



Athena SWAN Bronze department award application

Name of university: University of Warwick

Department: WMG (formerly known as Warwick Manufacturing Group)

Date of application: October 2013

Date of university Bronze and/or Silver SWAN award: September 2013 (Silver)

Contact for application: Professor Richard Dashwood, Academic Director

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Departmental website address: <http://www2.warwick.ac.uk/fac/sci/wmg>

Athena SWAN **Bronze Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

1. Letter of endorsement from the head of department: maximum 500 words

An accompanying letter of endorsement from the head of department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission.

The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.

Dear Mrs Dickinson

I am writing to provide my full support for WMG's application for the Athena SWAN Bronze award.

The strategic vision of WMG is to undertake world-leading research, provide excellent undergraduate, postgraduate and post-experience education, and offer unrivalled knowledge transfer through partnerships with industry and other users. The department has set six strategic areas, one of which relates to our commitment to people, with key objectives on staff engagement and continuous professional development, and another priority area is Outreach.

WMG has changed significantly over the last few years, largely as a result of a planned strategy to diversify our activities, and this has led to an increase in the number of female staff in areas such as digital technologies. We also now have an embedded HR team which has led to a stronger focus on people issues and staff development activities.

With over forty-five years' experience across industry and academia, I am aware of the issues faced by female staff and I am a strong supporter of encouraging women into engineering and science careers. In WMG we have a number of female role models in senior academic and management roles (including at least two female Professors in post every year since 2008, which is unusual in engineering-based departments), and a good representation of female staff on departmental committees including the Board (the senior policy-making committee). Flexible working arrangements are common in WMG, and a number of our senior female staff work part-time at their request. Our staff are fully committed to outreach activities and in the last year alone we have engaged with several thousand schoolchildren and other young people through interactive activities and visits, thus encouraging the next generation into careers in science and technology.

In support of the People Strategic Goal we have introduced a number of initiatives since 2009 with strong leadership from our Academic Director, including a well-received induction process, a stronger focus on probation and annual reviews, career development discussions for teaching and research staff and a forum for researchers. The forum was initially supported by Roberts Funding secured by Dr Vannessa Goodship, but we have subsequently committed to supporting its continuation from departmental funds. Arising from the forum has been a new mentoring system for research staff, which is proving popular.

Significant progress has been made over the last two years, during which time we have started our Athena Swan journey and we are using the process of preparing our application to make further improvements to staff development and communication activities. The action plan has focused our attention on the key areas of promotion processes, learning and development opportunities, and further data analysis and exit interviews to understand the reasons for female staff leaving WMG. We have formed a new Welfare and Communications Group, chaired by Jane Coleman, to oversee the implementation of the action plan, and to consider further improvements to departmental arrangements arising from the staff survey. This group has my full commitment, and the Board considers regular reports and monitor progress.

Yours sincerely

A handwritten signature in black ink, reading 'S.K. Bhattacharyya'. The signature is written in a cursive, flowing style.

Professor Lord Kumar Bhattacharyya
Chairman, WMG

[499 words]

2. The self-assessment process: maximum 1000 words

- a) *A description of the self assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance.*

The self-assessment team (SAT) comprises representative members of the academic staff groups in the department led by Professor Richard Dashwood with support from a core group of staff from within the Operations and Human Resources team. Professor Dashwood was appointed as Academic Director to provide academic leadership across WMG. He has been at the forefront of the changes to departmental structures and in the implementation of management committees with representation from a wide range of staff.

The SAT became the basis for the Welfare and Communications Group, chaired by Jane Coleman (Director of Operations & HR), which will continue to oversee the implementation of the action plan and consider further improvements to departmental communications.

Table 2.1 Members of WMG Welfare and Communications Group

Prof. Richard Dashwood	Academic Director, Chair of Research Committee, Chair of Promotions Committee and member of WMG Board. He has taken paternity leave.
Ms Jane Coleman	Director of Administration (Operations & HR), Chair of the Welfare and Communications Group and member of WMG Board
Dr Rebecca Cain	Associate Professor in Experiential Engineering. Former STEM Ambassador. She has taken maternity leave.
Dr Kurt Debattista	Associate Professor in Visualisation. He has taken paternity leave.
Dr Claire Dancer	Assistant Professor in Nanocomposites
Dr Vannessa Goodship	Principal Research Fellow, Researcher Forum Coordinator. For several years, she has been on a part-time contract by choice and has an arrangement to work partly from home.

Dr Sarah Payne	Research Fellow, Early Career Researcher Board Member.
Mrs Margaret Low	Principal Teaching Fellow, WMG's Widening Participation Officer and Staff Student Liaison Committee Convenor for full-time MSc programme, University of Warwick Technology Volunteers Leader, Education Liaison Officer for British Computer Society Coventry Branch, and STEM Ambassador. She has previously taken maternity leave and worked part-time.
Ms Andrea Latham	Senior Teaching Fellow
Dr Adrian Watt	Senior Teaching Fellow, member of WMG Education Committee - Academic Quality Group
Ms Lisa Barwick	Communications Manager
Mr Richard Moffatt	Senior Administrative Officer, Athena Swan Champion. He has taken paternity leave.
Ms Sue Horner	Project and Administrative Coordinator, Secretary to the Welfare and Communications Group, Equality & Diversity Representative.
Mr Roger Bull	Chief Technician
Ms Claire White	Postgraduate Research Student, Doctoral Staff Student Liaison Committee Representative
Mr Sanjeev Sharma	Postgraduate Research Student, Doctoral Staff Student Liaison Committee Representative
Mrs Sandra Beaufoy	University Equality & Diversity Adviser (external-to-department representative)

- b) an account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission.*

WMG began working towards an Athena SWAN submission in 2010, when a meeting was held in November with Professor Alison Rodger, Chair of the University Athena SWAN self-assessment group and the senior female Athena SWAN Champion, and Mrs Sandra Beaufoy, SAG member and co-ordinator for the successful Physics JUNO Champion and Chemistry Athena submissions. Professor Rodger made a presentation on the importance of Athena SWAN to the WMG departmental meeting in December 2010 to which all members of staff and research students were invited.

The WMG self-assessment team initially comprised members of the WMG HR team and Dr Vanessa Goodship, who had recently established the departmental Researcher Forum, but its membership has been greatly extended to provide senior academic leadership and representation from across the department. Since January 2011, Vanessa Goodship and Richard Moffatt have represented WMG on the University Athena SWAN network which meets termly (or more frequently) to share best practice. During the first few months of the WMG SAT it became apparent that staff development was a key issue. At a meeting chaired by the Academic Director in June 2011 to review staff development requirements for researchers and junior academics, it was agreed to make this a priority and focus of the Athena SWAN process. Feedback from staff, including from the staff survey, had indicated that internal communication was also an issue for some groups of the department – the change in recent years from WMG’s primary focus on manufacturing to a much more diverse profile has created exciting new opportunities but has created a more fragmented culture.

In November 2011 we followed the example of other Warwick departments in setting up a Welfare and Communications Group (WCG) to oversee issues relating to staff welfare and communications in general, while retaining a key focus on the Athena SWAN agenda. This single forum, which reports to the Board, brings the benefit of a fully coordinated approach to all staff issues and ensures that the interests of women are an integral part of the decision making process of the department. The WCG will continue to monitor staff and student data to ensure that actions are put in place to address any areas of adverse impact on women. The current membership of this group is given in Table 2.1.

The Welfare and Communications Group’s remit is:

1. To promote a positive working culture and collegiate environment within WMG.
2. To be responsible for supporting and encouraging effective communication within WMG.
3. To take forward the Action Plan from Athena SWAN and the PULSE survey, encouraging participation from all members of the Department.
4. To provide advice to the WMG Board and the senior management staff on policies to improve WMG staff and student welfare, communications and WMG culture.

- c) Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.*

It is the University's policy to integrate the Athena SWAN process as far as possible into normal working practices and arrangements. Feedback from other departments has demonstrated that staff engagement with the process has been highest when the activities have been embedded into departmental practices, benefiting all staff. The formation of a Welfare and Communications Group in other departments in the Faculty of Science has been highly successful and this model appears to work well within the Warwick culture.

WMG's WCG meets four times each year and is the forum through which all of WMG's HR Strategic Goal activities are developed and monitored. The WCG will appoint specific task groups to address issues on the Athena SWAN Action Plan and to report progress, with Athena SWAN activities being a standing item on the agenda for each meeting. Many of these activities will be led by members of academic and research staff with strong support from the departmental HR team. The WMG Board will consider quarterly reports from the WCG and will be responsible for considering any requests for additional resources needed to deliver the Action Plan.

The failure of our previous submissions for an Athena SWAN Bronze award has been a useful stimulus both to our activities (as summarized in the Action Plan) and our thoughts about how we describe what we are doing and planning to do. The change from SAT to WCG has proved significant in helping all members of staff to own the goals of our Athena SWAN Action Plan with stronger representation from across the department. We have also benefited internally and externally from the challenge of describing WMG to the outside world as explored further below.

[853 words]

3. A picture of the department: maximum 2000 words

- a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.*

WMG is unlike a traditional academic department. As Warwick Manufacturing Group, it was established by Professor Lord Bhattacharyya in 1980 in order to reinvigorate UK manufacturing through the application of cutting edge research and effective knowledge transfer. The group started small - just the Professor and his secretary - but has since grown into a global group with a staff of over 240 which is recognised for its teaching and research. WMG has teaching centres in seven countries and provides expert advice to many overseas governments and companies.

From the beginning, our focus has always been on applied research and solving real-world problems in partnership with industry or other end-users. Throughout the 1980s and early 1990s the Group's main activities were centred on the aerospace and automotive sectors, and professional (part-time) teaching programmes. During this period, the academic and research staff was predominantly male. In recent years, the range of teaching and research areas has expanded into digital and healthcare technologies which has brought significant changes to the dynamics of the department including an increase in the proportion of female academic, research and teaching staff from below 20% prior to 2008 to around 25% today.

The Group re-branded as WMG in 2007, to reflect the diversification of our portfolio, and gained full departmental status in 2010 (having formerly been a division within the School of Engineering, albeit with separate finances and staffing arrangements).

WMG's staffing structure is unusual for an academic department, with a relatively small number of traditional academic staff. We employ 248 salaried staff comprising 33 members of academic staff (with a further ten academic posts currently in recruitment), 50 research staff, 51 senior and principal teaching fellows (many of whom have spent much of their careers in industry), 12 project engineers and managers, 42 administrative staff, 35 clerical staff and 25 technical staff. Our research teams comprise staff from both academic and industrial backgrounds with a wide range of specialities including engineers, materials scientists, computer scientists and economists. We also procure services from a large number of external associates (over 200), some of whom work with us on a non-executive, consultancy basis, but the majority are external tutors engaged on our education programmes.

The Group had very flat and informal management structures until its size and complexity led to the need for more formal arrangements. Since 2008, all academic, research and teaching staff have been located within a Theme Group, with a clear line management reporting structure which is subject to on-going review. The department places a strong focus on collegiality and encourages interaction across staff groups and teams.

We have a large and diverse student body with over 1500 students registered at any time, with the majority of our teaching being at postgraduate level. The UK full-time MSc

programme alone has an annual intake of over 700, of whom more than 80% are from overseas and there are more than 70 enrolled doctoral research students. WMG contributes around 25% of the teaching on the University's undergraduate Engineering degree programme which is administered by the School of Engineering and has just started its own part-time undergraduate degree in Applied Engineering.

- b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*

Student data

- (i) **Numbers of males and females on access or foundation courses** – *comment on the data and describe any initiatives taken to attract women to the courses.*

N/A

- (ii) **Undergraduate male and female numbers** – *full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.*

WMG does not run a full-time undergraduate degree programme but makes a substantial contribution to the degree programme run by the School of Engineering (SOE) , comprising about 25% of the teaching input, including responsibility for the delivery in years 3 and 4 of three streams: Automotive Engineering, Manufacturing and Mechanical Engineering, and Engineering Business Management. The programme is administered entirely by the SOE and was reported in the SOE's Athena SWAN application in November 2012.

WMG has launched a new part-time BEng degree course in Applied Engineering (AEP) in the 2013-14 academic year with support from the engineering industry. All the students will be proposed and sponsored by their employers. The first intake of 40 students comprises mostly existing employees of Jaguar Land Rover (JLR) although we are in discussion with several other companies which wish to join the programme. From 2014-15, the AEP will become an integral part of JLR's new Engineering Apprentice Scheme which is aimed at recruiting young men and women into engineering.

- (iii) **Postgraduate male and female numbers completing taught courses – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.**

*Table 3.2a Postgraduate taught completions - UK full-time open programme
[Sector data from HESA for Production and Manufacturing Engineering (H7)]*

Year of Registration	Gender	MSc	PGD	PGCert	PGA	Total	Gender %	UK Sector Enrolment %
2007/08	M	173	7	8	0	188	55%	79%
	F	141	7	5	0	153	45%	21%
2008/09	M	215	11	8	0	234	59%	82%
	F	150	9	5	1	165	41%	18%
2009/10	M	309	17	22	2	350	59%	81%
	F	210	19	14	3	246	41%	19%
2010/11	M	342	17	28	5	392	57%	82%
	F	257	18	13	4	292	43%	18%
2011/12	M	329	4	23	18	374	56%	-
	F	261	14	13	1	289	44%	-
Details of awards to students who registered in 2012-13 will be announced by the examination board at the end of November 2013.								

*Table 3.2b Postgraduate taught completions – UK part-time open programme
[Sector data from HESA for Production and Manufacturing Engineering (H7)]*

Year of Registration	Gender	MSc	PGD	PGCert	PGA	Total	Gender %	UK Sector Enrolment %
2007/08	M	11	5	42	5	63	88%	79%
	F	1	1	7	0	9	13%	21%
2008/09	M	23	1	23	1	48	87%	82%
	F	1	0	6	0	7	13%	18%
2009/10	M	7	0	25	1	33	72%	81%
	F	0	0	12	1	13	28%	19%
2010/11	M	6	1	9	4	20	80%	82%
	F	0	0	4	1	5	20%	18%
2011/12	M	1	0	2	3	6	67%	-
	F	0	0	2	1	3	33%	-

Table 3.2c Postgraduate taught completions – overseas centres

Year of Registration	Gender	MSc	PGD	PGCert	PGA	Total	Gender %	Sector %
2007/08	M	115	4	26	8	153	81%	-
	F	33	0	1	2	36	19%	-
2008/09	M	66	1	12	1	80	62%	-
	F	42	1	5	1	49	38%	-
2009/10	M	53	0	11	7	71	62%	-
	F	41	1	2	0	44	38%	-
2010/11	M	36	5	0	2	43	37%	-
	F	72	1	0	1	74	63%	-
2011/12	M	29	3	0	3	35	67%	-
	F	13	1	1	2	17	33%	-

WMG offers a wide range of master's level programmes which are focussed primarily on business management in an engineering or technology-based environment.

The UK full-time MSc is our largest programme and attracts many overseas students. Female students consistently represent around 45% of the awards. This is very much higher than the national average for manufacturing courses (18%) largely reflecting the breadth of the course subject matter.

On the part-time and overseas programmes, the gender ratio is dependent upon the sponsor companies which tend to be in strongly male-dominated industries. The UK part-time open programme has a similar ratio to the national average for manufacturing engineering. In recent years, there has been an increase in the delivery of bespoke programmes for specific companies and the provision of industry courses at below M-level.

We have introduced many initiatives to respond to the need for flexibility in our teaching programmes, especially on the part-time programme, which may be of particular benefit to female participants. The UK part-time courses now end earlier in the evening and participants are no longer required to be residential. Students can attend an equivalent module on the full-time programme to assist with scheduling. The number of modules which must be attended has been reduced (but not the number which must be passed) and there is an extensive work-related element which does not require University attendance. Although we use e-delivery where appropriate, much of the course material is unsuitable for this mode. Participants can miss up to two sessions on any one module provided that the additional work is undertaken in their own time, although this option is seldom requested. Additional time may also be granted for completion of post-module assignments.

We are also flexible with use of mechanisms such as suspension of registration to address changes in students' lifestyles. The clock can be stopped for up to twelve months for maternity/adoption leave or six months for other reasons, such as caring responsibilities or a change of employment. In exceptional cases, participants may withdraw from the programme for up to two years and resume at any point without loss of academic credit.

- (iv) **Postgraduate male and female numbers on research degrees** – full and part-time – *comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.*

*Table 3.3 Postgraduate enrolments on research degrees by gender
[Sector data from HESA for Production and Manufacturing Engineering (H7)]*

Year	Male	Female	Total	Male %	Female %	Sector Male %	Sector Female %
2007-08	85	23	108	79%	21%	70%	30%
2008-09	85	25	110	77%	23%	70%	30%
2009-10	93	24	117	79%	21%	72%	28%
2010-11	106	30	136	78%	22%	74%	26%
2011-12	97	28	125	78%	22%	-	-
2012-13	84	24	108	78%	22%	-	-

The proportion of female students has remained constant at around 22%, slightly below the national average. This is partly a reflection of the very strong links that the WMG research programme has with the automotive industry which is heavily male-dominated. Many of the students on the Engineering Doctorate programme and on master's by research are sponsored by automotive or manufacturing companies. We are attempting to increase the number of female participants from other industries, especially on the PhD programme and on the new International Doctorate through marketing and profile-raising activities (see Action 2).

- (v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.**

Figures for the School of Engineering (SOE) undergraduate degree programme which WMG supports have been reported to Athena SWAN by the SOE.

Historical figures for WMG's postgraduate students are not currently available because the records were combined with those for the SOE until the start of the 2011/12 academic year.

- (vi) **Degree classification by gender – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.**

Table 3.6 Master's degree classification by gender

Year of Registration	Gender	UK Full-time MSc			UK Part-time MSc		
		Pass	Distinction	Distinction %	Pass	Distinction	Distinction %
2007/08	M	166	7	4%	13	0	0%
	F	134	7	5%	2	0	0%
2008/09	M	209	6	3%	25	2	7%
	F	145	5	3%	1	0	0%
2009/10	M	294	15	5%	4	3	43%
	F	199	11	5%	0	0	0%
2010/11	M	323	19	6%	5	1	17%
	F	243	14	5%	0	0	0%
2011/12	M	313	16	5%	1	0	0%
	F	251	10	4%	0	0	0%

On the UK full-time MSc programme, the proportion of female students who achieve a distinction is similar to the rate for males. The figures for the UK part-time open programme reflect the small numbers in general.

Staff data

- (vii) **Female:male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent). *Comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels.*

Table 3.7 Ratio of academic, research and teaching staff by gender

Level	Year	Female headcount	Male headcount	Total headcount	Proportion Female	Proportion Male
Level 6 Research Fellows	2008	4	16	20	20%	80%
	2009	5	15	20	25%	75%
	2010	6	15	21	29%	71%
	2011	3	17	20	15%	85%
	2012	6	8	14	43%	57%
	2013	8	19	27	30%	70%
Level 7 Senior Research & Teaching Fellows, Assistant Professors	2008	18	28	46	39%	61%
	2009	17	26	43	40%	60%
	2010	16	21	37	43%	57%
	2011	15	26	41	37%	63%
	2012	12	29	41	29%	71%
	2013	16	40	56	29%	71%
Level 8 Principal Research & Teaching Fellows, Associate Professors	2008	2	29	31	6%	94%
	2009	4	27	31	13%	87%
	2010	5	29	34	15%	85%
	2011	5	25	30	17%	83%
	2012	6	23	29	21%	79%
	2013	7	24	31	23%	77%
Level 9 Professors and Professorial Fellows	2008	2	9	11	18%	82%
	2009	3	11	14	21%	79%
	2010	2	13	15	13%	87%
	2011	2	11	13	15%	85%
	2012	2	7	9	22%	78%
	2013	2	10	12	17%	83%
Total	2008	26	82	108	24%	76%
	2009	29	79	108	27%	73%
	2010	29	78	107	27%	73%
	2011	25	79	104	24%	76%
	2012	26	67	93	28%	72%
	2013	33	93	126	26%	74%

Due to the nature of our funding streams, staff figures are very vulnerable to the financial situation in industry, as shown by the fluctuation in staff numbers in some years. This occurred at the end of three large automotive projects which employed several researchers. We have seen an increase in female employees who represent around one quarter of the academic, research and teaching staff. The proportion of female staff Level 8 has risen steadily due to a number of successful female promotions and high level appointments in recent years which is a very encouraging trend.

For most of our Research and Teaching posts, industry experience is essential in order to demonstrate credibility in applied research to our industrial partners and professional students. Although we have been able to recruit very strong female candidates in some subject areas, such as project management and business management, the number of suitably qualified applicants in many engineering and technology areas is small with few, if any, female candidates.

The greater proportion of female academic and research staff has resulted, partly, from our diversification into new subject areas. We have also addressed aspects of our jobs that are less attractive to many potential female applicants, e.g. reallocating overseas teaching and enabling flexible working.

The proportion of female staff at Level 8 and Level 9 remains relatively low compared with Levels 6 and 7; however both ratios have improved in the last 5 years. This slow change relates to the low rate of turnover of staff at higher levels (see section viii), meaning that most are long-serving members of staff. However, a number of successful recent promotions for female teaching and academic staff are helping to address this imbalance, along with the recent recruitment of new female junior academics in the area of Manufacturing. We have committed to holding academic promotion sessions to raise awareness of the process, and the ways in which to build an appropriate profile, on an annual basis to coincide with the annual staff development review process (See Action 15). In the autumn of 2012 we held a promotion session aimed exclusively at female academic, research and teaching staff which was well attended and led to several individual career development discussions.

- (viii) **Turnover by grade and gender** – *comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.*

Table 3.8 Turnover of academic, research and teaching staff by gender

Level	Year	Average male headcount	No. of male leavers	Male Turnover	No. male voluntary leavers	Male Voluntary Turnover	Average female headcount	No. of female leavers	Female Turnover	No. female voluntary leavers	Female Voluntary Turnover
FA 6	07/08	14	2	14.29%	0	0.00%	3	0	0.00%	0	0.00%
	08/09	16	8	51.61%	2	12.90%	4	1	25.00%	0	0.00%
	09/10	15	4	26.67%	2	13.33%	6	1	18.18%	1	18.18%
	10/11	17	6	35.29%	4	23.52%	5	5	100.00%	3	60.00%
	11/12	8	8	100.00%	7	87.50%	6	0	0.00%	0	0.00%
FA 7	07/08	30	6	20.34%	3	10.17%	18	0	0.00%	0	0.00%
	08/09	27	3	11.11%	0	0.00%	18	1	5.71%	0	0.00%
	09/10	24	4	17.02%	1	4.26%	17	1	6.06%	0	0.00%
	10/11	26	2	7.69%	2	7.69%	15	0	0.00%	0	0.00%
	11/12	29	1	3.44%	0	0.00%	12	3	25.00%	2	16.70%
FA 8	07/08	28	1	3.57%	0	0.00%	2	0	0.00%	0	0.00%
	08/09	28	2	7.27%	0	0.00%	3	0	0.00%	0	0.00%
	09/10	28	0	0.00%	0	0.00%	5	0	0.00%	0	0.00%
	10/11	25	2	8.00%	2	8.00%	5	0	0.00%	0	0.00%
	11/12	23	1	3.57%	1	3.57%	6	0	0.00%	0	0.00%
FA 9	07/08	9	1	11.11%	0	0.00%	2	0	0.00%	0	0.00%
	08/09	10	1	10.00%	0	0.00%	3	0	0.00%	0	0.00%
	09/10	12	1	8.33%	0	0.00%	3	1	33.33%	1	33.33%
	10/11	11	2	18.18%	2	18.18%	2	1	50.00%	1	50.00%
	11/12	10	0	0.00%	0	0.00%	2	0	0.00%	0	0.00%

Figure 3.1 WMG staff turnover – voluntary and involuntary

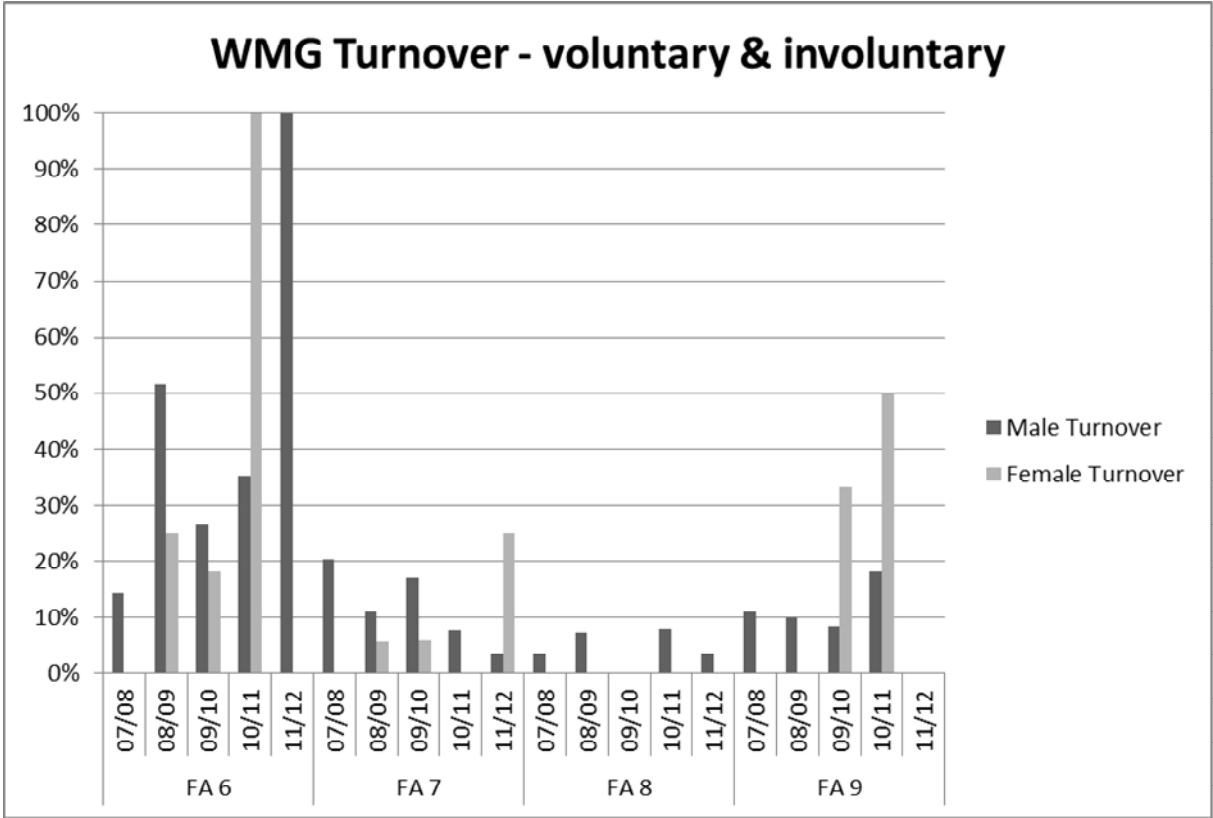
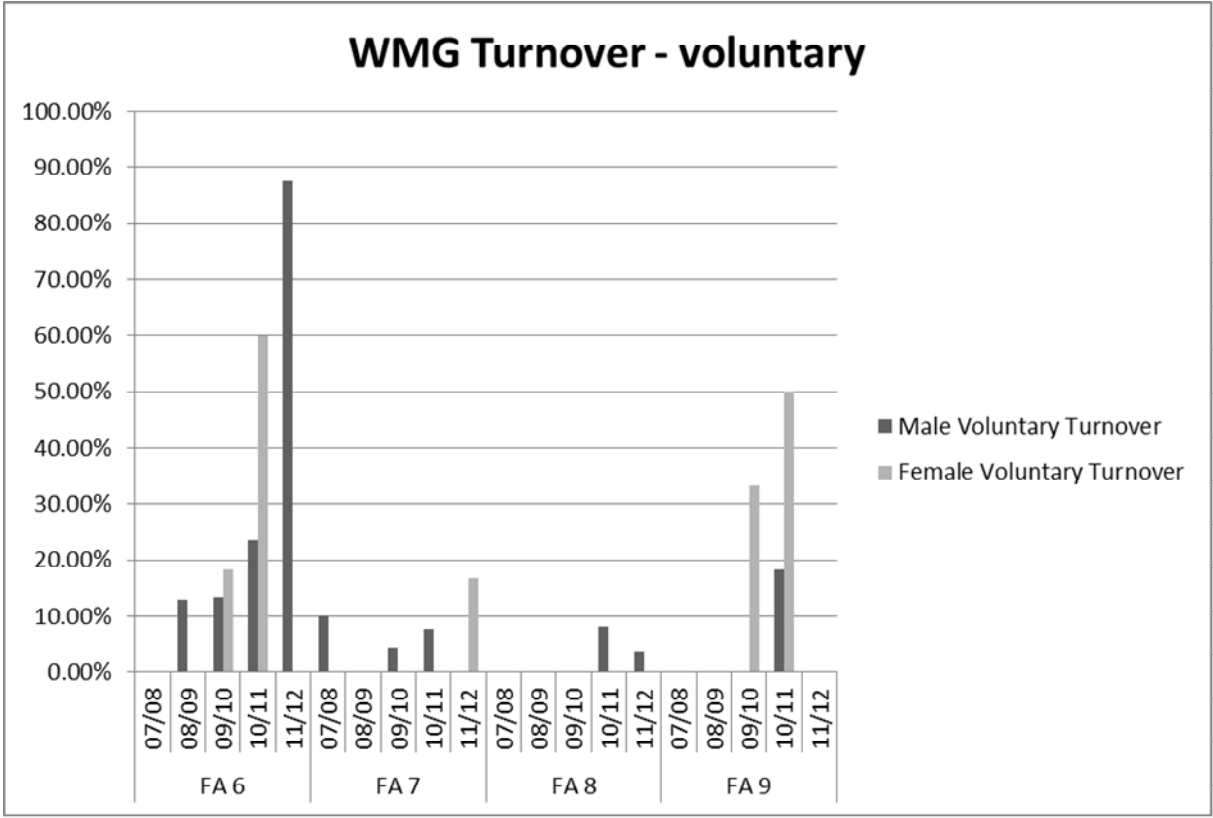


Figure 3.2 WMG staff turnover – voluntary



In 2011/12, 13 researchers on fixed-term contracts were redeployed onto new projects within WMG. However, the figures in Table 3.8 demonstrate a high level of turnover for females in Level 6 in the year 2010/11 and so this has been investigated further. One of the two female members of staff who left at the end of fixed-term appointments has since obtained an alternative research post within HE and the other chose to return to her home country. All of the voluntary leavers in 2010/11 achieved positive career progression, with two taking up job opportunities overseas and the other obtaining a permanent academic position with another university. As a business-focussed department, our goal is to bridge the link between academia and industry and this objective also benefits our staff who build on their skills and can often develop their careers in new industrial or academic directions. WMG can demonstrate a number of examples of staff who have been recruited from positions within industry and have gone on to develop excellent profiles and careers within academia, and vice versa. For example, our only other female leaver in 2010/11 (FA9) moved to a professorial appointment at Oxford University having joined us directly from a senior job in industry – a real success for the individual.

The University has a strong commitment to redeployment where possible. During the consultation period, the WMG HR team maintains regular contact with staff members. Line managers and senior academics are encouraged to communicate with their staff openly about the likelihood of future funding and are involved throughout the consultation process. All employees in consultation are offered support, such as CV-writing and interview skills, and funding for training and development opportunities.

A significant percentage of WMG's funding comes from industrial and research council funded projects which necessitates the use of short-term contracts with the inevitable consequence that some appointments cannot be renewed, especially at Level 6 Research Fellows. However, most of these staff members find suitable employment at or before the end of their contracts, often within the industrial partners involved in these projects. Further work needs to be done to support female staff who aspire to careers in industry within a STEM environment. (See Action 9)

Gender figures relating to turnover and fixed-term contracts are two of the reporting areas that have been identified which will be regularly monitored by WMG's Welfare & Communications Group. (see Action 18)

[1989 words]

4. Supporting and advancing women's careers: maximum 5000 words

Key career transition points

a) *Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*

(i) **Job application and success rates by gender and grade** – *comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.*

Table 4.1 Academic, research and teaching staff recruitment

Year	Gender	FA 6	FA 7	FA 8	FA 9
2008/09	M	7	1	1	0
	F	2	2	0	1
2009/10	M	9	2	0	2
	F	1	1	0	0
2010/11	M	2	6	2	0
	F	0	0	0	1
2011/12	M	6	5	0	0
	F	3	1	0	1
2012/13	M	8	13	2	4
	F	3	5	1	1
Total	M	32	27	5	6
	F	9	9	1	4

Gender information submitted voluntarily by job applicants has not been available to departmental shortlisting panels.

About one third of the recent appointments at Level 6 and Level 7 have been made to women. The number of appointments at higher grades is small but WMG has had some success in appointing women into senior positions, notably in the non-manufacturing fields. We have experienced significant difficulty in recruiting suitably qualified applicants for Teaching at Level 8 and the posts have required several rounds of recruitment as the numbers of applicants with the required industrial experience were very small. Salaries offered at this level are lower than those that can be attained as a practitioner within the private sector.

(ii) **Applications for promotion and success rates by gender and grade** – *comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.*

Table 4.2 Academic, research and teaching staff promotions by gender

Promotion to Grade/Role since October 2007	Female Applications	Female Successful	Male Applications	Male Successful
L9 - Professor	0	0	3	2
L9 - Professorial Fellow	0	0	1	1
L9 - Professorial Teaching Fellow	2	1	3	1
L8- Associate Professor	0	0	3	2
L8 - Principal Teaching Fellow	7	6	2	2
L8 - Principal Research Fellow	2	1	2	1
L7 - Senior Research Fellow	0	0	2	2
Total	11	8	16	11
Successful applications (%)		73%		69%

Since 2007, all female applicants for promotion have achieved that promotion although not always at the first attempt. The small number of applications by females for promotion to Professor/Professorial Fellow status reflects the very small number of long-serving academic female staff within the department. Most of the female academic staff members have been appointed relatively recently, either at Professorial level or as Assistant Professor (which leads to appointment as Associate Professor on completion of the five-year probation period).

The large number of very experienced Senior Teaching Fellows has given rise to several applications by females for promotion to Principal Teaching Fellow. All six female applicants to PTF have been successful although in one case success was achieved at the second attempt, in the following year, after appropriate feedback on the failed submission was given. The single female applicant for promotion to Principal Research Fellow was also successful on the second attempt, in the following year.

In 2012, WMG established a Promotions Committee to review the readiness for promotion of all members of the academic, teaching and research staff. This replaced the informal arrangement in which heads of Theme Groups were consulted. The Committee, chaired by the Academic Director and including the Theme Group heads, meets annually to consider proposals for promotion. The committee reviews the progression towards promotion of all members of AR&T staff. Prior to the meeting, all eligible members of staff receive information on the promotions process and are invited to submit a proposal if they wish to be considered for promotion. The Academic Director meets with potential candidates to

discuss the merits of submitting an application and to provide advice either on presenting the case or to identify areas which need further development before submission. The HR team also provides support with preparation of the CV, personal statement and teaching portfolio.

In the annual reviews, line managers discuss career development with all members of staff. Many staff seek advice on future promotion applications and attend career development discussions with the HR team and academic staff (see section 5). Members of staff can also choose to submit applications for promotion independently of the departmental system outlined above.

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

c)

(i) **Recruitment of staff** – *comment on how the department's recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university's equal opportunities policies.*

The WMG HR team supports staff and applicants through the recruitment and selection process to ensure that correct procedures are followed. Shortlisting is always conducted by at least two members of staff and the shortlisting grids are monitored by the HR team before interviews are arranged.

Members of WMG staff involved in shortlisting and interviewing are required to undertake the University's online training modules ('Diversity in the Workplace' and 'Recruitment and Selection') before undertaking recruitment to ensure that they are aware of recruitment legislation, including equality issues.

All vacancies are advertised in four locations (the University website which bears the institutional Athena Bronze logo, WMG website, jobs.ac.uk and the Job Centre) and, where relevant, in appropriate professional/industrial publications or local/national newspapers. Advertisements provide a link to the WMG website for applicants to find further information. The website lists profiles of our current staff so applicants can see that WMG has a favourable proportion of senior female Professorial and administrative staff.

WMG adheres strictly to the University's guidelines on panel composition and a member of WMG's HR team sits on every interview panel to ensure that procedures are followed correctly. Panels normally include an independent person from outside the recruiting team on the panel, to provide an impartial view. All candidates are contacted after their interviews and unsuccessful candidates are offered feedback on their application and interview to assist them in future recruitment situations.

We strongly believe that women who apply for jobs in WMG are not at a disadvantage. The WCG will continue to monitor this. (See Action 1)

- (ii) **Support for staff at key career transition points** – *having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.*

All members of staff (including those on short-term contracts) have an Annual Review, apart from academics on probation who have an annual progress review meeting and at least one informal mid-year meeting. During Annual Review, training and development needs are assessed and formal requirements agreed. The University offers a wide range of courses for members of staff and WMG often arranges its own group training. We have organised internal sessions for our academic, teaching & research staff such as a Speed Reading workshop and a Mental Health Awareness course to for personal tutors, supervisors and line managers. The department has a staff development budget managed by Jane Coleman to whom staff can apply at any time of year.

Several academic, research and teaching staff have undertaken formal training programmes or qualifications through the University in recent years, including 2 female staff members undertaking postgraduate qualifications in e-learning. Probationary academic staff have a structured development programme, resulting in them obtaining a Postgraduate Certificate in Academic and Professional Practice. Other forms of development opportunity are also offered, such as engagement in teaching for junior research staff.

WMG has introduced a formal mentoring scheme for research staff which is co-ordinated through the Researcher Forum. Probationary academic staff are allocated a mentor and this arrangement is reviewed formally on an annual basis to ensure that it is meeting their needs. Other staff members have been allocated mentors on an informal basis upon request, including some senior staff who have requested mentors from outside the organisation. Female staff members may request a female mentor.

WMG places great emphasis on networking opportunities and all of our buildings have social spaces, with free refreshments, where staff meet informally. Further networking opportunities are provided via social events, seminars, Theme Group meetings, departmental seminars and formal groups such as the Researcher Forum. WMG established its own Researcher Forum in 2010, which links with the University Forum. The Forum provides an opportunity for research staff to network and discuss issues of interest, and any requests or concerns are addressed via the Welfare and Communications Group. The mentoring scheme mentioned above was a direct result of feedback from the Forum, especially from its female members.

In order to assist staff at transition points, career development meetings are offered to research and teaching staff on a voluntary basis (please see Section 5). Promotions information sessions for female staff will be provided at least on an annual basis.

In our experience, it is important to offer a range of different development opportunities as a one-size-fits-all approach is unlikely to meet individuals' needs. We are currently developing a staff development framework for academic, research and teaching staff to clearly indicate suitable training opportunities and identify gaps in provision. (see Action 9)

Career development

a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

- (i) **Promotion and career development** – *comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?*

WMG's current annual review process has been in place since 2008. WMG follows the University's Annual Review process and each member of staff is reviewed annually by a more senior colleague in a relevant area, usually their line manager. All aspects of an individual's role are reviewed during the process, including teaching, research, administration and other duties. A third party 'Review Manager' element is built into the process so that all review forms are signed-off by a senior academic/manager before completion.

Training and development needs which are identified by staff in the review process are collated at a departmental level and discussed with the University's Learning and Development centre to help inform their staff development programme.

Extensive support is offered to postdoctoral and junior academic staff who are applying for Fellowships or first grants, and we have a dedicated Business Development Group which provides tailored support where needed to junior staff who may be engaging with industry for the first time or submitting their first grant application.

Readiness for promotion is often identified during the review process and members of staff are invited for separate career development discussions with the Academic Director and a representative from the HR team. In these meetings individuals are given advice on the presentation of their CV, and they are helped to identify any development needs which may need to be addressed before a submission can be made. We will also look for opportunities for members of staff to engage more widely within the department and the University through participation on committees or advisory groups, or through support to other activities such as student project supervision and events, including VIP visits and open days.

Academic staff members on probation are strongly encouraged to take an active role in departmental committee activities as part of their career development.

- (ii) **Induction and training** – *describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?*

The arrival of all new members of staff is announced in WMG's weekly bulletin which is sent to all members of staff and research students. Upon joining WMG, staff at all levels receive induction training administered by the HR team, and line managers also play a leading role. On their first day, new starters spend time with a member of HR talking through key aspects of working at WMG including the following:

- training and development opportunities
- the offerings from the University's Centre for Lifelong Learning and the staff voucher system that enables staff to undertake courses and part-time degrees for free;
- the departmental staff development budget;
- benefits of working at Warwick, e.g. Sports Centre, campus Nursery and childcare vouchers;
- Health, Safety & Wellbeing and University policies (e.g. Dignity at Work and Study).
- Sources of information, including the WMG weekly bulletin, the WMG intranet and the University website.

All new members of staff are required to attend one of the monthly departmental induction mornings at which members of staff from HR, Finance, Health & Safety and other teams give presentations to explain how processes work within WMG. Staff also hear about the research and teaching activities and are invited to join a tour of the department workshops and laboratories.

During induction, each new staff member is allocated a 'buddy' who is someone working in a similar role or function but in a different team from the new recruit. The buddy provides informal advice and guidance to help the new member of staff settle into the department by making introductions and explaining some of the more social / everyday aspects of working at WMG. This has proved to be an excellent method of integrating staff into the department and connecting people who would otherwise not have worked together. The Researcher Forum Co-ordinator contacts all new research staff to inform them of the Forum and to offer a mentor.

- (iii) **Support for female students** – *describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.*

All students are offered support appropriate to their individual needs but WMG has not typically provided initiatives aimed specifically at female students although individual requests have always been considered. This approach is currently being addressed by the WCG with the aim of introducing targeted activities. (see Action 6) Course activities involve extensive group working in which mixed-gender groups are strongly encouraged. We believe this to be of great benefit to both female and male students who need to be able to interact effectively with both genders in the workplace. We have many foreign students and our teaching staff are fully aware of the need to be sensitive to cultural issues and that female students in particular may need additional support. This may be achieved by ensuring that work groups have more than one woman or by encouraging women to network across groups to share experiences.

All students receive a formal induction session. Doctoral students are invited to attend the staff induction session to assist with networking. All full-time postgraduate taught students, who represent by far the largest group of students within the department, are allocated a Personal Tutor. Although tutors are not gender-matched, students are made aware that they can obtain additional pastoral support from a member of staff of the same gender upon request to the Programme Manager or the Administration Office (which has a high proportion of female staff).

All research students have two academic supervisors/mentors although the allocation of supervisors is based upon relevant expertise rather than gender. The Research Degrees Executive has appointed one of its female members, Dr Rebecca Cain, to act as the primary contact for any research student who wishes to seek advice. Other members of the Executive, both male and female, are readily accessible to students and routinely support the Director of Research Degrees to address and resolve issues.

The overseas doctoral programmes based in Hong Kong have local arrangements for student support. These are overseen by Dr Tina Barnes who manages the programmes and makes regular visits during which she meets the students.

Research students have the opportunity to register on the Postgraduate Certificate in Transferable Skills in Science. Across the faculty, in departments where it is optional, it is our experience that women take this opportunity more than men and appreciate the additional training, career guidance and support it provides. As part of our action plan we will promote this programme more proactively to our female students. One of its advantages is that it provides opportunities for students to network across disciplines so that a wider female scientific community is available to WMG students.

Organisation and culture

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

Male and female representation on committees – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

Table 4.3 Representation of departmental and University committees

Departmental Committees (c=chair)	2007–08 (WMG within School of Engineering)	2008–09	2009–10	2010–11 (WMG a separate department)	2011–12
WMG Board	1f+7m(c)	3f+8m(c)	3f+8m(c)	3f+7m(c)	3f+8m(c)
Health & Safety Committee	-	-	-	4f(c)+9m	4f(c)+8m
Research Committee	-	-	-	-	5f+13m(c)
Education Management Group	-	-	-	-	3f+3m(c)
Academic Quality Group	1f(c)+7m	1f(c)+6m	1f(c)+5m	1f(c)+5m	1f(c)+3m
Assessment Review Panel	2f(c)+6m	2f(c)+5m	2f(c)+5m	2f(c)+5m	2f(c)+5m
Full-time MSc Committee	-	-	-	3f+6m(c)	5f+5m(c)
Overseas Programme Committee	2f(c)+8m	2f(c)+8m	2f(c)+8m	2f(c)+8m	1f(c)+7m
Research Degrees Executive	-	-	-	2f+2m(c)	2f+2m(c)
International Doctorate Centre Management Committee	-	-	-	-	1f+5m(c)
PG SSLC	-	7m(c)+3f	6m(c)+4f	6m+4f(c)	6m(c)+6f
UG SSLC (1 rep.) (Sch. Engineering)	1m	1m	1m	1m	1m
Welfare & Communications Grp.					7f(c)+7m
Promotions Committee					2f+4m(c)
External Departmental Committees	2007–08	2008–09	2009–10	2010–11	2011–12
WMG-Hong Kong PolyU Liaison Committee	1f	1f	1f	1f	1f

University Committees	2007–08	2008–09	2009–10	2010–11	2011–12
Collaborative Flexible & Distributed Learning Sub-Committee	1f	1f	1f	1f(c)	1f(c)
Panel for Committee on Admission of Students to Courses of Study	-	-	-	-	1f
Board of Faculty of Science	1m	1m	1f+1m	1m	2m
Sub-Faculty of Science	1m	1m	1m	1f+1m	1f+1m
Faculty of Science Graduate Studies Committee	1f(c)+1m	1f(c)+1m	1f+1m	1f+1m	1f+1m
Faculty of Science Undergraduate Appeals Committee Panel	-	-	-	-	1f+1m
Board of Graduate Studies	1f	1f	1f	1f	1f
Graduate Appeals Committee Panel	-	-	-	-	1f+1m
Intellectual Property Committee	-	-	-	-	1m
Investigating Committee into Cases of Suspected Cheating Panel	-	-	-	-	1f
Financial Administrators' Group	1f(c)	1f(c)	1f(c)	1f(c)	1f(c)

Membership of Committees is reviewed annually. In general, the membership is not rotated, as there is often significant benefit from specialist input related to job roles. The representation of female staff on departmental committees generally reflects the gender distribution within the category of staff, e.g. on the WMG Board there is one of two female professors and five out of ten male professors, and two of the four Directors of Administration are female. The higher proportion of females on the teaching staff (33%) than for research (25%) or academic roles (16%) leads to their greater involvement on teaching-related committees but women are not over-represented on committees.

- (i) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – *comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.*

Figure 4.1 Academic, research and teaching staff on indefinite contracts

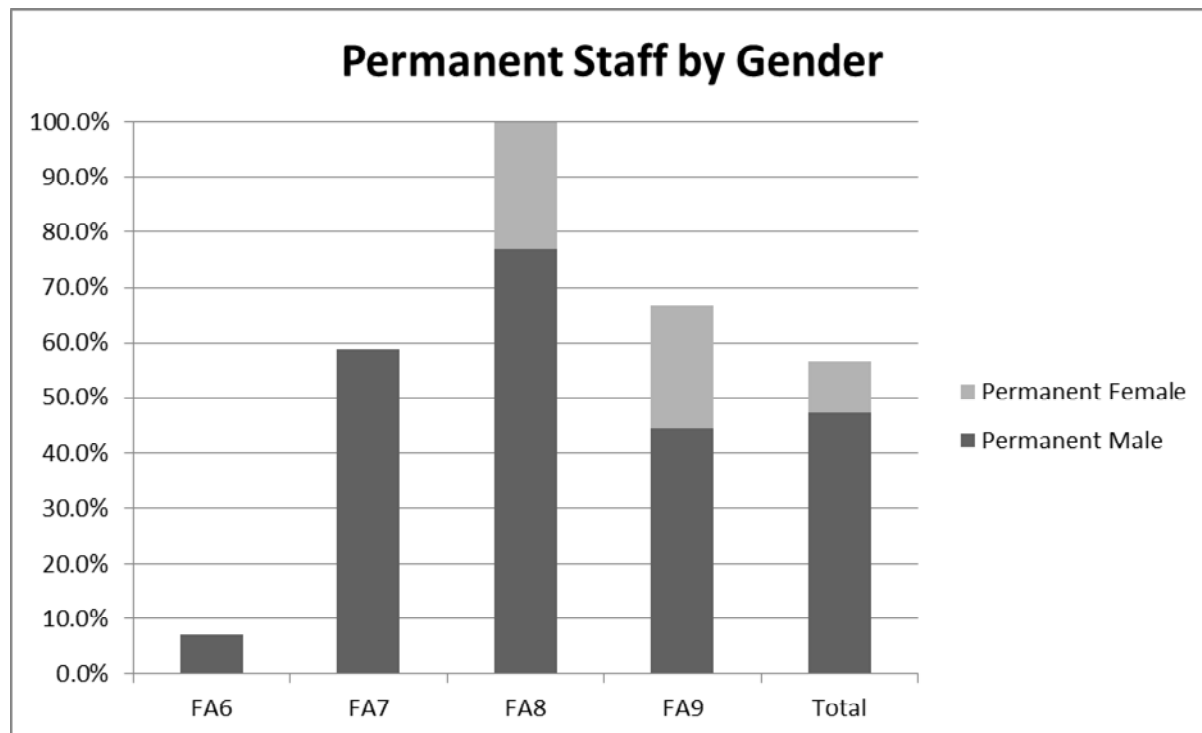
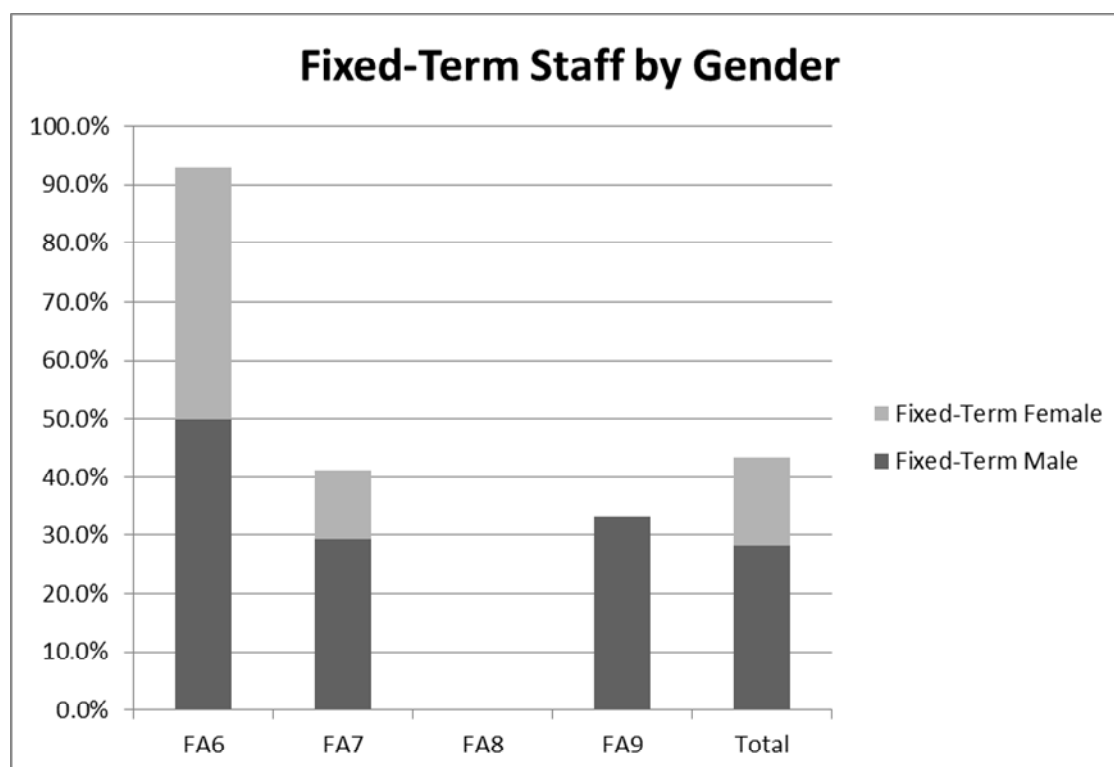


Figure 4.2 Academic, research and teaching staff on fixed-term contracts



At the end of 2011/12, 43% of WMG academic and research staff (excluding teaching staff) were on fixed-term contracts of which 15% are female and 28% male. As required under employment legislation, where members of staff are employed on successive fixed-term contracts for more than 4 years, they are normally moved on to indefinite contracts which are linked to specific funding streams/activities. The figures show that there does not appear to be an adverse impact on females in terms of use of fixed-term contracts.

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

- (i) **Representation on decision-making committees** – *comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of 'committee overload' addressed where there are small numbers of female staff?*

The WMG Board chaired by Professor Lord Kumar Bhattacharyya, is the senior policy-making committee which meets four times each year. The Board includes one female member of the professorial staff and two senior female Directors of Administration (Finance and Operations & HR).

WMG encourages each member of the probationary academic staff to join one of the departmental committees or special interest groups for personal development through participation in the management of the department. The recruitment of staff members to committees is usually related to their roles and expertise. WMG endeavours to spread the load of committee-related work and to limit exposure unless this is a principal component of the role, as it is for the Academic Director of Graduate Studies who is one of WMG's main female representatives on University committees.

The Research Committee meets monthly and includes four regular female members from research and senior administrative staff. The Research Degrees Executive reports to the Research Committee and two of its four members are female.

The Education Management Group, which oversees all WMG's taught postgraduate and executive education activities, has a membership of six, with strong female representation including the Academic Director of Graduate Studies, Director of Finance and the Recruitment and Marketing Manager. Four committees report to it, of which all have female representation and three a female chair. In total these committees have 6 female and 15 male members. No imbalances have been identified.

- (ii) **Workload model** – *describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.*

WMG delivers extensive teaching overseas as well as in the UK and the allocation of duties takes account of various arrangements for delivery in different locations and for all elements of teaching preparation, delivery and assessment.

The top-level education administration is carried out by several senior members of academic staff with specific, often full-time, roles which are not rotated (chiefly the Executive Director of Postgraduate Programmes, Academic Director of Graduate Studies, Director of Professional Programmes and Director of Research Degrees). They are supported by full-time programme managers, course administration teams and the many academics and teaching staff who serve on exam boards, committees, and as moderators and plagiarism adjudicators. In general, these roles are not rotated but, wherever possible, they are spread across several contributors to reduce individual workload and to provide a robust and flexible service.

The responsibility for supporting women's interests is distributed among many staff members including Staff Student Liaison Committee members, Researcher Forum Coordinator, Equality and Diversity Champion and Widening Participation Officer. WMG greatly values participation on committees and in special support roles and specifically recognises "Good Citizenship" in the annual Merit Pay scheme, in line with its culture of encouraging collegiality.

A spreadsheet-based workload model is available to all staff for individual workload assessment. Standard time allowances are assigned for normal teaching duties, including student supervision and pastoral support, with provision to include a self-assessment of the time required for special teaching activities such as course development and administration as well as research, knowledge transfer, consultancy, outreach, personal development and departmental administration. Staff members can request at any time that their workload is reassessed with their line manager, for example when significant schedule changes occur.

- (iii) **Timing of departmental meetings and social gatherings** – *provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.*

WMG's normal working hours are from 08:30/09:00 hours to 17:00/17:30 hours Monday to Thursday and from 08:30/09:00 hours to 16:00/16:30 hours on Friday although teaching activities in the UK may continue until 19:30 hours during modules. Overseas teaching often requires work during weekends. Academic and teaching staff members have the freedom to take time off in lieu to compensate for the extended working hours during overseas teaching commitments, and they may work from home at other times. Members of staff who have extensive responsibilities to care for dependents will not normally be required to teach overseas, but may choose to do so.

Formal meetings of departmental committees are always scheduled within office hours. WMG's departmental meetings, to which all staff are invited, are held on a termly basis. The meetings are scheduled during the middle of the day and on different week days each time to ensure that as many staff as possible, including those with flexible hours due to family responsibilities, have the opportunity to attend at least one meeting per year. Minutes of such meetings are made available to all staff via the WMG Intranet for those who are unable to attend.

Some social gatherings are held in normal hours (e.g. Christmas lunch, celebrations, post-meeting buffets etc.) Specialist dissemination events and social events including team celebrations may also be held outside normal hours but attendance is voluntary.

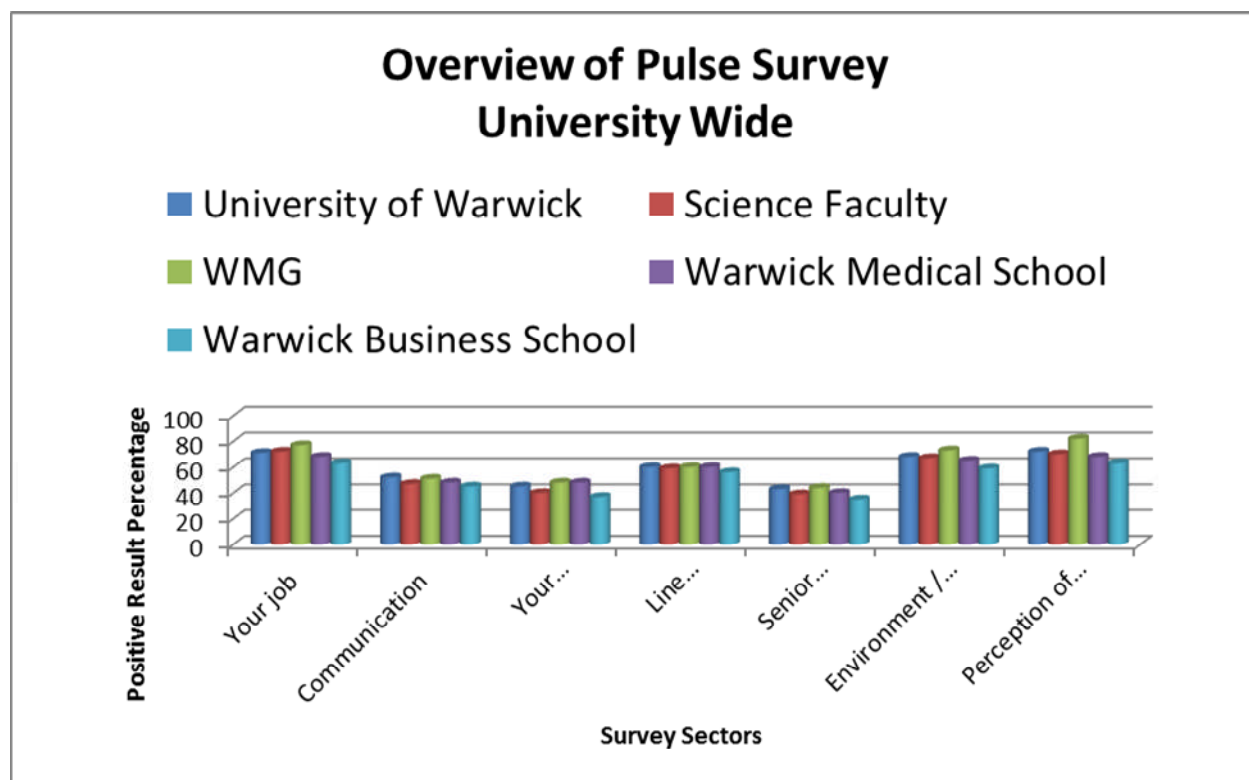
Meetings with partner companies, upon which WMG is highly dependent, may need to be held outside normal hours to accommodate company requirements but project managers are required to support members of staff whose family responsibilities preclude attendance by ensuring that alternative representation is provided.

- (iv) **Culture** – demonstrate how the department is female-friendly and inclusive. 'Culture' refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

WMG has achieved a strong collegial and supportive culture, and tries hard to accommodate the needs of staff at all levels in terms of balancing work and family life. The Board has identified a set of core values which have come to represent the key attributes of WMG's success over the last thirty years. These values are Creativity and Innovation, Customer Focus, Entrepreneurship, Flexibility, Professionalism, Respect and Teamwork. They will be embedded in the Annual Review and Merit Pay processes.

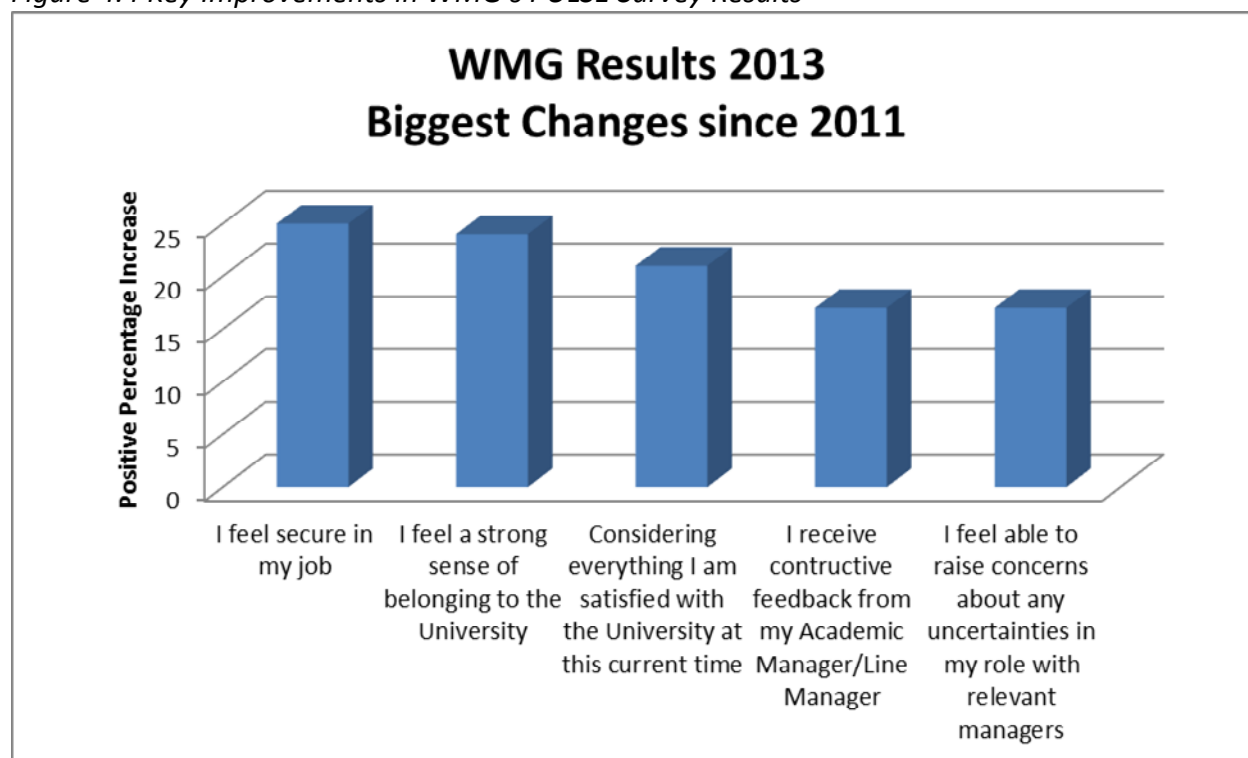
WMG has received a highly favourable assessment from its staff in PULSE 2013, the University's staff survey. In all the main categories, WMG matched or exceeded the positive response rates for the whole University and all the major departments.

Figure 4.3 PULSE Staff Survey Results – University Wide



The PULSE 2013 results represent a substantial improvement in the positive responses for several key areas of staff welfare since the last PULSE survey in 2011 which reflect the continuing effort in addressing the concerns raised by members of staff.

Figure 4.4 Key Improvements in WMG's PULSE Survey Results



The responses to the PULSE Survey from the academic, research and teaching staff (AR&T) were broadly comparable with those from all members of staff. For the most part, female AR&T staff gave similar responses to those of the male staff with the exception of the Management of Change category for which the female response was less favourable.

WMG has always encouraged staff to operate as a team, with very flat management structures. In recent years, as the department has diversified its activities, the structure has been revised to introduce Theme Groups for academic, research and teaching staff, in recognition of the need to have more appropriate consultation and communication channels.

The WMG weekly e-mail bulletin, which is sent to all staff and research students, covers many topics including staff and student news such as announcements of new starters and special achievements, as well as operational information.

The success of the bulletin has been achieved through the extensive involvement of the many staff and students who provide content. The recent survey conducted by the WCG confirmed that the bulletin has become established as a valuable source of information.

We are working on plans to improve internal communications with a focus on networking between dispersed research and teaching groups. (see Action 3)

WMG has a dedicated HR team of six (three of whom are fully CIPD qualified) who operate an open door policy, where staff are encouraged to discuss any concerns or issues on an informal, confidential basis where appropriate, and this is welcomed by staff. It is very

important for staff to be able to raise issues in a supportive and non-judgemental environment and this “informal counselling” role is an important function of the team.

- (v) **Outreach activities** – *comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.*

WMG is a major contributor to outreach activities, via visits to schools and colleges, public engagement events, exhibitions, school visits to our premises and work experience placements in the department. Each year we host a large number of schools who visit WMG to see our engineering workshops and other facilities and learn about careers in Engineering, Manufacturing and associated areas. Many of our staff are engaged in these activities, including a number of female staff who are passionate about encouraging the next generation of young women into engineering and technology disciplines.

Margaret Low (Principal Teaching Fellow) has been WMG’s Widening Participation Officer since 2012.. For many years, she been deeply involved in the British Computer Society (BCS) at a regional level and she co-ordinates the University’s Technology Volunteers scheme. She regularly co-ordinates technology/computer science events at WMG for schoolchildren and she led our involvement by a large team of staff and students at the Imagineering Fair at Coventry Airport in August 2011 and at the Ricoh Arena in Coventry in 2012 at which several members .

Our teaching and research projects have been shown to the public at the Gadget Show Live exhibition at the NEC in Birmingham and through other outlets including features on the Gadget Show television programme, BBC News Channel and Blue Peter. The activities include the undergraduate Robot Rescue project, led by Dr Emma Rushforth (Senior Teaching Fellow), and “Warwick on Wheels” which is an interactive science exhibition funded by the EPSRC developed by researchers at the University, led by Dr Kerry Kirwan (Associate Professor), with the aim to inspire schoolchildren about engineering and sustainability, with a focus on “low carbon” research. Dr Greg Gibbons (Senior Research Fellow) is a frequent presenter of 3D Printing technologies and has appeared on the One Show on BBC TV.

Several of our staff are engaged in education-related volunteer activities in the local region, including some of our female staff currently acting as governors at a local schools and at a F.E. College. Dr Steve Maggs (Principal Teaching Fellow) is a mentor on the Design and Technology Association Innovation Group, which is a group of D&T teachers funded by the Dyson foundation and run by DATA (a charitable body that supports D&T teaching in schools).

Staff and students have visited several local schools to demonstrate examples of engineering and technology research undertaken by the Warwick Innovative Manufacturing Research Centre and by undergraduate student projects. Pupils were able to take the controls of the

Rescue Robot, Warwick Racing's 'Formula Student' car and the electric go-kart which was built for the Electric Vehicle Grand Prix in Indianapolis.

In June 2013, our staff and student ambassadors (male and female) ran a highly successful series of Royal Institution Masterclasses over 6 weeks for Year 9 students (10 girls and 10 boys) from several local schools. Presentations on waves, programming robots, intelligent vehicles, 3D printing and recycling were given by staff from WMG, the School of Engineering and Computer Science and two of the six sessions were led by women.

Since 2010, the WMG Undergraduate Internship Scheme has offered several summer internships each year to Warwick students in the Faculties of Science and Medicine in order to develop future researchers and promote uptake of higher degrees. This year we provided 27 research internships and 24 work placements with 5 female students attending each scheme.

WMG is leading a 2-year project on Engaging Young People with Assistance Technologies with Hereward College, in collaboration with the Computer Science department, with funding from the Higher Education and Training (HEaT) Progression Partnership and support from industry. The project provides training in engineering design and 3D Printing to enable students with learning difficulties and disabilities to apply their knowledge to the development of tools and accessories to meet their needs and to share their designs with the wider community. We aim to encourage students to take up STEM-related careers.

WMG is leading the development of the WMG Academy for Young Engineers (at the University of Warwick). This University Technical College, which was announced by the Education Secretary in May 2012, is due to open in 2014. It will provide education specialising in engineering with digital technology for more than 600 students, with a ring-fenced intake for female students.

Table 4.4 List of Outreach Contributors

Dr Greg Gibbons (Senior Research Fellow)	School and FE College outreach. WMG Academy taster Day: design and delivery of CAD / 3D Printing session. SmallPeice Trust 3 day residential course on control / 3D Printing June 2014. F1 in schools, providing 3D printing technology and consultancy Work experience students in the 3D Printing tech area (1-2 days per week). 3D Printing for Warwick Chemistry Schools Outreach Program 3D Printing demonstrations at Imagineering Fair 2012, Big Bang Fair 2013 etc. Regular press activities, recently: BBC (One Show); The Independent; The Observer; The Age (Melbourne); Sydney Morning Herald; Royal Collection Trust – Leonardo The Mechanics of Man; Holyroodhouse Palace. Support for Alumni visits and tours. Engaging Young People with Assistance Technologies project with Hhereward College
Dr James Marco (Associate Professor)	Judge in Formula student Schools engineering teaching (local primary school) School governor
Dr Claire Dancer (Assistant Professor)	Schools' outreach and open days Social media profiles on LinkedIn and twitter A member of and serving on committees of the Institute of Physics and the Materials Research Society.
Scott Crowther (Knowledge Transfer Specialist)	I organise, facilitate and run 3 business networking events between SMEs and WMG/IIPSI – Coventry Jelly, the Internet of Things meet-up, and the Coventry Drupal user group. Warwick Volunteers scheme including Scratch and Arduino training in local schools. Big Bang Fair July 2013.
Dr Alex Attridge (Project Manager)	The Gadget Show Live (with assistance from Matthew Pitts and Ercihan Kiraci) Hosting visits from Henley College students, running a number of demos (with assistance from Matthew Pitts, Ercihan Kiraci, Ben Wood, Nick Piovan and Mark Amor-Segan) JLR Technology Fairs (2011 and 2012) at both Whitley and Gaydon sites Hosted Coventry school kids as part of a BBC news clip on the Lunt Fort, running a 3D visualisation demo (with assistance from Mark Williams) HVM Catapult Metrology Forum, the HVM Catapult Visualisation and VR Forum, and the TSB Measurement Excellence Special Interest Group Autodesk Digital Prototyping Forum, at Villa Park Develop 3D Live exhibition (with assistance from Nick Piovan, Ercihan Kiraci) Hosted technology days/networking events for Nikon Metrology, IBM, X-Rite, Autodesk, Niche Vehicle Network Tours and demos to various VIPs from UKTI, BIS, EPSRC, SMMT, MAS, Beijing University, European Automotive Journalists and UK government Assisted WMG Formula Student team at the Bosch Warwick Technology Centre opening event (with assistance from Howard Neal and Courtney Thornberry)

	<p>Co-ordinated User-Centred Design and Reverse Engineering for IIPSI “People Centred Innovation” and “Additive Layer Manufacturing” SME events (with assistance from Ercihan Kiraci, Matthew Pitts)</p> <p>WMG Academy taster day (with assistance from Matthew Pitts)</p> <p>Bosch/WMG Academy day</p> <p>Supervising the Formula Students racing team on a visit to Monash University and the Australian Formula SAE competition (with assistance from Courtney Thornberry)</p>
Alan Curtis (Principal Fellow)	<p>Founder of West Midlands Manufacturing Challenge 1996-2008</p> <p>Co-founder of Midlands Excellence Awards from 1996 to date</p> <p>Chairman of West Midlands Manufacturing "Beacon" Group 2001-09</p> <p>Director of Medilink WM from 2002</p> <p>Chairman of West Midlands Industry Foundation Trustee Board from 2006</p> <p>Chair of Governors of Daventry William Parker school 2006-11C</p> <p>Chair of Governors of Welton Primary school, Northamptonshire, 2000-2005</p>
Jane Coleman (Director of Administration (Operations and HR))	<p>Governor at Solihull College</p> <p>Event management of various visits/events with strong external focus</p> <p>Support of widening participation activities – sometimes budget <i>or</i> access to buildings out of hours <i>or</i> access to/funding of technical & facilities support.</p> <p>Support for/approval of work experience requests.</p> <p>Contributions to WMG Academy project – e.g. recruitment of Principal.</p>
Jeff Jones (Associate Professor)	<p>Deputy chair of BSI DS/1 Standards committee on Dependability</p> <p>Member of BSI GEL/107 Standards committee on Process management for Avionics.</p> <p>Convener of IEC TC 56, Working Group 2 – Dependability Techniques responsible for around 40 international standards, and 54 delegates from 16 countries</p> <p>Member of IEC Strategic Advisory Group (SAG). This body develops IEC standards policy in the dependability area</p> <p>Member of International Electro-Technical Committee (IEC) Technical Committee (TC) 56 Dependability general committee representing the United Kingdom.</p> <p>Member of CPhys (Chartered Physicist) Award Assessment Panel for Institute of Physics (IoP); This panel assesses peoples qualification and experiences for the award of the title CPhys and full membership of the IoP.</p>
Professor Lucy Hooberman	<p>Responsibility for holding the TEDx license for the Warwick Students and mentored a 25 strong student team to organise an excellent conference that 1200 people attended.</p> <p>A member of Ravensbourne College of Design and Communication on the Titles Committee</p> <p>Spotlight speaker at a Mayoral Debate in London during 2012</p> <p>Co-founder of the Warwick Creative Exchange in partnership with the CCPS and the WBS</p>
Andrea Latham (Senior Teaching Fellow)	<p>Involved in a mentoring scheme helping unemployed young people find work.</p>

Professor Mark Williams	<p>Member of Board of Governors for Warwickshire College – 2009 – 2013</p> <p>Elected Member of Rugby Borough Council – 2007 – present</p> <p>Portfolio Holder for Sustainable Environment at Rugby Borough Council – 2010 – present</p> <p>Board Member for Rugby First Ltd and (economic development) – 2011 – present</p> <p>Liveryman at the Worshipful Company of Engineers – 2008 – present</p>
Dr Emma Rushforth (Principal Teaching Fellow)	<p>Meetings with Warwickshire Colleges and CLL to help local college students to successfully apply and study engineering here at Warwick.</p> <p>Reviewing UCAS applications from “non-traditional” background (i.e. not A ‘levels, IB’s etc.)</p> <p>Imagineering Fair 2012, robotics lectures on robotics for “DUX” and “Computing your future”.</p> <p>University open days in May, June and September, with Howard Neal and Ian Tuersley, doing a talk on “Automotive Engineering” and answering general question on “help desk” about Warwick, engineering and applying to university. Also WMR demo on UCAS applicant open days.</p> <p>“Education and Training” committee representative for BARA (British Automation and Robotics Association).</p> <p>BBC Click, The Gadget Show, Midlands Today, RoboCup student competition</p>
Paul Johnson (Supervisory Technician)	<p>Informing clients from leading motor manufacturers and the surrounding supply chain about the innovative facilities and services we can provide.</p>
Professor Christopher James	<p>I have Outreach within the University about bio-medical engineering in schools and with IET (The Faraday lectures).</p>
Dr Sarah Payne (Research Fellow)	<p>I ‘tweet’ and intend to blog soon about my research and related areas.</p>
Dr Vijayalakshmi Ahanathapillai (Research Fellow)	<p>Demonstrations of my research in activity monitoring to IDH /WMG visitors and prospective students.</p> <p>Workshops on my research as an outreach activity.</p>
Ellie Precious (Business and Marketing Communications Manager)	<p>Supporting the WMG Academy meetings.</p> <p>Attending local/regional networking events, supporting small businesses</p> <p>Promoting WMG’s educational offer to local college and school children.</p>
Dr Tom Nichols (Principal Research Fellow)	<p>Production of software for brain image data analysis that is used by academics around the world.</p>

Dr Jay Bal (Associate Professor)	<p>Contribution to Warwick School, Myton Road, Warwick on Entrepreneurship education and Careers.</p> <p>Presentation of a one day Entrepreneurship Educational Experience Day for around 300 14-15 yr old boys.</p> <p>Presentation on "Future Careers that do not exist at the moment but will be important in 5 years' time"</p> <p>Work Experience Placement for school children on a regular basis.</p> <p>Coach and run a Soccer team for children from a range of schools.</p> <p>Sitting on a range of panels for the University judging Business Plan proposals by students.</p> <p>I run a B2B marketplace for SMEs (www.wmccm.co.uk) which was originally developed.</p>
Dr Ben Wood (Technology Transfer Specialist)	<p>Evening talks and seminars on WMG research/technology, approx. 10 per year.</p> <p>Events for local schools – e.g. crash testing one day activity for Kenilworth school and their Dutch exchange students in 2010.</p> <p>RAE summer event – design and testing of a crash structure using recycled materials.</p> <p>WMG Academy Taster day</p>
Harjinder Singh (Senior Teaching Fellow)	<p>Organisation of the NexGen Sikh Leadership Programme and follow up event</p> <p>Co-ordination of Sikh Studies Conference</p>
Ruth Shirley (HR Assistant)	Acting Chair of Governors at my daughter's primary school in Tile Hill
Margaret Low (Principal Teaching Fellow)	<p>Royal Institution Engineering Master Classes: 6 sessions, 2 were led by women (one non WMG).</p> <p>2 student ambassadors (WMG Research students), 1 male, 1 female</p> <p>20 Year-9 pupils from local schools, 10 male, 10 female</p> <p>European Scratch Conference:</p> <p>Bosch Engineering Experience Day (children aged 10 – 12):</p> <p>Assistive Technology Project with Hereward College</p> <p>Imagineering Fair 2011, 2012</p>
John Pillier Paul Grimley Stefan Kousoulas Carl Lobjoit Zac Parkinson (Technicians)	Participation at Imagineering Fair 2012
Dr Richard Hutchins (Director of JLR Programmes)	Chair of WMG Academy for Young Engineers

Flexibility and managing career breaks

a) *Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.*

- (i) **Maternity return rate** – *comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.*

Table 4.4 Maternity return rate

Year	Number on Maternity Leave	Number Returned
2008	3	3
2009	2	2
2010	0	0
2011	1	1
2012	2	2
2013	0	0

WMG has had a 100% return rate from maternity leave in the last 5 years. This is helped by the flexibility adopted in accommodating the needs of returning staff. There have been a number of informal arrangements made with staff returning from maternity leave, including allowing 'working from home' days, breast-feeding arrangements, reduction in hours and amended working patterns. This is fully aligned with our approach to all cases of return to work, including ill-health or other personal issues.

- (ii) **Paternity, adoption and parental leave uptake** – *comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.*

Table 4.5 Paternity leave uptake since 2008

Grade	Number on Paternity Leave
6	5
7	7
8	2
9	2

Sixteen members of staff have taken paternity leave since 2008 with take-up across all levels of the department, including two Level 9 Professorial members of staff.

WMG encourages members of staff to use their maternity or paternity leave entitlements and it works with their line managers to provide the flexibility they need to manage the changes in their work–life balance.

Work is on-going to improve the information provided to staff via the WMG intranet about their entitlements to leave and to request flexible arrangements. Departmental practice is in accord with the University’s policies which are available on the University intranet.

- (iii) **Numbers of applications and success rates for flexible working by gender and grade** – *comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.*

b) *For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.*

- (vi) **Flexible working** – *comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.*

Table 4.6 Number of part-time staff by grade

Grade	F	M
6	1	1
7	6	1
8	2	1
9	1	0

WMG has staff working part-time at all levels; some are due to formal requests for flexible working, others are due to the nature of the post or the level of funding available.

We have other flexible arrangements for staff, such as term-time only or annualised hours contracts. To assist staff with childcare issues, we have also agreed formal working from home arrangements with a number of staff (both male and female), while for academic posts working from home is accepted as a standard practice.

Other informal arrangements to allow flexibility for childcare responsibilities (e.g. later start times) are made routinely but are not always officially recorded, especially for short-term arrangements.

All formal flexible-working requests that have been submitted in recent years have been approved within the department; none have been rejected, though some have been approved on negotiated agreements.

- (vii) **Cover for maternity and adoption leave and support on return** – *explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.*

When a member of staff informs the department of their pregnancy, they are invited to meet face-to-face with a member of the departmental HR team to talk through the maternity plan and to have a workplace assessment. As part of the planning process, all pregnant women are offered a risk assessment and an occupational health appointment if required. In some cases we have made tailored arrangements for pregnant staff, such as working from home or special parking arrangements for those getting close to their due date, which is above the standard University policy.

The HR team maintains regular contact with staff throughout the pregnancy to discuss cover arrangements and the “keeping in touch” plan during their leave. Some members of staff have chosen to use their statutory keeping-in-touch days to undertake specific activities, such as PhD student supervision, but these are agreed on a one-to-one basis. In most cases we have made a fixed-term appointment to cover directly an individual’s maternity leave,

although occasionally the individual herself (in conjunction with the senior management team) may determine that a different course of action would be better (e.g. increasing the hours of an existing team member).

During maternity leave, staff retain off-site access to their files and e-mail, and any important University/departmental communications are sent to their home address.

WMG's HR team contacts the individual around a month before their planned return to work date, to confirm the arrangements for their return. Often staff use annual leave to extend their leave period or to work part-time on their return and this is discussed at this stage. Staff can also request flexible working (if they haven't already done so). We have recently introduced a formal "welcome back" process with our HR team, although in practice this has usually happened informally in recent years.

[4992 words]

5. Any other comments: maximum 500 words

Please comment here on any other elements which are relevant to the application, e.g. other SET-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

The WMG Academy for Young Engineers

WMG is highly committed to the development of the next generation of engineers and has taken a leading role in initiating the creation of a new academy school for the education of engineers. The WMG Academy for Young Engineers will be based in Canley, Coventry, a short distance from the University of Warwick. It will open in September 2014 and will cater for 640 pupils aged from 14 to 19. The Academy will place a strong emphasis upon encouraging girls to reach high levels of achievement in STEM subjects with a view to them pursuing professional careers in industry.

Government approval for the Academy was announced by the Education Secretary, Michael Gove, in May 2012. The Academy has gained formal endorsement from one of the region's leading business organisations, the Coventry and Warwickshire Local Enterprise Partnership, and extensive support from more than 40 local, national and international companies including Jaguar Land Rover, Tata Motors, Prodrive, National Grid, Squires Gears & Engineering, Automotive Insulations, Bosch, Dassault Systèmes and IBM. WMG has a long history of close collaboration on education and research with many of these companies.

The WMG Academy will provide a curriculum relevant to the broad base of engineering with a focus on ICT and digital technology. Pupils will be encouraged to be creative and entrepreneurial, and to learn design skills and teamwork skills, to solve problems, to show leadership and to be excellent

communicators. These skills are vital attributes to employers and the development of a source of well-educated engineers is essential to the success of companies in the automotive, aerospace and high-value manufacturing sectors, in particular those based in Coventry and Warwickshire.

Graduates of the academy will possess the skills that employers need. The teaching will be business-led and the business partners will have contributed to the curriculum. Employers will provide mentoring, projects and visits to company design facilities and manufacturing plants. WMG will provide academic input and training opportunities through visits to its research laboratories and workshops.

The WMG Academy for Young Engineers represents a bold and imaginative new concept in the education of young people which will strongly promote engineering as a desirable career for men and women. WMG will have an influential role in the continual development of the Academy using its extensive experience of graduate, postgraduate and executive education in engineering and engineering business management to drive forward the boundaries in collaboration with several of the most successful and exciting engineering and manufacturing companies.

[417 words]

6. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

*The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations **for the next three years**.*

The action plan does not need to cover all areas at Bronze; however the expectation is that the department will have the organisational structure to move forward, including collecting the necessary data.

See attached Action Plan.

Appendix: Action Plan

Athena SWAN Bronze Award – WMG, University of Warwick

This Action Plan is intended to guide the work of the Athena SWAN Self-Assessment Team over the period 2013 to 2015. WMG's Athena SWAN journey began early in 2012 and as the result of progress made on the original actions some new processes are already in place. Therefore the majority of the actions timeline is now focussed on 2014/15. The Action Plan will evolve further when the department starts to address the requirements for Silver level.

Key	Key Areas for Assessments	Actions / Objectives	Accountability	Timescales	Progress to Date	Measures of Success
1.1	Welfare & Communications Group (incorporating SAT)	To continue to fulfil the remit of the W&CG; to include monitoring progress, identification of trends and action points, and implementation of new initiatives, with a focus on female staff and students, for:	Academic Director, Director of Admin (Ops & HR) - reporting to the Board		WCG has met termly since January 2012. Minutes are communicated to staff via the intranet.	Continuation of WCG meetings and actions taken in support of activities.
1.1(a)		<ul style="list-style-type: none"> recruitment and leavers 		Spring 2014	Strong recruitment practices in place due to WMG HR involvement at all stages.	Appropriate actions taken to identify trends in data and improvements in practice.
1.1(b)		<ul style="list-style-type: none"> career progression and promotion 		Spring 2014	Promotion of 2 female staff 2012-13.	Increased number of female staff promotions.
1.1(c)		<ul style="list-style-type: none"> student equality and diversity, and achievement rates 		Spring 2014	High proportion of Full-time MSc completions are	High female student completion rate.

Key	Key Areas for Assessments	Actions / Objectives	Accountability	Timescales	Progress to Date	Measures of Success
1.1(d)		<ul style="list-style-type: none"> detailed feedback by gender from staff surveys. 		October 2013 WCG meeting	female (about 45%). General feedback from staff survey considered at Summer 2013 meeting.	Issues addressed effectively leading to improved survey results.
1.2		To periodically review the WCG remit.		Review remit in 2015		WCG Remit Review recommendations implemented.
2	External Communication	To attract more women to work and study specifically in WMG, and also in Engineering more generally, by:	Executive Director of Postgraduate Programmes, Director of Admin (Ops & HR) - reporting to WMG Board, Education Management Team			Increased number of users of WMG website. Increased number of female student and job vacancy applications. Raised external profile for WMG leading to increase in opportunities for research and education.
2 (a)		<ul style="list-style-type: none"> producing more female case studies for website and written marketing material to attract female staff and students 	Communications Team	December 2013	Profiles of recent female alumni displayed on website and in recruitment brochures.	Prospective staff and students, and early career staff having female role models to emulate.
2 (b)		<ul style="list-style-type: none"> making employment data readily available to prospective students 	Alumni & Placements Officer	September 2014		Students informed of various career paths and employability prospects.

Key	Key Areas for Assessments	Actions / Objectives	Accountability	Timescales	Progress to Date	Measures of Success
2 (c)		<ul style="list-style-type: none"> introducing systems to encourage two-way communication with external users of the website and prospective staff/students 	Communications Team, Admissions Team	January 2014		<p>Ability to provide response to enquiries from website users.</p> <p>Ability to react to suggestions & ideas given by website users.</p>
2 (d)		<ul style="list-style-type: none"> attracting more female students to our PhD and International Doctorate programmes through targeted marketing and profile-raising activities. 	Director of Research Degrees, Communications/ Marketing Team	October 2014 (next intake) then annually	Profiles of selected female AR&T staff posted on website.	Increased female student numbers across all programmes.
3	Internal Communication	To develop new internal communication activities across WMG, with the aims of: promoting the successes of female staff and students, targeting communications where needed in response to staff/student feedback to meet user needs and encouraging a collaborative work and study environment by appropriate means	Communications Manager		<p>Suggestion Boxes installed in all WMG buildings (July 2013) with over 50 recommendations to date. Actions in response to these are recorded on intranet.</p> <p>Internal job vacancies listed in weekly WMG Bulletin (in response to feedback).</p>	<p>Level of Suggestion-Box activity by staff, students and Department.</p> <p>Changes implemented in response to suggestions. Staff awareness of career opportunities within WMG or its partners (e.g. Jaguar Land Rover).</p>

Key	Key Areas for Assessments	Actions / Objectives	Accountability	Timescales	Progress to Date	Measures of Success
3 (a)		including:		November 2013	Social media activities under development with academic, research & teaching leaders, including new blogs, e.g. "BIG Blog" (Business & Innovations Group research team).	Take-up of social media services provided by WMG.
3 (b)		<ul style="list-style-type: none"> • use of web and social media broadcasts (e.g. Twitter) to inform staff of events / success stories, especially those targeted at women • increase in scope and number of Departmental briefing seminars to be held to showcase female staff and student activities. 		December 2013	<p>New series of briefing sessions launched in April 2013. Topics covered to date include updates on new Education Programmes, including the WMG Academy (presented by the female Director), Research Degrees, SME Programmes and a "Day in the Life" at which by two female AR&T staff presented.</p>	<p>High level of female staff participation in briefing seminars (attendance and presentation).</p> <p>Informed and engaged staff, as evidenced by staff survey results and other feedback.</p> <p>Development of staff presentation skills.</p> <p>Visibility of female role models.</p>
4.1	Organisational Structures & Line	To implement changes in line management structure	Academic Director, Executive Director of	Teaching Group structures to be	Research staffing structure issued in Summer 2013,	Successful management of change (response to new

Key	Key Areas for Assessments	Actions / Objectives	Accountability	Timescales	Progress to Date	Measures of Success
4.2	Management	<p>following review by Board with the aims of providing stronger links between Research and Teaching with clearer communications channels for staff, to assist with staff development/support internally and clearer promotion of our activities externally.</p> <p>To review structure in 2014/15.</p>	Postgraduate Programmes, Director of Admin (Ops & HR) – reporting to Board	<p>finalised by December 2013.</p> <p>Line management changes – staff consultation between November 2013 – January 2014</p> <p>2014/15</p>	following consultation process led by Board.	<p>business opportunities, staff satisfaction in PULSE staff survey).</p> <p>Timely communication & consultation events available to staff.</p> <p>Staff participation in new initiatives.</p> <p>Outcome of structure review & resolution of issues arising.</p>
5.1	Committee Member / Working Group Participation	To raise the female participation in Departmental, Faculty and University committees, working groups (including the WCG) and other panels, such as the cross-departmental Global Research Priorities collaboration forums.	Academic Director, Executive Director of Postgraduate Programmes, Line Managers, Secretaries to departmental committees	Annual review by WCG of female membership each July (to make changes for next Academic Year)	Female representation exists on all high-level WMG committees (the Board, Education Committee and Promotions Committee) and on key University Committees (e.g. Board of Graduate Studies).	Raised profile of WMG staff on University formal committees.
5.2		Invite female staff and students to serve on committees and working groups. Encourage/ require				High female proportional representation on committees etc.

Key	Key Areas for Assessments	Actions / Objectives	Accountability	Timescales	Progress to Date	Measures of Success
5.3		participation at appropriate stage of career development and provide support.				Significant rotation of standing committee membership, including WCG (especially staff and student representatives).
5.4		Ensure committee membership annual rotation, with recommendations for target for female membership where appropriate. Departmental committee secretaries to report membership annually to WCG.				Annual survey of committee membership to show appropriate female membership and rotation.
6.1	Support for Female Students	To change Personal Tutor group composition to ensure at least two female students are allocated to any group where females represented.	Education Management Group and Teaching and Learning Manager (6.1 – 6.3)	from October 2013	Implemented for 2013-14 intake. Also Senior Tutor appointed with female-specific support available.	Greater peer support for female students giving them increased comfort.
6.2		To treat sympathetically requests from female students for schedule co-grouping for safe evening travel home.		from October 2013	Support given for co-grouping requests in cases of shared private transport. (To be extended to public transport/walking for 2014-15.)	Dealing with requests. Positive student feedback via SSLC and student survey.

Key	Key Areas for Assessments	Actions / Objectives	Accountability	Timescales	Progress to Date	Measures of Success
6.3		To provide induction meetings for research students.	Alumni & Placements Manager	from October 2013	New female research students invited to (staff) induction events (October 2013).	Earlier and improved integration of research students within research teams.
6.4		To offer career and job placement advice, and alumni events, with strong female focus, and with links to the University's Student Careers and Skills and International Office resources.		from January 2014	Extensive career development activities are already offered to all students but not yet specifically to females.	Identification of female role models. High level of female student engagement in career development activities such as job placement and alumni presentation events.
6.5		To elect a student representative on the SSLC specifically responsible for female issues, and encourage female participation in SSLC and similar activities.	SSLC Convenor	November 2013	SSLC to select a representative for female-specific issues in forthcoming elections.	Female-specific issues raised and resolved via SSLC. Better identification of female-specific development activities through consultation.
6.6		To consult current students about their experiences at WMG, to identify whether any additional female –specific support is needed and respond to student feedback.	Education Management Group	January 2014	Student survey scheduled for Term 2.	High level of female student satisfaction in survey, at least matching that of male students. WMG will be able to improve support based on

Key	Key Areas for Assessments	Actions / Objectives	Accountability	Timescales	Progress to Date	Measures of Success
6.7		To ensure that female students and staff are appropriately represented at all Open Days and events.	Admissions Teams	April 2014	Good visibility of females at events.	student experiences and feedback. High profile of female participation in Open Days and other promotion events to show prospective students that female support is available in WMG.
6.8		To include a focus on positive female role models in recruitment material.	Communications Manager	For 2014-15 intake	Female alumni profiles posted on website (updated annually).	Increased interest from females in courses.
7.1	Training Needs	To review individual staff training needs at least annually to ensure high levels of female participation, actively discussing training needs and removing barriers.	Academic Director, Line Managers + HR support.	TNA process to be introduced for 2014 Annual	Annual Review returns monitored by HR to identify common training needs, which informs staff development sessions for following academic year.	Introduction of improved annual individual TNA process. Higher participation in training by female staff.
7.2		To revise the Annual Review process for AR&T staff to improve capture of information for the Training Needs Assessment (TNA).	Academic Director, +HR support	Review cycle (Jan-Apr 2014).	In planning.	Improved TNA data capture in Annual Review.
7.3		To introduce a TNA process to	Academic Director,	Implement maternity	Dialogue started with next	Improved adaption to new

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7.4		follow all periods of maternity/ adoption leave, other extended leave and major changes in role (such as completion of the 5-year academic probation).	Line Manager, + HR support (to oversee TNA process)	leave TNA for next maternity returner / major role change.	maternity leave taker to assess support.	circumstances following maternity/ extended leave or major role change.
7.5		To encourage participation in academic and professional training and development activities;	Academic Director, Line Manager, Supervisor	January 2014.	WMG supported 3 Engineering U/G students to attend the 2-day female-only Student Conference run by the Women's Engineering Society (November 2012).	Increased engagement by female staff and students in external professional activities.
		Promote links to resources, such as on working in STEM, including female-specific resources (e.g. WISE's mentoring advice).	Communications Team	January 2014	Links to working in STEM and to female-specific professional bodies posted on intranet.	Increased participation in STEM activities. Greater female involvement in professional development activities.
8.1	Line Manager Training	To create a programme of line manager training using existing University provision and bespoke training provided by the department or external providers, to include awareness of issues that affect	HR Officer, with commitment from WMG Board	Line manager training to start from October 2014 (pilot), with full roll-out from October 2015.	Key individuals identified to attend Warwick Leadership Programme (Level s 8 & 9) or Warwick Research Team Leaders Programme (Level 7).	Implementation of pilot programme. Review and revision of pilot programme in response to feedback.

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8.2		<p>the needs of women, to reinforce the role of line managers in supporting and developing staff.</p> <p>To integrate Departmental activities with other University provision, including the Learning and Development Centre (LDC).</p>			<p>Mental Health Awareness course attended by first group of line managers, including academics (January 2013). Other line managers will attend. IOSH course on Safety for Senior Executives attended by first group of line managers in July 2013. All academic staff will be required to attend – further courses scheduled in November 2013.</p>	<p>More informed and effective line managers.</p> <p>Improved PULSE staff survey results on line management questions.</p> <p>Implementation of revised programme.</p> <p>Level of integration with LDC and other University provision.</p>
9.1	Staff Development Framework for Academic, Research & Teaching Staff	To provide a departmental career development framework to supplement existing University resources with a focus on female staff - to include support to female teaching staff on gaining access	Academic Director, Chair of WCG, input from Coordinator of Researcher Forum, + HR support (9.1 - 9.6)	April 2014, formal review Summer 2015	University training courses promoted weekly in WMG Bulletin and sent to targeted staff.	<p>Increased female staff participation in internal and external CPD activities (monitored at Annual Review).</p> <p>Increased level of staff</p>

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9.2		to career development opportunities through the University's new CPD in Teaching and Learning programme.	Line Manager	April 2014, formal review Summer 2015	1-to-1 career development meetings offered to support career planning (as well as promotion).	retention both within the University of Warwick and the sector, or within partner companies.
9.3		To create bespoke provision as required, especially for female staff where career planning issues may be more challenging due to career breaks and caring duties, linked to maintenance of a personal CPD log.				WMG's ability to respond to bespoke training requests. Positive feedback from staff following return from career breaks.
9.4		To offer frequent review of development needs to maintain focus on continual progress.				Increased take-up of career development reviews.
9.5		To actively encourage female staff to participate in Departmental and University CPD activities, including Outreach.				Increased number of female staff members engaged in developing experience and transferable skills.
		To promote participation of	Line Manager	Annual Review	Warwick's Women in	Increased number of

Key	Key Areas for Assessments	Actions / Objectives	Accountability	Timescales	Progress to Date	Measures of Success
9.6		female staff in external CPD activities, such as conference attendance and contributions to professional bodies including event organisation, working groups. To disseminate sources of support (e.g. funding for travel costs, child care etc.) to support external CPD activities.	HR Team	November 2013	Science Symposium in September 2013 publicised to female staff and research students. 5 PGR students and 2 staff, plus one female speaker, attended from WMG. Requests dealt with on individual basis.	female staff members engaged in national and international activities. Staff members informed on family-friendly working practices
10.1	Researcher Integration	To improve the communication routes by which Early Career Researcher (ECR) staff and research students interact with senior academic staff and administrative support, to ensure that female researchers especially are aware of opportunities and are able to pursue them.	Coordinator of Researcher Forum , Line Managers, Seminar Coordinator, HR support	July 2014 (end of current external funding stream), with further timescales to be reviewed at that point (10.1 - 10.7)	Researcher Forum meets frequently. Research students represented on WCG.	Participation by female ECRs in Researcher Forum activities.
10.2		To support the Researcher Forum and Early Career Researcher Board (ECRB or "Baby Board") discussion			Short presentations by ECR staff & students have been introduced prior to presentations by main speakers. Researcher Forum led to setting up of "Baby Board" (February 2013); initially comprising 4 female and 4	

Key	Key Areas for Assessments	Actions / Objectives	Accountability	Timescales	Progress to Date	Measures of Success
10.3		forum by raising awareness of ECR career development opportunities and available resources. To provide/support attendance at best practice workshops for ECRs including targeted sessions which focus on women and leadership.			male researchers, it is to be extended to teaching staff and renamed the Future Leaders Board. The ECRB refers issues to the main WMG Board and is represented on the WCG. The ECRB ran a “What is Impact?” event (March 2013) for researchers across the University, with presentations by senior staff from 6 departments – 39 attendees, of whom 14 female, including 9 from WMG. Funding bid for event led by a female ECRB member.	Participation by female ECRs at ECR-focused workshops.
10.4		To engage with new female researchers individually with Researcher Forum Coordinator within 3 months of start date to ensure awareness of support available.	Researcher Forum Coordinator			Implementation of 3-month awareness review for new starters.

Key	Key Areas for Assessments	Actions / Objectives	Accountability	Timescales	Progress to Date	Measures of Success
10.5		To actively encourage growth of female support networks through targeted ECRB termly meetings.				Development of female support networks.
10.6		To continually evaluate the effectiveness of ECRB support resources through feedback from individual female researchers to the Researcher Forum.				Positive feedback from female ECRs on the effectiveness of support resources.
10.7		To work with the University's central career development teams, such as the Learning and Development Centre, Research Forum and Athena SWAN Network, to develop improved resources.				Development of new or improved resources in collaboration with University providers.
11.1	Outreach & Widening Participation	To encourage staff to participate in external engagement activities in order to encourage female staff and students to join both WMG and Higher Education/Engineering as a whole by:	Executive Director of Postgraduate Programmes, Internship Coordinator, WP Officer, Communications Manager		A wide range of STEM-related activities has been delivered in 2013 to raise awareness of engineering and technology, and the aspirations of school children towards HE: Royal Institution Masterclasses	Number of female participants attending Outreach events. Increased number of female staff contributing to Outreach activities. Increased number of Outreach events.

Key	Key Areas for Assessments	Actions / Objectives	Accountability	Timescales	Progress to Date	Measures of Success
11.1 (a)		<ul style="list-style-type: none"> introducing an annual time allowance for staff time to be spent on outreach 		Spring 2014	<p>The Big Bang Fair 2013 Imagineering 2013 Projects under discussion with FE colleges to support education into employment, including focus on needs of female students.</p> <p>Initial discussions on Outreach workload allowance held at Board (September 2013).</p>	<p>Strong positive feedback from female participants in Outreach events.</p> <p>Outreach allocation included in workload model.</p>
11.1 (b)		<ul style="list-style-type: none"> raising the external profile of female role models and publicise examples of achievement 		January 2014 (see also Item 2)		Stronger female interest in education or employment at WMG.
11.1 (c)		<ul style="list-style-type: none"> encouraging female students to apply for the WMG Undergraduate Summer Research Internship Scheme 		November 2013		Increased number of successful female applicants.
11.1 (d)		<ul style="list-style-type: none"> requesting completion of feedback forms for WMG-hosted events. 		Jan-Apr 2014		Ability to respond to the participants' perception of their experience.

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11.2		To lead the launch of the WMG Academy for Young Engineers (Warwick UTC), to provide for specialised education in engineering with digital technology, with a ring-fenced intake for female students. WMG will provide input to the specification of requirements and advice on curriculum development. Pupils will have use of WMG laboratory facilities and engage in projects with WMG staff and students.		WMG Academy to open in October 2014.	Kate Tague appointed as Principal of WMG Academy (September 2013). WMG Academy for Young Engineers on course to open September 2014, with a target of 50% female student registration.	Recruitment of female students to WMG Academy. High female student completion rates.
12	Induction	To further improve departmental induction in response to feedback from new starters and line managers /supervisors, especially relating to female-specific requirements, by:	Line Managers, Health & Safety Officer, + HR support		Induction seminars have been revised in response to feedback, to streamline H&S and Financial Regulations information. Targeted Workshop Safety training is now compulsory for all workshop users (staff, students and visiting academics). New academic staff now get extended induction	Quicker integration of new staff. Improved safety awareness and practices (and fewer accidents and near-misses).

Key	Key Areas for Assessments	Actions / Objectives	Accountability	Timescales	Progress to Date	Measures of Success
12 (a)		<ul style="list-style-type: none"> introducing a feedback process during and after the formal induction period to ensure that gaps are identified and the induction programme is continually improved. 		January 2014	including 1-to-1 sessions with senior management team (during first month in post).	Implementation of feedback process and high levels of positive scores.
12 (b)		<ul style="list-style-type: none"> making Equality and Diversity online training compulsory elements during induction (and requiring existing staff to do the training as a refresher every 3 years). 		New staff from November 2013 Existing staff by August 2014	Many existing staff members have done the online course.	100% completion rate for E&D online training within Induction & for refresher training.
12 (c)		<ul style="list-style-type: none"> undertaking a Training Needs Assessment for all new staff. 		TNA from March 2014	Training provided if need is identified.	New staff properly trained for role and TNAs on file for all new starters.
13.1	Support for Maternity Leave & Career Breaks (including Welcome Back Arrangements)	To ensure staff on career breaks or maternity/ adoption leave are provided with the necessary support before,	Line Managers, + HR support	Current practice under review - implement changes by January 2014	Staff on Maternity Leave kept informed of relevant developments during absence, incl. University	Maternity leave checklists completed in all cases. Returners report smooth

Key	Key Areas for Assessments	Actions / Objectives	Accountability	Timescales	Progress to Date	Measures of Success
13.2		<p>during and on return from their period of leave.</p> <p>To review workload and activities for returners, ensuring appropriate action is taken by line manager, including:</p> <ul style="list-style-type: none"> - Training Needs Assessment (TNA) - Workload review - Recorded Welcome-Back meeting with Line Manager - Schedule review one month after return. 		January 2014	<p>policy changes, staff changes, departmental procedures.</p> <p>Line managers conduct return to work interviews (from July 2013).</p> <p>Information on University's Returning Parents Network Group circulated to staff.</p> <p>Planning in progress</p>	<p>transition during phased return period.</p> <p>Action taken to address all issues raised by TNA, workload review, Line Manager Welcome-Back meeting and one-month review.</p>
14	Mentoring	To provide a portfolio of mentoring opportunities to provide tailored support for academic, research and teaching staff, to be tailored	Academic Director, Line Managers, Researcher Forum Coordinator, + HR support		Mentor programme piloted by Researcher Forum for research staff – positive feedback.	<p>Take-up of mentors by female staff.</p> <p>Number of staff willing to be mentors.</p>

Key	Key Areas for Assessments	Actions / Objectives	Accountability	Timescales	Progress to Date	Measures of Success
14 (a)		around career transition points (e.g. promotion or returning from maternity leave) or those seeking general CPD guidance by:			All probationary academic staff provided with experienced academic mentor.	Positive feedback from staff with mentors.
14 (b)		<ul style="list-style-type: none"> extending the researcher pilot scheme, to include teaching staff 		2014-15 academic year	Specialist external mentoring arranged for four senior staff members (of whom one female).	Uptake of mentoring.
14 (c)		<ul style="list-style-type: none"> promoting awareness of University coaching & mentoring schemes pro-actively offering mentoring to those at career transition points and following career breaks/maternity leave. 		November 2014	Planning in progress	Uptake of mentoring.
				July 2014		Uptake of mentoring.
15	Promotion Support	To develop better awareness of the academic promotion process and support available to assist female participation in career planning and	Academic Director, Director of Admin (Ops &HR), Line managers, + HR support		Promotions Committee established with female representation (July 2012). 5 WMG staff members (1	Increased number of strong promotion applications from female staff, with high success rates.

Key	Key Areas for Assessments	Actions / Objectives	Accountability	Timescales	Progress to Date	Measures of Success
15 (a)		<p>development activities and preparation for promotion through annual seminars and other dissemination by:</p> <ul style="list-style-type: none"> offering annual Promotion briefing workshops, including one for female staff only 		Autumn/Spring Term annually	<p>female attendee & 1 female speaker) participated in University's Demystifying Promotions event (March 2013).</p> <p>Promotion awareness workshop for women (December 2012) attended by 8 female staff members of whom 4 subsequently requested a 1-to-1 career development meeting. Strong positive feedback.</p> <p>Awareness session for all staff (March 2013) attended by 1 female staff member.</p>	<p>Strong participation by female staff members.</p> <p>Increased uptake of 1-to-1 career development meetings.</p>
15 (b)		<ul style="list-style-type: none"> provision of promotion application preparation workshops. 			<p>Extensive support provided to promotion applicants on detailed preparation of application cases.</p>	<p>Attendance at workshops leading to better presentation of applications.</p>
15 (c)		<ul style="list-style-type: none"> seeking feedback from those staff who sought promotion in 2012/13 on their recommendations for 		November 2013 and annually thereafter.		<p>Improved quality of promotion applications and success rates.</p>

Key	Key Areas for Assessments	Actions / Objectives	Accountability	Timescales	Progress to Date	Measures of Success
		improved support.				
16	Recognition of Achievement	<p>To encourage greater recognition of significant achievements and contributions to the department via active support of applications for awards, request for line managers to report notable achievements and communication of successes, especially to raise the profile of activities by females by:</p> <ul style="list-style-type: none"> pro-actively seeking information for weekly WMG Bulletin posting success stories and case studies prominently on the intranet exploring the possibility of hosting an Awards/Thank You dinner for staff on 	Line Managers, Communications team, WCG.		Recognition and reward arrangements discussed by WCG (June 2013).	<p>Regular publication of success stories in WMG Bulletin and on intranet. Positive feedback via submission of success stories for publication, PULSE staff survey etc. Participation in activities to recognise notable achievements.</p>
16 (a)				October 2013		
16 (b)				March 2014		
16 (c)				Summer 2014		

Key	Key Areas for Assessments	Actions / Objectives	Accountability	Timescales	Progress to Date	Measures of Success
		annual basis.				more positive in staff survey.
17	Exit Interviews	To identify the destinations of leavers and the reasons for staff leaving WMG voluntarily, providing feedback to line managers and others on provision of appropriate support to staff, especially to women, including other areas of feedback as appropriate, by :	Director of Admin (Ops & HR)		All leavers have been proactively invited to attend exit interviews (female leavers to meet female HR team members), but limited numbers have taken the opportunity.	Identification of trends.
17 (a)		<ul style="list-style-type: none"> developing a departmental online exit questionnaire 		February 2014		High completion rate of online survey.
17 (b)		<ul style="list-style-type: none"> pro-actively conducting exit interviews 		Monthly review at HR meeting to identify forthcoming leavers to approach		Increased take-up rate of exit interviews.
17 (c)		<ul style="list-style-type: none"> reviewing feedback and taking appropriate action 		March 2014		Response to feedback.
17 (d)		<ul style="list-style-type: none"> assessing whether WMG provided good support to develop career opportunities and 		March 2014		Identification of ideas for future career development support activities.

Key	Key Areas for Assessments	Actions / Objectives	Accountability	Timescales	Progress to Date	Measures of Success
		identifying additional support required. <ul style="list-style-type: none"> 				
18	Statistical Data Collection	To obtain accurate staff and student data by gender, to include:	Senior HR Admin. Officer		Areas have been identified where improved data collection is required.	Data available for systematic individual Training Needs Assessment.
18 (a)		<ul style="list-style-type: none"> Recruitment information 		October 2014 (release date for University's staff/student "Data Dashboard")	Departmental data collection procedures under revision. University's central functions developing "Data Dashboard".	Availability of comprehensive staff recruitment data by gender to identify trends & issues; actions implemented
18 (b)		<ul style="list-style-type: none"> Annual Review to log Training Needs Assessment, CPD, Outreach etc. 		from January 2014		Data available on CPD/outreach participation to inform provision of career development support.
18 (c)		<ul style="list-style-type: none"> Leaver information 		from February 2014		Greater understanding of staff needs and satisfaction.

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18 (d)		<ul style="list-style-type: none"> Revision of workload analysis tool to include undergraduate teaching 		October 2014; review Summer 2015		Workload management supported by availability of up-to-date individual staff workload data.
18 (e)		<ul style="list-style-type: none"> Student offers, enrolments and completion rates 		January 2014		Availability of comprehensive data on rates of recruitment and completion of female students to inform decision on further support required.

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