathStats	108 (84%)	20 (16%)	15 (47%)	17 (53%)	123 (77%)	37 (23%)
	MORSE	209 (79%)	57 (21%)	84 (47%)	96 (53%)	293 (66%)	153 (34%)
	Total	**336 (81%)**	**80 (19%)**	**107 (48%)**	**114 (52%)**	**443 (70%)**	**194 (30%)**
18/19	Data Science	22 (81%)	5 (19%)	6 (55%)	5 (45%)	28 (74%)	10 (26%)
	MathStats	94 (78%)	26 (22%)	18 (43%)	24 (57%)	112 (69%)	50 (31%)
	MORSE	223 (77%)	65 (23%)	91 (45%)	110 (55%)	314 (64%)	175 (36%)
	Total	**339 (78%)**	**96 (22%)**	**115 (45%)**	**139 (55%)**	**454 (66%)**	**235 (34%)**
19/20	Data Science*	23 (77%)	7 (23%)	7 (54%)	6 (46%)	30 (70%)	13 (30%)
	MathStats	84 (77%)	25 (23%)	30 (46%)	35 (54%)	114 (66%)	60 (34%)
	MORSE	226 (75%)	77 (25%)	98 (44%)	126 (56%)	324 (61%)	203 (39%)
	Total	**333 (75%)**	**109 (25%)**	**135 (45%)**	**167 (55%)**	**468 (63%)**	**276 (37%)**
20/21	Data Science	31 (82%)	7 (18%)	13 (68%)	6 (32%)	44 (77%)	13 (23%)
	MathStats	75 (69%)	34 (31%)	45 (50%)	45 (50)	120 (60%)	79 (40%)
	MORSE	224 (75%)	76 (25%)	120 (44%)	154 (56%)	344 (60%)	230 (40%)
	Total	**330 (74%)**	**117 (26%)**	**178 (46%)**	**205 (54%)**	**508 (61%)**	**322 (39%)**

Includes one home/EU non-binary student.

Figure 4.A.1: UGT numbers by gender and origin
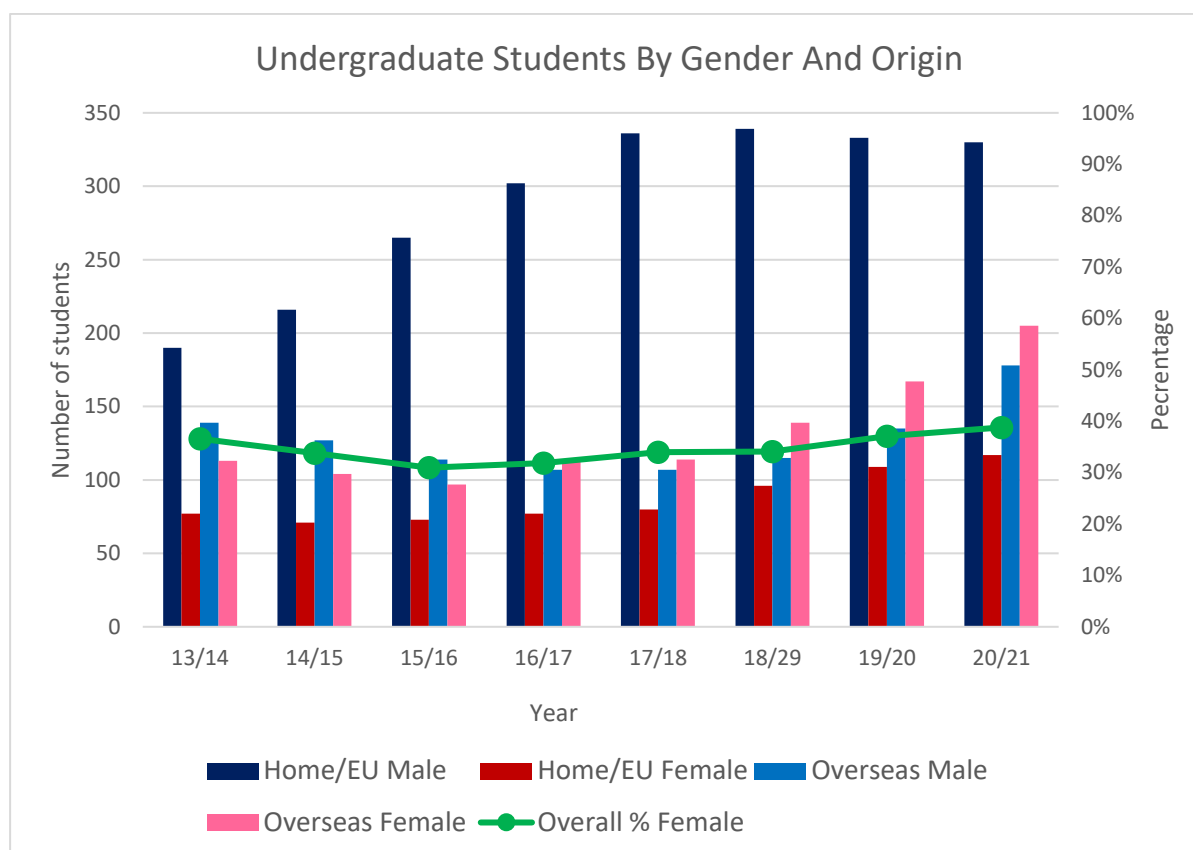
We compare **Table 4.A.2** to the national mathematical sciences sector average of 37% women[1].

- Total number of undergraduates increased by 23.7% since 2016/17.

- Most enrolments are for MORSE (527/742 in 2019/20), and women are slightly better represented on this course than our others.

- The overall percentage of women enrolled in 2019/20 (39%) exceeds the mathematical sciences sector average.

- The proportion of female students from both home/EU and overseas have been steadily increasing since 2014/15.


Objective: Increase acceptance rates of female students on courses UGT (SAP UG1-3).

Approach: Increased visibility of female academics in public lectures and events for schools, increased visibility of female students and their experiences in publicity material and open days, structuring Offer Holder Day groups to avoid gender imbalances.

Impact: Increase in female acceptance proportion on UGT of fourteen percentile points. acceptance rates of female students on courses UGT (SAP UG1-3).

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[1] "Sector" means student enrolments for UK mathematical science courses in 2017/18, as published by HESA. HEFCE data put the corresponding percentage for statistical courses in 2014/15 at 41%.

Figure 4.A.2: Percentage of female UGTs on each course

Percentage of UGT students who are female by course
(numbers shown in bars)
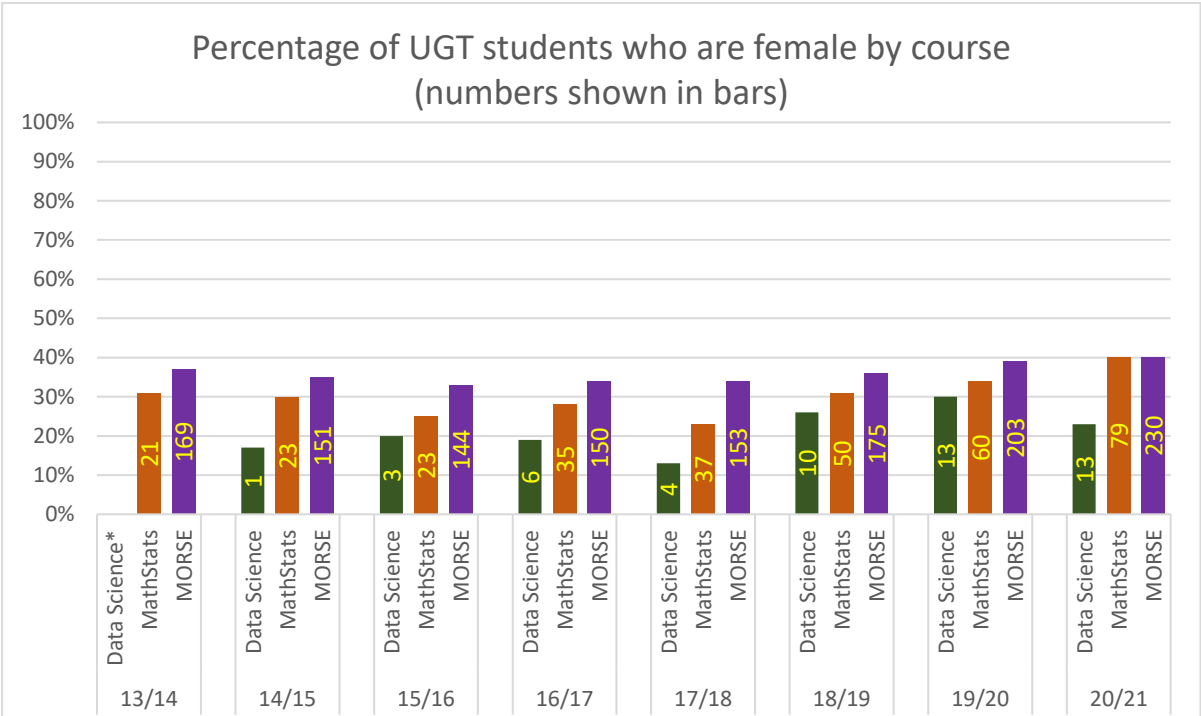
*DS began in 2014/15

- The admissions process does not include an interview. Students are considered anonymously, making the process as objective as possible.

- We have high entrance requirements (A*AA or AAA + 2 in STEP), which incorporates FM. Nationally in 2019, only 38.7% and 28.5% of Mathematics and FM students at A-level respectively were female. For Mathematics 36.6% of A*/A grades were obtained by female students; the corresponding value for FM is 27.2%[2].

- The Department will contribute to increasing the national proportion of female students applying to mathematical degrees, by the following actions:

AAP.UG2:	Investigate a series of summer schools for female students.
AAP.UG3:	Support the expansion of the Advanced Mathematics Support Programme.
AAP.UG4:	Produce revision and careers materials to support maths/statistics teachers.
AAP.UG5:	Improve exposure of female maths school students to female statistics/maths academics.
AAP.UG6:	Update online careers material.

- Our enrolment proportion for female students overall exceeds the FM proportion for female students. Our enrolment proportion for home/EU students, a more appropriate comparison, does not. However, there is insufficient evidence to conclude our proportion of female students enrolling is significantly lower than the proportion of female students awarded an A*/A for A-Level FM.

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[2] 2019 JCQ report GCE A-Level and GCE AS-Level Report.

- Previous initiatives to address the underrepresentation of female home/EU UGTs include:

  a) Ensuring appropriate female representation in our annual Public Lectures (alternate male/female speakers) and amongst student representatives at open days (40% female over previous two years).

  b) Encouraging staff participation in events for schools.

  c) Increased visibility of female students and their experiences, and increased focus on applications of statistics potentially more attractive to women (e.g. economic development, decision theory, medicine), as well as the flexibility of our courses, in online and printed publicity.

- Initiative c) above was repeated in 2018/19, with a joint staff/student team delivering a redesign of the Department's student-facing web pages, and promotional material (see **Figure 4.A.3**).

**Figure 4.A.3: Images from website and Departmental brochure, updated 2019**

- Future actions include:

AAP.UG7: UG admissions team to undertake unconscious bias training.

AAP.UG8: Understand student perspective on admissions processes.

AAP.UG9: Ensure demographic factors are well-understood by admissions officers, and appropriate messages provided to UGT applicants.

AAP.UG10: Improve information presented on the local area during Open Days.

AAP.UG11: Ensure female applicants understand departmental commitment to gender equality.

AAP.UG12: Further improve Offer Holder Day provision to increase number of applications from female students.

**Table 4.A.3: Applications, offers and acceptances for UGT**

Year	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
15/16	Female	373	325	51	87.1%	15.7%	13.7%
	Male	540	444	134	82.2%	30.2%	24.8%
	% Female	40.9%	42.3%	27.6%			
16/17	Female	347	321	75	92.5%	23.4%	21.6%
	Male	580	502	136	86.6%	27.1%	23.4%
	% Female	37.4%	39.0%	35.5%			
17/18	Female	456	412	61	90.4%	14.8%	13.4%
	Male	620	538	146	86.8%	27.1%	23.5%
	% Female	42.4%	43.4%	29.5%			
18/19	Female	507	449	87	88.6%	19.4%	17.2%
	Male	762	659	142	86.5%	21.5%	18.6%
	% Female	40.0%	40.5%	38.0%			
19/20	Female	619	554	110	89.5%	19.9%	17.8%
	Male	788	680	152	86.3%	22.4%	19.3%
	% Female	44.0%	44.9%	42.0%			
Overall	Female	2302	2061	384	89.5%	18.6%	16.7%
	Male	3290	2823	710	85.8%	25.2%	21.6%
	% Female	41.2%	42.2%	35.1%			

Figure 4.A.4: Proportions of UGT application by gender, 2015/16 to present

Percentage of UGT applications who are female (Actual numbers in bars)
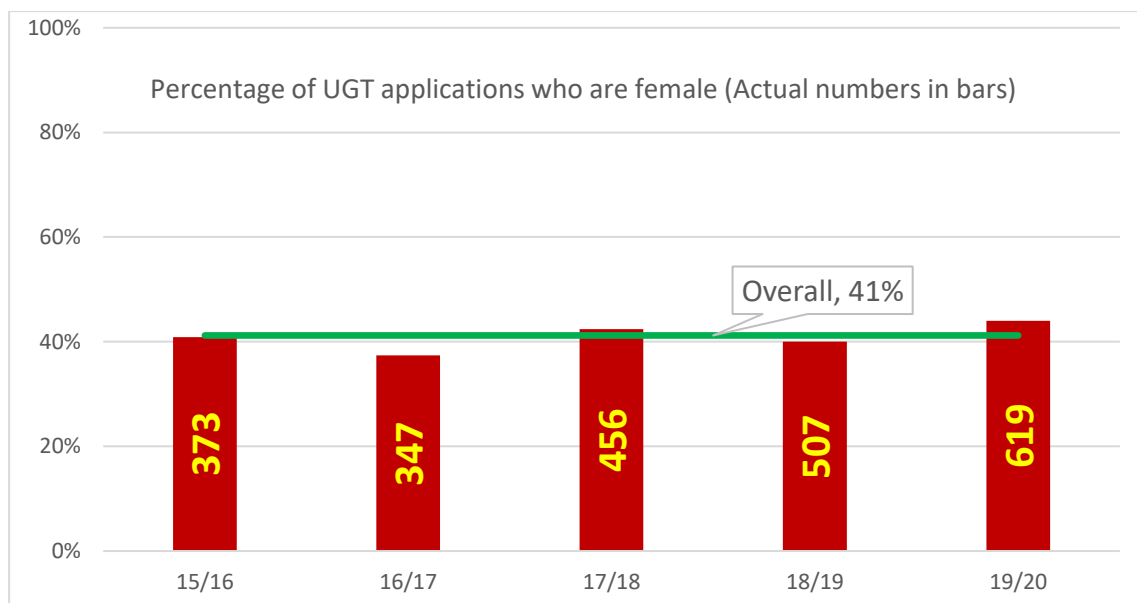
- Admissions data shows no clear pattern in the proportion of female applicants to our courses.
- This submission compares us to similar Statistics Departments (i.e. from Russell Group Universities) where possible and to Mathematics departments employing statistical academics otherwise.
- **Figure 4.A.5** compares acceptance rates with those of the Oxford Statistics Department and the Cambridge and Imperial Mathematics Departments, demonstrating our figures are at least comparable to these institutions[3].

Figure 4.A.5: Comparison with other departments on female UG intake

Proportion of UG Acceptance who are female

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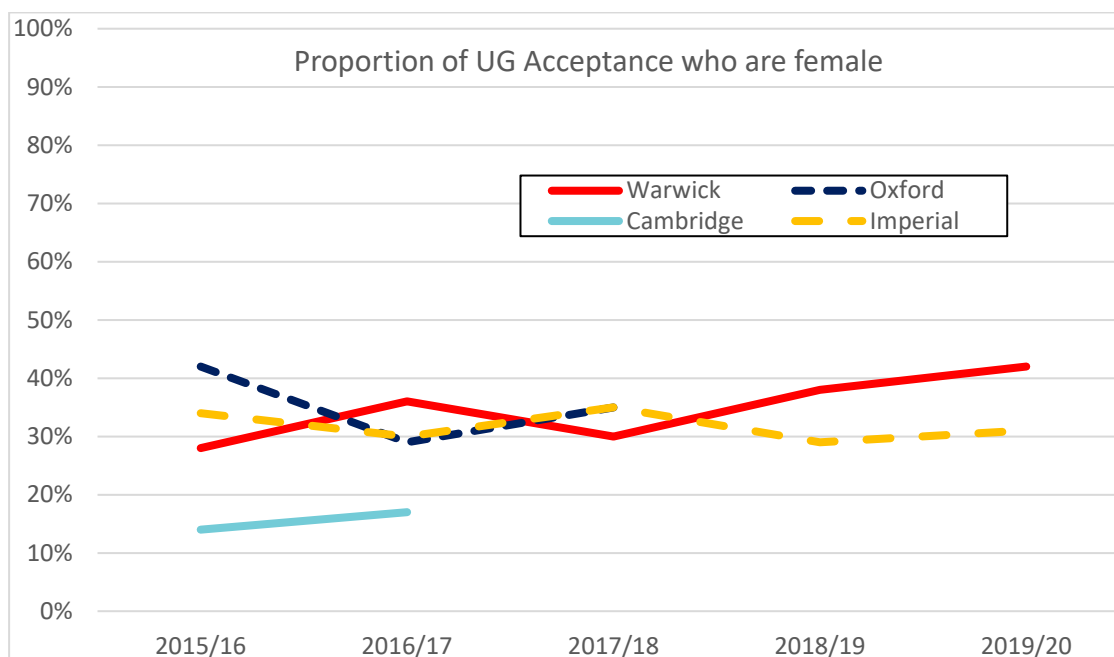
[3] All comparison data taken from publicly available SWAN bids

- Our priority is to attract female applicants both initially, and when accepting offers. Initial efforts have focussed on the latter, e.g. ensuring female attendees to offer holder days are not placed in otherwise all-male groups. Ensuring support for female students, not just through the admissions process but throughout their time with us, is a departmental focus. [**AAP.UG8**, **AAP.UG10**, Error! R eference source not found.]
- **Table 4.A.4** shows the proportion of female UGT students graduating with a 1st or 2:1 regularly exceeds that of male students.

Table 4.A.4: UG Outcomes by degree classification

Gender	Degree Class	15/16	16/17	17/18	18/19	19/20	Overall
Female	1st	14 (33.3%)	4 (13.3%)	7 (28.0%)	12 (30.8%)	14 (41.2%)	51 (30.0%)
	2:1	18 (42.9%)	19 (63.3%)	9 (36.0%)	14 (35.9%)	15 (44.1%)	75 (44.1%)
	2:2	7 (16.7%)	7 (23.3%)	6 (24.0%)	10 (25.6%)	5 (14.7%)	35 (20.6%)
	3rd /Pass	3 (7.1%)	0 (0%)	3 (12.0%)	3 (7.7%)	0 (0%)	9 (5.3%)
Female Total		**42**	**30**	**25**	**39**	**34**	**170**
Male	1st	21 (38.9%)	14 (25.5%)	19 (30.2%)	12 (24.4%)	19 (29.7%)	85 (29.8%)
	2:1	17 (31.5%)	19 (34.5%)	22 (34.9%)	28 (57.1%)	30 (46.9%)	116 (40.7%)
	2:2	12 (22.2%)	13 (23.6%)	17 (27.0%)	7 (14.3%)	12 (18.8%)	61 (21.4%)
	3rd /Pass	4 (7.4%)	9 (16.4%)	5 (7.9%)	2 (4.1%)	3 (4.7%)	23 (8.1%)
Male Total		**54**	**55**	**63**	**49**	**64**	**285**

- Exam marking is anonymous. The make-up of each exam board is monitored to ensure that, as far as is practical, boards have a gender balance reflective off the wider department.

Table 4.A.5: Final Exam Board composition

	Exam Board (including external members)		Exam Board (Department only)		Mitigating circumstances sub-board		Scaling sub-board	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**
13/14	12 (80%)	3 (20%)	9 (90%)	1 (10%)	4 (80%)	1 (20%)	4 (80%)	1 (20%)
14/15	12 (80%)	3 (20%)	8 (89%)	1 (11%)	5 (83%)	1 (17%)	3 (60%)	2 (40%)
15/16	12 (80%)	3 (20%)	8 (80%)	2 (20%)	4 (67%)	2 (33%)	4 (80%)	1 (20%)
16/17	13 (81%)	3 (19%)	8 (80%)	2 (20%)	5 (83%)	1 (17%)	5 (100%)	0 (0%)
17/18	12 (75%)	4 (25%)	8 (80%)	2 (20%)	5 (83%)	1 (17%)	4 (80%)	1 (20%)
18/19	12 (80%)	3 (20%)	6 (67%)	3 (33%)	3 (100%)	0 (0%)	4 (80%)	1 (20%)
19/20	13 (87%)	2 (13%)	8 (89%)	1 (11%)	2 (50%)	2 (50%)	1 (33%)	2 (67%)
20/21[§]	13 (81%)	3 (19%)	8 (80%)	2 (20%)	3 (75%)	1 (25%)	1 (25%)	3 (75%)

[§] Intended constitution.

- IM students can transfer to a three-year course. The department monitors drop-off to ensure the proportion of female 3rd year students progressing to the 4th year of an IM reflects the overall proportion of female students. Little difference was observed between the gender proportions in third and fourth year. Very few students drop out of an IM in their third year, and the data suggests no gender imbalance.

(iii)   Numbers of men and women on postgraduate taught degrees.

- PGT numbers (see **Table 4.A.6** and **Figure 4.A.6**) are relatively small. 41.5% of PGT students enrolling in the last four years are female, above the 39.6%[4] sector average. All PGT students are full-time.

Table 4.A.6: PGT numbers by gender and origin

		Home/EU		Overseas		Total	
		Male	**Female**	**Male**	**Female**	**Male**	**Female**
16/17	**MSc in Statistics**	7 (70%)	3 (30%)	1 (17%)	5 (83%)	8 (50%)	8 (50%)
17/18		14 (82%)	3 (18%)	8 (42%)	11 (58%)	22 (61%)	14 (39%)
18/19		19 (90%)	2 (10%)	8 (40%)	12 (60%)	27 (66%)	14 (34%)
19/20		8 (67%)	4 (33%)	12 (46%)	14 (54%)	20 (53%)	18 (47%)
20/21		9 (100%)	0 (0%)	16 (32%)	34 (68%)	25 (42%)	34 (58%)

Figure 4.A.6: PGT numbers by gender and origin and % female overall each year

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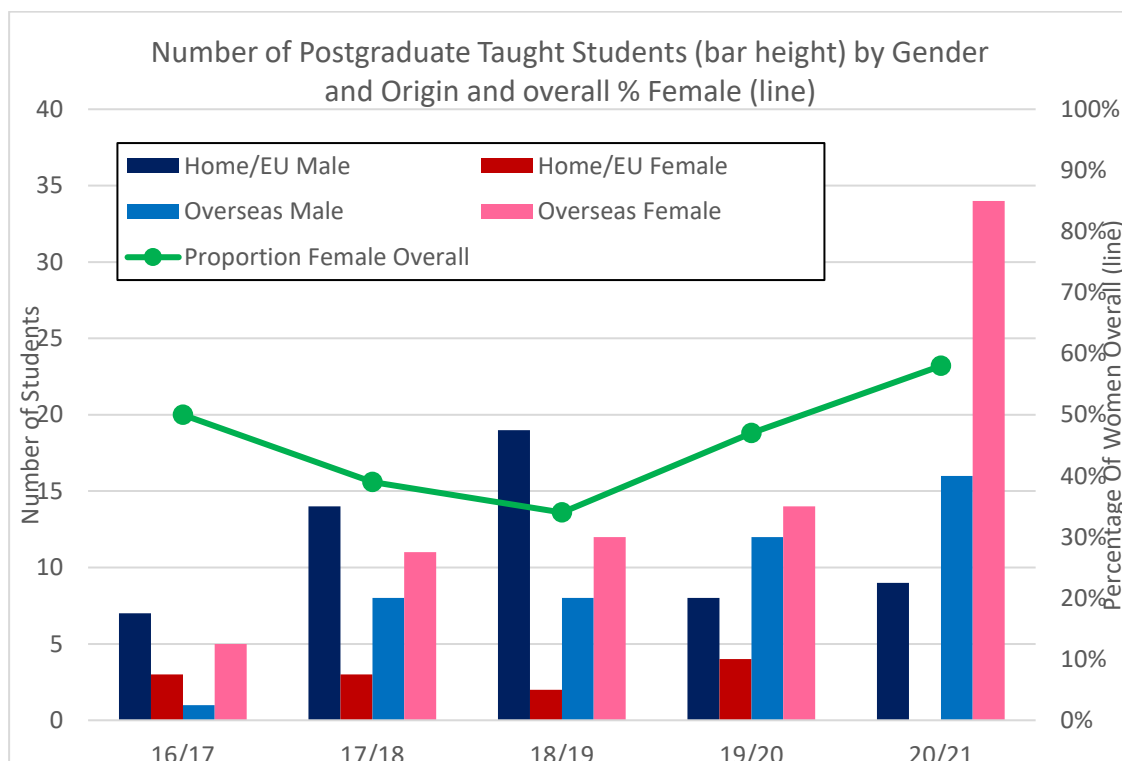
[4] As published by HESA. HEFCE data put the corresponding percentage for statistical courses in 2014/15 at 44.0%.

- **Table 4.A.7** demonstrates balance in offer and acceptance rates. Drop-off between acceptance and enrolment is noticeably higher for female students – this drop-off has led to female students being the minority on our MSc course until 2020/21. We are seeing an increase in the number of enrolments of female students, however. Our 2016/2020 average is 46.0%, compared with 41.0% for 2011/2015 - a significant increase[5].

Table 4.A.7: Applications, offers and acceptances for PGT

Year	Gender	Applications	Offers	Acceptances	Enrols	Offers: Applications	Acceptances: Offers	Enrols: Acceptances	Enrols: Applications
16/17	Female	126	59	25	7	46.8%	42.4%	28.0%	5.6%
	Male	122	64	21	8	52.5%	32.8%	38.1%	6.6%
	% Female	50.8%	48.0%	54.3%	46.7%				
17/18	Female	156	95	40	14	60.9%	42.1%	35.0%	9.0%
	Male	130	90	36	22	69.2%	40.0%	61.1%	16.9%
	% Female	54.5%	51.4%	53.6%	38.9%				
18/19	Female	177	75	25	14	42.4%	33.3%	56.0%	7.9%
	Male	133	67	32	26	50.4%	47.8%	81.3%	19.5%
	% Female	57.1%	52.8%	43.9%	35.0%				
19/20	Female	274	67	27	18	24.5%	40.3%	66.7%	6.6%
	Male	197	63	27	20	32.0%	42.9%	74.1%	10.2%
	% Female	58.2%	51.5%	50.0%	47.3%				
20/21	Female	353	128	81	34	36.3%	63.3%	42.0%	9.6%
	Male	287	98	53	26	34.1%	54.1%	491.%	9.1%
	% Female	55.2%	56.7%	60.0%	56.7%				
Overall	Female	856	353	137	87	41.2%	38.8%	63.5%	10.2%
	Male	718	346	135	102	48.2%	39.0%	75.6%	14.2%
	% Female	54.4%	50.5%	50.4%	46.0%				

- **Figure 4.A.7** compares the acceptance rates of Oxford Statistics Department, and the Imperial Mathematics Department, along with admission rates for Cambridge Maths Department. Our numbers are comparatively strong.

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[5] All results described as "significant" are so at the 5% level.

Figure 4.A.7: Comparison with other departments of female PGT intake

Proportion of PGT Acceptance who are female
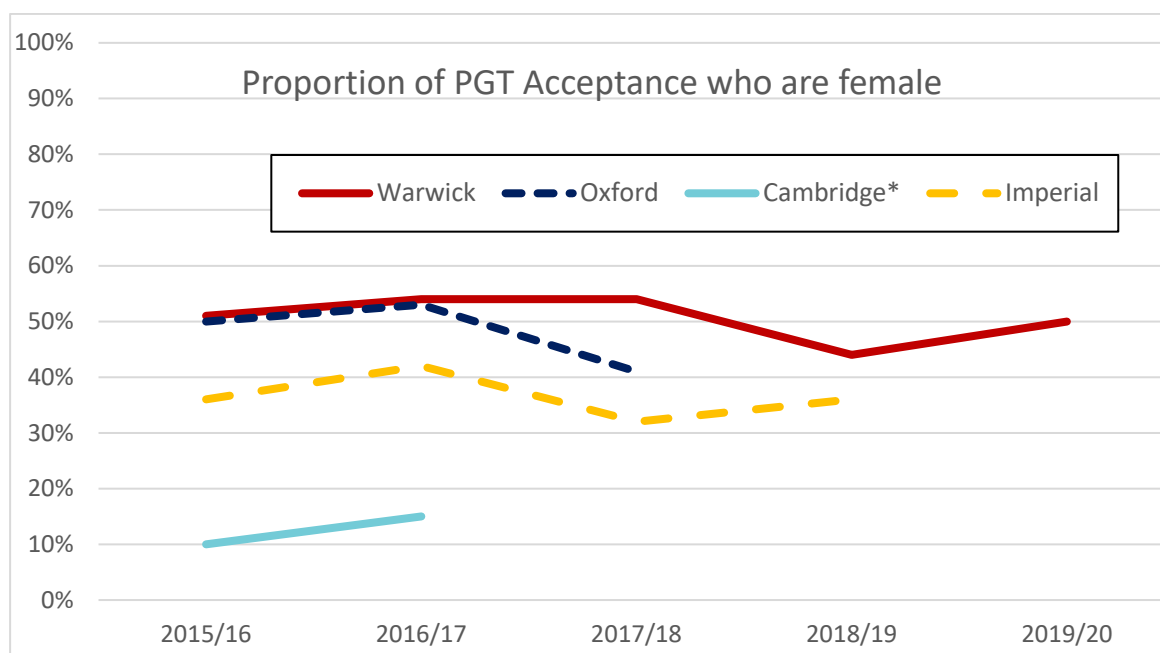
*Cambridge admission rates

- Attracting more UK female students in an ongoing focus.

> **AAP.PG1:** Introduce a scholarship programme for female MSc students from the UK.

- No obvious gender imbalance exists among the small number of PGT students not obtaining an award – see **Table 4.A.8**.

Table 4.A.8: PGT students not gaining award, by gender

	Home/EU		Overseas		Total	
	Male	**Female**	**Male**	**Female**	**Male**	**Female**
15/16	0	0	0	0	0 of 14 (0%)	0 of 6 (0%)
16/17	0	1	0	1	0 of 8 (0%)	2 of 7 (28.6%)
17/18	2	0	0	0	2 of 22 (9.1%)	0 of 14 (0%)
18/19	0	0	0	0	0 of 26 (0%)	0 of 14 (0%)
19/20	1	0	0	1	1 of 20 (5.0%)	1 of 18 (5.1%)
Total	3	1	0	2	3 of 90 (3.3%)	3 of 59 (5.1%)

(iv) Numbers of men and women on postgraduate research degrees.

- The Department runs three PhD routes Since 2019, all incoming PhD students have been recruited into the Mathematics and Statistics CDT, which provides a four-year programme with the first year being focussed on subject-specific training and with a strong cohort ethos. Two other CDTs (MASDOC and OxWaSP) closed to new entrants in 2018, but still contain students partway through their PhD.

- Students can apply for a part-time PhD, or apply to become part-time during their studies. Currently four are part-time.

- The sector benchmark for PGR students on statistics courses is 38.2% female[6]. We equalled or exceeded this value in two of the last three years.

Table 4.A.9: Applications, offers, acceptances and enrolments for PGR

Year	Gender	Applications	Offers	Acceptances	Enrolments	Offers: Applications	Acceptances: Offers	Enrolments: Acceptances	Enrolments: Applications
15/16	Male	105	22	13	12	21%	59%	92%	11%
	Female	29	4	3	3	14%	75%	100%	10%
	% Female	22%	15%	19%	20%				
16/17	Male	93	20	13	11	22%	65%	85%	12%
	Female	38	8	3	3	21%	38%	100%	8%
	% Female	29%	29%	19%	21%				
17/18	Male	95	25	13	11	26%	52%	85%	12%
	Female	30	7	3	3	23%	43%	100%	10%
	% Female	24%	22%	19%	21%				
18/19	Male	63	20	11	9	32%	55%	82%	14%
	Female	38	10	6	6	26%	60%	100%	16%
	% Female	38%	33%	35%	40%				
19/20	Male	63	18	7	7	28%	39%	100%	11%
	Female	20	4	2	2	19%	50%	100%	10%
	% Female	24%	18%	22%	22%				
20/21	Male	54	20	10	10	37%	50%	100%	19%
	Female	21	8	6	6	38%	75%	100%	29%
	%Female	28%	29%	38%	38%				
Overall	Male	473	125	67	60	25%	54%	88%	12%
	Female	176	41	23	23	21%	52%	100%	11%
	% Female	27%	25%	26%	29%				

**Objective**: Increase acceptance rates of female students on courses (**SAP PG4**)

Approach: Website and printed material updated, featuring female students more prominently 2018/19

Impact: Increase in female enrolments (average 25.9% before change, 32.0% after).

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[6] 2018/19 HESA data.

- **Table 4.A.9** shows that until 2020/21, a greater proportion of male applicants were given offers than were female applicants. This imbalance – and the recent turn-around – was driven by large imbalances in recruitment to the now-closed MASDOC CDT. The department will consider the applicant/offer proportions yearly to confirm the issue is no longer live.

- As of 2020/21, the Department is now running two Open Days a year rather than one, to allow for greater participation.

- Comparisons with similar institutions suggest we are competitive in terms of accepting female students on our PGR courses – see **Figure 4.A.8.**

Figure 4.A.8: Comparison with other departments of female PGR intake

Proportion of PGR Acceptance who are female
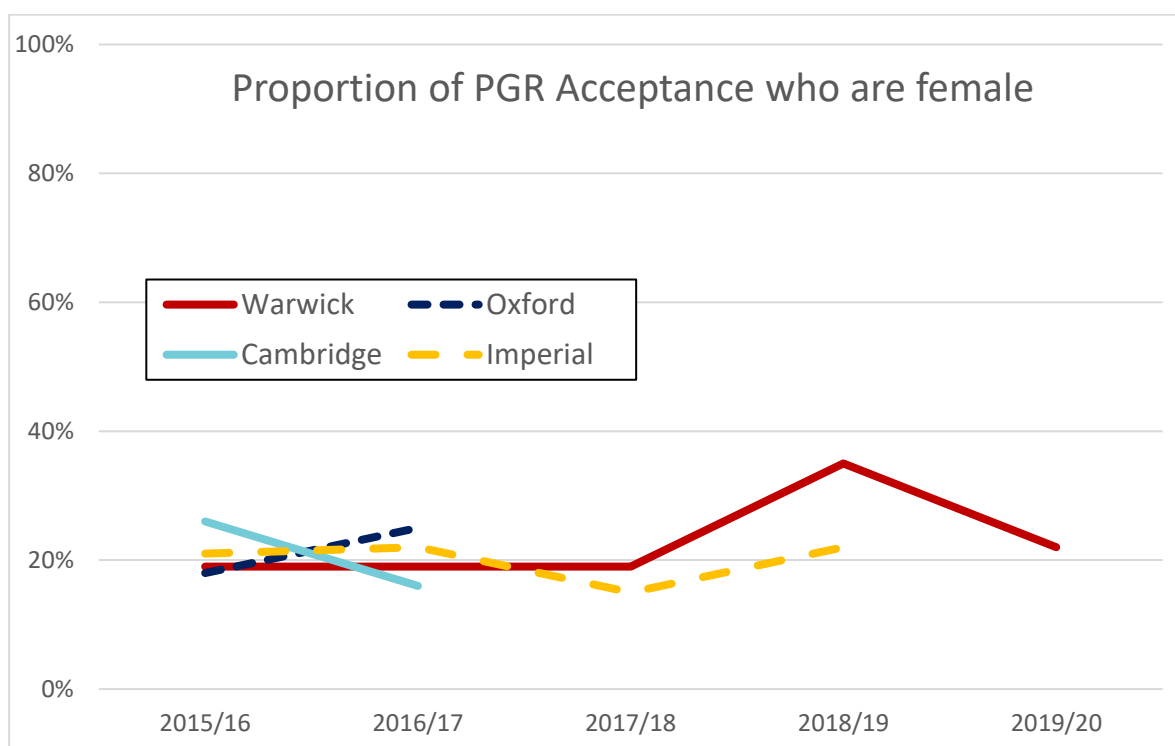
- **Figure 4.A.9** demonstrates the proportion of female PGR students is below 38%, the national average for statistics PGRs[7]. Upward travel is evident, however.

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[7] Calculated from Office for Students raw data.

Figure 4.A.9: Female Student pipeline

Proportion of Female Students by Level

(Chart showing proportion of female students by level — UG, PGT, PGR — across years 16/17 to 20/21)

- 16/17: UG 32%, PGT 50%, PGR 20%
- 17/18: UG 30%, PGT 39%, PGR 21%
- 18/19: UG 34%, PGT 34%, PGR 26%
- 19/20: UG 37%, PGT 47%, PGR 28%
- 20/21: UG 39%, PGT 58%, PGR 29%
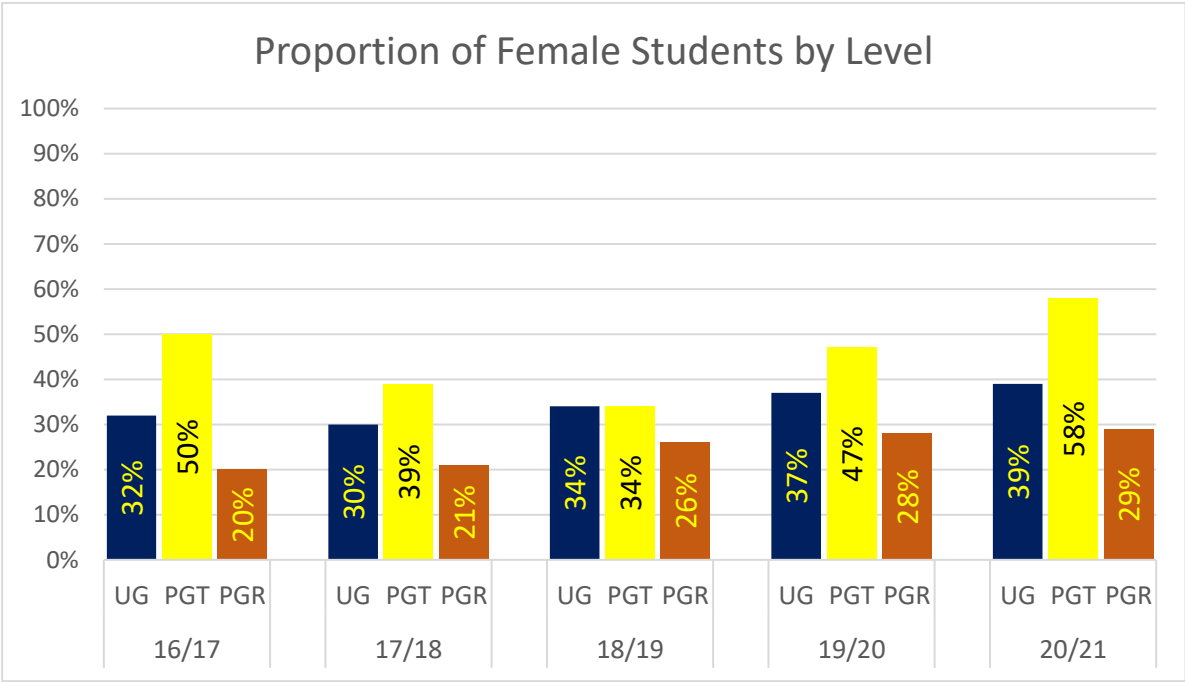
(v)   Progression pipeline between undergraduate and postgraduate student levels.

- **Table 4.A.10** shows the numbers of current PhD students with a previous degree from Warwick.

Table 4.A.10: Previous degree location of PhD students

Gender	Institution	Department/Course
Female: 19 (28.8%)	External: 12 (63.2%)	External: 12 (63.2%)
	University of Warwick: 7 (36.8%)	Maths Dept: 2 (10.5%)
		Stats MSc: 2 (10.5%)
		Stats IM: 3 (15.8%)
Male: 47 (71.2%)	External: 27 (57.4%)	External: 27 (57.4%)
	University of Warwick: 20 (42.6%)	Maths Dept: 13 (27.7%)
		Stats MSc: 3 (6.4%)
		Stats IM: 4 (8.5%)

- This data does not suggest we struggle to recruit female PhD students from our own UGT and PGT programmes. What difference does exist stems from the domination of maths students among internal students. This was due to the MASDOC CDT programme, jointly run between the Maths and Statistics Departments. MASDOC ended last year, and our 2020/21 maths intake dropped to 13.3%.

- This suggests our low number of female PGR students reflects difficulties in recruiting female students from other institutions. This has been tackled in part by revamping our online advertising. Our CDT team has been expanded recently, allowing greater opportunity for strategic planning.

> **AAP.PG2:** Create new strategy for advertising CDT to students outside Warwick, to attract greater proportion of female candidates.

- Actions taken to increase progression rates to PhD include promoting the department's annual PhD open day via lecture shout-outs, ensuring PhD open days include representation from female students and staff, and that the forms of support available to students are highlighted. The cohort ethos of the new Mathematics and Statistics CDT is an important factor here. MSc students are invited to attend weekly Young Researchers Meetings to generate interest in Departmental research.

- The Department runs a termly Statistics Board Games Evening, to which all staff and students are invited. This allows our UG and PGT students to interact socially with our PhD students.

- To aid in increasing MSc student application rates for a PhD, we introduced a new mentor scheme for the MSc students – this first ran in 2020/21, and several PhD students volunteered to be mentors. All female MSc students (along with UG students) are given a female mentor wherever possible, and the mentor training (currently run once a year in term 1) has been expanded to include how gender can affect a student's needs from a mentor.

- The Department is working to expand the pipeline through the introduction of the Warwick Statistics Internship Scheme, allowing undergraduate students around the globe to apply for a summer research project. Coronavirus has delayed the inaugural year of this scheme from 2020 to 2022.

> **AAP.PG3:** Monitor gender proportion of students accepted to Warwick Statistics Internship Scheme

B.   Academic and research staff data

(i)   Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

- As with similar departments, the Departmental female staff representation is low. We note however a slight overall increase since 2015 (**Figure 4.B.1**).

Figure 4.B.1: Proportion of Academic Staff by gender (labels are actual numbers)
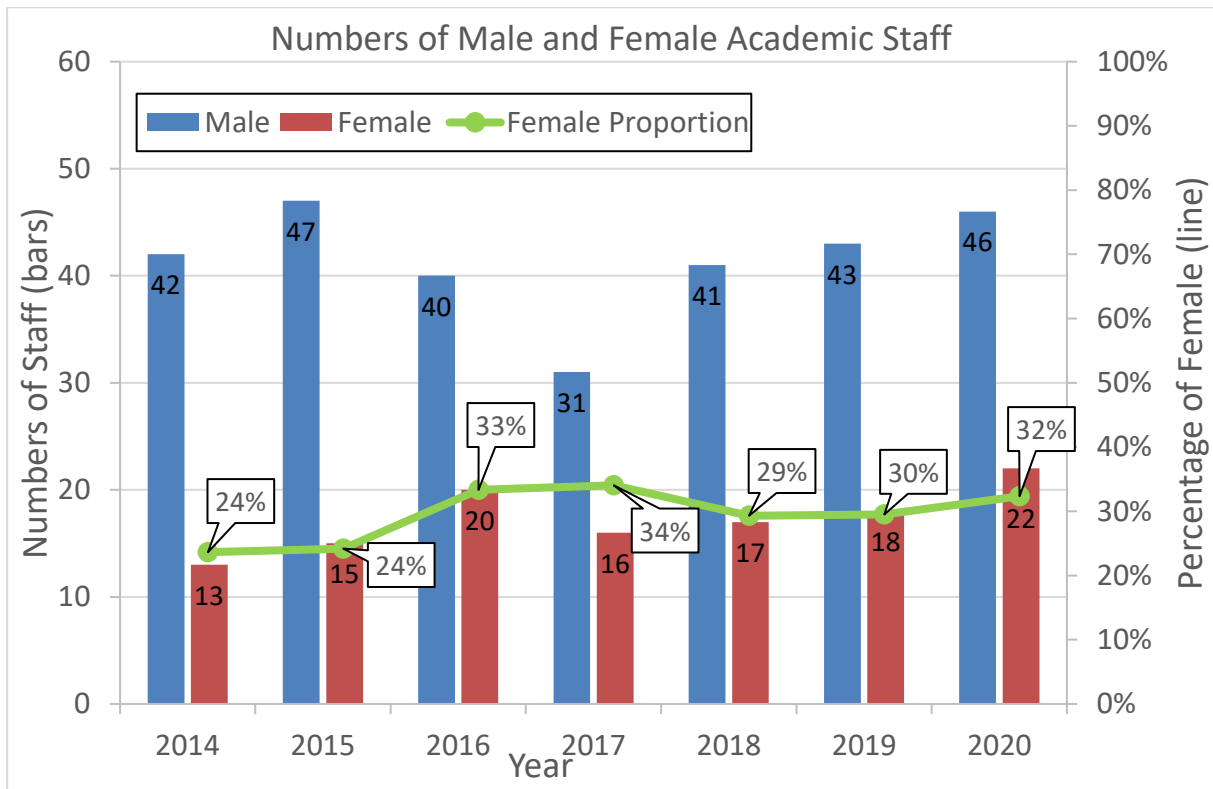
Objective: Increase proportion of female applicants (**SAP AS1-3**)

Approach: Monitoring of application data, requirement to increase proportion of invited female speakers, colleagues encouraged to recommend female candidates for roles.

Impact: Increase in proportion of female academic colleagues of 8 percentile points.

- The picture varies across academic roles (**Table 4.B.1**), with a higher proportion of female staff in research focused (RF) posts and near-parity for teaching focused (TF) posts. These successes obscure a low proportion of women in research and teaching (R&T) posts.

Table 4.B.1:Academic Staff by contract function, comparing Warwick Statistics Dept. vs. UK Mathematics

University of Warwick Statistics Department (data from University Sources)											
Year	Research Staff			Research and Teaching Staff (non-professorial)			Teaching Focused Staff			Research and Teaching Staff (professorial)		
	Female	Male	%Female	Female	Male	%Female	Female	Male	%Female	Female	Male	%Female
2014	6	13	31.6%	5	15	25.0%	1	1	50.0%	1	13	7.1%
2015	7	19	26.9%	5	13	27.8%	2	2	50.0%	2	13	13.3%
2016	9	12	42.9%	6	12	33.3%	3	2	60.0%	2	14	12.5%
2017	5	3	62.5%	6	12	33.3%	3	3	50.0%	2	13	13.3%
2018	6	7	46.2%	6	16	27.3%	4	3	57.1%	2	15	11.8%
2019	10	4	71.4%	3	21	12.5%	3	2	60.0%	3	16	15.8%
2020	9	4	69.2%	5	23	17.9%	3	3	50.0%	3	16	15.5%
All HE institutions in the UK (data from Athena SWAN website, FTE, Mathematics)											
Academic staff (non-professorial)				Academic staff (professorial)							
Female		Male		%Female		Female		Male		%Female	
1,010		3,035		25.0%		95		740		11.6%	

- Overall staff figures are comparable to sector average (**Table 4.B.1**). Compared to similar institutions our proportion of female RF staff is high, we are otherwise average. (**Table 4.B.2**).

**Table 4.B.2: Comparison of proportions of female academic staff at four other institutions**

University of Oxford Department of Statistics			University of Cambridge Faculty of Mathematics[1]		
2017[2]			2016[2]		
Other Academic	**Associate Professor**	**Professor**	**Researcher**	**Lecturer**	**Professor**
20%	7%	44.0%	22.7%	20.5%	4.3%

Imperial college London Department of Mathematics[1]		
2018[2]		
Researcher	**Lecturers and Readers**	**Professors**
19.0%	7.7%	6.4%

[1] *Statistics is within the Mathematics discipline at these institutions.*
[2] *Based on data taken from the institutions most recent Athena Swan Bid published on their own website*

- **Figure 4.B.2** provides a snapshot of grade proportions.

Figure 4.B.2: Snapshot of gender profile by grade for 2020

Academic Staff Grade Profile in 2020
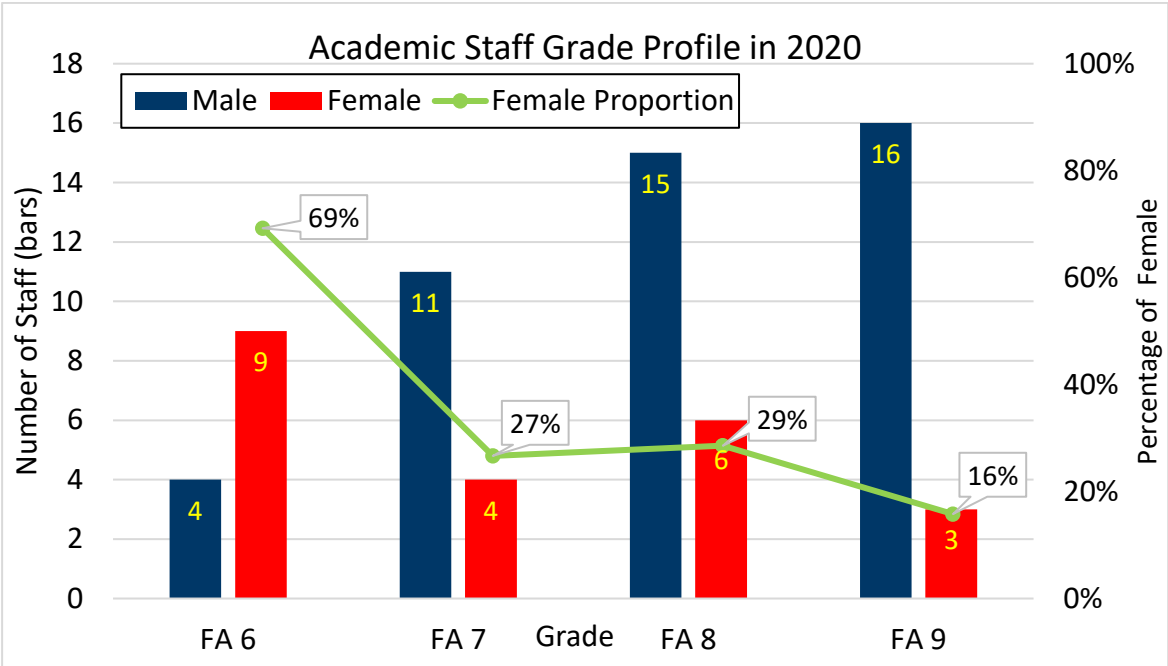
- Considering the "pipeline" from student to senior staff (**Figure 4.B.3**) shows we either match or exceed sector figures. The drop in **Figure 4.B.2** seems dramatic because of our unusually strong proportion of female staff at grades FA5/6.
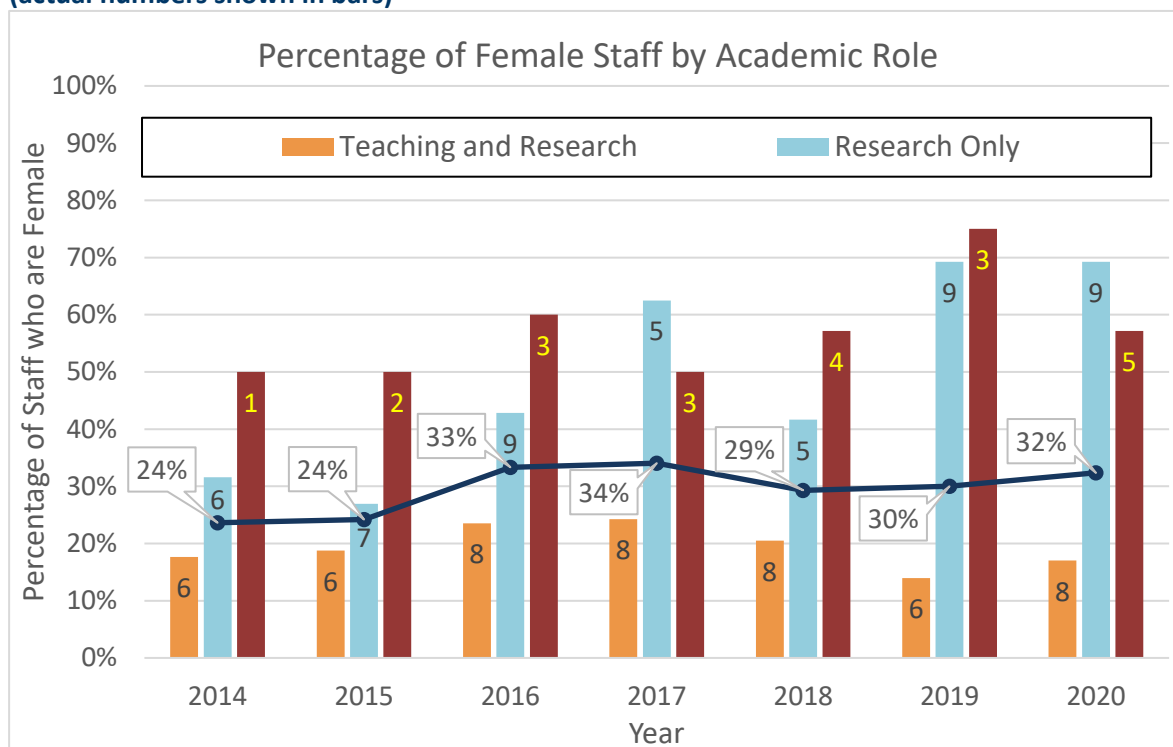
Figure 4.B.3: Academic Pipeline 2020[8]

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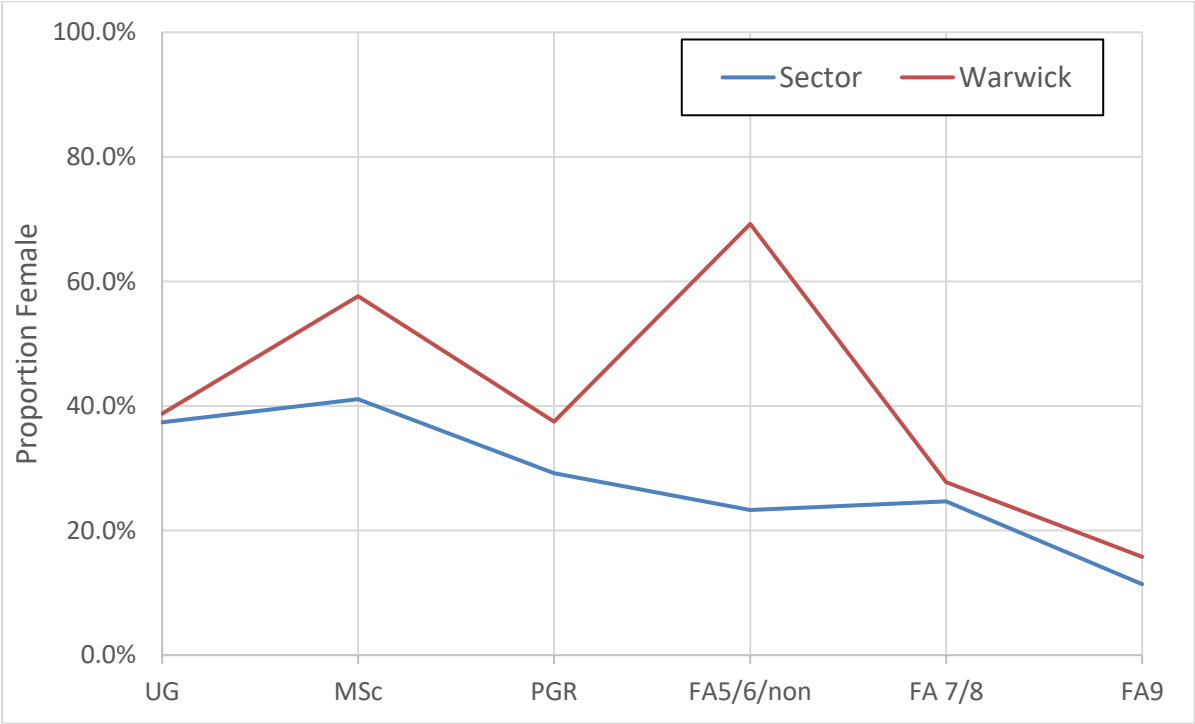
[8] Sector figures taken from the Athena Swan "Equality in higher education: Statistical Report 2020 - Data Tables".

- As is common in the sector there are more RF staff at lower grades and all professors are T&R.

Figure 4.B.4: Breakdown of percentage of Female staff by academic role (actual numbers shown in bars)

Figure: Percentage of Female Staff by Academic Role. Bar chart with Teaching and Research, Research Only categories and a trend line. Years 2014–2020. Trend line values: 24%, 24%, 33%, 34%, 29%, 30%, 32%.

- **Figure 4.B.4** confirms that:
  1. TF/RF female staff are well-represented;
  2. R&T female staff are represented to a level comparable with the sector, though underrepresented compared to other roles.
- We now consider grade differences for roles over time.

TF Staff

Table 4.B.3*: Breakdown of academic staff with a teaching focus role by year, grade and gender

Grade	Gender	2014	2015	2016	2017	2018	2019	2020
FA6	**Female**	0	0	0	0	0	0	1
	Male	0	0	0	0	0	0	0
	% Female							100%
FA7	**Female**	0	1	2	2	2	2	2
	Male	0	1	1	2	2	1	1
	% Female		50%	67%	50%	50%	67%	67%
FA8	**Female**	1	1	1	1	2	1	2
	Male	1	1	1	1	1	1	2
	% Female	50%	50%	50%	50%	67%	50%	50%
Overall	**Female**	1	2	3	3	4	3	5
	Male	1	2	2	3	3	2	3
	% Female	50%	50%	60%	50%	57%	60%	63%

Figure 4.B.5: Percentage (bar height) and number (in bars) of female TF staff, by grade and year
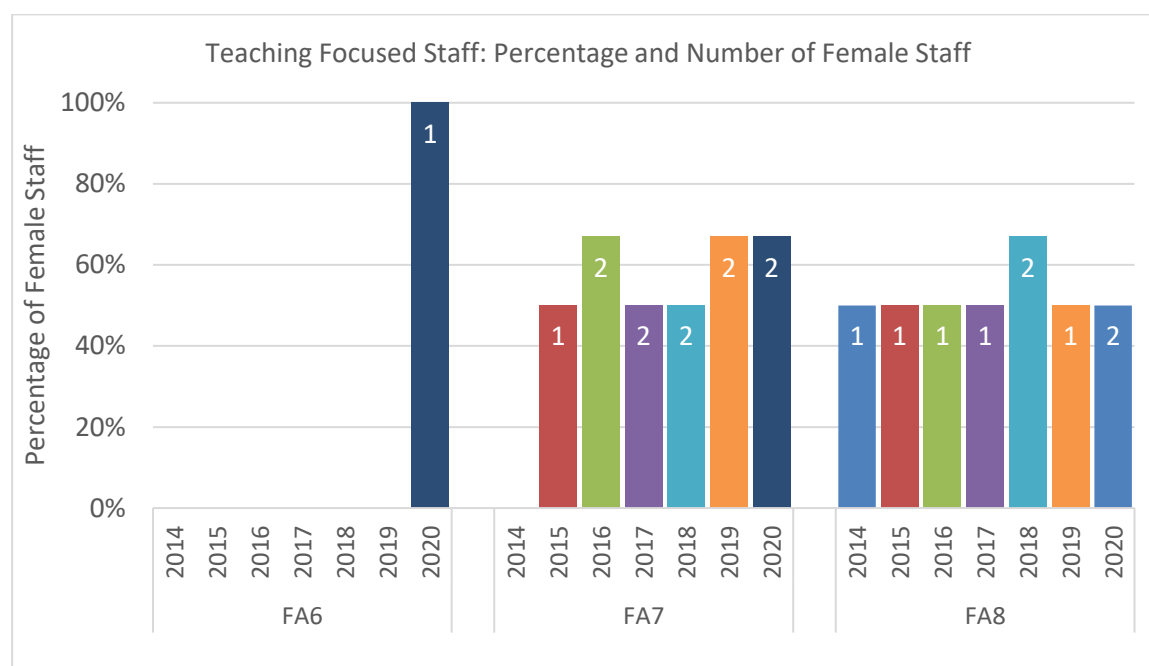
- Women are well represented among TF staff. There are no TF staff at professorial (FA9) level, although one female staff member was recently promoted to FA8a level (reader).

RF Staff

Table 4.B.4: Breakdown of RF staff by grade and gender

Grade	Gender	2014	2015	2016	2017	2018	2019	2020
FA5	**Female**	0	0	2	0	0	0	0
	Male	2	3	0	0	1	0	0
	% Female	0%	0%	100%		0%		
FA6	**Female**	6	7	7	4	3	7	8
	Male	8	12	11	2	4	3	4
	% Female	43%	37%	39%	67%	43%	70%	67%
FA7	**Female**	0	0	0	1	1	1	1
	Male	0	1	1	1	1	0	0
	% Female		0%	0%	50%	50%	100%	100%
Non FA Grade	**Female**	0	0	0	0	1	1	0
	Male	3	3	0	0	1	1	0
	% Female	0%	0%			50%	50%	
Overall	**Female**	6	7	9	5	5	9	9
	Male	13	19	12	3	7	4	4
	% Female	32%	27%	43%	63%	42%	69%	69%

Figure 4.B.6: Percentage (bar height) and number (in bars) of female RF staff, by grade and year
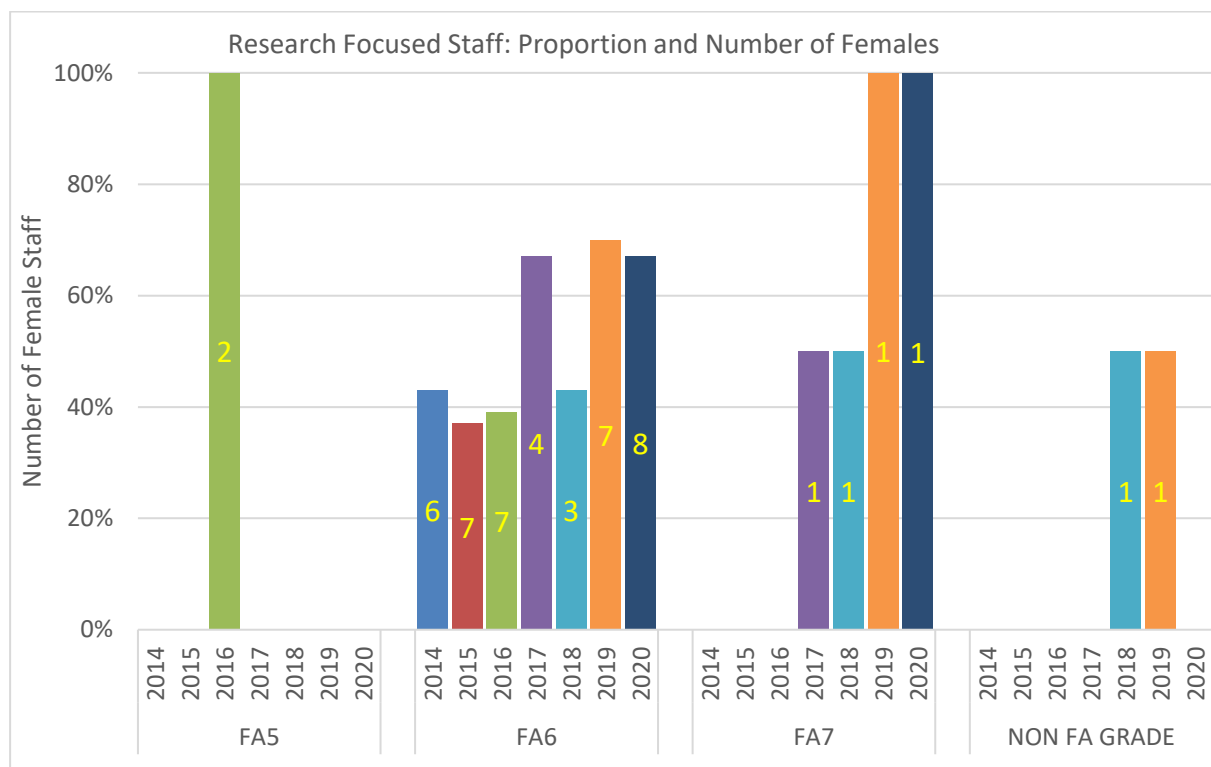
- Overall numbers of RF staff have decreased, but female proportion remains consistently high.

T&R Staff

Table 4.B.5: Breakdown of R&T staff, by grade and gender

Grade	Gender	2014	2015	2016	2017	2018	2019	2020
FA7	Female	0	0	2	2	2	0	1
	Male	8	6	3	2	5	10	10
	% Female	0%	0%	40%	50%	29%	0%	9%
FA8	Female	5	5	4	4	4	3	4
	Male	7	7	9	10	11	11	13
	% Female	42%	42%	31%	29%	27%	21%	24%
FA9	Female	1	1	2	2	2	3	3
	Male	13	13	14	13	15	16	16
	% Female	7%	7%	13%	13%	12%	16%	16%
Overall	Female	6	6	8	8	8	6	8
	Male	28	26	26	25	31	37	39
	% Female	18%	19%	24%	24%	21%	14%	17%

Figure 4.B.7: Percentage (bar height) and number (in bars) of female R&T staff, by grade and year
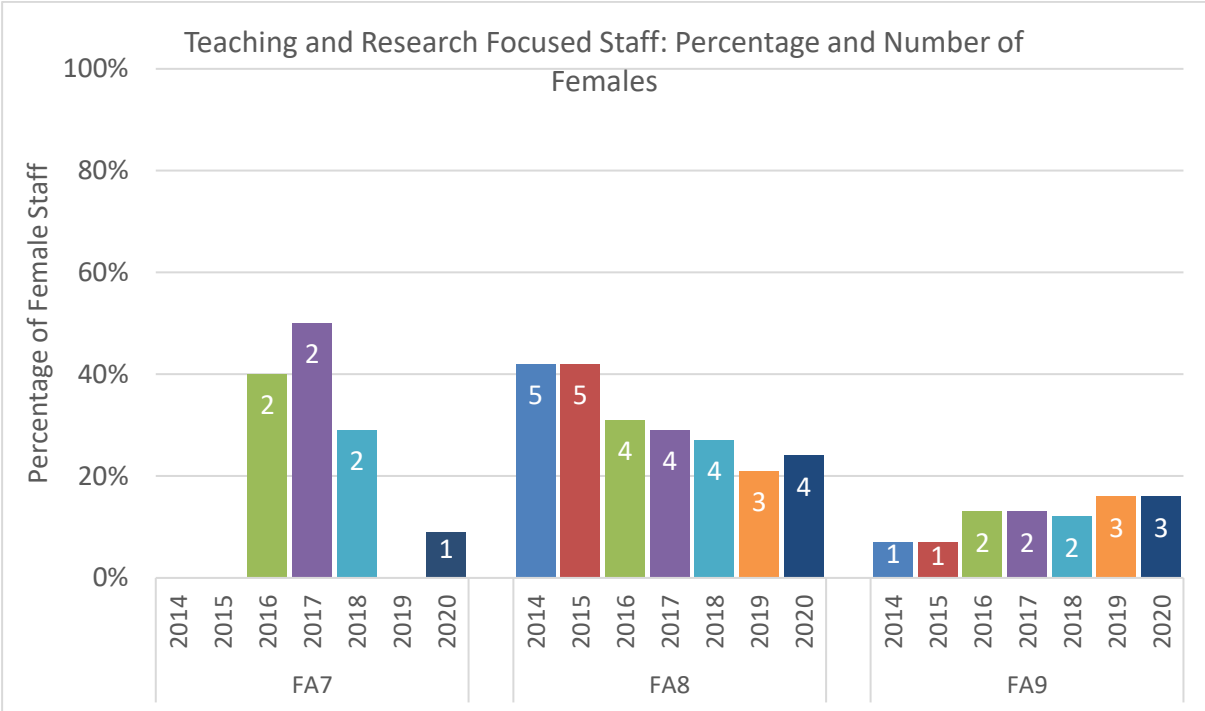
- The low proportion of female staff at the professorial (FA9) level is improving.
- The low proportion of female staff below the professorial (FA7 and FA8) level has dropped slightly, in part due to female colleagues being promoted to professor.
- Drawing this together and returning to the pipeline, (**Figure 4.B.3**):

1. Female staff proportion drops considerably at post-graduate research level although remains above sector average.
2. It rises considerably for PDRAs, reaching well above sector average.
3. It drops again at more senior levels.
4. The proportion of female R&T staff is low.
5. Only R&T colleagues are present at level 9.

- While we are at or above sector average, we have identified a need to encourage more female PDRAs into the next stage of an academic career.
- Regarding pathways, while recognising our successes (particularly regarding RF staff), we need to encourage promotion bids from female T&R staff at all grades, and from female TF staff at higher grades.
- We believe the lower female representation at the higher grades is mainly due to the historical profile of the department/sector. However, we will address this at several levels: recruitment, promotion, and training. In all three we wish to improve the female representation/engagement – see **Section 5.2**.
- Already in place is the Harrison Fellowship, a three-year fixed term lectureship with reduced teaching load, which aims to strengthen the ECR pipeline. Appointments are approximately annual. It has proved very successful, with 3 women and 4 men benefitting over the last few years.
- Additional actions include the following:

> **AAP.AS1:** Monitor destinations of PDRA
>
> **AAP.AS2:** Develop further training and opportunities for PDRA.
>
> **AAP.AS3:** Ensure PDRAs have access to independent advice regarding their career.

- Planned activities on strengthening the Departmental approach to promotions were refocussed following University-wide changes to the promotion process. Details of the Department's work in supporting staff following these changes are in **Section 5.1**.

> **AAP.AS4**: Investigate completion of probation/ promotion under new process

- BME staff numbers are low across categories.

Table 4.B.6: Percentage of academic staff who report as BME[1]

	2014	2105	2016	2017	2018	2019	2020
Male	16%	16%	14%	7%	11%	13%	15%
Female	17%	14%	16%	20%	12%	12%	29%

[1]Taken as a % of all staff of that gender who identified their ethnicity

- These figures are in line or slightly higher than the 8.6% in the discipline nationally[9]. No gender imbalance is noticeable.

- Staff can work part-time in a flexible manner (see **Table 4.B.7**). Applicants are made aware via job listings that flexible (including part-time) working is available on request (unless the role is tied to fixed-term grant funding).

- The proportion of part-time staff varies, but in general women are more likely to be part-time (less so in recent years). Reason for going part-time include senior staff moving into semi-retirement, and younger staff balancing work and childcare.

- The proportion of R&T focused staff who are part-time varies.

- RF staff are typically full-time, due to the inflexibility of funding for research projects. Nevertheless, we have had RF staff go part-time when necessary.

- One third of TF colleagues are part-time.

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[9] Table 3.16 of Athena Swan staff tables 2017-18.

Table 4.B.7: Contract function and a breakdown of full-time and part-time staff by year and gender

Career Path	Gender	2014		2015		2016		2017		2018		2019		2020	
		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Research & Teaching Focussed	Full-Time	4	25	4	22	6	21	6	20	6	24	4	28	6	30
	Part-Time	2	3	2	4	2	5	2	5	2	7	2	9	2	9
	% Part-Time	33%	11%	33%	15%	25%	19%	25%	20%	25%	23%	33%	24%	25%	23%
Teaching Focussed	Full-Time	0	1	0	2	1	2	1	3	2	3	1	2	3	3
	Part-Time	1	0	2	0	2	0	2	0	2	0	2	0	2	0
	% Part-Time	100%	0%	100%	0%	67%	0%	67%	0%	50%	0%	67%	0%	40%	0%
Research Focussed	Full-Time	6	13	7	19	9	12	5	3	5	5	9	3	9	4
	Part-Time	0	0	0	0	0	0	0	0	0	2	0	1	0	0
	% Part-Time	0%	0%	0%	0%	0%	0%	0%	0%	0%	29%	0%	25%	0%	0%
Total Staff	Full-Time	10	39	11	43	16	35	12	26	13	32	14	33	18	37
	Part-Time	3	4	4	4	4	5	4	5	4	9	4	10	4	9
	% Part-Time	23%	9%	27%	9%	20%	13%	25%	16%	24%	22%	22%	23%	18%	20%

SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles. **N/A for our subject**

(ii)   Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender.

- Nearly all posts at senior level are open ended (OEC). Most junior (FA6) posts are fixed term (FTC), typically due to research posts being attached to fixed-term research funding.

- TF positions are generally advertised as permanent positions, except where the appointment is to replace a staff-member on research buyout or on leave, or to fulfil a short-term teaching demand. (**Table 4.8.9**).

Table 4.B.8: Breakdown of staff with research and teaching roles broken down by gender, ethnicity, type of contract and grade

		2014		2015		2016		2017		2018		2019		2020	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Teaching and Research	OEC	22	6	22	6	24	6	23	6	29	6	33	6	35	7
	FTC	6	0	4	0	2	2	2	2	2	2	4	2	4	1
	%FTC	21%	0%	15%	0%	8%	25%	8%	25%	6%	25%	11%	21%	10%	13%
Research Only	OEC	1	0	1	0	0	0	0	1	1	2	0	1	0	0
	FTC	12	6	18	7	12	9	3	4	7	5	4	8	4	8
	%FTC	92%	100%	95%	100%	100%	100%	100%	80%	88%	71%	100%	89%	100%	100%
Teaching Only	OEC	1	1	2	1	2	3	3	3	3	4	2	3	2	4
	FTC	0	0	0	1	0	0	0	0	0	0	0	0	1	1
	%FTC	0%	0%	0%	50%	0%	0%	0%	0%	0%	0%	0%	0%	33%	20%
Overall	OEC	24	7	25	7	26	9	26	10	33	12	35	10	37	11
	FTC	18	6	22	8	14	11	5	6	9	7	8	18	9	10
	%FTC	43%	46%	47%	53%	35%	55%	16%	38%	21%	37%	19%	0%	20%	48%

Academic leavers by grade and gender and full/part-time status.

- Staff leave the Department for a variety of reasons; there is no discernible pattern between genders. There was a large proportion of lower grades who left in 2015/16, and a large group who left in 2016/17. In 2016/17 this was partly due to a senior member of staff leaving who had several PDRAs who followed him to his new institution. Several other fixed term RF contracts also came to an end.

- Reasons for leaving are shown in **Table 4.B.9**. "Dissatisfaction with job/employer" and "ill health" are available options that have not been chosen in the past 5 years. Staff have the opportunity to answer further questions about their experience and time at Warwick.

AAP.AS5: WEDIC to report yearly on feedback gathered during exit process.

Figure 4.B.8: Turnover of Academic Staff
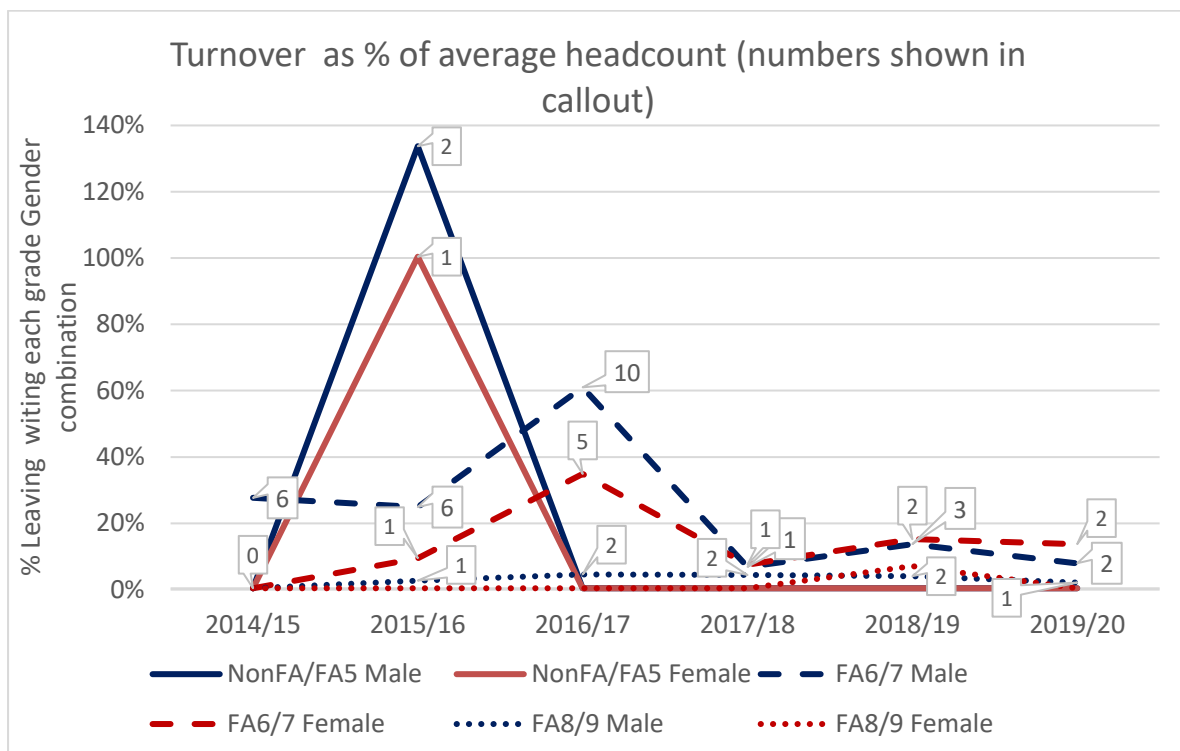
Note: *Number of stayers is counted as average headcount taken at two specific time points, the beginning and end of each period, whilst number of leavers is counted for every individual leaving during the period. Therefore, if someone joins or leaves mid-year they may not be counted as a full stayer but still would be counted as a full leaver. Values over 100% are therefore possible.*

- Regarding PSS, one male colleague and five female colleagues left between 2015 and 2020. Since then, we have appointed three new PSS, all of whom are female. The reasons for leaving are varied, and in some cases were for career progression within the University, or sideways move to similar posts.

Table 4.B.9: Reasons for Leaving (Academic Staff & PSS) 2015-2020

Reason for Leaving	Male	Female
Agreed termination/severance	1	2
Comp. redundancy - fixed term	13	5
Going for better job prospects	11	3
Normal retirement	1	0
Other work related reason	9	6
Other non work related reason	2	1
Relocating	8	2

Word count: 2553 (+13 COVID-related)

5. Supporting and advancing women's careers

A.   Key career transition points: academic staff

(i)   Recruitment.

- For academic recruitment above FA6, an online procedure enabling every permanent member of academic staff to upload comments independently has replaced all staff meetings. This improves the balance of participation from all staff – previously some individuals would dominate – and guarantees every application is systematically considered.

- The HoD (or an assigned deputy) chairs a Departmental shortlisting panel of 4-6 colleagues. We aim to involve staff across different levels of seniority and with at least one female colleague.

- Shortlisted individuals are invited to a formal interview, which includes a presentation. Interview panel membership is formally prescribed by UoW to guarantee appropriate seniority (given level of the post) and gender balance. All panel staff must pass appropriate EDI training, and refresh this every three years – the Department Administrator monitors colleague compliance.

- Departmental policy is to always include at least one female colleague on an interview panel: in many cases a larger female representation was achieved with the current faculty chair being female as is the Provost who chairs the interviews for FA9 posts. WEDIC will be charged with ensuring this policy is maintained.

> **AAP.AS6**:   Ensure appropriate gender balance on all groups involved in hiring new
>
>   colleagues (above level FA5 in case of research-focussed staff).

- The Department recognises female readers/professors should not be overburdened by panel work due to high demand from our and other departments.

> **AAP.AS7**:   Formal departmental policy ensuring female academics not overburdened by
>
>   requests to join shortlisting/interview panels.

- We will also expand the range of requirement for training.

> **AAP.AS8**:   Encourage all staff to take unconscious bias training.

- For FA9 posts the Department organises 'Search committees' of 3-5 senior staff , with female membership. The committee chair personally approaches selected individuals to encourage applications. Care is taken that female candidates are approached, often via seeking external advice of other female professors across Europe and the US.

- **Table 5.A.1** summarises recruitment for the period 2015-2020 (note declined offers are not included).

Table 5.A.1: Recruitment by level of opening and gender 2015 to 2020 combined.

Level of appointment (Number of openings)	Gender	Applied	Shortlisted	Number of offers	Shortlisted/ Applied	Offers/ Shortlisted	Offers/ Applied
Level 5 (1)	Female	0	0	0	-	-	-
	Male	3	2	1	67%	50%	33%
	Not Known	0	0	0	-	-	-
	% Female	0%	0%	0%			
Level 6 (37)	Female	73	26	7	36%	27%	10%
	Male	180	39	7	22%	18%	4%
	Not Known	3	0	0	0%	-	0%
	% Female	29%	40%	50%			
Level 7 (22)	Female	102	21	3	21%	14%	3%
	Male	340	67	5	20%	7%	1%
	Not Known	19	0	0	0%	-	0%
	% Female	22%	24%	38%			
Level 8 (8)	Female	20	7	2	35%	29%	10%
	Male	33	5	4	15%	80%	12%
	Not Known	0	0	0	-	-	-
	% Female	38%	58%	33%			
Level 9 (5)	Female	5	1	0	20%	0%	0%
	Male	26	4	3	15%	75%	12%
	Not Known	1	0	0	0%	-	0%
	% Female	16%	20%	0%			
Overall (73)	Female	200	55	13	28%	24%	7%
	Male	582	117	23	20%	20%	4%
	Not Known	23	0	0	0%	-	0%
	% Female	24%	32%	36%			

- Overall, 24% of applications are from female candidates. Women are more likely to be shortlisted and, having been shortlisted, are more likely to be made an offer. Female applicants are almost twice as likely to be appointed.

- Overall success rates are generally higher for females, suggesting that although female applicants are in a minority, the average quality of their applications is higher.

(ii)   Induction.

- Incoming staff are given a 23-page induction pack covering key people in the Department, mentoring and probation arrangements, health and safety/first aid, opportunities for training (including ED&I training), where to find information on careers breaks, parental/carer leave, and sick leave, etc. A "First Day" checklist is included to ensure colleagues are aware of critical information upon arrival. New staff meet the HoD during their starting week (these meetings took place virtually during COVID).

- We have used feedback from colleagues to improve our induction materials. We are now focusing on strengthening the induction sessions and wider support structure for new staff.

AAP.AS9: Understand induction process from staff point of view.

- New staff are assigned a mentor, usually prior to starting, who provides informal mentoring. A recent survey gathering feedback revealed overwhelmingly positivity about recent induction experience:

> *X put me in touch with Y, my mentor. This has got to be one of the best things that has happened on this journey. Not only was Y keen on fostering the relationship and setting the stage for what lay ahead; Y also, for more hours than I can count, has and continues to patiently and graciously show me the ropes.*

> *I appreciated the department's effort to make sure I had basic resources and felt very welcomed. My PI and other post-doc colleagues were also very good at checking in that I had everything I needed. I felt that [UoW] stood out in this process compared to previous institutions I have been at.*

- Next steps will centre on increasing the number and quality of meetings/interactions between new and established colleagues.

AAP.AS10: Increase face-to-face contact between new staff and colleagues more familiar with department.

(iii)   Promotion.

- Until recently, an average of one academic was put forward for promotion per year, with a 100% success rate. The Department recognises a 100% rate implies an over-cautious approach. This approach was justified by the University's previous promotions procedure, under which unsuccessful applicants were barred from reapplication within two years.

- There is now a new framework for academic promotions, implemented for the 2018/19 promotions round. The new framework focusses on four areas of academic activity: research and scholarship; teaching and learning; impact, outreach and engagement, and collegiality, leadership, and management. Each area is linked to band thresholds to be reached by successful applicants – thresholds vary according to level and career path. Examples of evidence are provided.

- The promotions process considers equality of opportunity, giving due consideration to any individual circumstances impacting on ability to present certain types/amounts of evidence (e.g. family/caring responsibilities, periods of parental leave, fractional contracts etc.)

- Feedback meetings are offered to unsuccessful applicants (individuals are advised they be accompanied by their Head of Department). Unsuccessful candidates can reapply the following year.

- Departmental promotion processes have improved accordingly: the HoD has formed an internal Departmental committee of 5-7 professors only (including an external professor and 2 female professors) which meets at least once a term (rather than once a year, previously). For internal shortlisting, assigned close readership guarantees every applicant will receive feedback. Additionally, the committee systematically considers all colleagues, identifying colleagues who have not declared an interest in entering the promotions round, but are felt to be ready. These colleagues are then approached by the HoD to offer support.

- These changes preceded an increase in promotion applications at all career stages (5 applications in 2018/19, 3 in 2019/20, 11 in 2020/21). For the first time, two TF colleagues applied for promotion (1 to associate prof, 1 to reader), both successful. Feedback from TF staff was that the new approach clarified the requirements for progression, increasing their confidence to apply – see quote below, from one of our promoted TF colleagues.

> *I participated in the WIHEA learning circle "Teaching Recognition and Reward" that fed into the institutional revision of the promotion criteria, which repositioned the role of teaching-related achievements and also clarified criteria for [TF] staff. In particular, it introduced the level of Reader for [TF] staff, thus allowing an intermediate step between Associate Professor and Professor. Having this as a more easily achieved level than a full Professor, as well as support by the department for my case encouraged me to apply for promotion.*

- Since 2018/19, 3 female colleagues were successfully promoted at the senior level (2 readers, 1 professor). We note the colleague promoted to professor had been on a 0.5 FTE contract since 2013, and one of the readership applications had been on a varying 0.6-0.8 FTE contract since 2012. One applicant in 2018/19 was unsuccessful, suggesting the department is becoming less conservative in its promotions strategy. Currently 11 applications (3 female, 8 male) are submitted in the 2020/21 round – a Departmental record.

Table 5.A.2: Promotions 2016/17 to 2020/21

Year	Promotion to	Applied		Successful		Success Rates	
		Male	Female	Male	Female	Male	Female
2020/21	Professor	1	0	NA	NA	NA	NA
	Reader	6	2	NA	NA	NA	NA
	Associate Professor	0	1	NA	NA	NA	NA
2019/20	Professor	1	0	1	0	100%	NA
	Reader	1	0	1	0	100%	NA
	Associate Professor	1	0	1	0	100%	NA
2018/19	Professor	0	1	0	1	NA	100%
	Reader	2	1	1	1	50%	100%
	Associate Professor	1	0	1	0	100%	NA
2017/18	Professor	1	0	1	0	100%	NA
	Reader	0	1	0	1	NA	100%
2016/17	Reader	2	0	2	0	100%	NA

> **Objective**: Ensuring colleagues (particularly teaching focussed staff) understand and engage with promotions process where appropriate. (**SAP AS13-16**)
>
> **Approach**: Restructuring of Promotions Committee, regular Departmental discussions following University changes to promotions process, to ensure dissemination.
>
> **Impact**: Record level of promotions submissions in latest round, both overall and among female staff.

- R&T assistant professors undergo a probationary period of 5 years with a probationary review that, if successful, progresses yearly, leading into an automatic promotion to associate professor after 5 years. Candidates with substantial prior experience can apply for an early completion of promotion.
- Yearly probationary reviews have a structure broadly in line with the promotion system, focussing on the four areas of academic activity. The possibility of early completion is considered each year. Six candidates have passed probation (**Table 5.A.3**) since 2015/16. None are woman, highlighting a period of five years during which no women were appointed on a permanent T&R FA7 contract (a cycle which was broken in 2020).

- However, our most recent Harrison Fellowship hires are female academics, and we are historically very successful at retaining Harrison fellows, hiring them on permanent FA7 T&R contracts

- Two of the last six FA8 hires have been female –this will rise to three in seven following the most recent recruitment round. The low levels of non-male FA7 roles are therefore not indicative of a more general issue of a "leaky pipeline".

Table 5.A.3: Probation completions 2016 to 2020

End of Probation	Length of probation	Applied		Successful	
		Male	**Female**	**Male**	**Female**
2020	4 years (early pass)	1	0	1	0
2017	Both 5 years (normal)	2	0	2	0
2016	3 years (early), 4 years (early), 5 years (normal)	3	0	3	0

(iv)   Department submissions to the Research Excellence Framework (REF)

- The Mathematics and Statistics Departments make joint REF submissions. The REF period 2014-2020 has seen dramatic research successes by Departmental colleagues, and very significant investment of resources in mathematical sciences (e.g. the new building).

- For the 2021 exercise, research output selection was carried out by a Departmental advisory group of senior staff with male and female membership, moderated by reference to external expert calibration. Each department has a designated impact coordinator with responsibility to deliver the overall strategy for REF impact. In Statistics this role is held by a female colleague.

> **AAP.AS11:**   Ensure a fair process of selection of outputs and impact cases in future REFs.

B.   Key career transition points: professional and support staff

(i)   Induction.

- All new staff receive a welcome email from the Department Administrator containing information about their first day, with links to tailored information on the Department, the University and developmental opportunities. The email includes an annually-updated induction document. Mandatory training includes Health & Safety and (recently added) the Warwick online EDI training. We also encourage individuals to complete the ED&I in the HE Workplace module.

- Staff are welcomed by their immediate line-manager on day one through a one-to-one induction meeting, including tours and introductions to key members of staff. This provides an opportunity to ask questions, ensure all is well, and to acquire feedback. During the pandemic, inductions have taken place as usual, with some face-to-face meetings now replaced by Teams meetings. Face-to-face meetings are still held where it is safe to do so.

- Feedback on induction meetings suggests colleagues felt welcome, and that they had the information they required to help their integration. Via periodic canvassing of PSS, we will continue monitoring the effectiveness of the induction process, revising as appropriate.

> **AAP.PSS1:**   Ensure PSS have opportunity to highlight issues with induction process

- Staff are encouraged to attend a University welcome meeting, featuring representatives from key areas such as the Library, Sports Centre, Centre for Lifelong Learning, IT Services, and EDI. Campus tours are also available.

(ii)   Promotion.

- No conventional promotion pathway for PSS exists. Instead, following PDR and other conversations with line-managers and networking opportunities, colleagues make lateral and upward career moves within the institution, applying for higher-level positions, secondments and other transfers. Within Statistics these opportunities are limited, but within the institution, exciting and challenging careers can be formed. See **Section 5.D** for further details regarding the PSS PDR process.

- Promotion also occurs through regrading posts, when significant changes in duties and responsibilities are required- if the same individual remains in that post, promotion is a common outcome. In Statistics, three women and one man (grades 1-4) and one woman and one man (grades 6-9) have received such promotions since 2015/16.

- Probation review meetings with line-managers are an opportunity to review objectives and assess training needs. employees are asked to identify what they need to learn in their new role, and a plan including Departmental support is recorded.

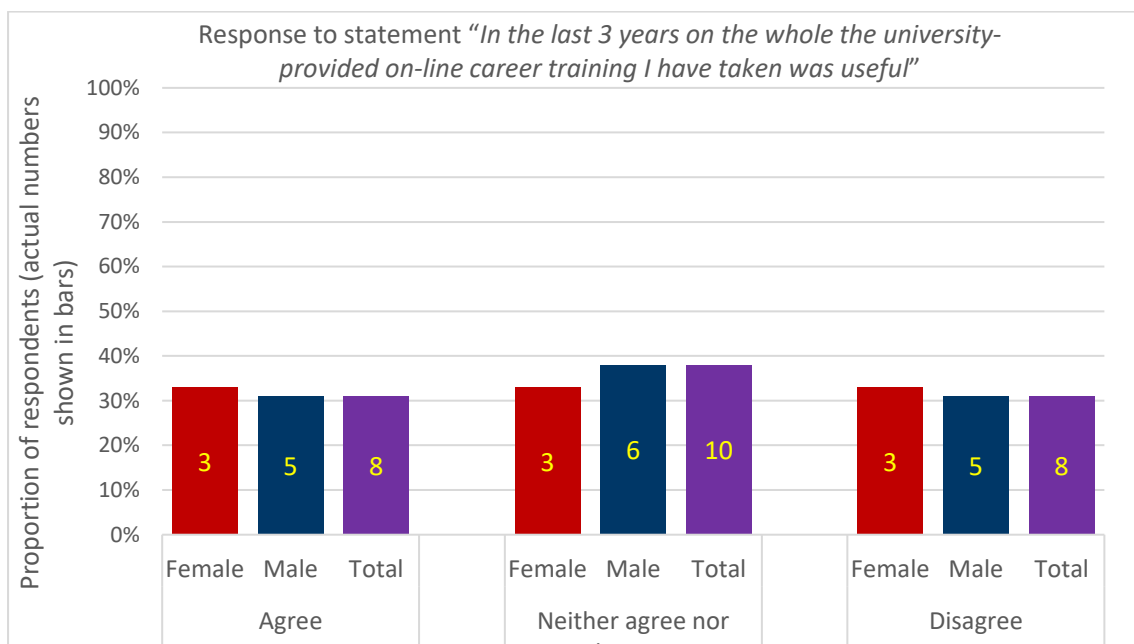## C.   Career development: academic staff

(i)   Training.

- UoW provides a central training scheme, via its Academic Development Centre (ADC), for new staff, and an extensive range of opportunities for CPD and HEA professional accreditation. Important courses include:
  1. The Academic and Professional Pathway (APP:PGR) for PGR who teach.
  2. The APP for Teaching Excellence (APP:TE), a 12-month compulsory programme for probationers including peer support. Completion results in HEA Fellowship.
  3. The APP:EXP for Experienced Staff, for advanced HEA accreditation.
  4. Academic Development Programmes, for staff at every stage of their career covering core concepts in teaching and learning, advanced/innovative techniques, curriculum design etc.
  5. Postgraduate Certificate in Transferable Skills in Science, for ECRs, run within the Faculty. The department encourages its PDRAs and PGRs to take this training.

- The University and Department run a number of awards for teaching excellence for staff at all levels, to promote and celebrate high-quality teaching.

- The University's Organisational Development (OD) resource offers training on broader themes including EDI; workplace skills and behaviours; leadership and management; workplace skills and behaviours, and other external learning platforms. OD developed online support during the pandemic, which will continue to be an important element of innovative teaching methods.

- The 2019 Departmental SWAN survey found 62% of male colleagues and 60% of female colleagues had undertaken University training. However, when this is broken down by grade only 17% of PDRAs undertook training.

Figure 5.C.1: Survey Response to usefulness of training

Response to statement "*In the last 3 years on the whole the university-provided career development training I attended was useful*"
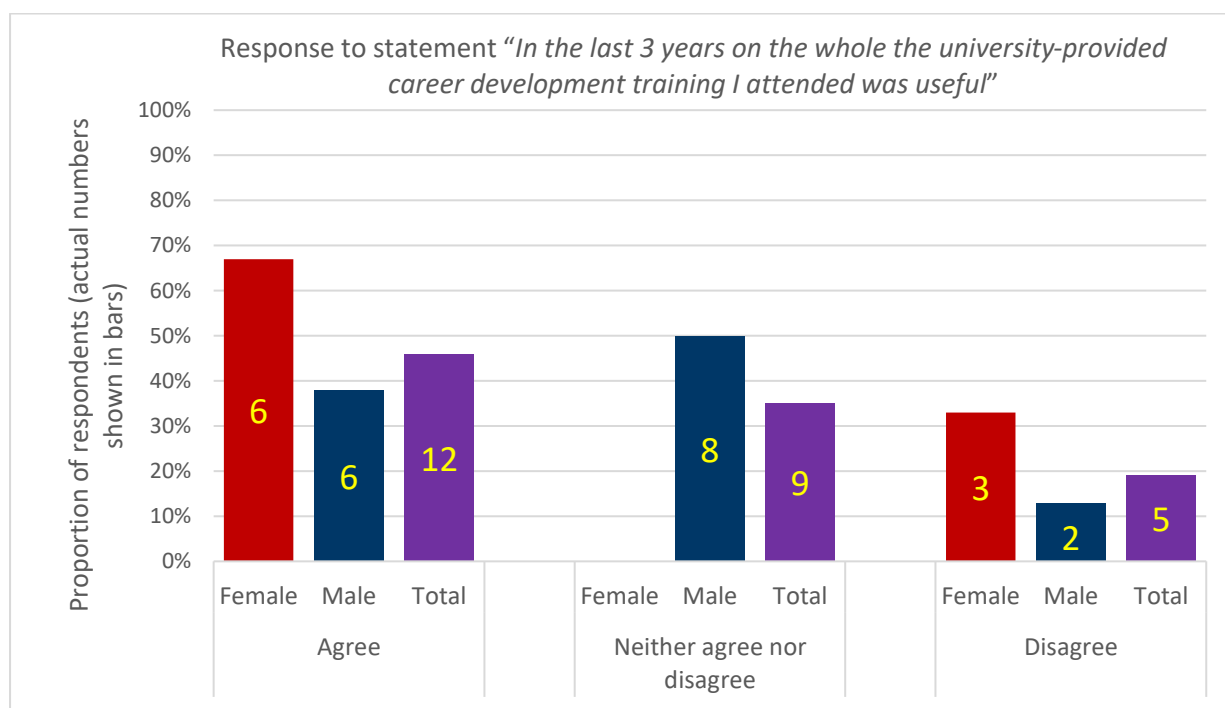
- There are multiple University-wide channels informing and advertising staff development. Most senior staff reported in our survey that they advised junior staff to undertake training.
- The survey found 46% of colleagues did not find the career training which they undertook to be useful (**Figure 5.C.1**).
- We note female staff had more divergent views than male staff, being more likely to agree and to disagree regarding usefulness. Online training prompted a mixed reaction across all respondents.

Figure 5.C.2: Survey Response to usefulness of online training

Response to statement "*In the last 3 years on the whole the university-provided on-line career training I have taken was useful*"

Proportion of respondents (actual numbers shown in bars)

	Agree			Neither agree nor disagree			Disagree		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
	3	5	8	3	6	10	3	5	8

AAP.AS12: Ensure departmental colleagues have access to appropriate and useful career training.

- Having received this data, we investigated probationer training by requesting feedback on the APP:TE course. The dominant issues raised were pedagogic styles and content unsuited to STEM disciplines. The written responses have been drafted into a document and will inform discussions with ADC about potential improvements. We have also identified an external course run by the Institute of Mathematics and its Applications (IMA) that we will fund and encourage probationers to attend.

AAP.AS13: Encourage IMA attendance through advertising and funding.

- Offering PDRAs appropriate training has been discussed earlier in this submission **AAP.AS2**.

AAP.AS14: Collated feedback on APP:TE to be sent to ADC, alongside suggestions for improvement of provision. Faculty to be consulted regarding additional training.

(ii)   Appraisal/development review.

- UoW operates a PDR process which dovetails with academic promotion criteria. Engagement is strongly encouraged, but not mandatory. The PDR yields summary reports for the HoD and facilitates career development advice. Senior staff use their PDR to discuss current and future goals.

- During the pandemic, the official PDR process was replaced by informal conversations.

- Our 2019 survey reported the vast majority of academic staff had an annual PDR (**Figure 5.C.3**). Two female colleagues and one male colleague indicated they did not take a PDR, which could be for personal or progression-related reasons (nearing retirement, for example).

Figure 5.C.3: Survey Response to frequency of appraisals

Response to statement "*Are you appraised on a yearly basis?*"
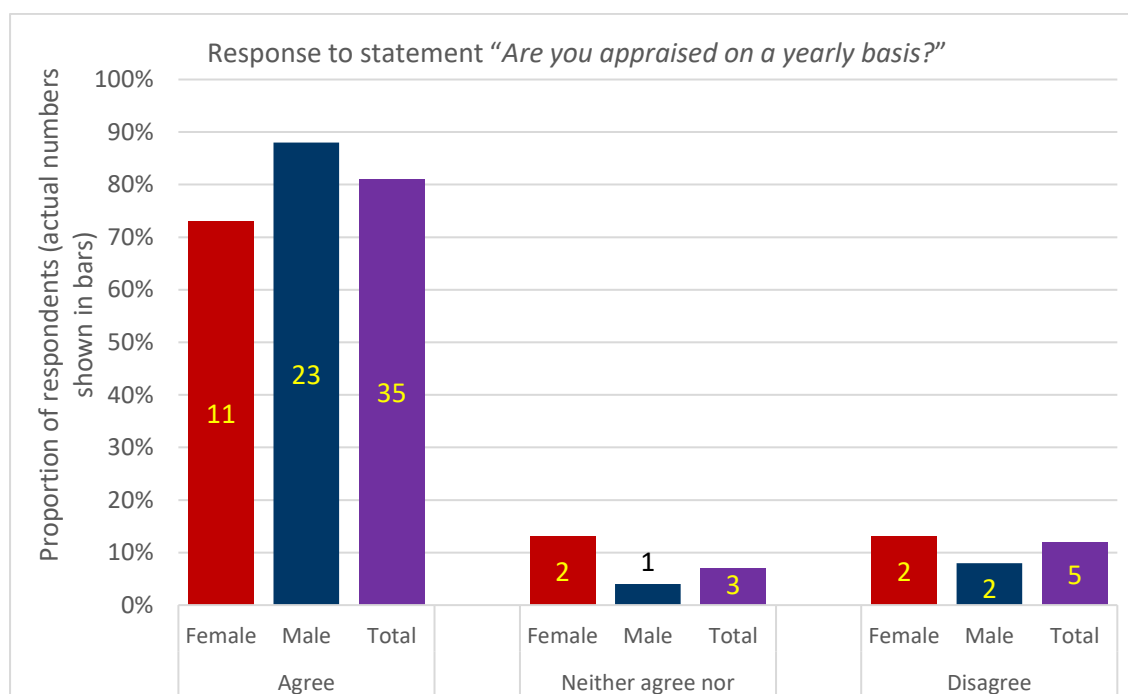
- Most colleagues reported productive PDRs, though female colleagues were more likely to disagree on this (by 15 percentage points – see **Figure 5.C.4**). Sample sizes are too small to draw definitive conclusions, however.

Figure 5.C.4: Survey Response to usefulness of appraisals

Response to statement "My most recent appraisal(s) was(were) useful/productive?"
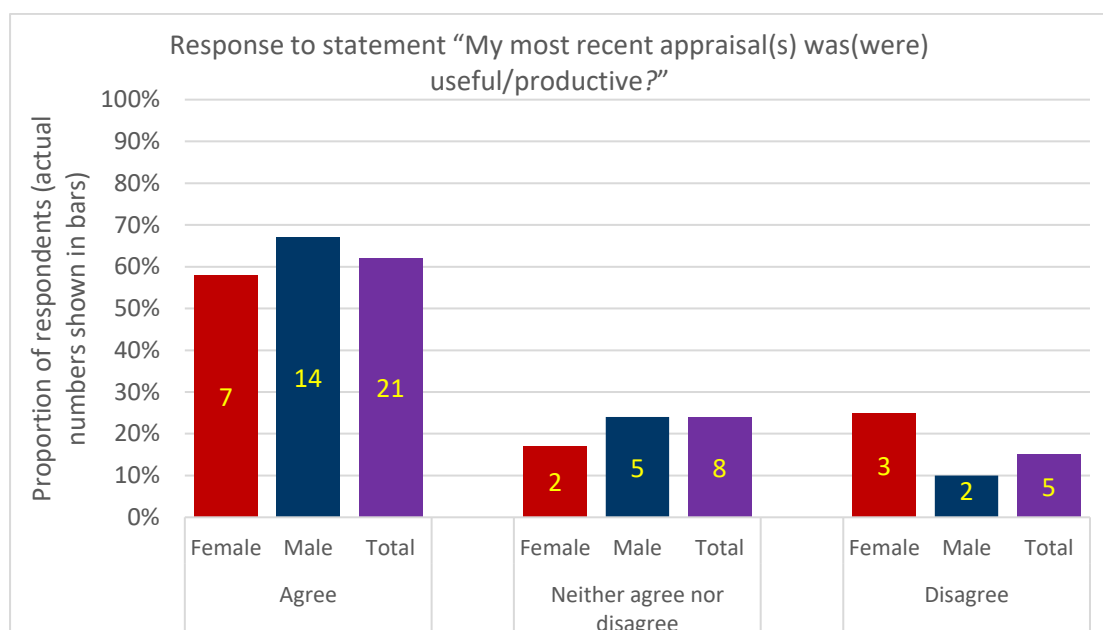
- A survey question about the nature of appraisal discussions (see **Table 5.C.1**) also highlighted gender differences. Female colleagues were more likely to have discussed issues (in and outside work) which might affect their performance, but less likely to report discussing progress towards and preparation for promotion, or their workload. Greater consistency in conducting PDR is needed going forward.

Table 5.C.1: Response to statement "In my most recent appraisal the following areas were covered"

Areas covered	Gender numbers	Yes	No
My performance over the previous year	F (N=11)	100%	0%
	M (N=20)	100%	0%
Objectives/target for the following year	F (N=12)	92%	8%
	M (N=21)	95%	5%
My progress towards and preparation for promotion*	F (N=9)	67%	33%
	M (N=15)	80%	20%
Issues in and outside work that might affect my performance	F (N=12)	67%	33%
	M (N=16)	56%	44%
My workload	F (N=11)	64%	36%
	M (N=20)	75%	25%

* *Only those eligible for promotion were asked.*

- The Department is responding to this data via a plan to revitalise the PDR process, providing a uniformly positive experience for all staff.

> **AAP.AS15:** Improve Departmental PDR procedure, through re-organisation and collection of feedback.

- Probationers undergo a separate annual review, covering similar areas, but focussing on probation completion. We recognise PDRA colleagues do not yet benefit from the same quality and consistency of appraisal as other staff.

(iii)   Support given to academic staff for career progression.

- ECR staff are given additional time to establish their research activity via reduced teaching and administrative workloads.

- There are multiple University mentoring schemes and training courses available leading to qualifications in this area. The Department runs an internal mentoring scheme open to all staff, including PDRAs. All probationers and new staff are assigned a mentor, but mentoring is available for all staff upon request. Informal meetings are held termly, enabling confidential discussion on matters including promotion, career development and Departmental policies. Mentoring for probationers, new staff and PDRAs is included in the workload model.

Figure 5.C.5: Survey Response to awareness of Mentoring Schemes

Response to statement *"Are you aware of any departmental/university mentoring scheme which you are eligible for?"*
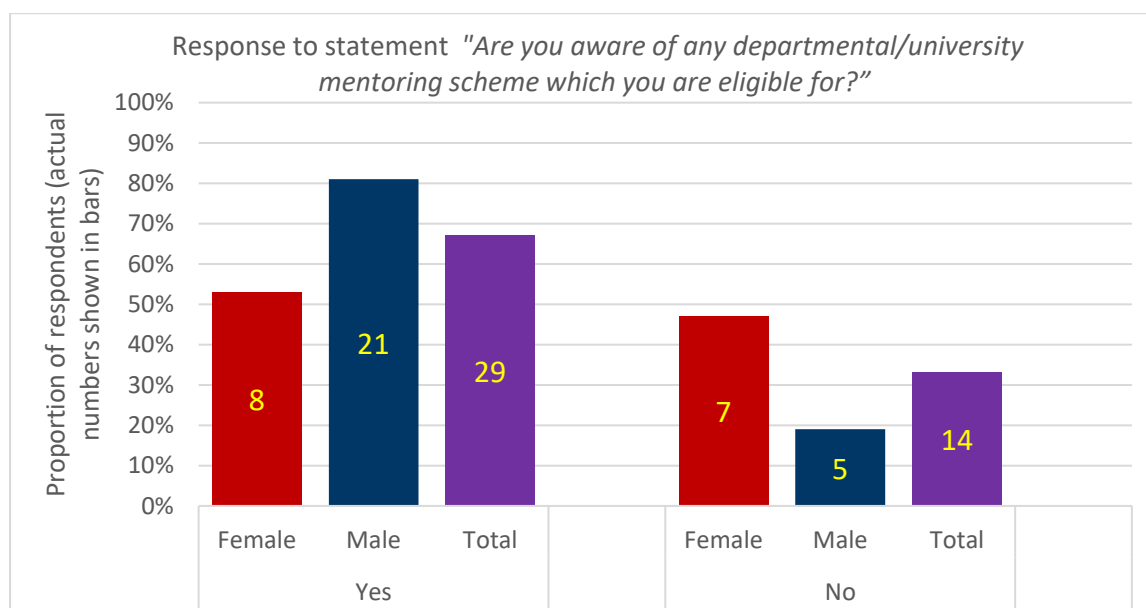
- The 2019 survey suggests rather low awareness of mentoring opportunities, particularly amongst female staff **(Figure 5.C.5)**. Subsequent informal feedback suggests the Departmental mentoring scheme needs a higher profile.

> **AAP.AS16:**   Raise mentoring programme profile by offering current staff the chance to take
>
>   on a mentor in yearly email.

- See **Section 5.A** for details on Departmental support for colleagues seeking promotion.

- ECRs (including PDRAs) were asked in 2019 whether they felt they had access to impartial advice regarding career development, and whether they felt they receive the advice they need more generally. The results (**Figure 5.C.6** and **Figure 5.C.7**) suggest most ECRs believe they receive that advice in general, but that impartial career development advice is perhaps harder to obtain.

Figure 5.C.6: Survey Response to ECR access to advice

Response to statement *"Do you have access to impartial advice on career development and ways in which your development needs can be met?"*

Proportion of respondents (actual numbers shown in bars)

	Yes			No		
	Female	Male	Total	Female	Male	Total
%	60%	86%	75%	40%	14%	25%
number	3	6	9	2	1	3
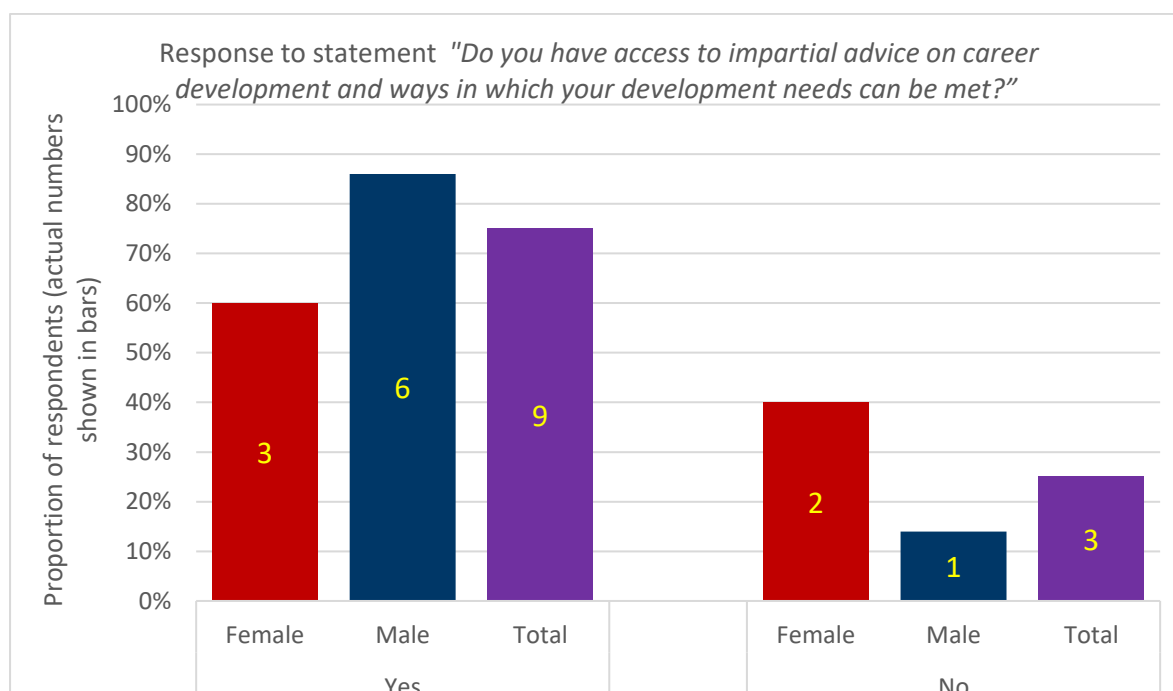
Figure 5.C.7: Survey Response to ECR suitable advice

Response to statement *"Do you feel you get the advice that you need?"*

Proportion of respondents (actual numbers shown in bars)

	Yes			No		
	Female	Male	Total	Female	Male	Total
%	80%	86%	83%	20%	14%	17%
number	4	6	10	1	1	2
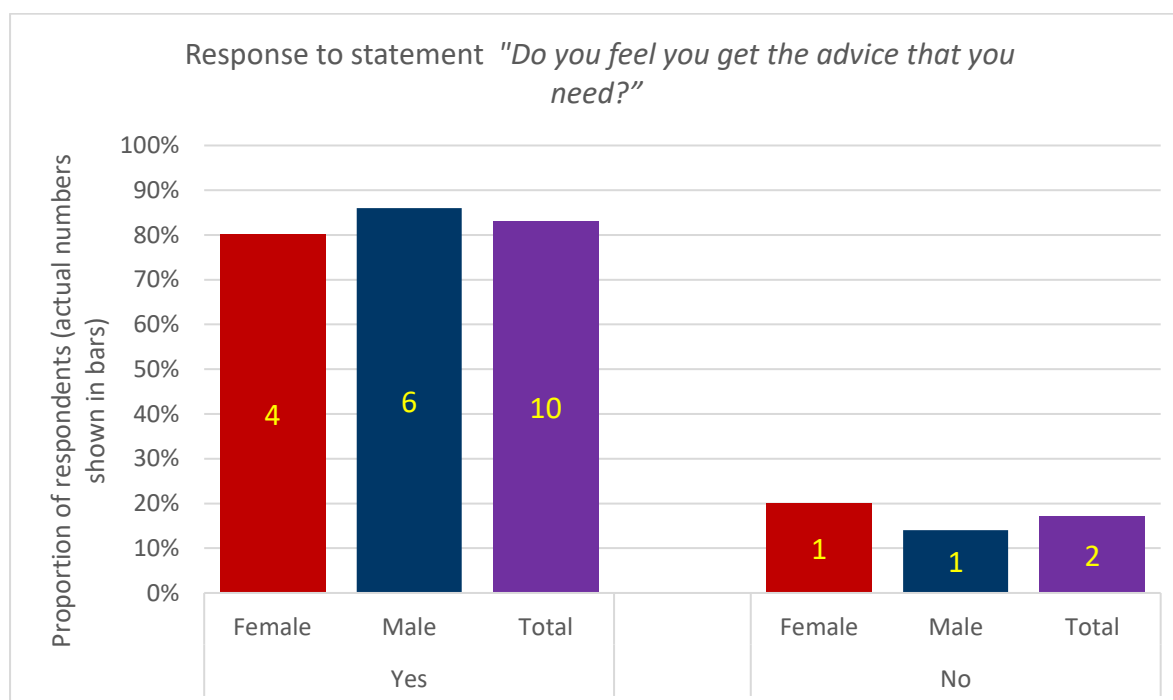
- The small number of respondents make this an uncertain hypothesis, but the Department will alter its approach to reviewing PDRAs, to strengthen their access to impartial advice.

AAP.AS17: PDRAs to have their PDR run by their mentors, allowing for independent advice on careers etc.

(iv)   Support given to students (at any level) for academic career progression.

- Students are introduced to the careers team at induction and they attend at least one annual careers event in their first three years:
  1. 1st year students are encouraged to begin selecting and preparing career options.
  2. 2nd year students are offered guidance on navigating the interview process.
  3. 3rd year students are invited to reflect on the career skills their degree has provided/strengthened, and advised on opportunities for further development.

- This approach is currently in its second year and we await further NSS feedback as cohorts experience the different phases. UGT and PGT students are invited to the Department's PhD open day and encouraged to apply to the Department.

- PGR students receive careers support throughout their PhD programme. Those on the Mathematics and Statistics programme have access to careers training both within and outside their course. Examples of the latter include the University's SkillForge PGR training hub and the Doctoral College Researcher Development website. The CDT program is too new for us to review the success of this.

- There are additional University schemes such as SPRINT, a personal development programme for female students. SPRINT develops the necessary skills to accelerate the student's potential in their career, academic work, and personal life. Feedback from one of our second years was that the course was invaluable, but Departmental representation on the course is low.

> **AAP.UG13:** Department to increase awareness of SPRINT among undergraduate student body.
>
> **AAP.PG4:**   Department to increase awareness of SPRINT programme among postgraduate student body.

(v)   Support offered to those applying for research grant applications.

- Research grants are supported both academically and administratively. The Research Committee can identify and nominate a dedicated Advisor, usually an experienced colleague with previous grant success. The Advisor supports the proposal through the whole process, from initial drafts through to responses to referees. They can also help deal with rejections, and salvaging proposals to underpin new bids.

- The advisor role has great importance, and we intend to extend it further.

> **AAP.AS18:** Use Advisor role to provide standardised support for all staff preparing research bids, and with responding to feedback.

- The Statistics and Mathematics Department share a dedicated full time Research Development Manager, distinct from the usual admin and finance support provided by the university. Their role it is to inform staff about ongoing grant funding schemes, support written applications for grants, and where appropriate help prepare for interviews. They are also able to offer feedback on unsuccessful bids and advise on alternative funding sources.

D. Career development: professional and support staff

(i) Training.

- The Department is committed to our PSS and their development. Through PDR we encourage engagement with OD training courses designed to support staff at all levels. Examples include:
    1. Job specific training, e.g. introduction to finance.
    2. Self-improvement based training, e.g. understanding your personality type.
    3. EDI training modules, e.g. ED&I in the HE Workplace, disability awareness, mental health awareness.
    4. Managerial training, through training on non-competitive courses, e.g. handling difficult conversations, mentoring and coaching.
    5. Managerial skills through competitive entry courses, e.g.: 'Preparing to Manage', 'Introduction to Management', and 'Administrative Learning Programme'.

- Staff also have a Warwick Learning Account (WLA) which provides vouchers to use in order to complete short sources and workshops e.g. career development and coaching studies, learn a language, or as in part payment towards part-time degrees (these options have been suspended during the pandemic).

- Six PSS colleagues have undergone OD training in the last five years, five female and one male. This closely matches the make-up of our non-IT PSS.

- When training is engaged with, feedback is good:

> *I find many aspects of the[Warwick Administrative Management Programme] to be useful in my day-to-day work, especially those involving coaching and mentoring skills. The course was well run, and provided an invaluable opportunity to work with individuals from a wide range of other departments in an honest and open environment. Departmental PSS FA6*

- Unfortunately, much of the university's professional training opportunities take place during term time, limiting PSS access to non-compulsory training.

- Our PSS team has recently undergone an expansion, which should allow sufficient capacity for PSS to dedicate at least one full day a year to training. Ultimately, though, the University must take action to allow PSS appropriate access to training.

> **AAP.PSS2:** Department to feed issue of training availability back to Faculty and University.

(ii) Appraisal/development review.

- Documented PDRs with line-managers provide the opportunity to ensure staff feel well supported, and able to identify training needs and review objectives.

- Opportunities discussed in the PDR include:
    1. Opportunities to gain additional experience by supporting wider UoW activities e.g. open days, exams and graduation ceremonies.

2. Opportunities for job shadowing, mentoring and coaching.

3. Training courses to gain new skills and experiences. ADC regularly email regarding current training opportunities to facilitate development.

- Colleagues can make use of the PDR to highlight training opportunities not currently offered at UoW.

- The PDR process for PSS is tailored more directly for PSS needs, focussing on:

1. Achievement and contributions to Department and team, as measured by achievement of targets.

2. Personal development, including target-setting for the future.

- Take up of PDR is 100% among PSS staff, but feedback suggests it is seen as a mandatory box-ticking exercise, rather than for any developmental benefit.

> **AAP.PSS3:** Design an enhanced Departmental PDR process for PSS.

- As with academic staff, during the pandemic the official PDR process was replaced by informal conversations.

(iii)   Support given to professional and support staff for career progression.

- Line managers encourage engagement with training for personal development. Wherever possible we encourage staff to build relationships with those in equivalent positions in other departments to share good practice.

E. Flexible working and managing career breaks

(i) Cover and support for maternity and adoption leave: before leave.

- The University has a generous maternity leave scheme. All pregnant employees are entitled to 52 weeks of maternity leave, comprising 26 weeks of ordinary maternity leave, immediately followed by 26 weeks of additional maternity leave. Leave can begin any time from the 11 weeks prior to due date. Similar arrangements are available for adoption/shared parental leave.

- Staff plan their leave and University entitlements by completing a 'Maternity and Adoption Leave' plan with their line manager. The two colleagues meet to complete related University checklists, which include a risk assessment, cover of duties, and Keeping in Touch (KIT) days.

- Three colleagues have taken maternity leave since 2016 (2 academic, 1 PSS). All reported the information available on the university website is clear, and that the Departmental administrative staff were supportive, fully answering all case-specific queries. No staff member has taken adoption leave.

- No colleague responding to the 2019 Athena SWAN Departmental Survey disagreed that the Department is supportive of colleagues taking leave/time away (**Figure 5.E.1** and **Figure 5.E.2**).

Figure 5.E.1: Survey Response to support for absence
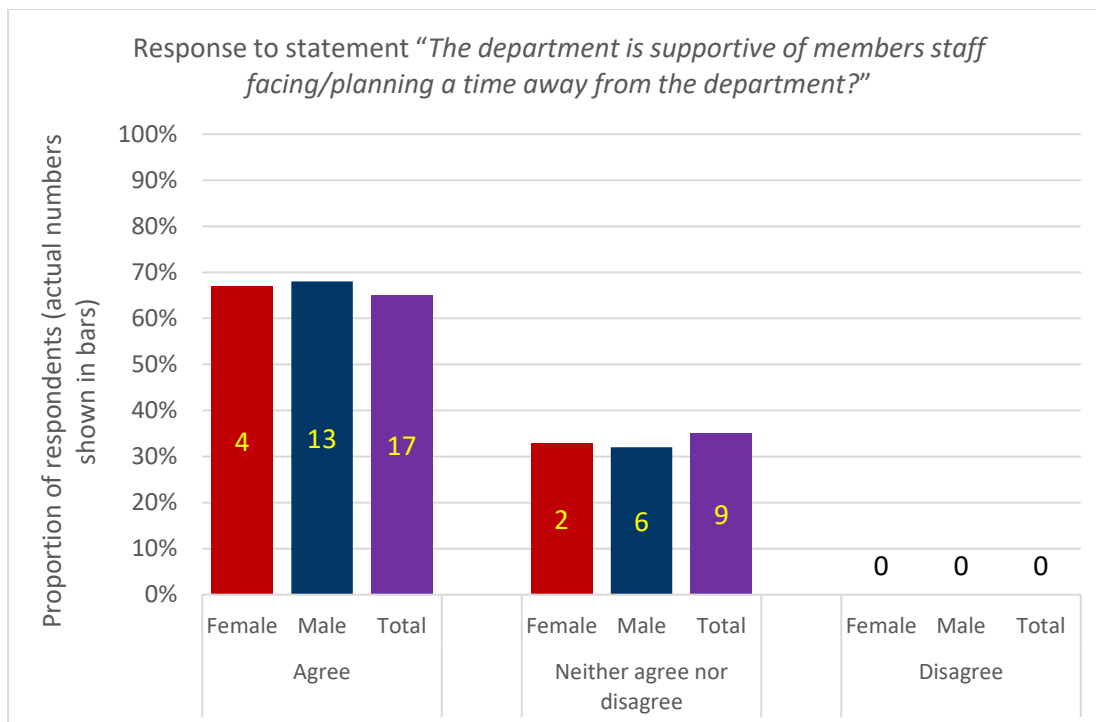
Figure 5.E.2: Survey Response to support for absence

Response to statement *"The department provides useful advice and information to people facing/planning time away from the department"*
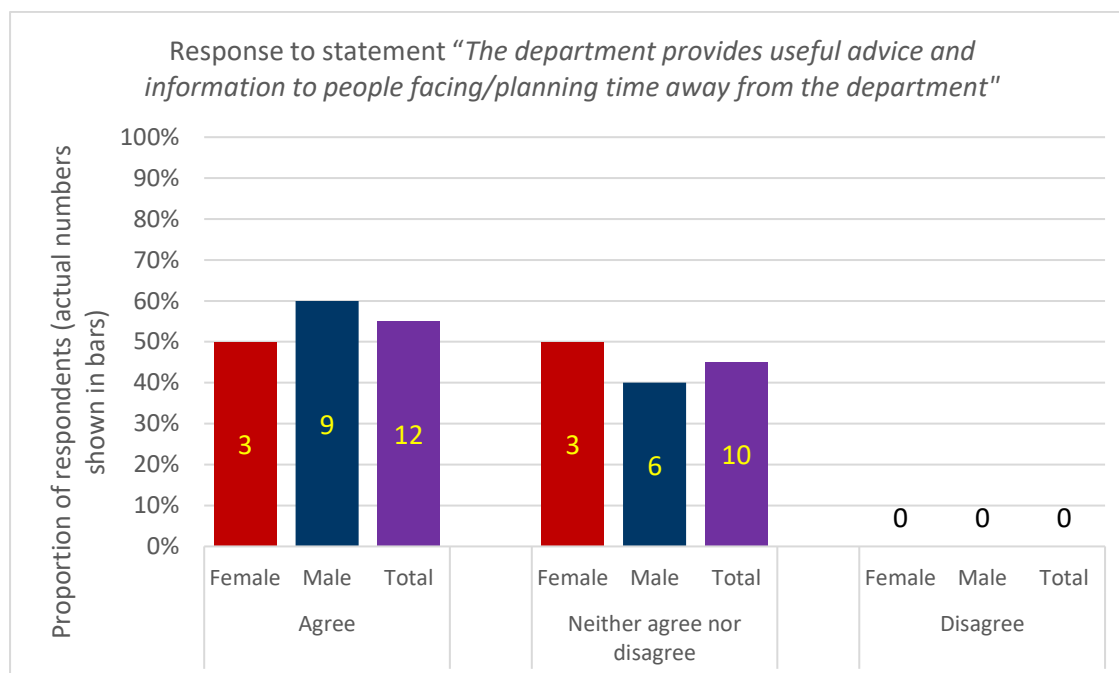
(ii)   Cover and support for maternity and adoption leave: during leave.

- Staff can select their communication level whilst on leave, ranging from "involvement in any work which will impact their role" to "no contact while on leave".
- Maternity cover is handled on a case-by-case basis and arranged well in advance of the period of leave, wherever possible, to ensure a smooth handover. RF staff do not generally require cover. For TF staff and PPS, work is usually covered by other colleagues, but where appropriate, the department has hired a temporary replacement.
- PDRAs are covered by the same maternity policy as other academic staff. Usually, contracts of the PDRA are extended by the funding body, who reimburse UoW for the maternity allowance.
- Employees can take up to 10 paid KIT days. Since 2016, nobody has taken advantage of KIT days during maternity leave, though staff do sometimes visit the Department socially, or attend online events. It is important to determine whether KIT days are seen to not be necessary (and if so, whether their intended role could be better performed via some other approach), or whether colleagues are not aware of them.

AAP.AS19:   Improve focus and content of pre- and post-maternity leave meetings

(iii)   Cover and support for maternity and adoption leave: returning to work.

"…the department has been understanding with the difficulties of childcare [during COVID]…"

- HR and the Department contact returners to welcome them back and provide information on the University's Working Parents' Network. Line managers ensure that desks, IT equipment etc. are available, facilitating a smooth return. Where possible, requests for part-time working or phased return are considered. Accrued annual leave can be used to ease transition. If a returning colleague has a mentor, they will provide additional support.

- Childcare support information is widely available on the University webpages, including the Salary Sacrifice Scheme for the University Nursery. The university was part of the Childcare Voucher Scheme and continues to be available for staff who are already subscribing to this. With this scheme closed, UoW offers online advice on obtaining tax-free childcare.

- The University has dedicated nursing rooms for breastfeeding/milk expression, however none are currently within our building.

- Both members of staff who returned during COVID fed back that the Department was and continues to be supportive. Both stated they can easily make arrangements to balance their work with their new family routines, the pandemic notwithstanding.

- The Academic Returners Fellowship (ARF) essentially "buys out" teaching and administrative time to match the period of long-term leave, permitting T&R colleagues to concentrate on their research. The Fellowship is available to staff at FA7+ in all Faculties. These fellowships last 6-12 months, and provides central funding for up to 60% replacement staff costs. One assistant professor has taken advantage of this scheme in the last five years. We investigated this low take-up, but found awareness to be good and the scheme to be well-advertised.

> **AAP.AS20:** Network links and contacts to be added to WEDIC webpage to improve the community support for new parents.
>
> **AAP.AS21:** Lobby for designated breastfeeding/expression room for Statistics and neighbouring departments (Maths, Computer Science)

(iv)   Maternity return rate.

- Of the three colleagues taking maternity leave since 2015, the first returned to work after 7 months of leave and is still in post, 4 months after returning, The second returned after 9 months of leave with a returners fellowship, and 13 months later left for another institution. The third moved to UoW Mathematics Department within 3 months of returning to post.

(v)   Paternity, shared parental, adoption, and parental leave uptake.

- Paternity leave is advertised on the University website and comprises two weeks with normal full pay: three academic staff have taken paternity leave since 2016.

- Individual staff reported they would have benefitted from longer period of paternity leave or from the possibility of more flexible arrangements.

- There have been no instances of shared parental leave.

AAP.AS22: Work with central university to bring paternity leave provision in line with sector best practice.

(vi) Flexible working.

> *"The Department was very supportive of my flexible working arrangements and also of my increased workload as Senior Tutor, and two other members of the department kindly volunteered to help with specific aspects of the Senior Tutor job, which reduced the strain on me considerably".*

- Statistics provides a flexible environment. Colleagues often take advantage of the many forms of flexible work on offer, including unpaid leave, reduced hours, seasonal hours, staggered hours, and job sharing.

- Some staff have formal flexible working arrangements (usually consisting of reduced hours), others informal arrangements. Informal arrangements include an uneven distribution of the workload throughout the year or working at non-typical hours to accommodate personal needs (e.g., childcare, home schooling). Applications for flexible working are supported subject to business need. Details and guidance on flexible working are available on the HR webpages.

- Most colleagues either temporarily on reduced hours, or who work part-time, report feeling the Department is as flexible and accommodating as is practical. The HoD has underlined his support of people working flexibly or part-time. Part-time staff state they do not feel marginalised within the department. The 2019 survey demonstrated staff recognize flexibility is available (**Figure 5.E.3**)

Figure 5.E.3: Survey Response to flexibility access

Response to statement "*Flexibility in working arrangements is easily available to me*"
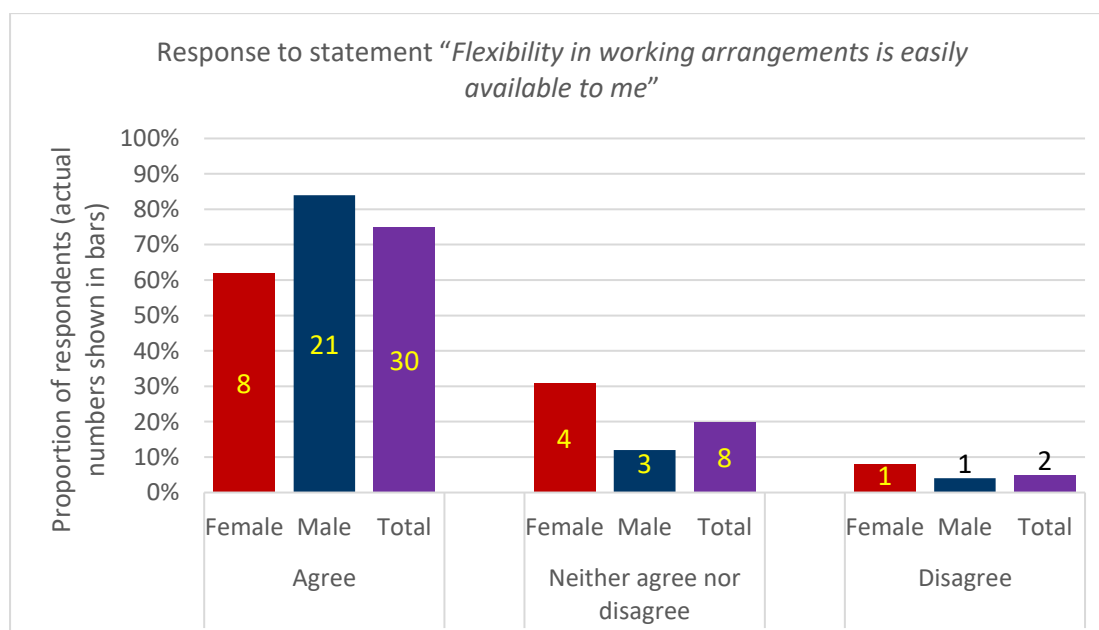
- Practice is tailored to both the individual's need and business needs, and phased returns encouraged wherever possible to enable staff to ease back into full-time hours. Flexible working arrangements are revisited annually to tailor them to colleagues' needs. Workload allocation for TF staff is more complex since it is guided by the term rhythm, and this has previously led to dissatisfaction. Recent feedback suggests recognition that this has now improved. The Department will specifically request feedback from colleagues with flexible working arrangements to feed back any issues ahead of the next workload review.

> **AAP.AS23:** Work on improving workload model ahead of full 2022/23 review (including canvassing of colleagues with flexible working arrangements).

- The 2019 survey asked about timetable flexibility (**Figure 5.E.4** and **Figure 5.E.5**). Responses suggest timetable flexibility is commonly used where possible, but that more flexibility would be appreciated by colleagues. During 19/20, before the pandemic, timetabling procedures were amended to offer staff additional flexibility and opportunity to input on scheduling of teaching activities. These procedures involved asking staff for their availability and preferences, then ensuring that teaching was not scheduled during times of unavailability and adjusting where possible to match preferences.

- The above process was repeated in 2020/21. All availability and preferences were matched, with sessions being rescheduled where necessary to accommodate changing commitments e.g., childcare responsibilities due to pandemic.

- Staff were also asked for preferences for whether they wished to deliver tutorials in person or online during the pandemic, and in most cases we were able to accommodate their preferences.

Figure 5.E.4: Survey Response to flexibility take-up
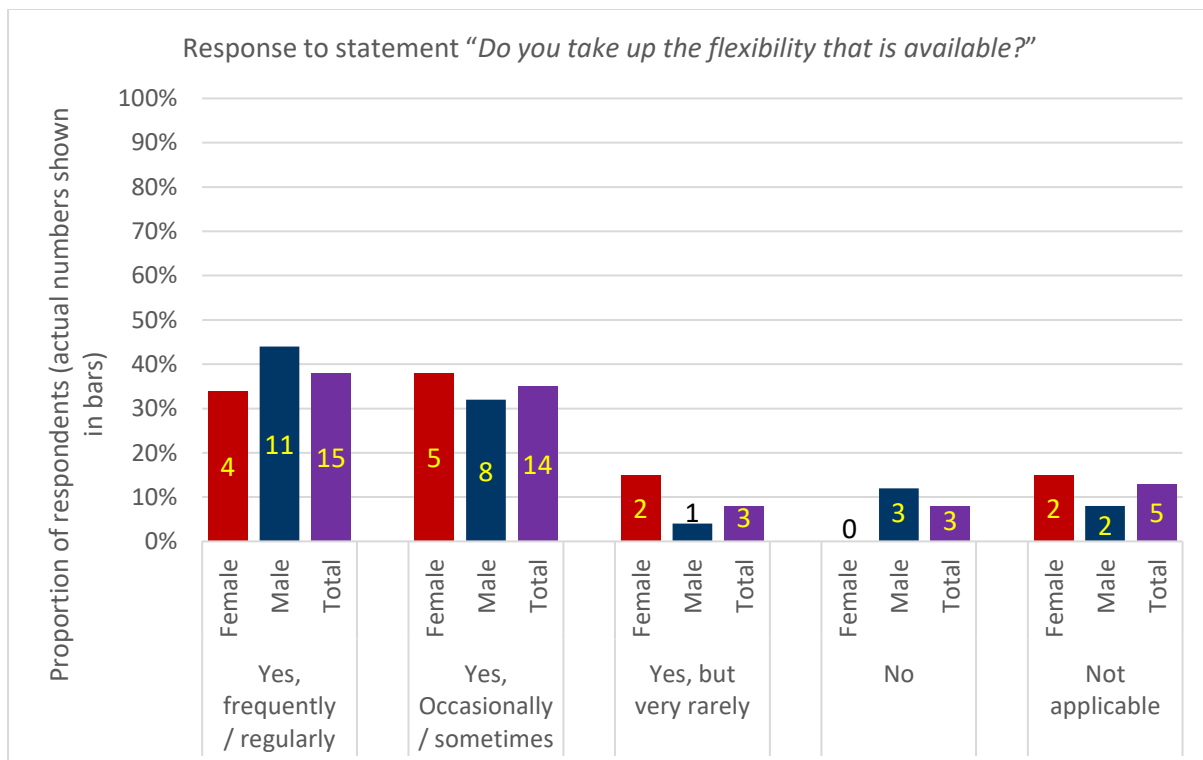
Figure 5.E.5: Survey Response to flexibility of timetable

Response to statement "*The teaching timetabling provides the flexibility I need*"
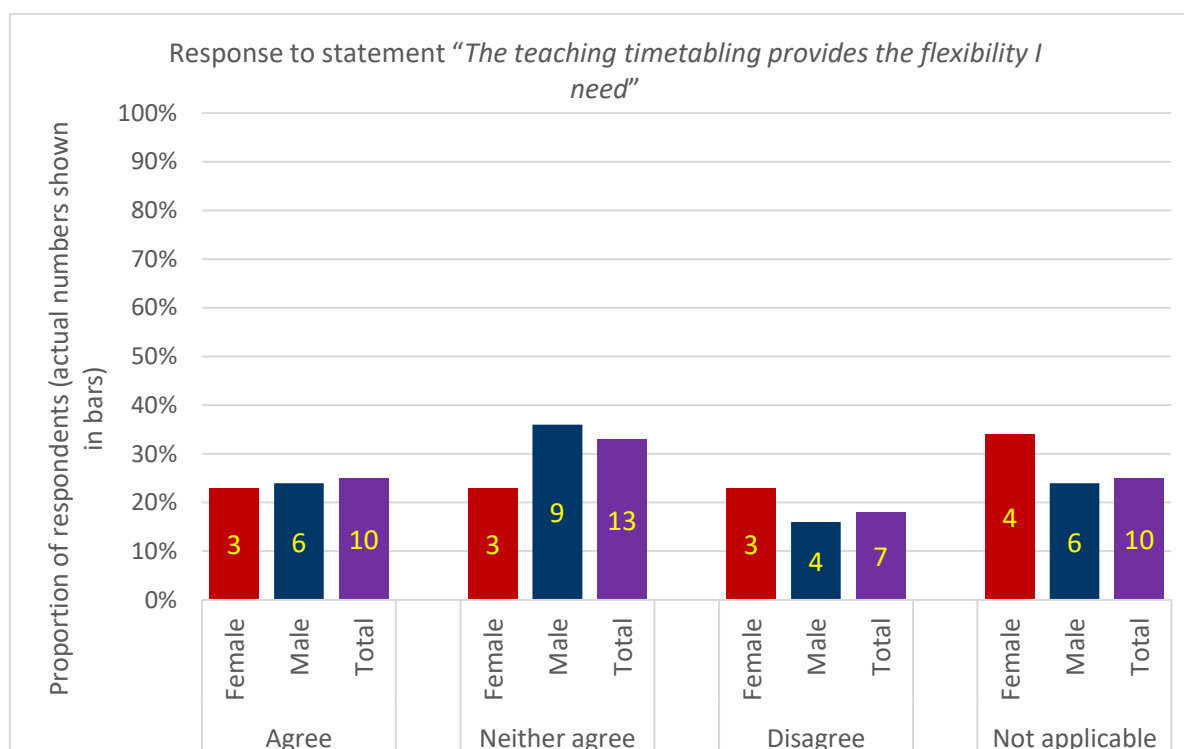
- Presently, five colleagues have temoprarly reduced their contracted hours, three more are are on reduced hours as part of a flexible retirement arrangement, and two more enjoy informal flexible arrangements. An academic recently took a 6-month unpaid leave of absence. One academic took a career break in 2019, after which they decided to leave the Department.

- Since March 2020, staff with children have been under considerable pressure due to national lockdowns and home-schooling. Many parents felt supported by the department, both from practical arrangements to work flexible hours, and in the more general perception that there were no negative judgements of having to change plans to accommodate caring responsibilities.

(vii)   Transition from part-time back to full-time work after career breaks.

- Many academics on flexible arrangements were interviewed in preparing this submission. Most expressed satisfaction with the Department's approach. The smoothness of the application process was particularly underlined and, with it, the ability to switch back to their initial contracted hours (whether or not that be full-time). When individuals switched to lower FTE they were routinely contacted to assess their satisfaction on the current arrangements, and reminded of the option to move back to their contracted FTE.

- Staff can also discuss flexible arrangements with their line manager upon returning from leave. Between 2016 and 2020, staff returning from leave have invariably returned to their original FTE. This suggests the Department's support is sufficient that returning directly to original FTE is not considered unreasonable.

- In the last few weeks, a PSS returning from long-term sick leave has begun phasing back into work, to allow her gradual return.

F. Organisation and culture

(i) Culture.

- In 2018 the Department moved into a single state-of the-art building, ending the split across two buildings. The new building offers a larger, well-furnished social space, regularly used to host events aimed at increasing a sense of community – including games nights, improve sessions, and charity coffee mornings. New colleagues are welcomed at an informal gathering of staff at the start of the autumn term (and other terms if the number of incoming staff justify it).

- During the pandemic, the Department moved games nights online, and runs at least one online staff social gathering a term. A weekly update from the HoD keeps colleagues informed and maintains the sense of belonging. This update includes celebrations of colleagues' successes (research grants secured, prize nominations, etc.).

- Successes are also celebrated on our web pages and mentioned during the Departmental Council.

- Staff are encouraged to join the ongoing conversations on moving the Department forward by contributing to an annual Away Day, the termly Departmental Council, or by submission of comments (anonymously if preferred) to WEDIC. The yearly Athena SWAN Departmental Survey and the University's biennial PULSE survey provide additional opportunities for colleagues to comment. A Departmental Discussion Forum was created in 2017 to allow colleagues to discuss whatever issues interest them. This has now been moved to Teams, with various discussion channels around Research, Teaching, Social and other relevant areas.

- **Figure 5.F.1**– **Figure 5.F.5** summarise the 2019 survey results regarding the Departmental working environment.
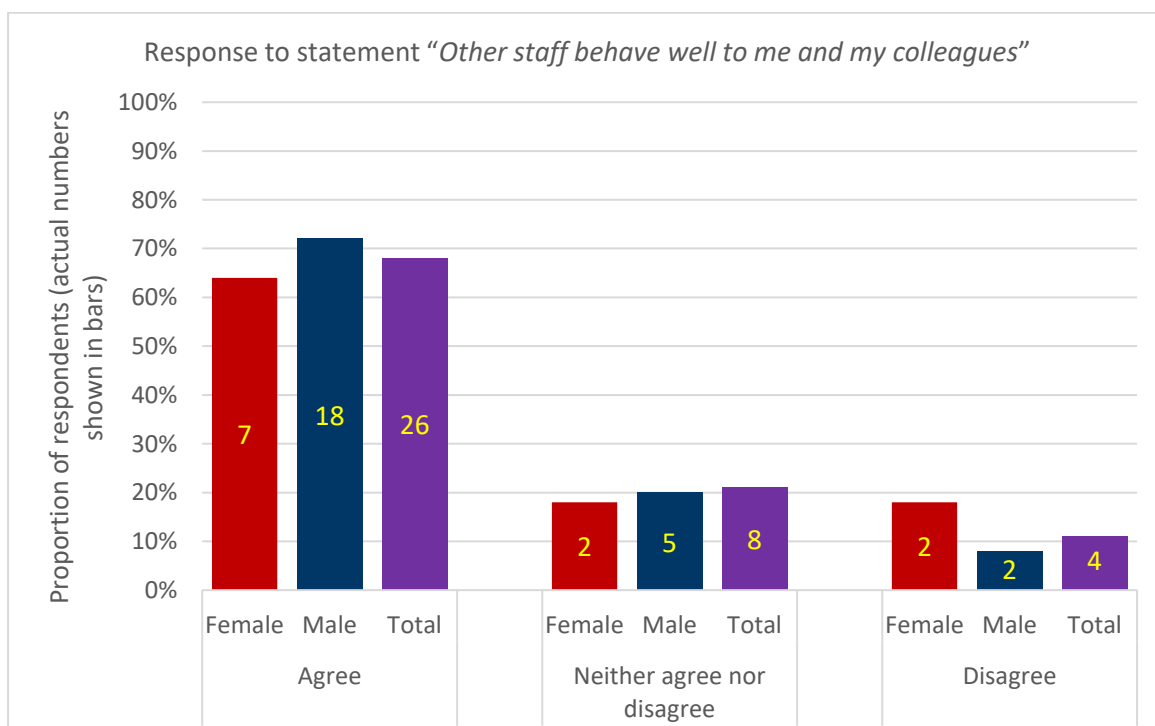
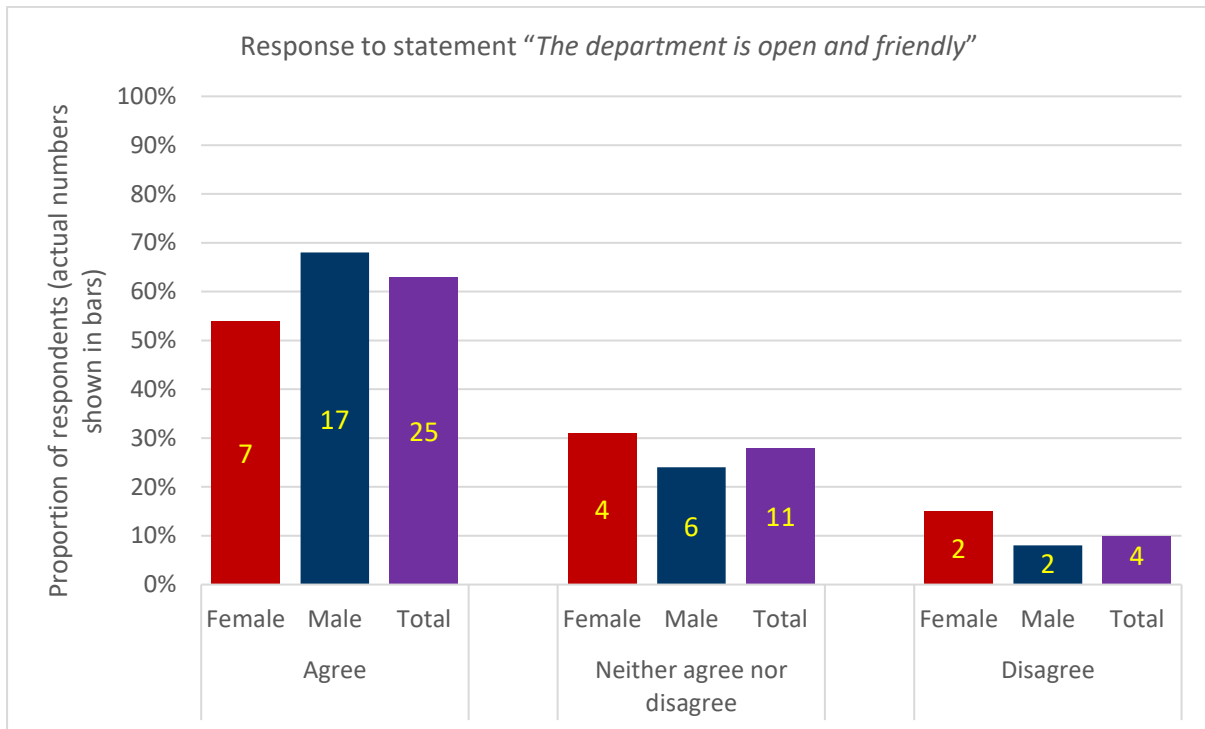**Figure 5.F.1: Survey Response to staff behaviour**

Response to statement "*Other staff behave well to me and my colleagues*"

Figure 5.F.2: Survey Response to staff behaviour

Response to statement "*The department is open and friendly*"

Figure 5.F.3: Survey Response to cooperative working culture

Response to statement "The working culture is cooperative (the absence of over competitiveness and a relentless pursuit of personal ambition)"
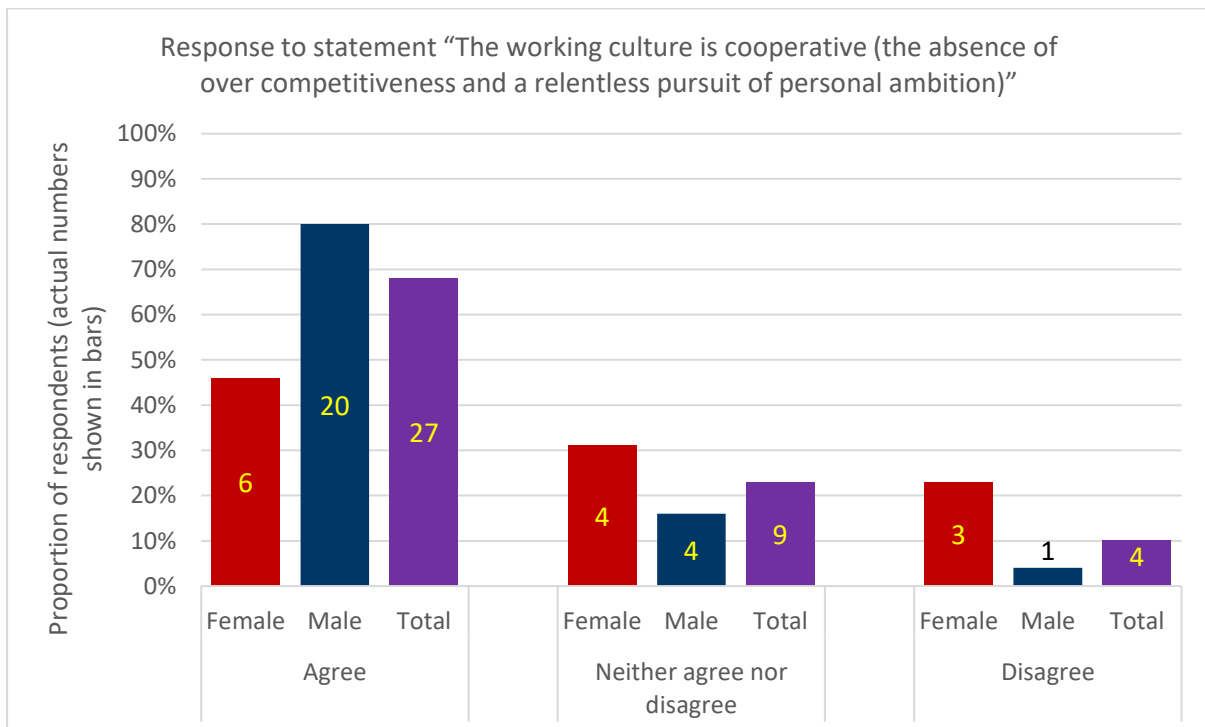
Figure 5.F.4: Survey Response to supportive management

Response to statement "*The Departmental management is supportive*"

Proportion of respondents (actual numbers shown in bars)

	Agree			Neither agree nor disagree			Disagree		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
	7	19	27	3	4	8	2	0	2
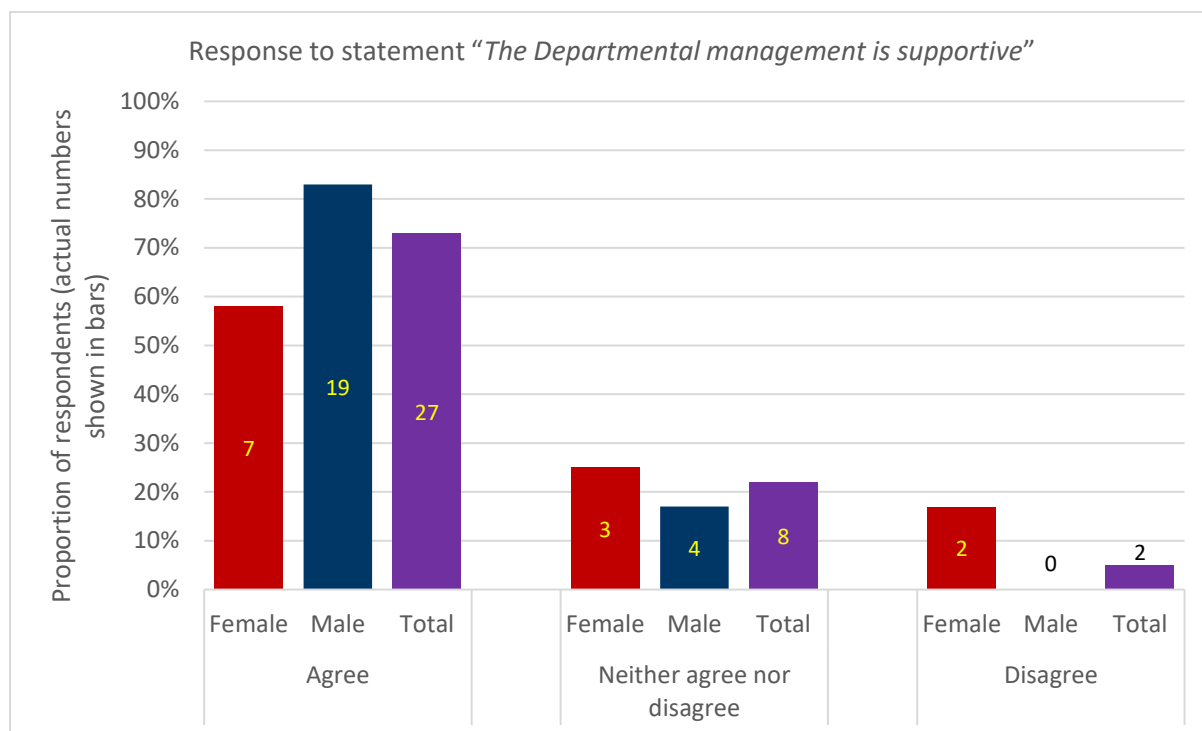
Figure 5.F.5: Survey Response to sense of belonging

Response to statement "I have a sense of belonging to the department"

Proportion of respondents (actual numbers shown in bars)

	Agree			Neither agree nor disagree			Disagree		
	Female	Male	Total	Female	Male	Total	Female	Male	Total
	10	22	33	2	3	6	1	0	1
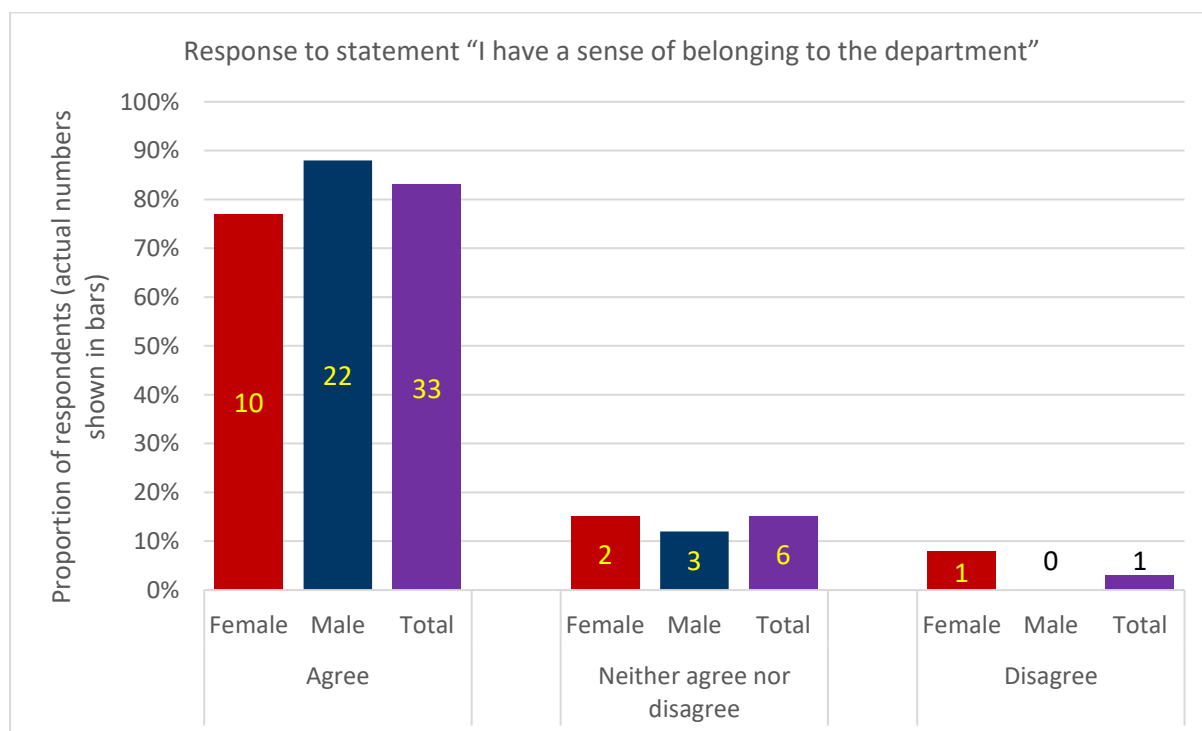
- The data shows colleagues consider themselves supported, and to feel a sense of belonging. We note that in each figure a smaller proportion of female colleagues agree than do male colleagues. With such small sample sizes, though, we cannot draw firm conclusions.

- Work in response to this data was in its early stages when COVID hit, at which point an effective switch to an online community took precedence. With a return to campus now in the near future, the Department aims to return its focus to strengthening our community.

> **AAP.AS24:** Conduct Department-wide post-COVID discussion on lessons to be drawn from pandemic – what worked and what didn't, and what aspects of remote working should be retained to guarantee a positive working environment going forward.
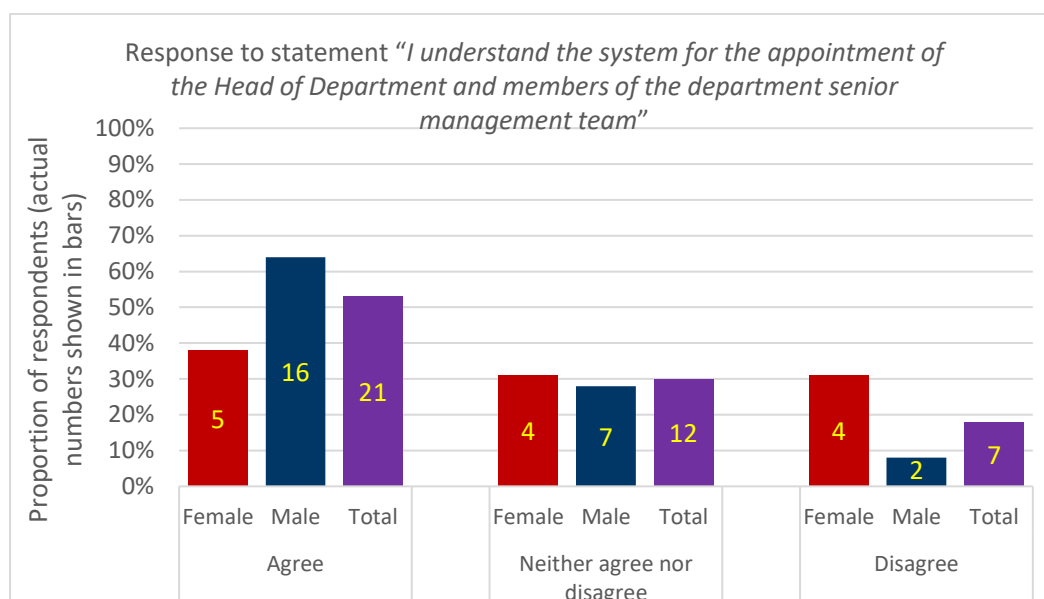
- The Departmental approach to communications has already been discussed. **Figure 5.F.6** shows a clear majority of staff consider Departmental communications to be effective.

Figure 5.F.6: Survey Response to departmental communication

Response to statement "The way the department communicates with staff is effective"
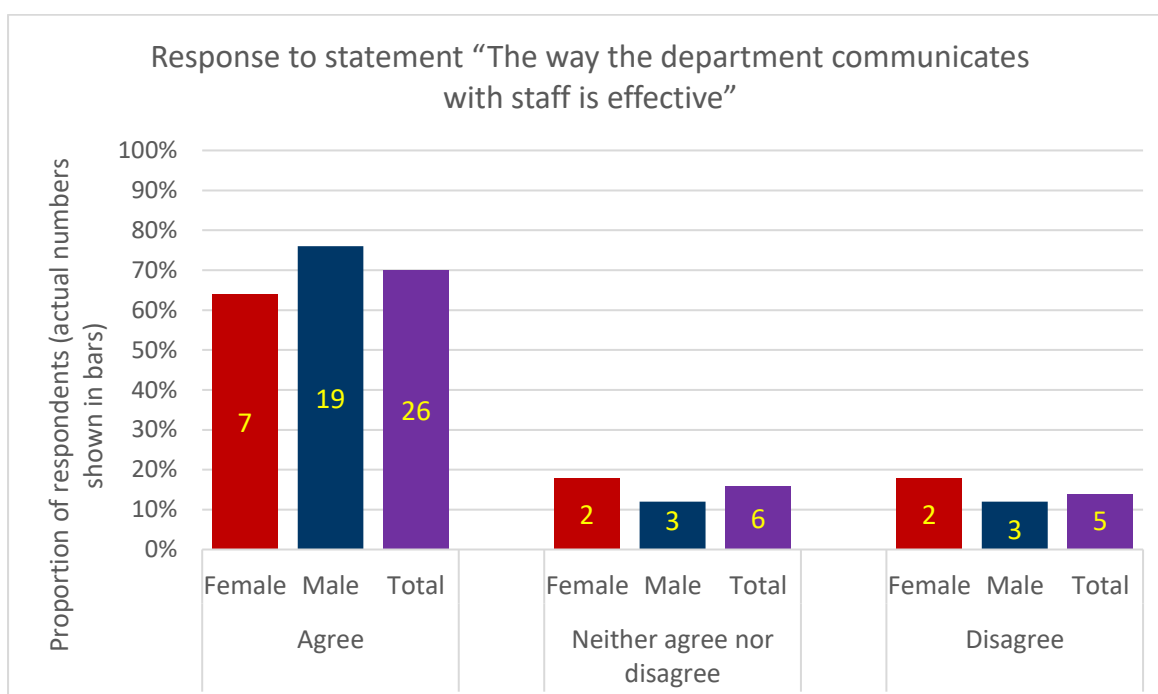
- Nevertheless, the fact over 25% of colleagues do not agree suggests a need to improve. A discussion group run in February 2021, tackling obstacles to departmental progress, identified university-level communications as being an issue, with colleagues considering them over-frequent and under-informative. The University responded to this in 2021 by introducing a "Be a Voice of Our Community Scheme", which seeks academics and PSS at all levels to volunteer their opinions on University communications and decision making.

Figure 5.F.7: Survey Response to senior management appointments

Response to statement "*I understand the system for the appointment of the Head of Department and members of the department senior management team*"

- Within the Department, one area identified as ineffective is keeping colleagues informed regarding how the HoD and MG members are selected (**Figure 5.F.7**).

- The appointment of the current HoD was facilitated by a university working group, with colleagues regularly appraised of progress (perhaps these updates suffered from the university-level communications issues mentioned above). MG's selection process and current membership will be clarified.

> **AAP.AS25:** Improve information about Management Group in induction materials and on website.

- Other areas where communication was criticised include accountability and reporting arrangements (**Figure 5.F.8**), and (in particular) allocation and rotation of management and administrative roles (**Figure 5.F.9**).

Figure 5.F.8: Survey Response to clarity of department's accountability

Response to statement "*The department's accountability and reporting arrangements are clear and effective*"
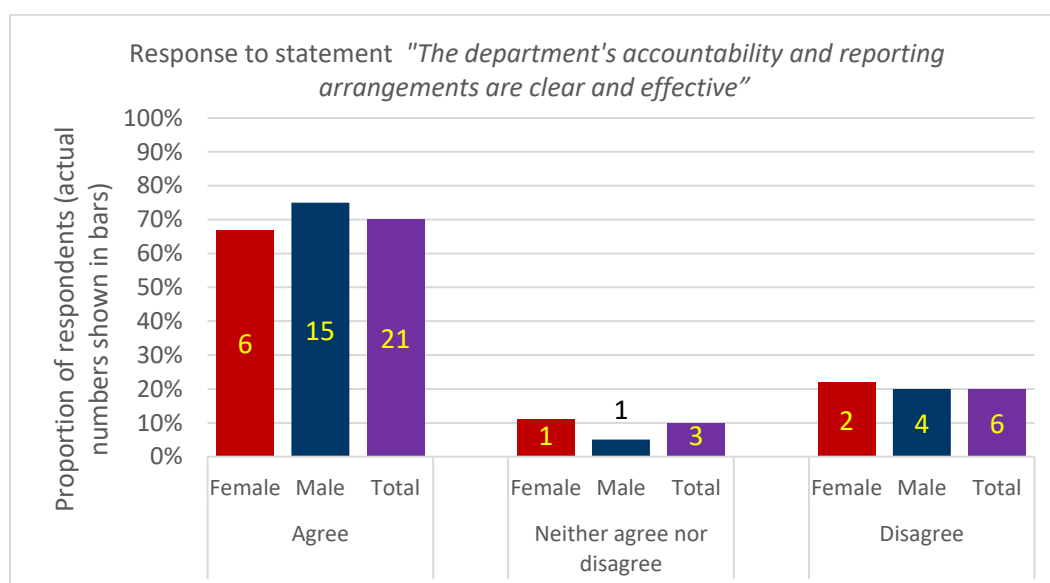
Figure 5.F.9: Survey Response to allocation of roles

Response to statement *"The department's system of allocating and rotating management and administration roles is transparent?"*
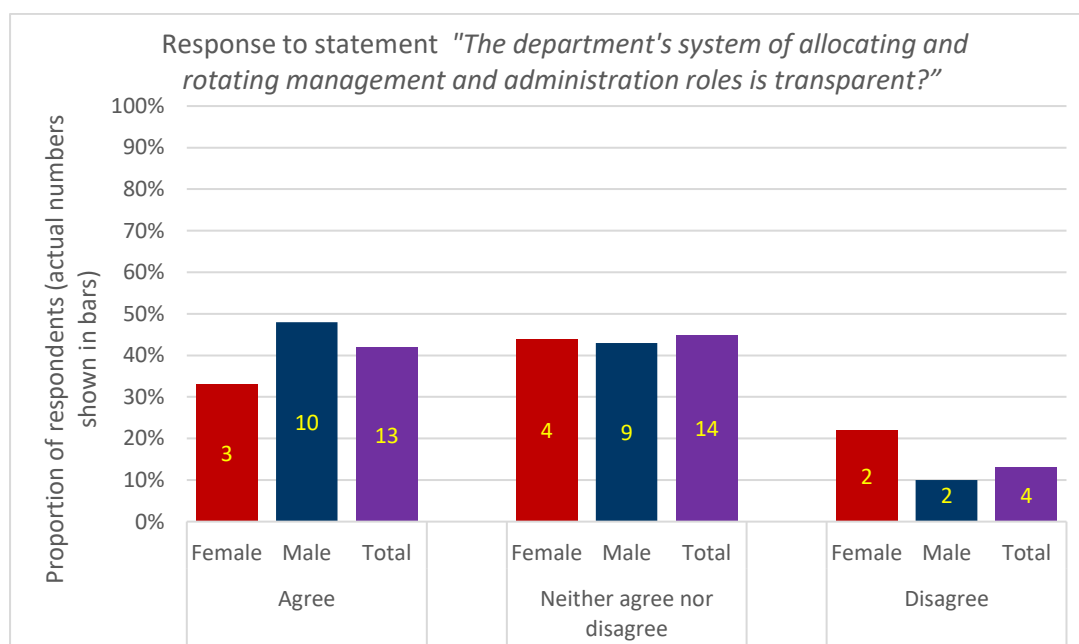
- The Department has acted on this feedback by creating a questionnaire which all staff are invited to fill out in Spring, allowing them to detail the jobs they wish to retain, request, and relinquish. The standard expectation of a job retaining with an academic for three to four years is mentioned in the questionnaire. PDRs are another opportunity for colleagues to express interest in jobs they believe will be of benefit to their professional development/future promotions case.

- **Table 5.F.1** summarises the survey results regarding the degree to which colleagues feel their contributions are valued.

Table 5.F.1: Proportions of staff considering their contributions are valued, by area and gender

Area	Female			Male		
	Agree	Neither	Disagree	Agree	Neither	Disagree
Teaching	5 (62.5%)	1 (12.5%)	2 (25.0%)	16 (80.0%)	2 (10.0%)	2 (10.0%)
Research	5 (45.4%)	4 (36.3%)	2 (18.2%)	17 (73.9%)	4 (17.4%)	2 (8.7%)
Management/ Admin	4 (50.0%)	3 (37.5%)	1 (12.5%)	18 (75.0%)	6 (25.0%)	0 (0.0%)
External*	4 (50.8%)	2 (24.6%)	2 (24.6%)	13 (72.2%)	4 (22.2%)	1 (5.6%)

* 14 responses of "not applicable" (seven female, seven male) have been removed.

- In all areas, female staff were more likely to disagree that their contributions were valued (again, these numbers are too small to demonstrate significance). The difference is most marked for research.

- These results are concerning, but do not currently contain enough information for direct action. Finer-grain information is required.

> **AAP.AS26:** SWAN Survey to be expanded to allow comment on reasons behind feeling work in any given area is not sufficiently valued.

(ii)   HR policies.

- The Department adheres to the University's HR policies in all areas. Staff are made aware of these policies during induction and through completion of the induction training, including an essential module on EDI and a recommended module on unconscious bias (this module rises to the level of compulsory with regards to multiple administrative roles). All HR policy documents and procedures are available to staff on the UoW intranet, clearly indexed.

- The Department has a strong working relationship with University HR. We have a dedicated HR business partner who meets monthly with the HoD to advise on initiatives and policy developments/changes. This also allows the HoD to feedback the impact of changes and initiatives, and to raise any departmental HR questions. For any other issues arising, interim meetings are arranged. The HoD or DA cascade policy changes to relevant staff. The close working relationship with Central HR enables Central oversight and gives the Department access to additional guidance as required.

(iii)   Representation of men and women on committees.

- Committee gender balances are reported to WEDIC each summer, and discussed where necessary during the next WEDIC meeting.

Table 5.F.2: Departmental (Internal) Committee membership by gender

Year	Committee	(inc. student reps)			(exc. student reps)		
		Female	Male	%Female	Female	Male	%Female
2016/17	IT Committee	2	6	25%	2	5	29%
	Management Group	-	-		1	6	14%
	Promotions Committee	-	-		3	13	19%
	Research Committee	-	-		3	7	30%
	Teaching Committee	3	13	19%	3	11	21%
	WCC (now WEDIC)	5	7		5	5	50%
2017/18	IT Committee	1	5	17%	1	4	20%
	Management Group	-	-		3	5	38%
	Promotions Committee	-	-		3	12	20%
	Research Committee	-	-		3	3	60%
	Teaching Committee	4	14	22%	4	12	25%
	WEDIC	6	9	40%	5	8	39%
2018/19	IT Committee	1	6	14%	1	5	17%
	Management Group	-	-		4	5	44%
	Promotions Committee	-	-		4	12	25%
	Research Committee	-	-		4	5	44%
	Teaching Committee	5	12	295	5	11	31%
	WCC (now WEDIC)	5	5	50%	3	4	43%
2019/20	IT Committee	1	6	14%	1	5	17%
	Management Group	-	-		3	6	33%
	Promotions Committee	No meetings, due to COVID					
	Research Committee	-	-		4	4	50%
	Teaching Committee	6	16	27%	5	15	25%
	WCC (now WEDIC)	9	4	69%	7	3	70%
2020/21	IT Committee	1	6	14%	1	5	17%
	Management Group	-	-		4	4	50%
	Promotions Committee	-	-		2	5	29%
	Research Committee	-	-		5	6	46%
	Teaching Committee	6	14	30%	5	13	31%
	WEDIC	9	4	69%	6	4	60%

- **Table 5.F.2** shows most committees are broadly representative of the gender proportions in the Department.   Action regarding WEDIC's gender imbalance is discussed in Section 3. The gender imbalance in IT Committee will be addressed through appropriate choice of non-*ex officio* roles going forward, and by encouraging female volunteers for the PDRA and PhD representative roles.

AAP.AS27: Understand and address any issues of imbalance on committees/panels etc.

and address any imbalance on committees.

- The selection process for WEDIC is described in **Section 3**. Different committees have different selection processes. Committee membership is entirely *ex officio* if this results in an appropriate committee size. Otherwise, additional staff members are selected by the DHoD (T) at the start of the academic year. Gender balance is considered, along with helping junior staff members sit on committees which will provide useful experience and career development. Committees with PhD and/or PDRA representation will ask for volunteers, choosing from those that put themselves forward with a view to appropriate gender balance.

- The 2019 Survey demonstrated that a small number of colleagues do not consider the committee selection to be fair. A larger group stated not being aware of how this process works at all (**Figure 5.F.10** and **Figure 5.F.11**).

AAP.AS28: Increase transparency regarding committee membership

Figure 5.F.10: Survey Response to appointment on committees

Response to statement "*I understand the system for appointing the members and chairs of departmental committees*"
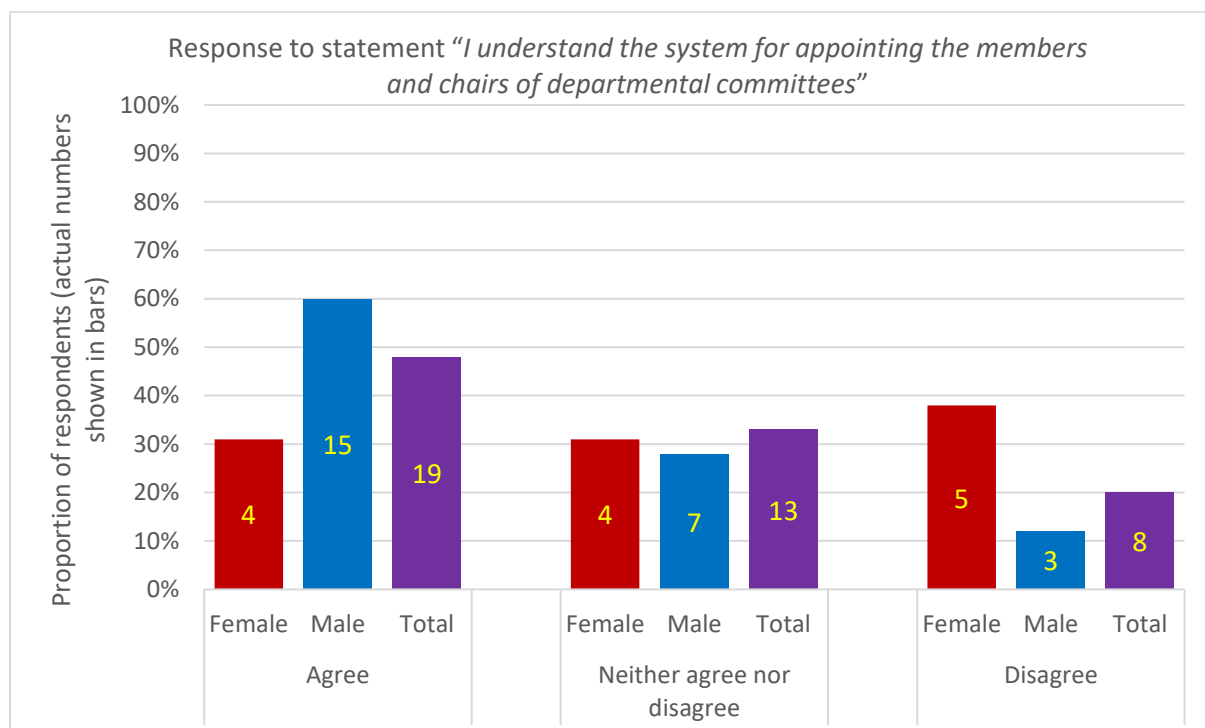
Figure 5.F.11: Survey Response to fairness of committee membership

Response to statement "The rotation of committee memberships is fair/sensible"

(bars show, left to right, grouped under Agree / Neither agree nor disagree / Disagree; y-axis "Proportion of respondents (actual numbers shown in bars)")

- Agree: Female 3, Male 12, Total 15
- Neither agree nor disagree: Female 6, Male 6, Total 13
- Disagree: Female 1, Male 3, Total 4
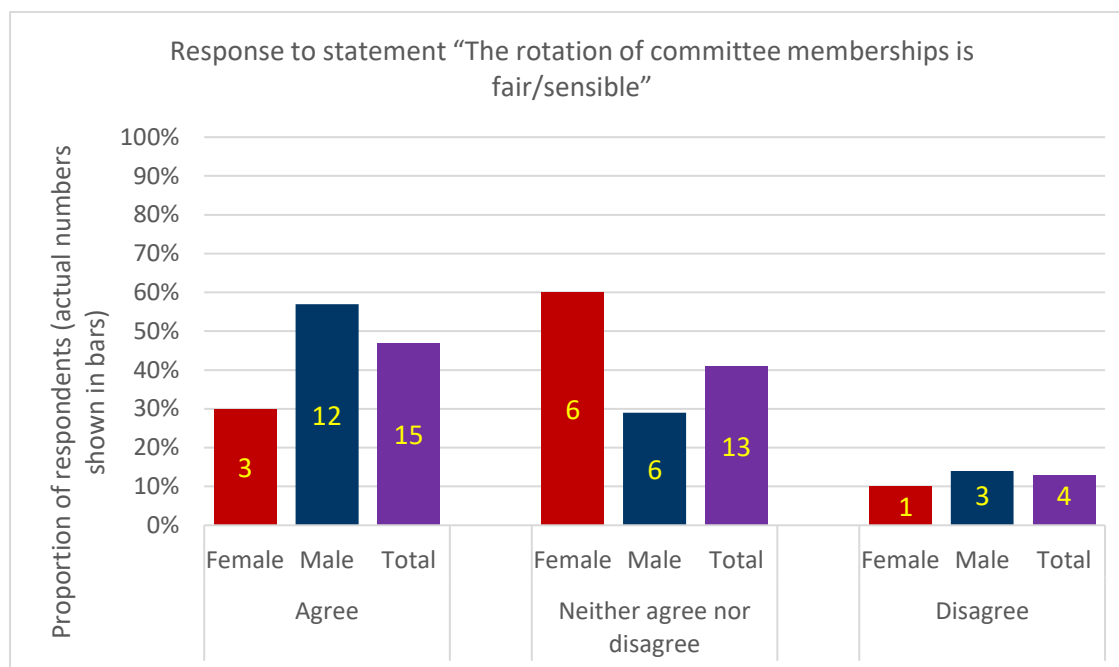
(iv)   Participation on influential external committees.

- Statistics staff participate on a wide array of external committees and other groups both inside and outside UoW. Some of these positions are permanent roles on SEM Faculty Committees allocated to the Department. Assignment of these positions is reviewed by the HoD yearly, ensuring committees benefit from the fresh perspectives of new members and that no colleague find themselves overburdened. Where possible, colleagues are asked to join committees that parallel their other commitments/interests, and/or will aid their next promotions case.

- Membership on an external committee within the University is accounted for in the workload model. Additional external groups also recruit members from across the university, including pedagogy circles, task forces, networks, etc. Where such groups send recruitment requests to the HoD, the HoD contacts suitable individuals. If a colleague directly applies for a membership of this type, they can then inform the HoD (see **AAP.AS29**). In either case, the role will be included in that colleague's workload if membership will take up 5+ hours a year.

- **Table 5.F.3** demonstrates that before our 2016 submission the department insufficiently encouraged female colleagues to participate in external committees, resulting in low proportions of female colleagues on those committees. Since then, the situation has improved, with recent data suggesting we now strike a good balance. To ensure this remains the case going forward, WEDIC will consider yearly data on committee membership, to allow oversight on the gender balance of those selected.

Table 5.F.3: Membership of external committees

Committee Name	Gender	12/13	13/14	14/15	15/16	16/17	17/18	18/19	19/20	20/21
Senate	Male	1	1	1	1	1	1	1	2	1
	Female	-	-	-	-	-	-	-	-	-
Academic Quality and Standards	Male	-	1	1	1	1	1	-	-	-
	Female	-	-	-	-	-	-	-	-	-
Faculty of Science	Male	2	2	2	2	3	0	1	2	2
	Female	-	-	-	-	-	1	1	-	-
Science Subfaculty/ Undergraduate Studies*	Male	1	1	2	2	2	1	2	2	2
	Female	1	1	-	-	-	1	1	1	1
Graduate Studies	Male	2	1	1	2	-	2	-	-	1
	Female	-	1	1	1	2	-	-	-	-
First Year Board of Examiners	Male	2	2	2	2	1	1	1	-	1
	Female	-	-	1	1	1	-	1	2	1
Exam Appeals	Male	2	2	3	2	1	1	1	1	2
	Female	-	-	-	-	-	-	1	1	-
Science Faculty IT	Male	1	2	2	2	2	2	2	2	-
	Female	1	-	-	-	-		-	-	-
Discipline Appeals	Male	-	-	-	-	-	1	-	-	-
	Female	-	-	-	-	-	-	1	1	1
Investigation Committee into Suspected Cheating	Male	-	-	-	-	-	1	-	-	-
	Female	-	-	-	-	-	-	1	-	-
Admission of Students to Courses of Study	Male	-	-	-	-	-	-	2	-	-
	Female	-	-	-	-	-	-	-	-	-
Research Committee	Male	-	-	-	-	-	-	1	-	-
	Female	-	-	-	-	-	-	-	-	-
Academic Staff Committee	Male	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	1	1
Faculty of Social Sciences Education	Male	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	1	1	1	-
Board of Faculty of Social Sciences	Male	-	-	-	-	-	-	-	-	1
	Female	-	-	-	-	-	-	-	-	-
Course Proposal Scrutiny Panel	Male	-	-	-	-	-	-	-	-	1
	Female	-	-	-	-	-	-	-	-	-
Student Learning Experience & Engagement	Male	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	1
International Committee	Male	-	-	-	-	-	1	-	1	-
	Female	-	-	-	-	-	-	-	-	-
European Committee	Male	-	-	-	-	-	1	-	1	-
	Female	-	-	-	-	-	-	-	-	-
Total	Male	11 (85%)	12 (86%)	14 (83%)	14 (83%)	12 (80%)	13 (81%)	11 61%)	11 (61%)	11 (69%)
	Female	2 (15%)	2 (14%)	2 (17%)	2 (17%)	3 (20%)	3 (19%)	7 (39%)	7 (39%)	5 (31%)

Became Faculty of Education Committee (Sciences) in 2017

AAP.AS29: Ensure Departmental colleagues' commitments to external groups are kept track of, and monitored by gender.

(v)   Workload allocation and monitoring.

- Workload allocation for all academic staff except PDRAs is the responsibility of the DHoD (T) in consultation with the HoD and MG. In Spring a preliminary assessment of expected workload for the following academic year is undertaken and staff are invited to make requests for modules and/or administrative duties. Particular attention is given to requests involving a career development aspect discussed during a previous PDR.

- Major administrative and module delivery roles are expected to remain with the same individual for three to four years, allowing individuals to develop within roles, and keeping the extra load associated with learning a new role or delivering an unfamiliar module at a reasonable level. Conversely, we expect most roles/module to change hands after that period, to avoid staleness in roles and to spread opportunities around the Department. These are guidelines only, allowing us to be sensitive to individual circumstances. The process above is not currently formally documented in the workload area of the Department intranet.

> **AAP.AS30:**   Document, in the workload area of the Department intranet, our approach to the allocation of major roles and expectations around length of term for which the roles will be held. This will include documentation of the process for appointing the two Deputy Heads of Department.

- Workload is organized via a comprehensive workload model incorporating:
  1. Teaching.
  2. Research and Scholarship.
  3. Pastoral duties (e.g. personal tutees, senior tutorial roles).
  4. Supervision (4th year/MSc projects, PhD).
  5. Recurrent Administration (e.g. Examinations secretary, EDI lead).
  6. Periodic Administration (e.g. REF preparation, SWAN submission).
  7. Allowance for other duties too small for individual credit.

- The workload model is based on assigning hours to all duties and responsibilities (the standard unit being one ten hours). The hours assigned to administrative duties are evaluated annually by MG, in consultation with current postholders. The model is intended to be clear and fully transparent – details, including current and historical allocations to individuals, are available on the department intranet.

- The model accounts for all forms of leave. Annual leave is built into the nominal full load, and parental/study leave is credited with a reduction in overall workload allocation proportional to the leave taken. This avoids the possibly leave taken during "quiet" periods might not result in appropriate workload reduction.

- Additional Research/Scholarship time is allocated to early career staff and all staff in their first year of appointment. Staff FTE which is costed into research grants is credited by a corresponding increase in research time.

- In 2020 a major consultation and review exercise on the workload model was undertaken. This was, in part, prompted by the 2019 departmental survey results, which suggested we had not been completely successful in achieving a workload allocation that all staff felt was fair, with dissatisfaction disproportionately expressed by female staff (**Figure 5.F.12** to **Figure 5.F.14**).

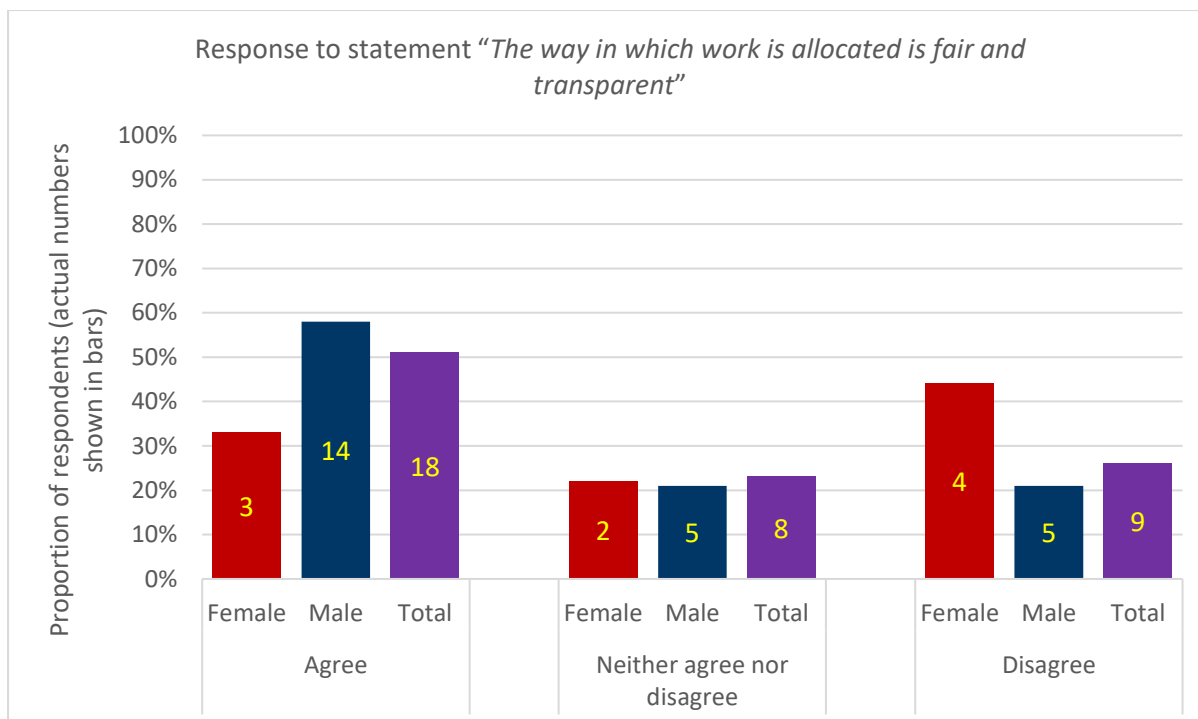**Figure 5.F.12: Survey Response to fairness of work allocation**

Response to statement "*The way in which work is allocated is fair and transparent*"

Figure 5.F.13: Survey Response to fairness of teaching allocation

Response to statement "*My teaching allocation is fair*"
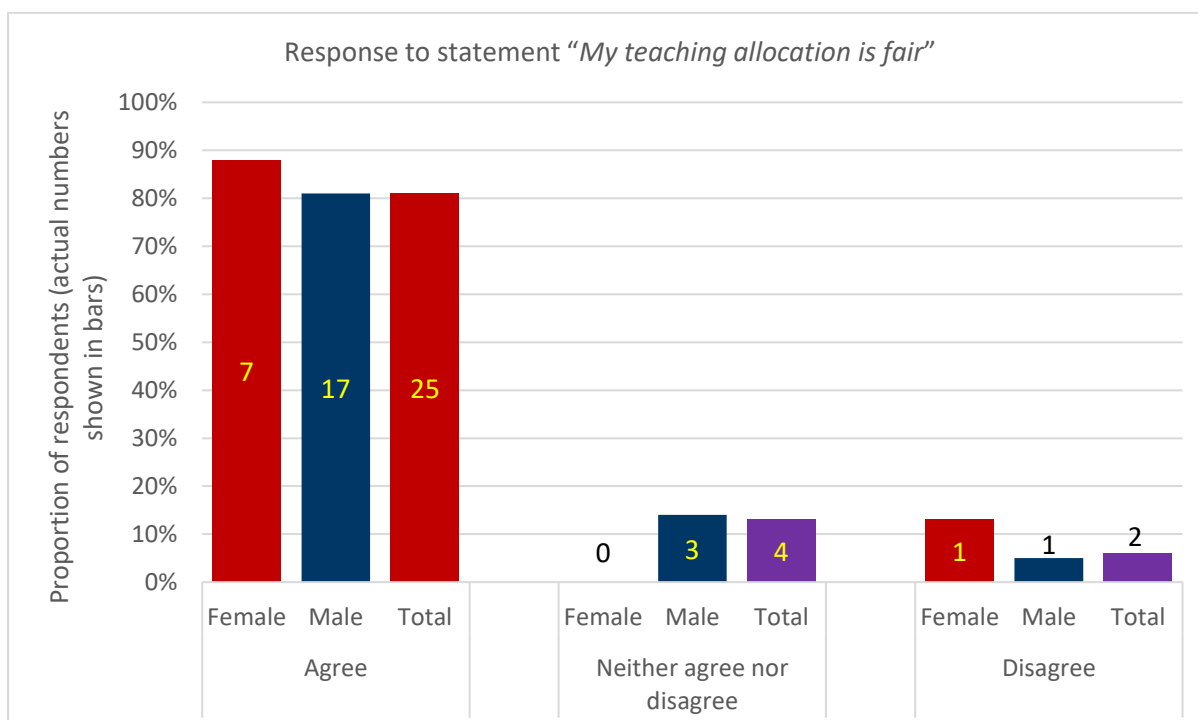
Figure 5.F.14: Survey Response to fairness of administrative/management allocation

Response to statement "My administrative/management workload is fair"
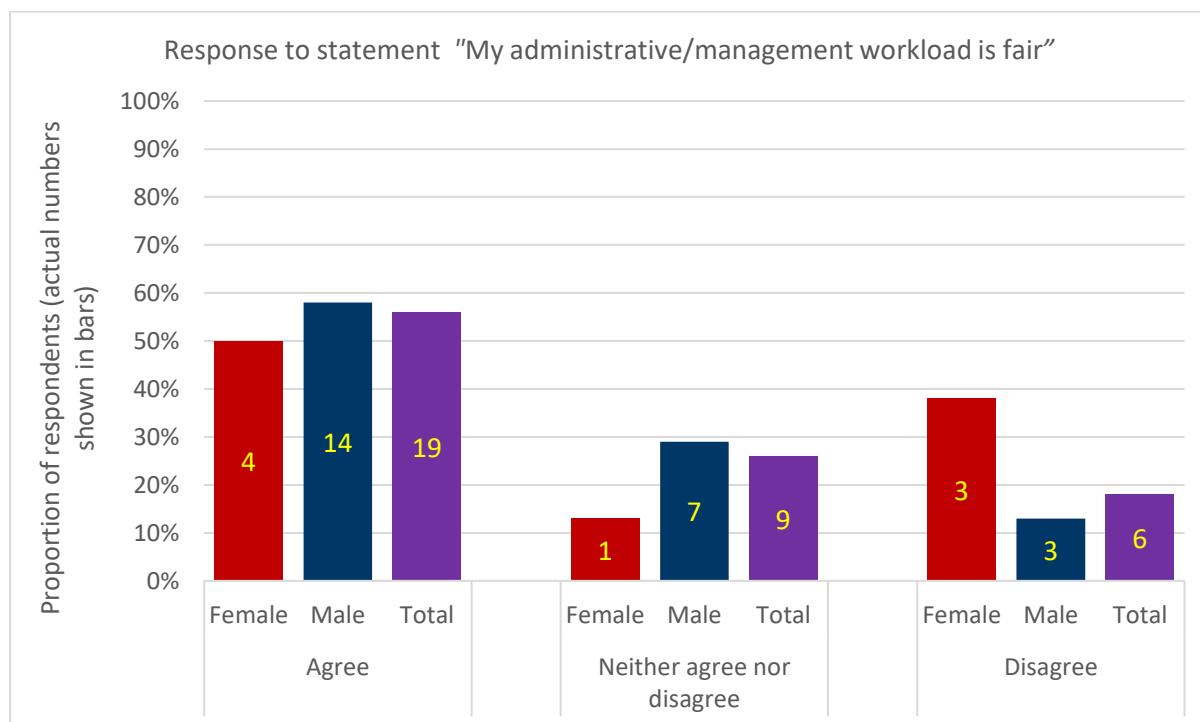
- We see teaching allocation is generally considered to be fair, but that this is less true of administrative and management workload.

> **AAP.AS31:** Monitor gender proportions of admin roles.

- All staff were invited to contribute to the 2020 Workload model review via an anonymous questionnaire. Using the responses, MG proposed a revised model which was discussed at a Department Council meeting in April 2020. Further written comments were invited after the Council after which the final revised model was adopted.

- Significant changes include:

    1. Reducing the nominal full load to the correct figure, based on a standard 36.5 hour week, with usual annual leave.

    2. Introducing a standard allowance of 90 hours, allowing for tasks too small to be sensibly accounted by the model, replacing the former citizenship allowance which was subjectively allocated in the range 0-60 hours.

    3. Creating a mechanism where over/underload across the Department is distributed fairly.

    4. Increasing the Scholarship/Professional Development allowance for TF staff and allocating new permanent TF staff extra Scholarship/Professional Development time.

    5. Allowing extra research allowance which is only awarded late in the year to be deferred to a following year to minimise late changes to allocations.

    6. Creating a formal mechanism for crediting overloads in one year by a commensurate increase in research/Scholarship time in the following year.

- The one aspect of the model not specifically addressed in 2020 was the formula for crediting module teaching (a complex formula involving contact hours, student numbers, assessment structure and available teaching support). As COVID meant 2020/21 was expected to be an unusual year in terms of module delivery, we instituted an emergency teaching formula, including extra credit for the development of blended and online learning materials. A consultation on revising the teaching formula for 2021/22 and beyond took place in February-March 2021, with a revised version agreed for implementation in 2021/22. We will review the success of the full revised workload in 2021/22.

- The Department is committed to a full consultation and review of the workload model on a three-year cycle, with the next review in Spring 2023. The current workload model aims for equitable distribution of workload between academic staff, pro-rata for staff on part-time contracts. An individual's workload is not perfectly distributed throughout the academic year and care is required to ensure that individuals, particularly those with part-time or other flexible working arrangements, are not overloaded at particular times of the year. Currently, this is achieved by discussions with the individuals concerned when finalising workload allocation. We will investigate the extent to which the model allows the within-year balance to be quantified, as a further measure against unbalanced workloads.

> **AAP.AS32:** Investigate the extent to which the workload model allows the within-year balance to be quantified, as a further check that individual workloads are not significantly unbalanced.

- PSS have an inclusive annual review of responsibilities, and the resulting workload allocation is placed online to inform all staff. PDRA workload is managed by the individual staff member in consultation with their postdoctoral supervisor. PDRAs with workload concerns are encouraged to inform their mentor, the PDRA rep on WEDIC, or the WEDIC chair via an anonymous suggestion box.

(vi) Timing of departmental meetings and social gatherings.

- Inclusive scheduling is Department policy. We aim to schedule all meetings between 9.30am and 3.30pm to facilitate those with family/other caring responsibilities. Significant examples include:
  1. Department Council, starts 10am, term-time weekday (or week before term).
  2. Away Days start at 9.30am, and generally held outside term.
  3. Committee meetings do not begin before 10am, and are not scheduled to continue after 3pm (occasionally there is overrun, there is no expectation that staff continue to attend an overrunning committee meeting).
  4. Our Christmas celebration takes place at lunchtime.
  5. In 2020 Departmental end-of-term celebrations alternated between lunchtimes and early evenings, to maximise attendance across terms.

- Timing of other committees is negotiated between members. Seminar series take place at established times, generally between 10am and 3pm where possible – some flexibility has been necessary here since March 2020 due to some speakers delivering presentations in other time zones.

- The 2019 SWAN feedback survey demonstrated these efforts are appreciated by staff (**Figure 5.F.15**).
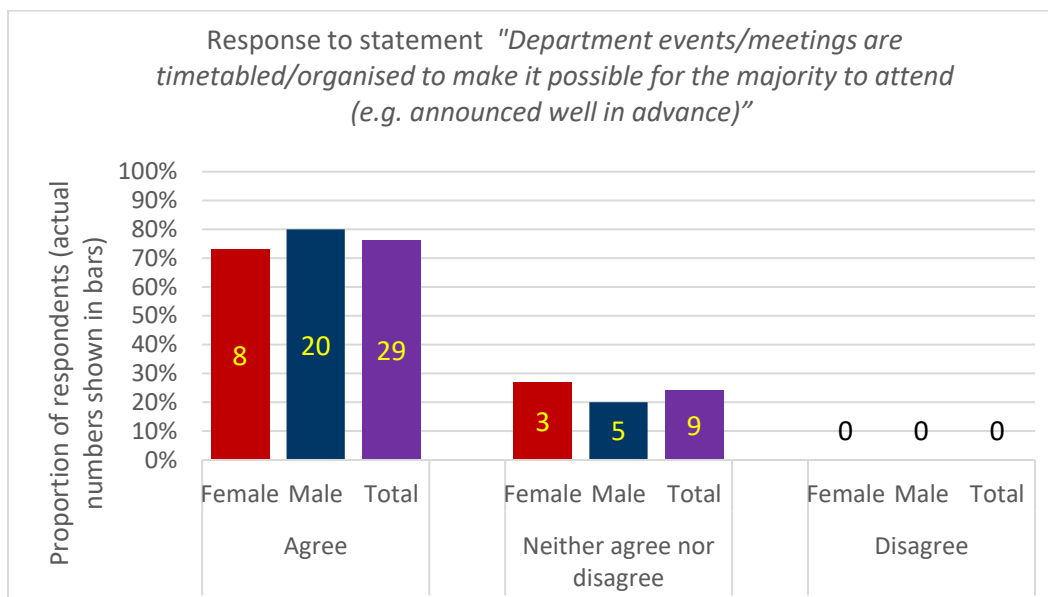
- In addition, only one colleague (male) disagreed with the statement "arrangements maximise possible attendance at meetings/events".

(vii)   Visibility of role models.

- Diversity is given full consideration in publicity materials - including our web pages – which are designed to celebrate the diverse nature of our staff and student populations. **Figure 4.A.3** gives one example, but our promotional material for students at all levels contain multiple testimonies from a diverse range of current and former students (**Figure 5.F.16**).

Figure 5.F.16: Testimonies of UG and PGT students available on outward-facing webpages

- Organisers of our two primary Departmental seminar series – CRiSM and Probability at Warwick – aim for the proportion of female speakers during each academic year to equal or exceed sector average. This was introduced as policy following its inclusion in the 2016 SWAN bid. **Table 5.6.3** shows the resulting shift in gender proportion.

Table 5.F.4: Seminar speakers by gender

Year	CRISM		P@W	
	Male	**Female**	**Male**	**Female**
11/12	18 (95%)	1 (5%)	4 (100%)	0 (0%)
12/13	17 (74%)	6 (26%)	9 (90%)	1 (10%)
13/14	21 (88%)	3 (13%)	9 (90%	1 (10%)
14/15	20 (80%)	5 (20%)	7 (70%)	3 (30%)
15/16	12 (80%)	3 (20%)	8 (80%)	2 (20%)
Total 11/12 – 15/16	**88 (83%)**	**18 (17%)**	**37 (84%)**	**7 (16%)**
16/17	3 (75%)	1 (25%)	Unrecorded	Unrecorded
17/18	9 (75%)	3 (25%)	25 (83%)	5 (17%)
18/19	16 (76%)	5 (24%)	13 (76%)	4 (24%)
19/20	7 (58%)	5 (42%)	20 (80%)	5 (20%)
20/21	7(50%)	7(50%)	1(74%)	5 (26%)
Total 16/17 – 20/21	**41 (67%)**	**20 (33%)**	**59 (76%)**	**19 (24%)**

- Both primary seminar series have increased the average number of female speakers since the last bid – in the case of the CRiSM series, this increase is significant at the 5% level. Gains for the Probability series are more modest.

> **Objective**: Increase proportion of female speakers in seminar series (**SAP AS3**)
>
> **Approach**: Seminar organisers to aim for sector-average proportion of female speakers each year, and to report proportions to WEDIC
>
> **Impact**: Increase of 16 and 8 percentile points in female speaker proportions in largest two

- Given the success of this approach, we have added the requirements above regarding timing and gender proportion to the role descriptors for our Algorithm Seminar Series and Statistical Finance Series.

(viii)   Outreach activities.

- One academic is specifically tasked with responsibility for the Department's outreach activities (usually at the FA7/FA8 level), with support from the DSEP. Additionally, many academics participate in some of these activities as volunteers. We have several outreach activities that interact with public engagement, widening participation and admissions. Some activities are conducted jointly with either the Mathematics department or the University. Notable examples are:

  1. Warwick public lectures in Mathematics and Statistics, organised jointly with Mathematics, usually hosted by our department and co-sponsored by us, the Royal Statistical Society local group and Mathematics.

  2. Participation in the Warwick Year 12 Discovery Day activities. Both virtual and live interactive sessions with Q&A's were organised this year.

  3. Participation in the Year 13 Warwick Scholars programme. This concerns students who have applied to Warwick and are either offer holders or awaiting their guaranteed Warwick Scholars offer, and meet Widening Participation targeting criteria. We provide an online lecture and a Q&A with staff and students, to give an insight into student life at Warwick.

  4. Regular participation in the Big Bang fair at the NEC, an annual STEM showcase aimed at school and family groups, with exhibitors from companies and universities and other organisations.

  5. Open days and offer holders days. During COVID, these events are organised virtually.

Word count: 7259 (+482 COVID-related)

6. Case Studies: Impact on individuals.

The following two case studies of female colleagues provide further insight into how the Department supports staff in balancing work and family commitments. Person A (a member of the self-assessment team) is a PDRA. Person B is a PhD student. The feedback provided in these case studies has been used to inform the Action Plan.

Person A

I started to work as a Postdoc at Warwick in XXXX of 2019 and I was expecting in October of the same year. Even before the beginning of my maternity leave, my line managers and the admin staff were very supportive: they were always making sure that I felt at ease in asking to work from home or take leave with very little notice in case I was not feeling 100 percent due to my pregnancy.

Planning my maternity leave was also straightforward: I have found all the necessary information on the University website and HR and Finance departmental staff have helped me through the request process clarifying any doubt on my specific case. I returned to work in XXXX 2021 but in December, soon before the Christmas break, I had to change my return date and my planned annual leave to respond to unexpected news with my child's nursery. Again, HR fully sorted out all the practicalities and I could smoothly return to work at the adequate time.

I am currently working from home and my line managers are very understanding of my variable working schedule for nursery induction and childcare needs. Since I have expressed my desire to boost my research with some new ideas I am developing, my line managers have been once again encouraging: they have suggested collaborations and mentoring experiences in order to share the load of this upcoming work.

Person B

I am a PhD student in the Warwick Department of Statistics. I knew before starting that I would want to have children during the course and that that would involve undergoing fertility treatment. Although I knew it was not required, I decided to be open with my supervisors from the start about this process and found them to be most understanding. For example, they were always very flexible about rearranging meetings should they clash with the need to go to the clinic at short notice.

After a while, I found the physical and emotional stresses of repeated unsuccessful treatments alongside the demands of a full-time PhD too much. My supervisors, personal tutor, course leader and HoD were all supportive in coming up with ways to lessen the burden. We discussed all options available to me to enable me to continue with my studies, and I was also offered the options of temporary withdrawal and /or shifting to part-time. I opted for the latter. When I finally did

become pregnant, the extra breathing space of being part-time helped, especially given how tumultuous that pregnancy was and how fatigued I got. I was never in doubt that the department had my best interests at heart as they supported me through the worst of it.

Part-time is also working well for me now that I have returned from maternity leave. My supervisors have been proactive about ensuring that our meetings fit with my childcare arrangements, and they have had no issues in rescheduling meetings when the baby's fever has meant me needing to stay home with her. There is also a good deal of flexibility in terms of how and where meetings take place, for example over Skype. It's useful being able to work nearer home.

7. Further information

None.

8. Action Plan

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria / Outcome Measures
SELF-ASSESSMENT TEAM						
AAP.SAT1 Medium priority	Ensure gender balance is considered when choosing representatives to WEDIC.	Combats possibility of female students/staff members being placed under undue pressure to take on majority of equality/diversity-related work	Establish and implement policy that UGT and PGR reps be chosen to be different genders.	WEDIC Chair.	Jun 2021 to Jun 2022.	Female membership of WEDIC to be between 30% and 50% of committee from Sep 2022 onward.
			2. Academic colleagues selected for WEDIC to be 1/3 female.	HoD, DHoD (T).	Jun 2021 to Jun 2022.	Female membership of WEDIC to be between 30% and 50% of committee from Sep 2022 onward.
AAP.SAT2 Low priority	Request exchange of representatives on WEDIC with School of Mathematics (SoM).	Sharing of best practice with neighbouring department with similar focus will aid both departments.	Set up cross representation with the School of Mathematics Self Assesssment Team.	WEDIC Chair.	Jun 2021 to Jun 2022.	One WEDIC member joins SoM Self Assessment Team, and a SoM Self Assessment member joins WEDIC. Representatives to attend at least two meeting a year.
AAP.SAT3 High priority	Formalise yearly WEDIC schedule.	A large department such as this one requires a clear schedule for contributing both to each bid, and to ensuring the associated actions are carried out in a timely fashion.	Yearly calendar of deadlines for producing progress summaries to department, and updating/analysing annual data sets.	WEDIC Chair.	Jun 2021 to Dec 2021.	Annual schedule in place summarising all Athena SWAN related regular activities.
AAP.SAT4 High priority	Triennial review of WEDIC remit.	It is important to ensure that WEDIC's remit is fit for purpose.	Establish a triennial review of the term of reference of WEDIC to ensure that it is fit for purpose.	WEDIC Chair.	Jun 2024.	Review included in Annual Schedule. Review carried out and changes made to Terms of Reference, as necessary.

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria / Outcome Measures
AAP.SAT5 High priority	Increase staff involvement with SWAN efforts.	Low percentage of response to 2019 SWAN survey, lack of actionable feedback.	Dissemination of termly SWAN report to all staff to encourage discussion and engagement	WEDIC Chair.	Sep 2021.	10%+ increase in number of staff completing 2021 SWAN survey compared to 2019 survey.
AAP.SAT6 High priority	Formal annual review of Action Plan.	Need to ensure that the Action Plan is kept up to date.	Establish a formal annual review of the Action Plan during which completed actions signed off, ongoing actions updated, new actions added where appropriate. Timetable the reviews in the Annual schedule.	WEDIC/Management Group.	Jun 2021 to Jun 2022.	Review included in annual schedule as a regular activity. First reviews held – completed actions signed off and new actions added as appropriate. Revised Action pan published on Internet and distributed to department.

UNDERGRADUATE THEME 1 - Contribute to sector-wide effort to increase number of female students taking maths/further maths to A2 level						
AAP.UG1 Medium Priority	WEDIC to report ethnicity data of student body each year.	A full consideration of intersectionality requires a consideration of ethnicity in addition to gender.	Yearly report to WEDIC of student admissions by ethnicity. Action points to be drawn up in response where appropriate.	WEDIC chair.	Induction data to be considered from Oct 2022 onward.	2026 SWAN submission to contain action points aimed at improving ethnicity balance among UGTs.
AAP.UG2 Medium priority	Investigate a series of summer schools for female students.	Need to combat nationally low number of female students taking Maths/Further Maths to A2 level.	1. New role to be created in workload model to contribute to/run summer schools, as part of department's outreach activities.	HoD.	Jun 2021 to Dec 2021.	Summer School coordinator appointed.

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria / Outcome Measures
			2. In coordination with faculty outreach team, write plan to run a yearly summer school for female Y12 students, aimed at inspiring them to apply to the department. Event to also involve sessions for A-level teachers. Evaluate each school and use feedback to make changes for the next year's school.	Summer School Coordinator.	If plan selected for funding, first school to be run summer 2024.	15+ attendees in first year of operation. Schools evaluated and feedback used to make improvements. Uptake of school, and number of applicants to apply to Warwick to be reported yearly to WEDIC.
			3. If above school proves successful, investigate possibility of similar activity for Y9 students.	Summer School Coordinator.	Plans drawn up in 2025 if Y12 Summer School successful	Contingent on **AAP.UG2** point 2.
AAP.UG3 Medium priority	Support the expansion of the Advanced Mathematics Support Programme.	Need to combat nationally low number of female students taking Maths/Further Maths to A2 level.	Work alongside Warwick Mathematics Institute to expand their Advanced Mathematics Support Programme, which is already engaged with local school and teacher networks.	Outreach team.	Jun 2021 to Sep 2022.	Increase registration to support programme by 50%.
AAP.UG4 Low priority	Produce revision and careers materials to support maths/statistics teachers.		Online revision material available to GCSE/A-level maths/statistics teachers.	Outreach team/ Web editor.	Jan 2023 to Sep 2023.	Advertised online, rates of traffic to be reported to WEDIC – target of 1000 views in first year.

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria / Outcome Measures
AAP.UG5 Medium priority	Improve exposure of female maths school students to female statistics/maths academics.		Online "Experience a Warwick lecture", to be recorded by female academic.	Outreach team/ Web editor.	Jun 2021 to Dec 2021.	Advertised online, rates of traffic to be reported to WEDIC.
AAP.UG6 Medium priority	Update online careers material.		Update online careers material with recent alumni testimony and examples of career paths stemming from data science.	DSEP/ Web editor.	Jun 2021 to Sept 2021.	Rates of traffic to be reported to WEDIC – target of 1000 hits in first year.

UNDERGRADUATE THEME 2 - Raise acceptance rate of women for UGT courses (especially among home students)						
AAP.UG7 Medium priority	UG admissions team to undertake unconscious bias training.	Need to ensure that biases of those involved in selection are minimised.	All members of UG admissions to complete unconscious bias training.	Admissions team, Departmental Secretary.	Jun 2021to Oct 2022.	Departmental Secretary to receive confirmations following admission team completion of training.
AAP.UG8 Medium priority	Understand student perspective on admissions processes.	To make changes we need to gain a better understanding of undergraduate views on the admission process.	1. Establish yearly cycle of collection of qualitative feedback from first/second year undergraduate students on their experiences of the admissions process and form recommendations as appropriate.	WEDIC, UG Admissions team.	Jan 2022 to Dec 2024.	Questionnaire data produced for WEDIC to consider.

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria / Outcome Measures
			2. Implement any recommendations coming out of the qualitative data exercises.		Sep 2022 to Sep 2024.	Changes made to admission process in line with recommendations.
			3.Establish a cycle of assessing the impacts of changes introduced by examining quantitative data.		Jan 2023 to Dec 2025.	Proportion of female applicant accepting offers to increase to 20% or more.
AAP.UG9 Medium priority	Ensure demographic factors are well-understood by admissions officers, and appropriate messages provided to UGT applicants.	Need to understand fully the effects of different factors on applications.	PhD project to study effect on university performance of factors such as gender, school status (private/state, single sex/mixed), country of domicile, A-level results. Results to be used to guide departmental policy.	DSEP.	Sep 2021 to Sep 2026.	PhD thesis submitted. Findings incorporated into admissions process/publicity.
AAP.UG10 Low priority	Improve information presented on the local area during Open Days.	Feedback from female decliners is that additional information on the local area should be presented during Open Day presentation.	Open Day presentation to contain additional information on local area (local attractions/opportunities, transport options, housing while off-campus, etc.).	Open Day Teams.	Sep 2023 to Sep 2024.	Local information included in Open day presentations. Open Day feedback to be monitored for reference to information on local area.
AAP.UG11 Low priority	Ensure female applicants understand departmental commitment to gender equality.	Feedback is that Open Day information may be overly focussed on academic programme rather than student experience.	Open Day talks to include section on mentor programme, including its consideration of gender.	Open Day Teams.	Sep 2023 to Sep 2024.	Mentor programme included in Open Day talks. Open Day feedback to be monitored for reference to mentor information.
AAP.UG12 Medium Priority	Further improve Offer Holder Day provision to increase number of applications from female students.	We wish to gain feedback to improve the offer day experience of potential students and thereby increase the number of applications, especially form females.	In coordination with central university, establish a yearly survey of students who attended Offer Holder days but did not enrol at Warwick. Surveys to be sent out following the offer holder days.	Offer Holder Day Teams.	Sep 2021 to Dec 2022.	Surveys distributed, returned, and summarised at WEDIC in Autumn Term 2021/22, and yearly thereafter.

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria / Outcome Measures
UNDERGRADUATE THEME 3 – Support to Enhance Undergraduate Career Progression						
AAP.UG13 Low priority	Department to increase awareness of SPRINT programme among undergraduate student body.	There are additional University schemes such as SPRINT, a personal development programme for female students. This develops the necessary skills to accelerate the student's potential in their career, academic work, and personal life. UG feedback was that the course was invaluable, but Departmental representation on the course is low.	SPRINT to be advertised in final newsletter of academic year, WEDIC chair to email undergraduate students in mid-July, slide to be placed on Departmental monitors.	WEDIC Chair, HSE&TQ.	Jun 2024 to Jun 2026.	SPRINT Programme advertised. At least 12 UG female students attend each year.
POSTGRADUATE						
AAP.PG1 High priority	Introduce a scholarship programme for female MSc students from the UK.	Need to increase proportion of female home students applying for MSc.	1. Introduce "Statistical Excellence" scholarship (appropriately named), to be applied for and awarded each April to female students applying from UK.	PGT Admissions Team, HoD.	Jun 2021 to April 2023.	First grants awarded.
			2. Results to be included in departmental materials by end of 2023/24 academic year.		April 2023 to Jun 2023.	Number of scholarships (alongside testimony) to be included in departmental advertising material.
AAP.PG2 Medium priority	Create new strategy for advertising CDT to students outside Warwick, to attract greater proportion of female candidates.	Low proportion of incoming UK female PGR students, among students who did not acquire a previous degree from Warwick.	1. Strategy document for attracting external female candidates for PGR programmes to be prepared.	CDT Director, Math/Stats CDT Administrator.	Sep 2022 to Aug 2023.	Strategy document compiled.
			2. Resulting recommendations to be embedded.		Sep 2023 to Aug 2024.	Recommendations embedded.

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria / Outcome Measures
			3. Assess the effects of the changes made.		Sep 2024 to Dec 2025.	Percentage of female external enrolments to be within 5% of percentage of female internal enrolments.
AAP.PG3 Medium priority	Monitor gender proportion of students accepted to Warwick Statistics Internship Scheme.	Schemes are gateways to PGR study, so high proportion of female students desirable.	Colleagues(s) responsible for scheme to provide WEDIC Deputy Chair with yearly breakdown in numbers, with yearly goal of reaching sector average proportion of female students. WEDIC to receive and discuss gender data yearly.	UG Research Internship Scheme leader(s).	Jun 2021 to Jun 2022.	First report to be received, and reporting included in Annual Schedule.
AAP.PG4 Low priority	Department to increase awareness of SPRINT programme among postgraduate student body.	There are additional University schemes such as SPRINT, a personal development programme for female students. This develops the necessary skills to accelerate the student's potential in their career, academic work, and personal life. Feedback from PG students was that the course was invaluable, but Departmental representation on the course is low.	SPRINT to be advertised in final newsletter of academic year, WEDIC chair to email postgraduate students in mid-July, slide to be placed on Departmental monitors.	WEDIC Chair, HSE&TQ.	Jun 2024 to Jun 2026.	SPRINT Programme advertised. At least 2 female PG students attend each year.
PROFESSIONAL SUPPORT STAFF						

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria / Outcome Measures
AAP.PSS1 Medium priority	Ensure PSS have opportunity to highlight issues with induction process.	No current clear route for PSS to report on issues related to induction.	1. Establish the process of PSS staff receiving and email six months after arrival in department requesting feedback regarding induction process.	Department Administrator.	Jun 2021 to Aug 2022.	Emails sent out to PSS six month after starting.
			2. Establish the practice updating induction materials based on feedback.		Sep 2022 to Jun 2023.	Induction materials updated.
AAP.PSS2 High priority	Department to feed issue of training availability back to Faculty and University.	PSS not able to access current professional development training due to its scheduling.	Department to inform Faculty and University of this issue, and to request an expansion of training scheduling.	HoD, Department Administrator.	Jun 2021 to Aug 2022.	Faculty/University to receive Departmental feedback. Expansion of OD training courses into dates outside term time.
AAP.PSS3 High priority	Design an enhanced Departmental PDR process for PSS.	Feedback from PSS is that University-designed PDR process is not of value.	1. Department to create additional PDR form that better reflects experiences and requirements of our PSS.	HoD, Department Administrator.	Sep 2021 to Aug 2022.	New PDR form used during reviews.
			2. Opinions from PSS regarding utility of new PDR approach to be collected and changes made to form if appropriate.		Sep 2023 to Aug 2024.	80% of PSS agree form has improved the utility of the PDR. and changes made to form if necessary.
ACADEMIC STAFF						
AAP.AS1 Medium priority	Monitor destinations of PDRA.	PDRA leaving for new jobs and low retention in pipeline, but it is not known where PDRAs go after their contracts end.	1. Establish process that supervisors are asked to supply the destinations of their PDRA when they leave.	Departmental Administrator, /WEDIC.	Oct 2021 to Sep2022.	Process established that supervisors are asked for their PDRAs' destinations.
			2. PDRA destinations data collated and reported to WEDIC annually. Any gendered patterns highlighted for action.		Sep 2022 to Sep 2024.	Data collected and reported to WEDIC.

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria / Outcome Measures
			3. Ensure PDRA leavers are mentioned with other departing colleagues at Department Council.		Sept 2021 to Aug 2022.	PDRA leavers are regularly mentioned at Department Council.
AAP.AS2 High priority	Develop further training opportunities for PDRA.	PDRAs need more support to progress to higher levels. Although PDRA have same training opportunities as all academic staff but do they need additional support. Do they take up the training? What opportunities do they have?	1. Appoint a PDRA training facilitator.	HoD.	Jun 2021 to Aug 2021.	PDRA Training Facilitator appointed.
			2. Establish annual monitoring of PDRA training. Include assessment of any gaps in training provision.	PDRA Training Facilitator/ DHoD (research).	Sep 2021 to Sep 2022.	Annual review of training undertaken by PDRAs in place and data reported to DHoDs and WEDIC, along with information on any gaps in provision. Any gaps fed back to training providers and used to inform development of new training offer.
			3. Review training offered elsewhere (other Universities, other departments, etc.) and, combined with information on current PDRA training, produce an outline of a new training offer for PDRAs.	PDRA Training Facilitator /DHoD (research)/ /Research Committee.	Mar 2022 to Sept 2022.	Review carried out and proposals for a new training offer put forward and approved by Research Committee.
			4. Develop new training offer (possibly with Maths and CS and CDT) and roll lout to PDRAs.	PDRA Training Facilitator /DHoD (research).	Oct 2022 to Oct 2024.	New training programme for PDRAs developed, piloted and rolled out.
			5. Establish regular monitoring of the new training provision uptake, review feedback and make changes as required.	PDRA Training Facilitator.	Oct 2024 to Oct 2025.	Training regularly reviewed and revised as required. Feedback reported to Research Committee.

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria / Outcome Measures
AAP.AS3 **High priority**	Ensure PDRAs have access to independent advice regarding their career.	It is important that PDRAs should have access to independent advice about their future options.	1. Introduce an annual PDRA review (akin to PDR), run by members of a team of trained PDRA advisers. The purpose of the review is to provide independent objective advice about career options and to identify specific support to support achieving those career goals.	DHoD (Research).	Jan 2022 to Dec 2024.	PDRA adviser appointed and trained. All PDRAs offered an annual career review: take up at least 75%.
			2. Departmental SWAN survey shows increase in ECRs reporting adequate access to (careers) advice.		Nov 2025 to Dec 2025.	At least 85% of PDRAs report that they have access to careers advice .
AAP.AS4 High priority	Investigate completion of probation/ promotion under new process.	We need to explore impact of gender on rate of academic progress. This is especially important considering the new progression system.	Gather data on how long it takes staff to complete probation/ obtain promotion by gender.	WEDIC.	Jun 2021 to Dec 2022.	Data collected to be considered by WEDIC. Feedback on new procedures likewise to be considered. Any evidence of gender imbalance in probation/progression rates to result in new action point.
AAP.AS5 **Low priority**	WEDIC to report yearly on feedback gathered during exit process.	Staff can answer questions about their experience and time at Warwick in the exit process. To date this information is not sufficiently considered.	Establish annual reporting by WEDIC of additional feedback collected during the exit process. Feedback on any issues identified.	Head of Admin/ WEDIC.	Sep 2023 to Sep 2025.	Annual reporting of exit feedback in place and included in annual schedule.

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AAP.AS6 Medium priority	Ensure appropriate gender balance on all groups involved in hiring new colleagues (above level FA6 in case of research-focussed staff).	Departmental policy is to always include at least one female colleague on an interview panel: in many cases a larger female representation was achieved with the current faculty chair being female as is the provost who chairs the interviews for FA9 posts.	WEDIC to receive data on gender make-up of all groups involved in hiring, once role filled (or decided not to fill) on a termly basis to ensure that gender balance of groups involved in hiring is like that of departmental balance.	HoD.	Sep 2021 to Sep 2023.	Data reported termly (where appropriate) to WEDIC. Group balance like that of departmental balance.
AAP.AS7 Low priority	Formal departmental policy ensuring female academics not overburdened by requests to join shortlisting/interview panels.	The Department recognises female readers/professors should not be overburdened by panel work due to high demand from our and other departments.	Establish policy that no female academic within (external to) department to sit on more than one shortlisting/interview pair of panels per year (two years), unless required ex *officio*. (formalisation of current practice).	HoD.	Sep 2023 to Aug 2024.	Policy produced and implemented.
AAP.AS8 Medium priority	Encourage all staff to take University-identified EDI training.	Good practice in appointment processes: All staff given opportunity to comment on potential applications but not all staff have taken appropriate training.	1. Identify and advertise appropriate unconscious bias training.	Head of Admin, WEDIC Chair.	Jun 2021 to Dec 2021.	Unconscious bias training advertised to all staff.
			2. Establish a process to ensure that staff take unconscious bias training once every three years.		Jan 2022 to Dec 2022.	Process in place to ensure staff take unconscious bias training every three years.
AAP.AS9 Medium Priority	Understand induction process from staff point of view.	Good practice in welcoming new appointments. We need to monitor new staff induction, to establish if all essential information is	1. Establish the process of academic staff receiving an email six months after arrival in department requesting feedback regarding induction process.	WEDIC.	Sep 2021 to Aug 2022.	Process in place to collect feedback and to use feedback to improve induction.

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria / Outcome Measures
		prominent enough to be assimilated.	2. Establish the practice of annually updating induction materials based on feedback.		Sep 2023 to Aug 2024.	Issues highlighted in 1. to be signed off by WEDIC as having been responded to.
			3. Athena SWAN Yearly Survey to contain questions regarding quality of induction.	WEDIC Chair.	Sep 2021 to Sep 2022.	Relevant data/comments to be reported to WEDIC in Spring term.
AAP.AS10 Medium priority	Increase face-to-face contact between new staff and colleagues more familiar with department.	Feedback from new starters suggests induction process can be isolating for colleagues not comfortable with taking initiative to make contact with senior colleagues.	1. Induction sessions to be run twice yearly (or each term if hiring circumstances warrant it). Content to be standardised, & appropriate role descriptors (DHoDs, DUGS, Exam Sec, Senior Tutor) to be updated to include requirement to attend/present at these sessions.	HoD/Head of Admin.	Jan 2022 to Dec 2023.	Induction sessions running at least twice yearly with standardised content. DHoDs, DUGS, Exam Sec, Senior Tutor all present at sessions.
			2. Induction feedback questionnaire to be run and results reported to WEDIC.		Jan 2023 to Dec 2023.	75% of new starters report that the induction fulfilled their needs and that they are confident in making contact with senior colleagues.
AAP.AS11 Medium priority	Ensure a fair process of selection of outputs and impact cases to future REFs.	REF2021 involved selecting a pool of outputs across all submitted academics. Similarly a restricted number of impact cases was required	1.All Statistics staff to be invited to submit their opinions on the process as it operated for REF 2021.	HoD, DHoD(R)	September 2021 until shortly after the rules of the	Opinions collected and collated.

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria / Outcome Measures
		to be submitted. Reviewing the processes we used will enable these processes to be improved for the next REF.	2.Research Committee to consider the responses and propose improved departmental processes where appropriate. Proposals for improvements to University processes to be fed back to Pro Vice Chancellor (Research).		next REF have been published.	Revised processes in place for next REF
AAP.AS12 Medium priority	Ensure departmental colleagues have access to appropriate and useful career training.	2019 SWAN survey revealed some dissatisfaction with current career training provision but need clarity regarding specific issue(s).	1. Determine specific gaps in available career training. Determine which gaps can be dealt with by Department, which require University action, and which will require extra-institutional activity. Use the feedback to affect changes in University provision.	HoD, Head of Admin.	Sep 2022 to Jun 2023.	Feedback collected and recommendation of improvements in training provision passed to University.
			2. Implement new training provision in collaboration with University resulting in improvement in responses to corresponding question in Departmental SWAN survey.	Colleagues with remit most relevant to training provision to be offered.	Sep 2023 to Aug 2024.	New training provision implemented. At least 75% of staff to report satisfaction with career training in 2024/25 SWAN survey.
AAP.AS13 Medium priority	Encourage IMA attendance through advertising and funding.	We have also identified an external course run by the Institute of Mathematics and its Applications (IMA) that we will fund and encourage probationers to attend.	1. Agree funding for IMA course and advertise the course to probationers, noting that attendance will be considered in workloads.	DHoD (T), WEDIC.	Sep 2021 to Sep 2023.	IMA course funded and advertised to probationers.
			2. Monitor attendance at IMA course, and gather feedback from attendees.	WEDIC.	Sep 2021 to Sep 2023.	Numbers of those attending the IMA course recorded. Feedback to inform future approach.

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AAP.AS14 **High priority**	Collated feedback on APP:TE to be sent to ADC, alongside suggestions for improvement of provision. Faculty to be consulted regarding additional/alternative training.	Regular feedback from Statistics colleagues that APP:TE does not meet their training needs.	Feedback to include anonymous comments from Statistics staff. Changes are to be suggested, such as having a module leader from a STEM subject, including STEM examples etc.	HoD	Jun 2021 to Sep 2021.	Feedback sent and response received from ADC and faculty.
AAP.AS15 **High priority**	Improve Departmental PDR procedure, through re-organisation and collection of feedback.	SWAN Survey feedback reveals almost half of academic staff do not find PDR useful.	1. Before beginning of yearly PDR round, PDR reviewers to be identified by Department and briefed by HoD.	HoD	Sep 2021 to Aug 2022.	PDR reviewers to be identified by Department and briefed by HoD.
			2. Hold a series of focus groups concerned with PDR to explore in detail the process and how delivery for all staff can be improved. Use feedback to produce a Departmental document setting out PDR expectations for line managers. Produce a departmental checklist to support the PDR process.	DHoD (T).	Jan 2022 to Jun 2022.	Focus groups held with at least 20 staff participating representing all grades. Departmental document and checklist produced based on the feedback collected. New approach implemented.
			Assess staff attitude to PDR using the SWAN survey.		Sep 2023 to Aug 2024.	At least 75% of staff to report finding PDR process useful in 2023/24 SWANSurvey.
AAP.AS16 **Low priority**	Raise mentoring programme profile by offering current staff the chance to take on a mentor in yearly email.	SWAN Survey feedback reveals almost half of academic staff are unaware they can request a Departmental mentor.	Yearly email in summer to remind colleagues that they can retain the mentor they were assigned upon arrival indefinitely, and re-enter the mentor program if wished.	Head of Admin.	Jun 2024 to Sep 2025.	Emails sent every year.

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria / Outcome Measures
AAP.AS17 Medium priority	PDRAs to have their PDR run by their mentors, allowing for independent advice on careers etc.	SWAN Survey feedback reveals 17% ECRs do not consider their PDRs useful, rising to 20% for female ECRs.	1. Make changes to PDR process for PDRAs whereby mentors run their PDRs.	DHoD (R).	Sep 2022 to Sep 2023.	Mentors running PDRs for PDRAs.
			2. Assess PDRAs' views on PDR following changes using the SWAN survey.		Sep 2023 to Sep 2024.	At least 90% of ECRs to report finding PDRs useful in SWAN survey.
AAP.AS18 Medium priority	Use Advisor role to provide standardised support for all staff preparing research bids, and with responding to feedback.	Important to ensure all research staff fully supported according to their individual needs when preparing, submitting, and responding to feedback regarding bids.	Formalise Advisor role throughout research applications, from reading initial draft through to response to referees.	DHoD (Research).	May 2022 to Oct 2022.	Formalised structure written and available to all staff.
AAP.AS19 High priority	Improve focus and content of pre- and post-maternity leave meetings.	KIT days not being taken up, but unclear whether this is due to lack of interest of lack of awareness.	1. HoD's meeting with colleagues prior to going on maternity leave to focus on utility/desirability of KIT days with colleague. Feedback where appropriate to be fed back to WEDIC.	HoD.	Jun 2021.	Approach to be embedded in practice by end of 2020/21 academic year.

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria / Outcome Measures
			2. Consult with all those who have returned to work since 2016 to determine why they did not use KIT days. Also use return-to-work meetings with returning staff to include analysis of communication between returning colleague and Department, with particular reference to KIT days. Use the findings to produce guidance on the uses of KIT days and ensure that those preparing for maternity/ shared-parental/ adoption leave are fully aware of KIT/SPLiT Days and their uses.	WEDIC Chair/HoD.	Jan 2022 to Jun 2022.	Consultation carried out and guidance produced and added to the parental leave materials.
			3. Return-to-work meeting to include analysis of communication between returning colleague and Department and career development after maternity breaks.	HoD.	Jun 2021.	Approach to be embedded in practice by end of 2020/21 academic year.
			4. Monitor the take up and uses of KIT/SPLiT days. To be reported to WEDIC triennially.	Head of Admin.	Jul 2022 to Dec 2025.	All those who have taken maternity/ shared-parental/ adoption report that they were aware of KIT/SPLiT days. At least 60% have made use of some of the allowance.

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria / Outcome Measures
AAP.AS20 Low Priority	Network links and contacts to be added to WEDIC webpage to improve the community support for new parents.	It would be useful if more contacts and links for Networks were added to the WEDIC webpage as a resource for new parents.	Add Network links and contacts for new parents to the WEDIC webpage.	WEDIC.	Sep 2021 to Dec 2021.	Network links and contacts for new parents added to the WEDIC webpage.
AAP.AS21 Medium priority	Lobby for designated breastfeeding/ expression room for Statistics and neighbouring departments (Maths, Computer Science).	Nearest such room is ten minutes' walk from Departmental building.	In collaboration with Maths and Computer Science, to lobby central University for a breast feeding room in close proximity.	HoD.	Sep 2022 to Jun 2025.	University lobbied and designated room for breast-feeding/expression in operation.
AAP.AS22 Medium priority	Work with central university to bring paternity leave provision in line with sector best practice.	Multiple colleagues have fed back dissatisfaction with paternity leave provision being limited to two weeks.	WEDIC/HoD to feed suggestions for improvement of university's paternity leave provision to senior management (based on exploration of best practice in other UK institutions).	HoD/WEDIC .	Jan 2022 to Dec 2023.	Suggestions for improvement of university's paternity leave provision fed to senior management. University provision to be brought in line with best practice in sector.
AAP.AS23 High priority	Work on improving workload model ahead of full 2022/23 review (including canvassing of colleagues with flexible working arrangements).	Departmental feedback (2019 SWAN survey) suggests improvement in colleague satisfaction with workload model, but identified several areas where work needed to continue.	Review the changes to workload model made in 2020 and 2021. All academic staff invited to comment.	WEDIC.	2021/22.	Feedback to be collected ahead of 2022/23 workload review.

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria / Outcome Measures
AAP.AS24 **High priority**	Conduct Department-wide post-COVID discussion on lessons to be drawn from pandemic – what worked and what didn't, and what aspects of remote working should be retained to guarantee a positive working environment going forward.	Departmental feedback (2019 SWAN survey) suggests ensuring a positive working environment is an area for focus.	Discussion groups to be run on topic of COVID response and its success. Focus to be on learning lessons connected to working environment. Report to be collated from responses.	HoD/DHoD (T).	Discussion to run 2021/22. Report to be complete by Dec 2022.	2023 SWAN survey to show improvement with regard to related questions.
AAP.AS25 **Medium priority**	Improve information about Management Group in induction materials and on website.	Feedback from 2019 survey is that formulation/role of Management Group is not understood.	1. Ensure that a description of management group role is included in Departmental induction pack and added to Departmental intranet.	Head of Admin.	Sep 2022 to Sep 2023.	Description of management group role included in Departmental induction pack, and added to Departmental intranet.
			2. Assess affect of changes on staff understanding of the role of the management group using the SWAN survey.		Sep 2023 to Sep 2024.	Athena SWAN Survey data shows that 80% of staff report understanding the role of the management group.
AAP.AS26 **Medium priority**	SWAN survey to be expanded to allow comment on reasons behind feeling work in any given area is not sufficiently valued.	Survey results suggest that female staff were more likely to disagree that their contributions were valued but more information is needed to understand what underlies this.	Add comment boxes to SWAN Survey to allow staff to elaborate why they feel aspect of their work are not valued. Use the comments to improve the system of assigning work in the department.	WEDIC chair.	Sep 2021 to Sep 2022.	SWAN survey amended to allow staff to elaborate why they feel their work is not valued.

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria / Outcome Measures
AAP.AS27 Medium priority	Understand and address any issues of imbalance on committees/panels etc. and address any imbalance on committees.	Imbalance of staff on committees (including a surfeit of female staff).	1. Establish the annual monitoring of committee membership.	Head of Admin/ WEDIC.	Jan 2022 to Dec 2024.	Annual report on committee membership presented to WEDIC.
			2. Change membership of committee where necessary, appropriate, and practical to ensure that committee workload is fair and that where practical there is female representation on all committees.	HoD.	Jan 2022 to Dec 2024.	System in place to change committee membership if necessary to ensure female representation is broadly in line with departmental representation.
AAP.AS28 Low priority	Increase transparency regarding committee membership.	Only 48% of responding staff said they understood process for assigning committee chairs/membership.	1. All committee webpages to be updated to include current membership by role and name, and a description of how membership/chairs is determined.	Committee chairs.	Jan 2022 to Sept 2022.	All websites updated.
			2. Departmental SWAN survey to show increase in percentage of staff reporting they understand how committee chairs/membership is assigned.	Head of Admin/ WEDIC.	Nov 2023 to Dec 2023.	At least 65% of responding staff report they understand process for assigning committee chairs/membership.
AAP.AS29 Low priority	Ensure Departmental colleagues' commitments to external groups are kept track of and monitored by gender.	Important to ensure colleagues receive appropriate credit for non-Departmental roles that nevertheless benefit Department/University. Important such work neither systematically excludes female colleagues, nor places them under undue pressure to engage.	1. Issue a yearly email reminder to colleagues to inform Department of any external committees/groups they are members of, with a membership period of at least one year.\n\nEnsure that reported activities are acknowledged by Department (via newsletter/ email etc.).	WEDIC Chair.	Sep 2021 to Sep 2023.	Information about external activities collected and activities to be acknowledged by Department via newsletters/ email etc.

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria / Outcome Measures
			2. Ensure there is a yearly report to WEDIC regarding gender balance of colleagues currently serving on external committees.	WEDIC Chair.	Jan 2022 to Dec 2023.	WEDIC receives annual reports on staff external activities. Any gender disparities are highlighted to the HoD for action.
AAP.AS30 Medium priority	Document, in the workload area of the Department intranet, our approach to the allocation of major roles and expectations around length of term for which the roles will be held. This will include documentation of the process for appointing the two Deputy Heads of Department.	Major administrative and module delivery roles normally remain with the same individual for three to four years. Conversely, most roles/module change hands after that period, to avoid staleness in roles and to spread opportunities around the Department. These are guidelines only, allowing us to be sensitive to individual circumstances. The process is not currently formally documented in the workload area of the Department intranet.	Ensure that the department's approach to the rotation of roles is documented in the workload area of the intranet.	HoD, Head of Admin.	Sep 2021 to Sep 2022.	Department's approach to the rotation of roles documented in the workload area of the intranet.
AAP.AS31 Medium priority	Monitor gender proportions of admin roles.	Potential Imbalance in admin roles within the department.	Establish the annual monitoring of the gender balance of major admin roles: HoD, Deputy HoDs, Senior Tutor, DSEP, Exam Team, Course Directors, UG Director, MSc Director, Year Tutors. WEDIC to consider data and flag any imbalance to Management Group for action.	HoD/DHod Management group.	Jun 2021 to Jun 2023.	WEDIC considering data on gender balance of major roles annually and flagging any imbalances to Management Group for action.

Item	Objective	Rationale	Specific Actions and Implementation	Responsibility	Timescale/ priority	Success Criteria / Outcome Measures
AAP.AS32 Medium priority	Investigate the extent to which the workload model allows the within-year balance to be quantified, as a further check that individual workloads are not significantly unbalanced.	The Department is committed to a full consultation and review of the workload model on a three-year cycle. The current workload model aims for equitable distribution of workload between academic staff, pro-rata for staff on part-time contracts. An individual's workload is not perfectly distributed throughout the academic year and care is required to ensure that individuals, particularly those with part-time or other flexible working arrangements, are not overloaded at particular times of the year. Currently, this is achieved by discussions with the individuals concerned when finalising workload allocation.	Investigate the extent to which the model allows the within-year balance to be quantified, as a further measure against unbalanced workloads.	DHoD (T).	Sep 2022 to Sep 2024.	Proposals for quantifying within-year workload balance to be examined and if a workable proposal is proposed, implement that solution.
			Assess the success of the methodology for quantifying – and evening - within-year workload balance by using focus groups with staff, particularly teaching only staff and those working part time. If such feedback is not received, reassess the methodology in operation.		Sep 2024 to Apr 2025.	Two focus groups run with at least a total of 12 participants. Broadly positive feedback from participants received suggesting that issues of around balancing workloads throughout the year are being resolved. If positive feedback is not received, another review of the methodology is launched.

Audit of previous Action Plan

Ref	Key issue	Goal	Actions	Measurable outcome	Accountability	Timescales	Extension
UNDERGRADUATE							
SAP.UG1	Low acceptance rate of women for UGT courses	Understand student perspective on admissions processes	Gather feedback from first/second year undergraduate students on their experiences of the admissions process	Report produced for WCC to consider	WCC, and UG admissions tutors	By end of 2016/17 academic year	Draft questionnaire created and being discussed
SAP.UG2		Ensure offer holder visit days are welcoming to female students	Select groups in a way that women are not isolated; advertise one-to-one meeting possibility; ensure visibility of female staff and students; monitor enrolment of those attending	Groups to contain ≥40% (sector average) women (or 0%); take-up of one-to-one meetings; student/staff representation to match/exceed student/staff body (currently ≥32%, ≥27% female respectively); enrolment data of attendees reported to WCC	Academic responsible for offer holder visit days	For offer holder visit days in March 2017; enrolment data reported to WCC in autumn term 2017	Ongoing
SAP.UG3		Ensure demographic factors are well-understood by admissions officers, and appropriate messages provided to UGT applicants	PhD project to study role of factors such as gender, school status (private/state, single sex/mixed), country of domicile, A-level results on university performance	Incorporation of findings from study into admissions processes and publicity	PhD student (EK), and UG admissions tutors	By academic year 2018/19 –	Delays due to changes to PhD student's schedule – Project is ongoing

Ref	Key issue	Goal	Actions	Measurable outcome	Accountability	Timescales	Extension
SAP.UG4	Student awareness of the role of gender in work environments	Encourage good attitudes to teamwork	Incorporate training into modules, particularly regarding communication and role allocation	Recorded contributions to UG training	ET (ST404 module co-leader), and leaders of other modules with a significant group work component	For academic year 2017/18	Embedded
SAP.UG5	Good practice in exams processes	Ensure gender balance of Exam Boards	Consider gender balance at time of Exam Board formation	Exam Board to reflect composition of academic staff in the Department (currently 27% female); data reported to WCC	Exams Secretary	Procedure in place for summer term 2016/17	Considered yearly, but not yet resulting in required proportion of female members
SAP.UG6		Ensure Exam Board members are aware of unconscious bias and other relevant issues	Encourage and monitor training of Exam Board members	Appropriate training identified and advertised; data on uptake reported to WCC	Exams Secretary	Procedure in place for summer term 2016/17 –	Decision made to apply this to MC panels as a more appropriate focus for training-embedded
SAP.UG7	New building	Ensure new building meets needs of UGTs	Building Committee to consider UGT requirements in planning phase; feedback sought after completion	Areas for staff/student interaction included in new building; satisfactory feedback from UGT SSLC	Building Committee, Taught SSLC	Feedback expected in 2018/19	Complete
POSTGRADUATE							

Ref	Key issue	Goal	Actions	Measurable outcome	Accountability	Timescales	Extension
SAP.PG1	PGT student experience	Assess PGT student experience	Develop an effective procedure for gaining feedback from MSc students	Revised procedure to be in action, response rate ≥66%	MSc tutor	By end of 2016/17 academic year Rebrand MSc room as a work-room in Term 2/3	Msc student now share workroom with 4th year IM students, and share common room with all UG students
SAP.PG2	Low proportion of female home/EU students on PGT/PGR courses	Raise awareness of PhD possibilities with UGT cohorts	Advertise PhD open day in appropriate UGT lectures	Announcement made in lectures taken by ≥90% integrated Masters students	Publicity team, and PGR admissions tutors	Month prior to open day (next in November 2017)	Embedded
SAP.PG3		Raise awareness of Warwick Statistics PGT/PGR options nationally	Advertise courses/open days/funding possibilities to potentially interested students	PGT and PGR posters sent to departments at all Russell Group universities	Publicity team, and PGT/PGR admissions tutors	Autumn term, 2017/18	Embedded
SAP.PG4		Ensure Department is seen as attractive by female students	Increase of visibility of female students and experiences in printed/online publicity material; ensure female representation at open days; advertise support available to students	Website and printed material to be revised with student case studies, of which ≥40% are women (sector average of UGT); at least one woman to participate in open day (NB. number of speakers is normally 2/3); links to PhD support mechanisms available on website	Publicity team, and PGT/PGR admissions tutors	Website/publicity to be updated by end of 2016/17 academic year; open day representation from November 2017	MSc/PGR webpages updated.

Ref	Key issue	Goal	Actions	Measurable outcome	Accountability	Timescales	Extension
SAP.PG5	New building	Ensure new building meets needs of PGTs/PGRs	Building Committee to consider PGT/PGR requirements in planning phase; feedback sought after completion	Areas for staff/student interaction included in new building; satisfactory feedback from relevant SSLCs	Building Committee, Taught and Research SSLCs	Feedback expected in 2018/19	Complete
SAP.PG6	PGT/PGR community welcome	Welcome to Department and foster sense of community amongst PGT/PGR students	Offer social event by week 3 of term 1 for PGT/PGR students	Department to fund and arrange one such event	MSc tutor, Director of PG Studies	By week 3 of autumn term 2017/18	Funding for this for PGT has been removed
POSTDOCTORAL RESEARCHERS							
SAP.PDRA1	Career development	PDRAs to be able to access informed and impartial advice on progression opportunities	Extend mentoring scheme for academic staff to PDRAs on a voluntary basis	Uptake of mentoring scheme reported to WCC	HoD	To be offered in 2016/17; uptake reported to WCC by autumn term 2017/18

Collect feedback for Term 2 2020/21 | Mentoring scheme now accessible to PRDAs, with 100% sign-up this year

Feedback method now established |

Ref	Key issue	Goal	Actions	Measurable outcome	Accountability	Timescales	Extension
SAP.PDRA2		Training for PDRAs to meet need	Review of current PDRA training, including identification of possible alternative options	Issue discussed in Research Committee with PDRA input, and recommendations passed to appropriate staff for implementation	Research Committee, PDRAs	By end of academic year 2016/17	This is being developed in new Action Plan
SAP.PDRA 3	New building	Ensure new building meets needs of PDRAs	Building Committee to consider PDRA requirements in planning phase; feedback sought after completion	Satisfactory feedback from PDRAs	Building Committee, postdoc rep to WCC	Feedback expected in 2018/19	Complete
ACADEMIC STAFF							
SAP.AS1	Proportion of female applicants	Better understand application patterns	Monitor applicant data concerning nationality and domicile	Data collected from 2016/17 appointment processes reported to WCC	Department Administrator, WCC	WCC to review data in autumn term 2017/18	Domicile data not available, nationality data now presented yearly
SAP.AS2		Attract applications from women at all levels	Staff asked to encourage applications from talented early career researchers, and make personal approaches to appropriate senior candidates	Reminder to all staff sent at each hiring round	HoD	For appointment processes 2016/17	Embedded
SAP.AS3		Ensure good representation of women among invited research seminar speakers	Consideration of gender balance placed in role description for seminar organisers	Summaries to match or exceed 30% in annual reports to Department	Seminar organizers (CRiSM, Probability)	Report produced autumn term 2017/18	In place

Ref	Key issue	Goal	Actions	Measurable outcome	Accountability	Timescales	Extension
SAP.AS4	Good practice in appointment processes	Ensure interview panel members are aware of unconscious bias and other relevant issues	Encourage and monitor training of interview panel members	Appropriate training identified and advertised; data on uptake reported to WCC	HoD	Procedure in place for appointment processes 2016/17	In place
SAP.AS5	Role allocation	Ensure career development opportunities are considered at point of role allocation	Mentors and DPR reviewers asked to discuss with mentees what activities might benefit their career (including committee participation); HoD to request relevant information from individual staff prior to workload allocation	Notification sent to mentors and DPR reviewers; level of response sent to HoD reported to WCC	HoD, DPR reviewers, Mentors	For WCC meeting in summer tem 2016/17	We have abandoned idea of mentors contacting HoD regarding workload as an unnecessary additional complicator.
SAP.AS6		Ensure gender balance of committees is considered at point of role allocation	Committee composition noted at time of workload allocation	All committees to be in line with gender composition of staff at relevant levels (taking into account staff availability, e.g. impact of study leave)	HoD	Policy in place for allocating 2017/18 roles	Embedded

Ref	Key issue	Goal	Actions	Measurable outcome	Accountability	Timescales	Extension
SAP.AS7		Workload balance throughout the year considered at point of role allocation	Terms in which teaching and administrative duties take place to be included in data available to HoD	No staff to have a workload exceeding reasonable expectations in any term; WCC to collect feedback from staff	HoD, WCC	Policy in place for allocating 2017/18 roles; WCC feedback process prior to 2018/19 allocations	Workload model has been reviewed and improved since last bid. Term loads now taken into account during workload allocation.
SAP.AS8		Periodic review of workload model; including regular assessment of loads	Staff to report whether credit for particular roles reflects reality; HoD to discuss changes to loads with Management Group	Conclusion of process reported by HoD to Department Council	HoD, Management Group	Feedback gathered end of 2016/17, changes made by spring 2017/18	Just recently altered as part of this process, regular review process now embedded
SAP.AS9	Marking overload	Support staff with high marking loads	Introduction of a procedure for peer-marking support for summer exams	Procedure in place; feedback reported to WCC	Deputy HoD (Teaching), WCC	Policy in place for summer term 2016/17	In place
SAP.AS10	Staff review	Ensure consistency of advice across Department	Introduction of a briefing for PDR reviewers covering merit pay, career development, promotion	Briefing to take place	HoD	For PDR process 2016/17	Delayed by COVID, transferred to next bid

Ref	Key issue	Goal	Actions	Measurable outcome	Accountability	Timescales	Extension
SAP.AS11		Ensure DPR meets staff needs	Departmental document setting out expectations of any annual review process to be created	Document produced	HoD, WCC	By end of academic year 2016/17	Still work to be done on this, so continue to review and revise this. This has been added to current AP.
SAP.AS12	Probationary staff development	Ensure APP:TE meets staff needs	Gather feedback from staff undertaking APP:TE; feedback to University	Feedback from all staff in 2016/17 taking APP:TE reported to WCC; HoD to take forward issues	ET (Principal Teaching Fellow); WCC; HoD	Autumn term 2017/18	Feedback collected
SAP.AS13	Completion of probation/ promotion	Explore impact of gender on rate of academic progress	Gather data on how long it takes staff to complete probation/obtain promotion by gender	Data collected to be considered by WCC	WCC	By end of academic year 2016/17	Structure of promotion committee changed, activities discussed in Council. University-wide change to promotions approach rendered AS14 moot. Promotion data by gender now considered yearly.

Ref	Key issue	Goal	Actions	Measurable outcome	Accountability	Timescales	Extension
SAP.AS14		Understand promotions strategy across the University	Review promotions practices of other Departments at the University	Report from WCC passed to Promotions Committee	WCC	By end of academic year 2016/17	
SAP.AS15		Ensure promotions strategy is clear and fair for teaching fellows	Department review of clarification forthcoming from University, appropriate feedback provided to University and relevant staff	Report of Management Group discussion available to all staff	Management Group	Within one term of receipt of clarification from University	
SAP.AS16		Raise awareness of activities of Promotions Committee	Promotions Committees activities to be reported in outline at Department Council	Report received	HoD	Autumn term 2017/18	
SAP.AS17	Support for those on leave	Ensure Keep-in-Touch days are used appropriately	Liaise with two staff currently on maternity leave about using Keep-in-Touch days; case studies reported to WCC	Staff returning satisfied with arrangements	HoD, WCC	Autumn term 2017/18	Returned staff canvassed, no issues identified
SAP.AS18	Support for returners	Enable staff returning from maternity or other types of caring leave to quickly resume career development activities	Encourage applications to Warwick Academic Returners Fellowship; implement 20% career development protection in workload model in cases where this is not awarded or not applicable	Policy to be included on webpage of workload model and "support for carers" website; case studies to be collected; annual report to WCC	HoD, WCC	All relevant case studies collected from 2016/17 to time of next AS application	Case studies collected, and website updated

Ref	Key issue	Goal	Actions	Measurable outcome	Accountability	Timescales	Extension
SAP.AS19	Support for visitors with caring responsibilities	Enable visits of seminar speakers/ conference with caring responsibilities	Provide financial support for child-care of academic visitors to facilitate conference/seminar visits, initially on a case-by-case basis to gauge demand	Policy advertised on "support for carers" webpage; WCC to receive data on uptake	HoD, WCC	Implemented spring 2017. WCC to receive data spring 2018.	Not yet implemented – financial implications proved unexpectedly complex
SAP.AS20	Timetabling	Transmit Department's concerns about timetabling issues	Gather staff feedback on timetabling when new system is introduced, and feedback to University	HoD to provide appropriate feedback	HoD	Within one term of implementation of new system	Proposed new system was not implemented, department mitigating ongoing issues internally
SAP.AS21	New building	Ensure new building meets needs of academic staff	Building Committee to consider academic staff requirements in planning phase; feedback sought after completion	Satisfactory feedback from staff, as gathered by WCC	Building Committee, WCC	Feedback expected in 2018/19	Complete
ADMINISTRATIVE AND SUPPORT STAFF							
SAP.AT1	Support for those on leave	Ensure Keep-in-Touch days are used appropriately	Liaise with two staff currently on maternity leave about using Keep-in-Touch days; case studies reported to WCC	Staff returning satisfied with arrangements	HoD, WCC	Autumn term 2017/18	Relevant staff were asked about this, no issues raised
SAP.AT2	New building	Ensure new building meets needs of administrative and support staff	Building Committee to consider administrative and support staff requirements in planning phase; feedback sought after completion	Satisfactory feedback from staff, as gathered by WCC	Building Committee, WCC	Feedback expected in 2018/19	Complete

Ref	Key issue	Goal	Actions	Measurable outcome	Accountability	Timescales	Extension
SAP.AT3	Data availability	Understanding issues affecting administrative and support staff	WCC to monitor data concerning administrative and support staff	Data to be incorporated into next AS application	WCC	Autumn term 2019	Administrative /support staff data has been included in new bid
GOVERNANCE							
SAP.G1	Culture	Facilitate all members of Department in proposing initiatives to improve Departmental culture	Encourage PGT/PGR/PDRA/ administrative/support/academic staff to use WCC online suggestions box	Staff notified of suggestions box by email; two case studies of substantial new initiatives	WCC	Notification January 2017; WCC to consider response April/May 2017; case studies by end of 2017	Online suggestions box is now monitored by WEDIC chair
SAP.G2	Embedding good practice	Clearly structure WCC activities	Establish annual cycle of business for the WCC, listing key activities for the year, e.g. consideration of admissions processes /committee and panel membership/exam results by gender/ other AS actions WCC has responsibility for	Production of appropriate document	WCC	Content of document to be accumulated over 2017	Done
SAP.G3		Increased awareness amongst staff of Departmental AS commitments	Responsibilities set out in Action Plan to be recorded in job descriptions of relevant roles kept by the Department	Role description document updated	Department Administrator	To be in place for 2017/18 year	Role descriptors updated

Ref	Key issue	Goal	Actions	Measurable outcome	Accountability	Timescales	Extension
SAP.G4	Visibility of support mechanisms	Raise awareness of Departmental and University support policies amongst staff members and job applicants	Further develop "support for carers" website	Website updated, including with all policies described in, or implemented as a result of, this AS application	WCC	Academic year 2016/17	Website updated and reviewed in 2021
SAP.G5	Visibility of AS activities	Raise awareness of Departmental AS activities	Incorporate mentions of AS activities into all appropriate public forums, such as open days, offer holder visit days, induction sessions	WCC to produce record of events where this has happened	All staff, WCC	Autumn term 2017/18	Insertions made, but WCC (now WEDIC) yet to report
SAP.G6	Management Group membership	Clarify system for appointing members of Management Group	Management Group to communicate procedure/criteria for selecting its members	Information disseminated to all staff	HoD, Management Group	Prior to selecting Management Group 2017/18	Material in preparation to be added to Departmental webpages
SAP.G7	Transparency of Department decision-making and policy	Improved communication of committee activities, and decreased reliance on historical sources, such as minutes and emails	Agendas and supporting papers of all committees to be accessible to all staff (unless this is not appropriate) in advance of meetings; policy decisions to be communicated after each committee meeting to all staff; and incorporated into appropriate documentation (not only minutes/emails) on the staff intranet	Committee chairs to adopt changes	Committee Chairs	From spring term 2016/17	Agendas/supporting papers available to all staff,

Ref	Key issue	Goal	Actions	Measurable outcome	Accountability	Timescales	Extension
SAP.G8	Diversity	Monitor Departmental diversity	Collect and update data regarding proportions of students, academics and administrative staff, or subcategories, according to protected characteristics	Results reported to WCC; summaries presented on new diversity webpage	Equality and diversity representative	First report by end of academic year 2016/17	Data collected, reported on and discussed, but not yet displayed online