



Athena SWAN Silver department award application

Name of institution	University of Warwick
Department	WMG
Focus of department	STEMM
Date of application	30 th November 2016
Award Level	Silver
Institution Athena SWAN award	Date: September 2013 Level: Silver
Contact for application Must be based in the department	Barbara Shollock (Academic Director)
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Departmental website	https://www2.warwick.ac.uk/fac/sci/wmg

Glossary/Acronyms	
AEP	Applied Engineering Programme (UG)
ART	Academic, Research and Teaching staff
Athena	Athena SWAN
Bronze- AP	Athena SWAN Bronze Action Plan for WMG
CI	Co-Investigator
DaW	Dignity at Warwick
DoA	Director of Administration (Operations & HR)
DPR	Development and Performance Review
ECR	Early Career Researcher
FA Grade ART	Employment grades for ART staff at University of Warwick, in relation to job roles within WMG: <ul style="list-style-type: none"> - FA5: Research Assistants - FA6: Research Fellows - FA7: Senior Research Fellows, Senior Teaching Fellows, Assistant Professors - FA8: Associate Professors, Readers, Principle Teaching Fellows, - FA9: Professors, Professorial Fellows, Professorial Teaching Fellows
FA Grade Professional and Support Staff	Employment grades for Professional and Support staff at University of Warwick, in relation to job roles within WMG: <ul style="list-style-type: none"> - FA2: E.g. Facilities staff, Receptionists - FA3: E.g. Facilities staff, Administrative staff e.g. HR Assistants, Student support administrators - FA4: E.g. Technical staff, Programme Co-ordinators - FA5: E.g. Senior HR Assistant, Team Leaders, Project-Coordinators, Research Degrees Co-ordinator, Technicians - FA6: E.g. HR Officers, Buildings Officer, Marketing Executives, Project Officers - FA7: E.g. Technical Services Manager, Teaching and Learning Manager - FA8: E.g. Project Managers, Principle Engineers, Senior Managers, Head of Marketing, Facilities etc - FA9: Director of HR & Operations, Director of Finance, Director of Business Development
FT	Full Time contract
HR	Human Resources
KTP	Knowledge Transfer Partnership Associates
LDC	Learning and Development Centre
NWED	National Womens Engineering Day
OEG	Operational Executive Group

PGT	Post- Graduate Taught (MSc)
PGR	Post-Graduate Research (including PhD and EngD)
PI	Principal Investigator
PT	Part time contract
PULSE	University's staff Engagement Survey, conducted every 3 years to identify staff views on employment issues and working at the university
RSS	Research Support Services
SAT	WMG Athena Swan Self-Assessment Team
Silver- AP	Athena SWAN Silver Action Plan 2016 for WMG
SSLC	Staff student Liaison committee
STEMM	Science, Technology, Engineering, Mathematics and Medicine
UG	Undergraduate
UoW	University of Warwick
WCG	Welfare and Communications Group
WES	Women's Engineering Society UK
WISE	Women in Science and Engineering
WoW	Women of WMG

30 November 2016

Ruth Gilligan
Athena SWAN Manager
Equality Change Unit

Dear Ruth

Following the successful implementation of our Bronze Action Plan, I am delighted to provide my full support for WMG's application for the Athena SWAN Silver award.

WMG's strategic vision is to achieve impact through world-leading research and address global challenges through education. The department has seven strategic goals, one focused on People, and a set of core values promoted department wide. These values include professionalism, respect and teamwork, always at the heart of our culture. The development and empowerment of our staff are critical factors to our ongoing success.

Since its inception in 1980, WMG has always been a culturally diverse organisation; we currently have staff and students from 70 different countries. This ethos has helped to establish awareness of issues relating to other under-represented groups, and I am proud of our success in recruiting female staff and students, whilst recognising there is always more we can do. We have a significant number of female role models in senior academic and management roles and indeed earlier this year I appointed Barbara Shollock as our first female Academic Director. Our senior management team is evenly split 50-50 male-female. Flexible working arrangements are common in WMG, and a number of our senior female staff work part-time at their request.

One of my personal areas of focus in recent years has been to influence policy makers and Government to support more apprenticeships and skills development for young people, which I believe can attract more young women into engineering careers. I am proud that we were the first Russell Group University to launch a University Technical College, and we now have two WMG Academies for Young Engineers, both with clear and ambitious targets and approaches for female student recruitment. Our staff are fully committed to outreach activities; 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 STEM careers.

Since starting on our Athena SWAN journey, we have introduced a range of new activities and improved our support for female staff and students, under the overall direction provided by the Welfare and Communications Group and with a high level of commitment from colleagues at all levels. Individuals have been able to engage in ways which work best for them – e.g. as Athena Swan champions or volunteer co-ordinators for particular activities. Highlights have been a new Staff Awards scheme and Annual Dinner, as well as numerous improvements to HR processes including staff induction and career break support. These activities have supported staff at all levels and our two case studies demonstrate clearly their positive impact. We have ambitious plans for further improvements and are actively looking to share

best practice with others and collaborate with external organisations such as WES and WISE, both of whom have been offered support by WMG for hosting events in the Midlands.

These activities have my full support, and the Operational Executive Group will monitor progress and lead initiatives to implement further improvements.

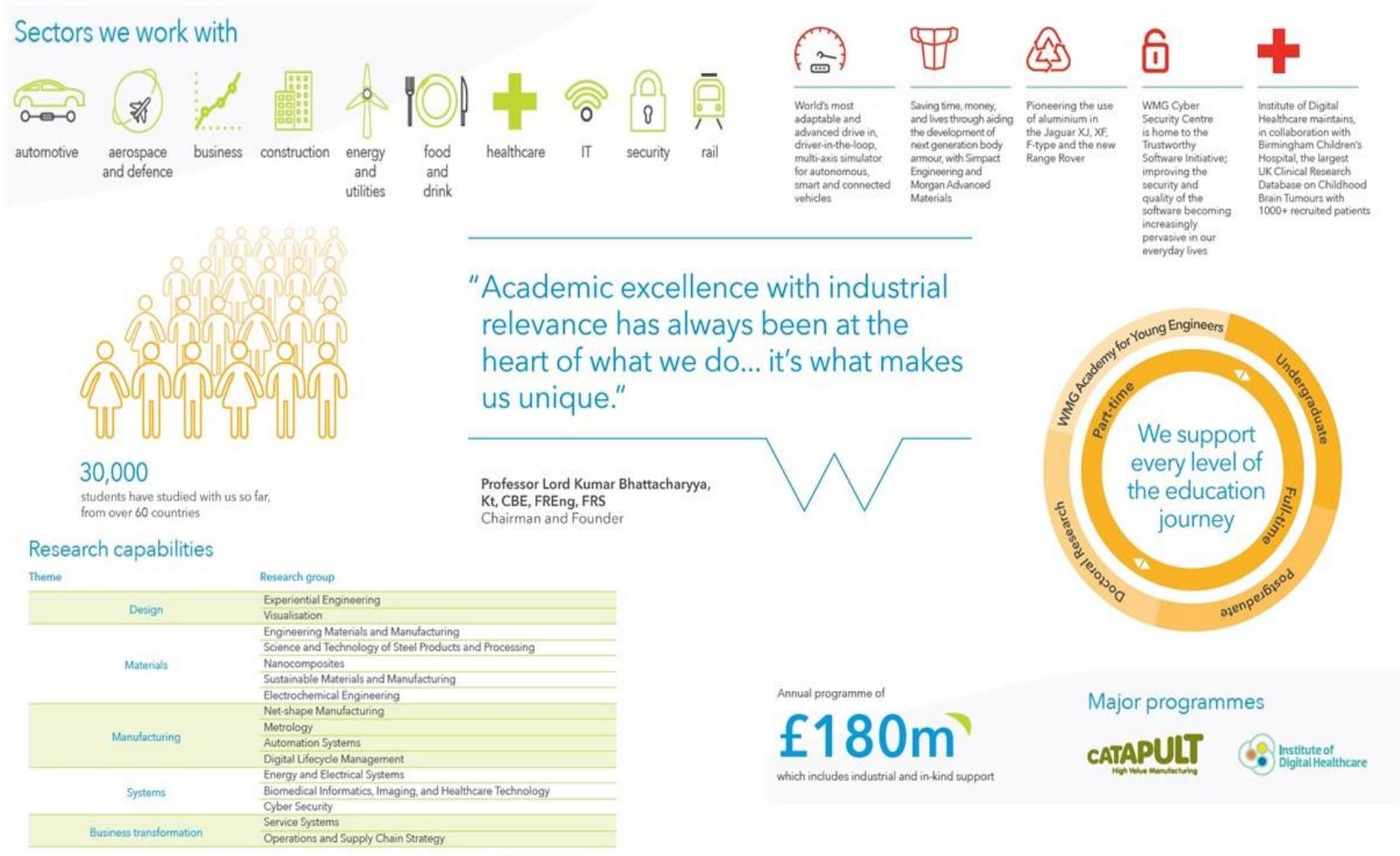
A handwritten signature in black ink that reads "S.K. Bhattacharyya". The signature is written in a cursive style with a large initial 'S' and 'B'.

Professor Lord Kumar Bhattacharyya

Chairman, WMG

[500 words]

Figure 1: Infographic to explain diversity of WMG



2. DESCRIPTION OF THE DEPARTMENT

WMG is the largest academic department within the Faculty of Science. The department is equally focused on research and education and has exceptionally close links to industry, as evidenced by the co-location of teams from Jaguar Land Rover and other partners within our buildings. WMG has collaborative centres in seven countries and provides expert advice to many overseas governments, companies and other organisations.

WMG’s staff numbers have doubled in the last four years, and this has been mirrored in student growth too, with a range of new programmes introduced since our bronze submission. New areas of activity include digital healthcare and energy storage technologies. We have seen steady increases in the proportion of female academic, research and teaching (ART) staff from below 20% prior to 2008 to 26% today. WMG’s staffing structure has evolved and now includes a core of 52 academic staff, with a further 10 posts in recruitment.

Figure 2: WMG Management Structure

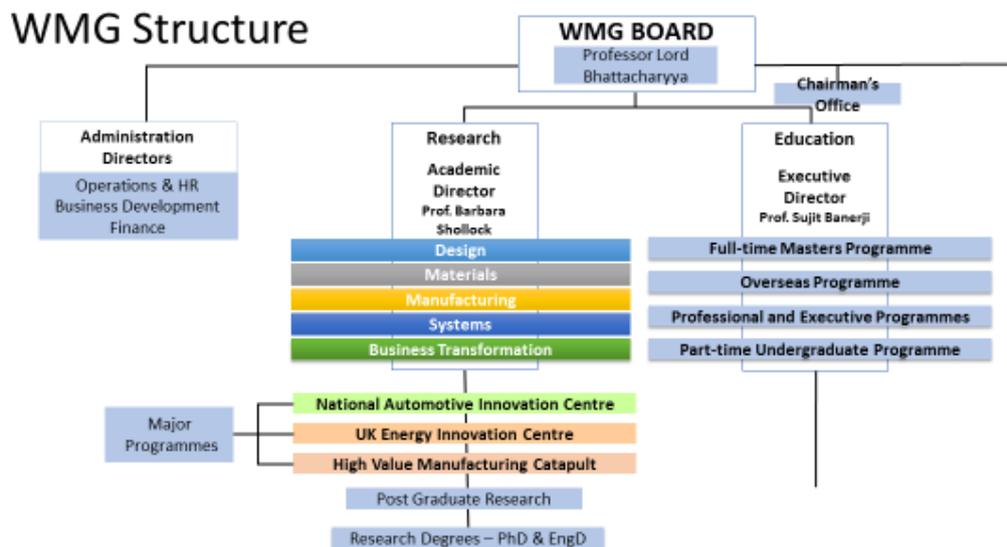


Figure 3: Numbers of staff by category in the department at 1st August 2016

Staff Category	Male	Female
Academic	39	13
Research	76	26
Teaching	46	24
Project engineers & managers	35	4
Clerical & junior administrative	14	51
Technical	30	1
Management and professional	43	24
Total	276	134

With higher numbers of teaching-only and research-only staff WMG is not a typical academic department. In part this is due to the nature of WMG's activities, whereby teaching and research staff work very closely with industrial partners and/or clients to deliver specific programmes, where more specialist input is needed. Project engineers and managers (on non-academic contracts) are embedded in research teams to focus on project delivery. The Chairman has always applied a business approach to WMG's activities and is a strong believer that you should play to an individual's strengths rather than expecting most staff to be all-rounders.

Our research teams comprise of staff from both academic and industrial backgrounds with a wide range of specialities including engineers, designers, ICT specialists, scientists and economists.

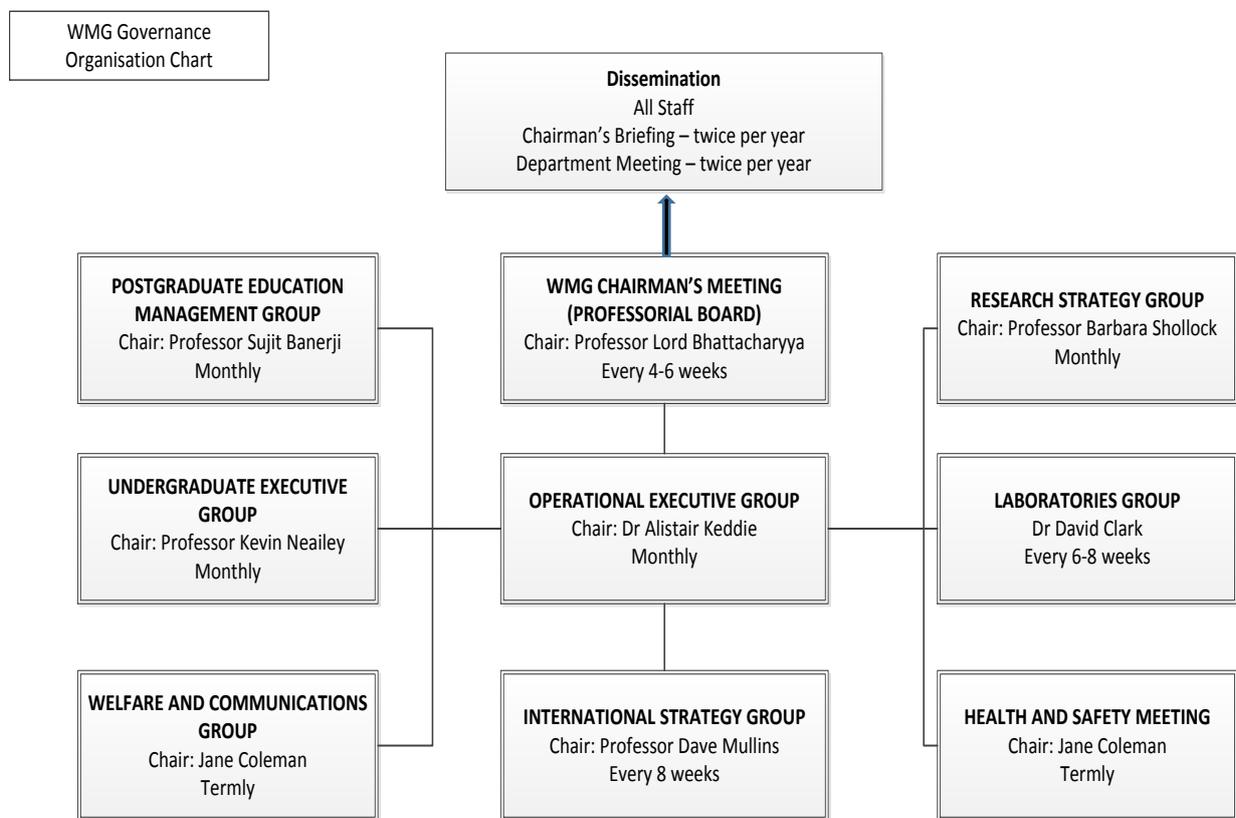
Since 2008, all academic, research and teaching staff have been located within a Subject Group, with clear line management. The department places a strong focus on collegiality and encourages interaction across staff groups and teams through networking events, special interest groups, and well-considered co-location of teams.

WMG has a large and diverse student body with 1605 students of which 38% are female. 90% of our students are postgraduates with current student numbers for the MSc programme of 938 full-time and 136 part-time, plus 240 doctoral research students. WMG launched a new part-time undergraduate programme in 2013, with a current student population of 291 (9% female). WMG staff contribute around 25% of the teaching on the University's full-time undergraduate Engineering degree programme (not covered in this submission as this is managed by the School of Engineering).

The governance structures have recently been reviewed and revised. Prior to Summer 2015, the main decision-making committee was the WMG Board, headed by the Chairman. The new structure, figure 1, is as follows:

- Professorial Board composed of the Chairman, all Professors and equivalent senior administrative staff – for information sharing and strategy discussion
- An Operational Executive Group (OEG) comprising staff with executive management responsibilities – the primary decision-making body for all operational matters and for strategy implementation.
- Other groups reporting to the OEG - to oversee functional areas.

Figure 4: Structure of WMG Governance



(495 words)

3 (i) THE SELF-ASSESSMENT PROCESS

Our self-assessment team (SAT) reflects a wide range of staff with different job roles, grades, work-life arrangements and caring responsibilities to provide a variety of views and experiences.

Figure 5: Members of the Self-Assessment Team

Name	Role	Experience & Athena SWAN Activities
Dr. Helen Ascroft Female	Senior Research Fellow	<ul style="list-style-type: none"> • Wrote submission case study • PT contract works partly from home • Has 2 children • Nominated for membership
Dr. Rohit Bhagat Male	Associate Professor	<ul style="list-style-type: none"> • Developed Silver Action Plan (Silver AP), reviewed parts of submission • 2-year-old child • Volunteered for membership
Shaheen Charlwood Female	Senior Teaching Fellow	<ul style="list-style-type: none"> • Submission & Silver AP writing • Governor at WMG Academy for Young Engineers Solihull • Outreach role • Lead on female undergraduate support • Eleven year old daughter • Volunteered for membership
Jane Coleman Female	Director of Administration (Operations & HR) (DoA)	<ul style="list-style-type: none"> • Submission reviewing, writing & implementation • Chair of Welfare & Communications Group (WCG); member of OEG; link representative between SAT and OEG • Governor at local FE college • Nominated for membership
Prof. Claire Davis Female	Professor Tata Steel Research Chair	<ul style="list-style-type: none"> • Chairs WMG Athena SAT • Reviewer of the submission • Experience of part-time (PT) and full-time contract, works partly from home • Eleven year old daughter • Nominated for membership
Dr. Vannessa Goodship Female	Principal Research Fellow	<ul style="list-style-type: none"> • Reviewing Early Career Researcher elements of submission • Researcher Forum Coordinator • PT contract works partly from home • Volunteered for membership

Sue Horner Female	HR Project Co-ordinator	<ul style="list-style-type: none"> • Co-ordinated Athena Swan SAT & related activities, submission and AP writing, reviewing and implementing • Link between SAT and WCG • Nominated for membership
Serena Johal Female	HR Officer	<ul style="list-style-type: none"> • Co-ordinated Athena Swan related activities, submission and AP writing, reviewing and implementing • Member of university wide Athena SWAN & BME Staff Network • Nominated for membership
Prof. Kerry Kirwan Male	Professor Director of CDT	<ul style="list-style-type: none"> • Deputy chair for SAT • Submission reviewing & writing • Presentation on Athena at Departmental meeting • Has 2 school aged children • Volunteered for membership
Dr. Melanie Loveridge Female	Senior Research Fellow	<ul style="list-style-type: none"> • Submission & Silver AP writing, reviewing and data analysis • Volunteered for membership • Athena presentation at Researcher Breakfast forum
Margaret Low Female	Principal Teaching Fellow	<ul style="list-style-type: none"> • Outreach Officer • FT MSc Student Liaison Committee Convenor • Warwick Technology Volunteers Leader • STEM Ambassador • Reviewer for outreach section of submission • Has 2 children • Nominated for membership
Dr. Andy McGordon Male	Principal Engineer	<ul style="list-style-type: none"> • Athena Swan data analysis and reviewing • Taken paternity leave twice, works PT for childcare reasons • Has 2 school aged children • Volunteered for membership

Prof. Kevin Neailey Male	Professorial Teaching Fellow Director of Undergraduate Programmes	<ul style="list-style-type: none"> • Reviewer for undergraduate students related elements of submission • Volunteered for membership
Nancy Olson Female	Senior Teaching Fellow	<ul style="list-style-type: none"> • Member of WCG • Developed and delivered focus groups • Volunteered for membership
Prof. Barbara Shollock Female	Academic Director & Professor	<ul style="list-style-type: none"> • Athena SWAN assessor • Has five school-aged children • Member of WCG, OEG • Involved in STEM and Outreach activities • Presentation on Athena at Departmental meeting • Volunteered for membership • Led department Athena briefing and ideas session
James Jeff Male	Post graduate research student	<ul style="list-style-type: none"> • Athena Swan submission data analysis, manipulation and presentation • Paid for significant time spent on work for submission
Nasrin Shahed Khah Female	Post graduate research student	<ul style="list-style-type: none"> • Student perspective on activities • Communication link to students • Volunteered for membership

SAT membership is largely voluntary, with a small number of individuals automatically selected due to their role (e.g. Outreach Officer, DoA). All members are supported by their managers to participate and time has been allocated for these activities within their working day. WMG does not operate a formal workload allocation model [see section 5.6 (v)], so we have not had to allocate a percentage time to the activity – staff have been able to contribute as part of their daily work activity, with support from colleagues when needed. Membership of the SAT will be recognised as positive collegial activity for Annual Review/promotion considerations.

3 (ii) An account of the self-assessment process

WMG started its Athena Swan journey in 2012, through the department's existing WCG. The team oversaw activities relating to:

- Staff welfare and communications
- Monitoring staff and student data to ensure actions were implemented to address any areas of adverse impact on women

- Developed Bronze Action Plan (Bronze AP)

WMG achieved a bronze award in 2013.

WCG continue to meet quarterly to discuss items from the Bronze AP, reviewed progress and identified further actions whilst implementing actions to enhance working culture, work/life balance and improving communication throughout the department.

A subgroup of members also met separately on a monthly basis to ensure Athena actions were implemented. Issues from WCG are reported to the OEG and they have responsibility for considering requests for additional resources to deliver the Action Plan.

Following an in depth review of the department's Athena activities and due to the growth of WMG it was decided that the SAT would split away from WCG to form a new group, enabling the department to have a greater focus on Athena. The new team has responsibility for the Action Plan; co-ordinating Athena activities and writing the 2016 submission. Athena remains a standing item on the WCG agenda and updates are also presented in Departmental meetings which all members of staff are invited to. There is also cross-over of members of both committees to ensure continuity.

Subsequently the SAT has met every month face to face and members are also consulted in-between meetings by e-mail to request feedback on issues/initiatives needing immediate attention. During the run up to the submission deadline team members have met on a weekly basis.

The department holds regular focus groups to encourage feedback on important areas, e.g. communication, researcher integration and student support. They are also used to ensure good progress is being made in implementing the Bronze AP and have more recently identified initiatives feeding into the Silver AP. A survey has been sent to Post Graduate Research students to gain specific feedback on their student experience to allow a record of satisfaction, highlight good practice and identify improvements where necessary and to feed into the Silver AP.

The SAT are supported by Athena "Champions" who communicate with teams on activities and gather relevant information.

Members of the SAT seek/share best practice externally, such as:

- Sharing best practice with other departments, for example Warwick Business School requested a meeting as WMG has a reputation in the University of having specific successful initiatives that offer support to females
- Sitting on university wide committees and attending networking events such as inspiring women series and external guest lectures, e.g Dame Julie Moore
- Consultation with WISE and WES, key members of the SAT met with the CEO/ Directors in 2015.

Due to the expansion of WMG we have staff from a range of institutions, including at senior levels who have brought expertise and best practice from other organisations with them. In

order to utilise this knowledge, the SAT consists of four members of staff who have joined the department in the last 1-3 years.

Athena activities are funded from departmental budgets managed primarily by the DoA, for example the National women's day events, which were attended by 30 female students from WMG Academy. Training courses such as Women in Leadership and conference attendance such as Successfully Integrating Women into STEM and Opening of WISE Headquarters are also funded frequently. Although there is no specified monetary amount budgeted for Athena, all relevant requests and activities have been approved.

3 (iii) Plans for the future of the self-assessment team

The SAT will continue to meet every 2 months after the 2016 submission is complete. During these meetings the Silver AP will be monitored and members of the team will be responsible for ensuring the actions are implemented. The DoA will be responsible for reporting to the WCG and OEG quarterly. Items will continue to be communicated to all staff through e-mail bulletins, individual emails, departmental meetings, focus groups and team meetings.

SAT membership will be reviewed yearly with opportunity for all members to assess their commitments whilst allowing the opportunity for others to join through an open call. This also provides an opportunity for the chair to review input from members. Student representation will also be monitored with new members invited in advance of current members leaving enabling shadowing and handover.

(1314 words including extra allowance for SAT team description)

4. A PICTURE OF THE DEPARTMENT

4.1 Student data

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

Not Applicable

(ii) Numbers of undergraduate students by gender

Students on the part time BEng degree course **Applied Engineering Programme (AEP)** programme are sponsored by their employers and the application process differs slightly therefore data has not been provided on applications & offers.

Figure 6: AEP Gender breakdown

Year of Registration	Male	Female
2013-14	32	1

2014-15	69	5*
2015-16	75	10
2016-17	90	9
* Two women from this cohort are currently on maternity leave		

We recognised the potential to positively impact our student cohort’s gender diversity and the wider workplace through increased numbers of women with higher qualifications and better promotion opportunities. We therefore formed the AEP Women’s Action group (WAG) in 2015 to:

1. Monitor the gender diversity of the programme’s intake, uptake and qualifications awarded. The long term aim is a minimum of 30% female student’s year on year, in line with recent Inside Government targets (WISE conference in 2015).

To achieve this, we have: -

- Attempted to capture the value of the course (by survey in early 2016) where we found disparity between male and females in their perceived treatment when back at work. Males reported being given more responsibility and felt that they were better treated. Sadly, women did not report similar findings and this is something we will work on with the companies. (Silver AP 1.2)
- Developed advocacy of women in STEM to potential participants and companies by raising visibility of current female participants and teaching staff through videos discussing their benefits and experiences to date.

2. Offer a support network to women on the programme through online forums such as how to juggle family life, childcare on campus, maternity leave, dealing with stereotyping, signposting wider support available at the university, discussions around flexible administration and relevant department/university policy and practice.

3. Support flexible administration and practices where appropriate including supporting women who have maternity, family or childcare concerns, allowing them (and male) students to swap attendance sessions wherever appropriate. We have eased the transition to maternity leave from women’s studies and kept in touch to check that they have all the information they need and also offer support for returners.

4. Champion the successes of our women participants longer term.

A further positive outcome is the willingness of our students to be involved in outreach activities – we have received excellent feedback when our female engineers have been able to discuss their career choices and job satisfaction with girls from local schools. We feel we have been able to pro-actively support a future generation of women to consider STEM study and careers.

Silver Action 1.1: To set up support webinars for women applicants who are dropping out before the Mathematics entrance test, which was noticed during a 2015 review. Given that there are fewer females in the overall pool, we want to reduce the dropout rate to zero.

Silver Action Plan 1.2: To provide a constructive feedback loop of female experiences to employers to highlight that women are not feeling more empowered or valued in the workplace despite passing the AEP qualification.

(iii) Numbers of men and women on postgraduate taught degrees full- and part-time.

The UK based full-time (FT) MSc is our largest programme with a yearly cohort average of >90% from Europe/Overseas and is focussed primarily on business management in engineering/technology-based environments. There is an excellent balance (Figures 7 and 8) of student gender with females accounting for >40% of our cohort and successful completers. This is growing yearly and exceeds the national average for Engineering and Technology courses of 22% (ECU Statistical report 2014).

Figure 7: WMG FT MSc course demographic

Year of Registration	Gender	Applications	Offers	Acceptances	Total Registered	Gender %
2012/13	Male	51%	51%	52%	410	57%
	Female	49%	49%	48%	306	43%
2013/14	Male	48%	50%	51%	423	56%
	Female	52%	50%	49%	339	44%
2014/15	Male	48%	52%	51%	370	53%
	Female	52%	48%	49%	333	47%
2015/16	Male	48%	52%	51%	482	51%
	Female	52%	48%	49%	456	49%

Figure 8 – WMG FT registered/completion rates by degree

Year of Registration	Gender	MSc	PGD	PGCert	PGA	Total	Gender %
2012/13	Male	319	21	18	2	360	60%
	Female	217	13	10	3	243	40%
2013/14	Male	370	4	27	29	430	57%
	Female	300	4	11	7	322	43%
2014/15	Male	366	27	21	37	451	57%
	Female	303	15	9	15	342	43%
2015/16	Male	370	*	*	*	370	53%
	Female	332	*	*	*	332	47%
2016/17	Male	482	N/A	N/A	N/A	482	51%
	Female	456	N/A	N/A	N/A	456	49%

* The 2015/16 awards by classification will not be published by the exam board until December 2016. All students remain registered at the MSc level until then.

Figure 9: WMG PT registered/ completion rates by degree

Year of Registration	Gender	MSc	PGDip	PGCert	PGA	Total	Gender %
2012/13	Male	24	3	35	183	245	78%
	Female	1	0	10	57	68	22%
2013/14	Male	22	0	35	117	174	75%
	Female	3	0	7	47	57	25%
2014/15	Male	19	0	28	32	79	87%
	Female	1	0	6	5	12	13%
2015/16	Male	21	1	40	37	99	73%
	Female	10	0	15	12	37	27%
2016/17	Male	*	N/A	N/A	N/A	-	-
	Female	*	N/A	N/A	N/A	-	-

* Registration figures for 2016 will be available in January 2017

The PT programme has a different admissions system as it is only for UK company employees, identified and known to satisfy the academic entry requirements before formal application. Thus a 100% application: registration rate exists. The female demographic is generally >22% (noting the 2014/2015 exception where a large female cohort based programme ended). This is more indicative of the relevant UK workforce gender demographic but we will continue to work with our partners to identify and recruit increased numbers of women until we have a steady state >30%.

Silver Action 1.2: To work with our industrial partners to identify and recruit greater numbers of women from the workplace onto part-time taught postgraduate programmes.

Silver Action 1.1: To continue to develop new delivery methods and approaches that enhance flexibility and attractiveness of our courses to females from industry.

WMG seeks regular feedback from students to understand their requirements and has introduced many initiatives to respond to the need for flexibility in both our PT and FT teaching programmes. Lecture timings are continuously evaluated to ensure a reasonable end time and staff address any issues arising in monthly meetings (Bronze- AP 6.6). PT participants are not required to be residential, allowing them to return home each evening, enabling attendance for those with caring responsibilities.

Flexibility is provided to address changes in students' lifestyles. The 'clock' can be stopped for maternity/adoption leave or other personal reasons and, in exceptional cases, participants

may withdraw from the programme for up to two years and resume at any point without loss of credits.

New delivery methods/approaches are being developed to encourage learners who are unable to attend courses in person. PT students can attend equivalent FT modules to assist with scheduling around their professional/personal lives. The number of modules which must be attended was reduced in 2013 and there is an extensive work-related element which does not require University attendance. E-delivery is used where appropriate and Moodle use is increasing annually. Participants can miss up to two sessions on any one module provided the work is undertaken in their own time. Additional time may also be granted for completion of assignments.

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

WMG has a diverse range of PGR programmes. In addition to MPhil/PhD (~50-60% of our cohort), we have 4 Engineering Doctorate (EngD) variations (~30%) and MSc (Research)/Erasmus options (<10% combined). For the review period, the baseline PGR application data is in Figure 10.

Figure 10: Applications data for PGR programmes

Year	Male	Female	Female Percentage
2011	56	12	18%
2012	86	27	24%
2013	116	39	25%
2014	112	22	16%
2015	120	37	24%
2016*	N/A	N/A	N/A
*Due to enrolment taking place throughout the year 2016 data is currently unavailable			

We have seen rapid growth in applications and the male:female ratio has improved (with the exception of 2014) with approximately 25% females. Whilst difficult to absolutely link to specific actions undertaken, we have been proactive through the completion of Bronze AP (2a – female case studies).

When moving from application to enrolment, the University follows a process of conditional (C) to unconditional (U) offers and then applicant acceptance (A). We have found it very difficult to ‘snapshot’ any individual’s progression through this process due to duplication in entries as people move through from C-U-A and the differing lengths of time for this to happen (i.e. over different academic years). Also some applicants accept offers but don’t arrive.

A more accurate reflection of the department is enrolment (Figure 11) which again shows significant overall growth. With the exception of 2014 (where overall female applications were comparatively low) female enrolment is over 20%.

Figure 11: Enrolment data for the PGR programmes

Year	Male	Female	Female %
2011	18	5	22%
2012	30	11	27%
2013	31	10	24%
2014	52	9	15%
2015	49	18	27%

In terms of male-female successful enrolments as a percentage of original applications per gender, Figure 12 shows that females are generally much more successful than males who apply at the same time.

Figure 12: Enrolled versus applied data PGR programmes

Year	Male Percentage	Female Percentage
2011	32.14	41.67
2012	34.88	40.74
2013	26.72	25.64
2014	46.43	40.91
2015	40.83	48.65

The completion rate over the timeframe is more difficult to establish. Increasing our flexibility for granting extensions/suspensions (for personal reasons) and different PGR programme durations mean that it has not been possible to obtain accurate tracking completion data for specific individuals.

The nearest data we have is graduation in Figure 13 which has been generally positive with a good proportion of females graduating since 2012. This data is caveated that it cannot show the exit point of individuals who entered at a corresponding fixed time earlier (i.e. graduates in 2015 may not have entered in 2010). There is also significant variation in times between submission of individual theses to graduation.

Figure 13: Graduated student numbers for the PGR programmes

Year	Male	Female	Female Percentage
2011	18	1	5%
2012	10	5	33%
2013	10	5	33%
2014	10	3	23%
2015	19	2	10%

This exercise has shown our traditional approach to data management/collection needs updating in our Action Plan to reflect our rapid PGR growth and AS commitment moving forward.

Silver Action 1.7: To introduce a better system of recording PGR student data to help to identify reasons for the drop in female completions and facilitate changes to be made to remedy this.

(v) Progression pipeline between undergraduate and postgraduate student levels

WMG does not offer a FT undergraduate programme so to bring UG students into the department to move onto PGR Degrees, a series of 8-week paid internship programmes were established in 2013-14. An increasing proportion of these are being awarded to females (18.7% in 2013-14 (75 internships) to 27% in 2015-16 (103 internships)). We will continue these for the next review period, aiming for a minimum 30% female uptake yearly. This target is higher than our current PGR female rate and therefore will help improve our progression pipeline.

Although we know that a number of interns have moved on to PGR courses, we have not been able to establish the full picture as some elect to continue their studies elsewhere. (Silver AP 1.6)

“During my internship, I was made to feel really welcome. Working under two female supervisors has been particularly inspiring considering the gender gap in engineering and science. WMG feels very inclusive and balanced compared to more traditional departments in the university.” (Female intern)

Silver Action 1.5: Grow our internship demographic to 30% female minimum.

Silver Action 1.5: To develop a more robust tracking procedure as our interns move onto PGR courses both internally and externally.

4.2 Academic and research staff data

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

Figure 14: Academic, Research, Teaching staff percentages at 1st August each year

	Academic		Research		Teaching	
	Male	Female	Male	Female	Male	Female
2010	83%	17%	80%	20%	63%	37%
2011	84%	16%	81%	19%	67%	33%
2012	88%	12%	71%	29%	68%	32%
2013	83%	17%	76%	24%	68%	32%
2014	79%	21%	71%	29%	67%	33%
2015	75%	25%	70%	30%	65%	35%
2016	75%	25%	73%	27%	66%	34%

Figure 15: Academic growth 2010- 2016

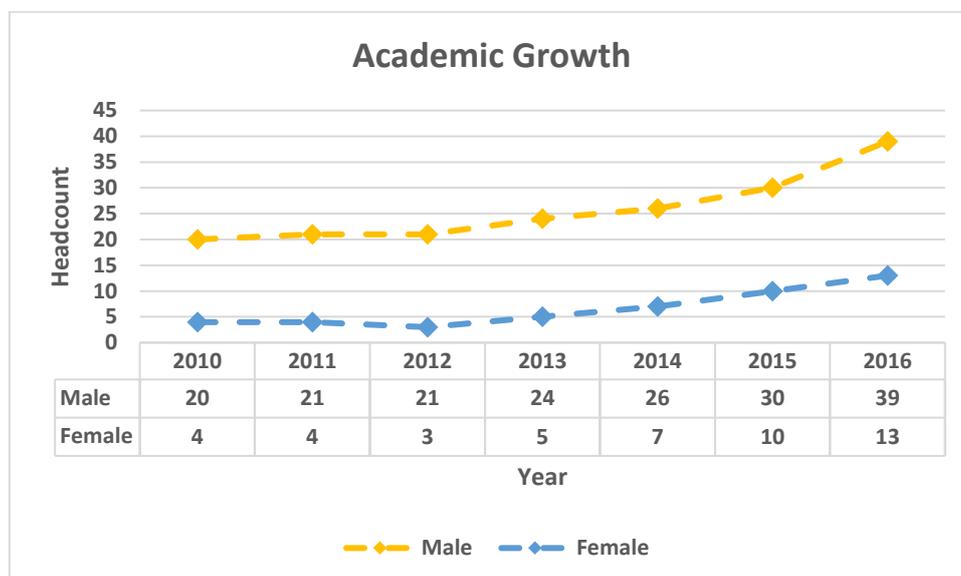


Figure 16: Research only growth 2010- 2016

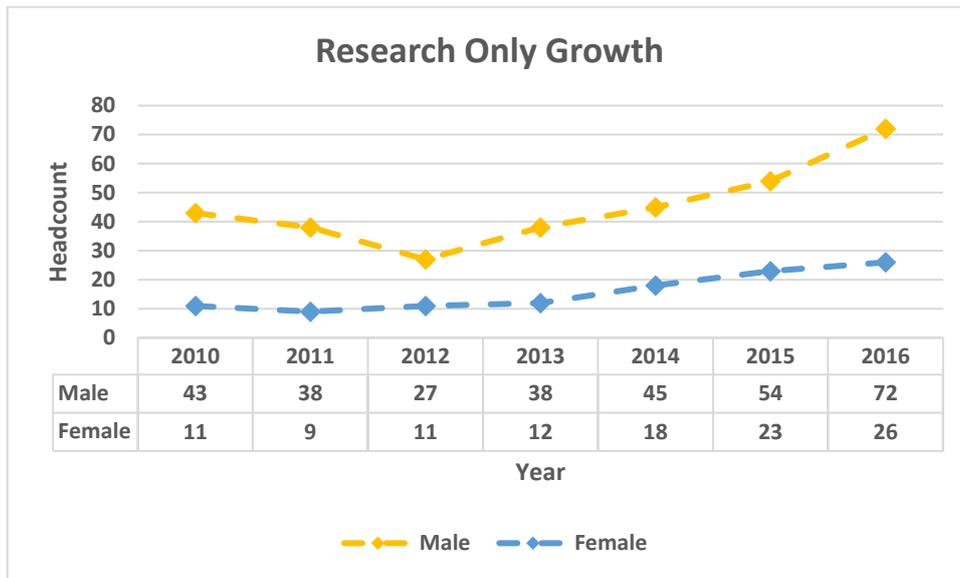


Figure 17 Teaching only growth 2010-2016

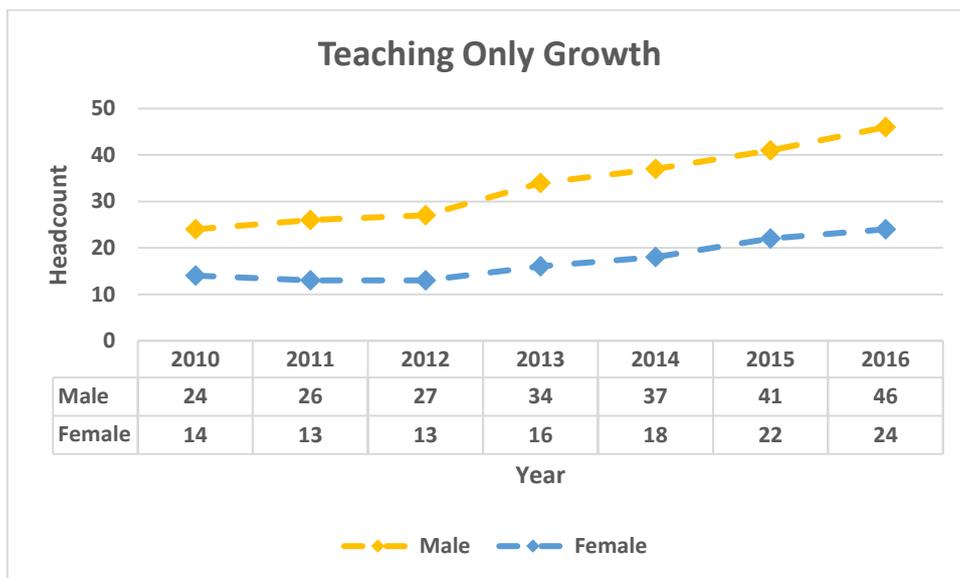


Figure 18: Benchmark Data for 2013/14 (only available year on ECU website) – v WMG Data for 2013 and 2014

	Academic Staff		Teaching		Research	
	Male	Female	Male	Female	Male	Female
WMG 2013	24 (83%)	5 (17%)	34 (68%)	16 (32%)	38 (76%)	12 (24%)
WMG 2014	26 (79%)	7 (21%)	37 (67%)	18 (33%)	45 (71%)	18 (29%)
General Engineering *	1210 (87%)	185 (13%)	655 (74%)	235 (26%)	1020 (79%)	275 (21%)
*Data taken from General Engineering HESA data 2013/14						

The numbers/percentages of WMG female staff in AR&T roles are significantly higher than the benchmark data for General Engineering.

Since the bronze award in 2013, the proportion of female staff has increased in Academic and Research groups, with particularly strong growth (~50%) in academic posts since 2012. The ratio of female teaching staff has remained fairly constant at a good percentage (32-35%).

We have maintained a strong focus on improving recruitment practices, raising the visibility of female staff at external events, on the website (Bronze AP 2a) and through the recruitment process.

Female academic staff numbers have grown from 4 (2010) to 10 (2015). At 31/10/16 this is increased further to 13, plus one Professorial Teaching Fellow (shown in Teaching-Only figures).

As academic staff are permanent appointments, and tend to have more senior departmental responsibilities, we have more females in strategically important positions.

The grade profile and low turnover figures suggest WMG does not fit the traditional “leaky pipeline” profile (Silver AP 2.12).

Silver Action 2.12: SAT will be vigilant to ensure that any issues around leavers’ data and/or career progression are addressed

FIGURES BY GRADE

Figure 19: Academic breakdown by grade, snap-shot comparison 2013 v 2016

Year	2013		2016	
Grade	Male headcount	Female headcount	Male headcount	Female headcount
FA 7	7	2	11	2
FA 8	9	2	8	4
FA 9	8	1	15	6

Figure 20: Teaching breakdown by grade, snap-shot comparison

Year	2013		2016	
Grade	Male headcount	Female headcount	Male headcount	Female headcount
FA 7	18	12	27	16
FA 8	15	4	16	7
FA 9	1	0	3	1

Figure 21: Research breakdown by grade, snap-shot comparison

Year	2013		2016	
Grade	Male headcount	Female headcount	Male headcount	Female headcount
FA 5	3	0	12	8
FA 6	18	8	45	11
FA 7	12	2	12	3
FA 8	1	1	1	1
FA 9	1	1	3	1
NON FA GRADE	3	0	0	0

It takes time to establish a promotion-qualifying profile so gender imbalance at higher grades takes time to adjust as junior staff develop. We have strategically appointed more females at senior level to encourage and inspire our early career females and support career development (see 5.3i). The proportion of female Senior Research Fellows (FA7) increased from 14% to 18% between 2013-2015. Mentoring and career development

briefings/meetings have helped to support staff through the promotion process (*Bronze AP 14 & 15*).

There is a positive picture for senior academic appointments, from 5 female academics (1 Professor) in 2013 to 10 female academics (5 Professors) in 2015. In 2013, 15% of FA8/9 academic staff were female, rising to 27% in 2015. These increases are due to both recruitment and internal promotions. This increase is particularly pleasing as some of the areas of growth have been in traditionally-male dominated areas such as Steels Research. A recent policy has been introduced for Assistant/Associate Professor posts where they will be advertised beyond the original closing date if there are no female shortlisted candidates at that time.

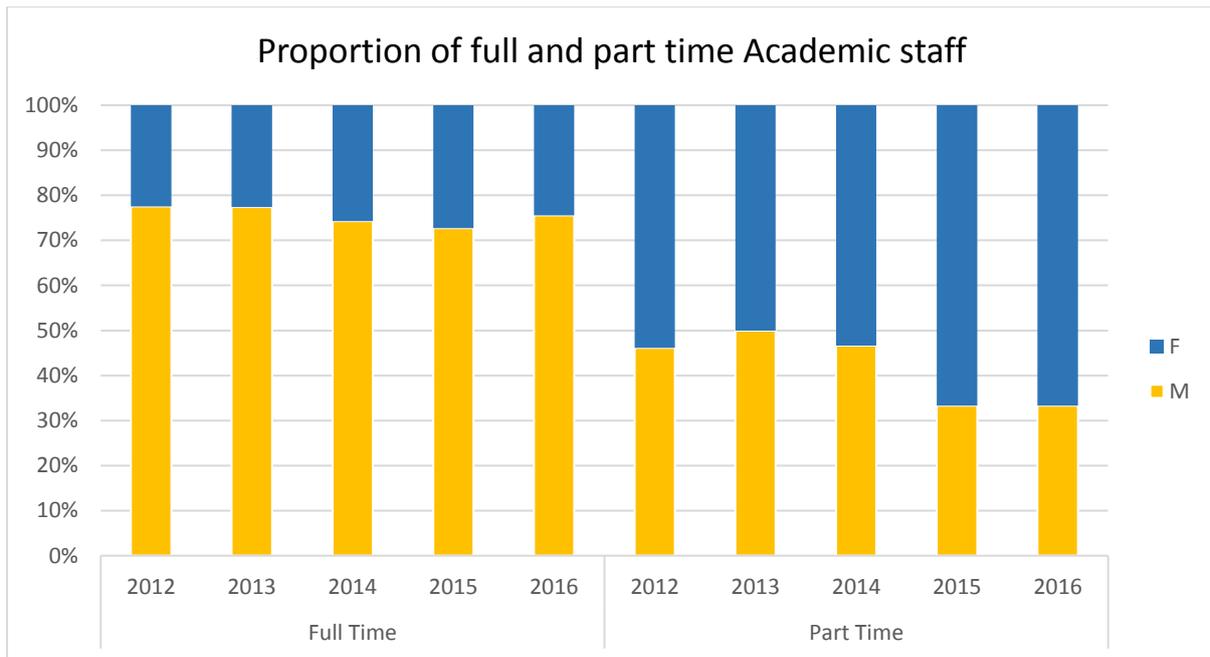
WMG has had a consistently strong number of female teaching staff, in part due to the strong focus on business and management subject areas. Recently the percentages of female staff in the more senior grades (8/9) has increased from 20% (2013) to 28% (2015). This increase is due to both external recruitment and internal promotions. Since the Bronze award, we have tried to address aspects of the role which could have been less attractive to female applicants, e.g. removal of requirement for international travel.

WMG is a hugely diverse department, the Chairman is of BAME background and we have staff from around 25 countries. The department has always encouraged and supported recruitment from a wide range of backgrounds, and staff surveys have never highlighted any significant issues around race or ethnicity. Currently there are 11 female BAME AR&T staff, with one being a SAT member.

Figure 22: Part-Time v Full-Time Comparison

Academic	Full Time					Part Time				
	2012	2013	2014	2015	2016	2012	2013	2014	2015	2016
Male	69	89	101	120	145	6	7	7	5	5
Female	20	26	35	45	47	7	7	8	10	10
Total	89	115	136	165	192	13	14	15	15	15

Figure 23: Proportion of full and part time Academic staff



At WMG, part-time working is generally by choice. Since 2013, the percentage of part-time male AR&T staff has decreased from 7% to 3%, with female part-time staff only reducing slightly from 21% to 18% (mainly due to a small number of female staff requesting to move to full-time).

We are reviewing the flexible working policy and its visibility in the recruitment process to encourage female applicants who may wish to work part-time. During this period, there have been no requests for part-time working declined.

Benchmark data from 2013/14 showed that General Engineering had higher proportions of part-time workers for both male (25%) and female (42%) categories – not clear whether due to funding or choice.

Where relevant, comment on the transition of technical staff to academic roles.

The majority of our technical staff are Level 5 Precision Engineers, normally non-graduates who come through an apprentice/vocational/industry route. Some roles are specialist within a designated area, but all technicians have the opportunity to gain transferable skills, so that they can operate in different workshops/laboratories. Since 2012, two technicians have been promoted to Level 6 (one female Project Engineer and one male Test Facility Engineer).

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

WMG does not use zero hour contracts.

Academic Staff Contract Type

Figure 24: Academic Staff open ended contracts (OEC) v fixed term contracts (FTC)

	2012		2013		2014		2015		2016	
	OEC	FTC								
Male	16	5	22	2	25	1	29	1	32	1
Female	3	0	5	0	7	0	10	0	10	0

There have been no female academic staff on FTCs since 2012.

Research Staff Contract Type

Figure 25: Research only staff OEC v FTC

	2012		2013		2014		2015		2016	
	OEC	FTC								
Male	13	14	8	30	5	40	6	48	12	56
Female	2	9	2	10	2	16	2	21	5	19

There was a general decrease in the numbers of male research staff on OECs until 2015 with female numbers staying static. We saw a positive increase in 2016 due to both male and females transferring to indefinite status following significant funding extensions. The large increase in research staff numbers is due to diversification of our research portfolio, which required the recruitment of new staff with different skills and expertise. These new starters are placed on FTCs upon appointment, as funding is only committed for a fixed period. As they continue their employment, they are redeployed and placed onto OECs in line with the University's policy.

Teaching Staff Contract Type

Figure 26: Teaching Only FTC / OEC

	2012		2013		2014		2015		2016	
	OEC	FTC								
Male	24	3	32	2	36	1	39	2	46	2
Female	12	1	16	0	17	1	22	0	23	0

The use of FTCs for teaching-only posts is rare, with our significant increases in student numbers over the last four years, being primarily used as a mechanism to cover maternity leave/ill health.

Figure 27: FTC vs OEC benchmarked

	FTC		OEC	
	Male	Female	Male	Female
WMG 2013	34 (35%)	10 (30%)	62 (65%)	23 (70%)
WMG 2014	42 (39%)	17 (39%)	66 (61%)	26 (61%)
General Engineering 2013/14	1230 (43%)	375 (54%)	1660 (57%)	320 (46%)
ECU website Benchmark data – General Engineering HESA 2013/14 v WMG 2013 and 2014 (Academic, Research & Teaching)				

The benchmark data shows that WMG’s use of FTCs for ART staff is significantly lower than the sector norm, especially for female staff.

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

WMG is rapidly growing and a number of staff have been redeployed or extended with additional funding meaning a lower turnover than in earlier years (turnover in WMG has always been low (female WMG leavers were 12% (2013) and 5% (2014) - HESA General Engineering benchmark 17% (2013/14)). There has been a gradual increase since 2014, proportionately the same for both male and female staff which is consistent with the increase in the total number of staff. The low turnover figures in recent years, coupled with staff survey data, suggests there are no major issues in relation to retention.

During an individual’s consultation period, the HR team meets with them regularly advising on options for redeployment, providing support for CV writing, interview preparation and skills training.

Figure 28: Total leavers 2013 to 2016



Figure 29: Total Leavers % and Headcount 2012 to 2016

Level	2012		2013		2014		2015		2016	
	M	F	M	F	M	F	M	F	M	F
5	0	0	2	1	0	0	2	1	0	1
6	8	1	4	1	1	2	2	1	6	5
7	5	2	2	1	5	0	5	1	5	0
8	3	1	2	0	1	0	0	0	0	0
9	0	1	4	0	0	0	0	0	1	0
Non FA*	1	0	2	1	1	0	1	0	1	1
Total	17	5	16	4	8	2	10	3	13	7
Total Staff no's	75	27	96	33	108	43	125	55	157	63
%age	23%	19%	17%	12%	7%	5%	8%	5%	8%	11%

Figure 30: Reason for leaving 2012 to 2016

	2012		2013		2014		2015		2016	
	M	F	M	F	M	F	M	F	M	F
End of FTC	1	0	5	2	1	0	4	2	2	5
Better job	11	3	4	2	4	1	6	1	5	1
Retirement	1	1	2	0	0	0	0	0	0	0
Relocating	1	0	2	0	1	0	0	0	0	0
Returning to education	1	0	0	0	0	0	0	0	0	0
Resign – no reason	0	0	1	0	0	0	0	0	3	1
Comp redundancy	1	0	0	0	0	0	0	0	0	0
Other work-related reason	1	1	0	0	2	0	0	0	1	0
Agreed severance	0	0	2	0	0	0	0	0	0	0
Death	0	0	1	0	0	1	0	0	0	0
Capability	0	0	0	0	0	0	0	0	1	0
Other non-work related	0	0	0	0	0	0	0	0	1	0

The majority of turnover is due to the ending of FTCs and leaving for a new job. Often staff will stay to the end of a FTC, even though they have secured a new role, and we are unaware of any recent leavers who are unemployed. Reasons for leaving are gathered by a variety of means and we offer exit interviews to understand specific reasons and to enable improvements. However, given the large numbers of research staff on FTCs, the numbers above are very small, and demonstrate that our strategies are working well.

The high level of 2016 female leavers is an anomaly due to the end of a number of funded research projects which had employed only/mainly female staff.

Data was not available by full/part-time status, and this will be addressed in the Action Plan.

Silver Action 2.12: Collect and monitor leavers data by full or part-time status

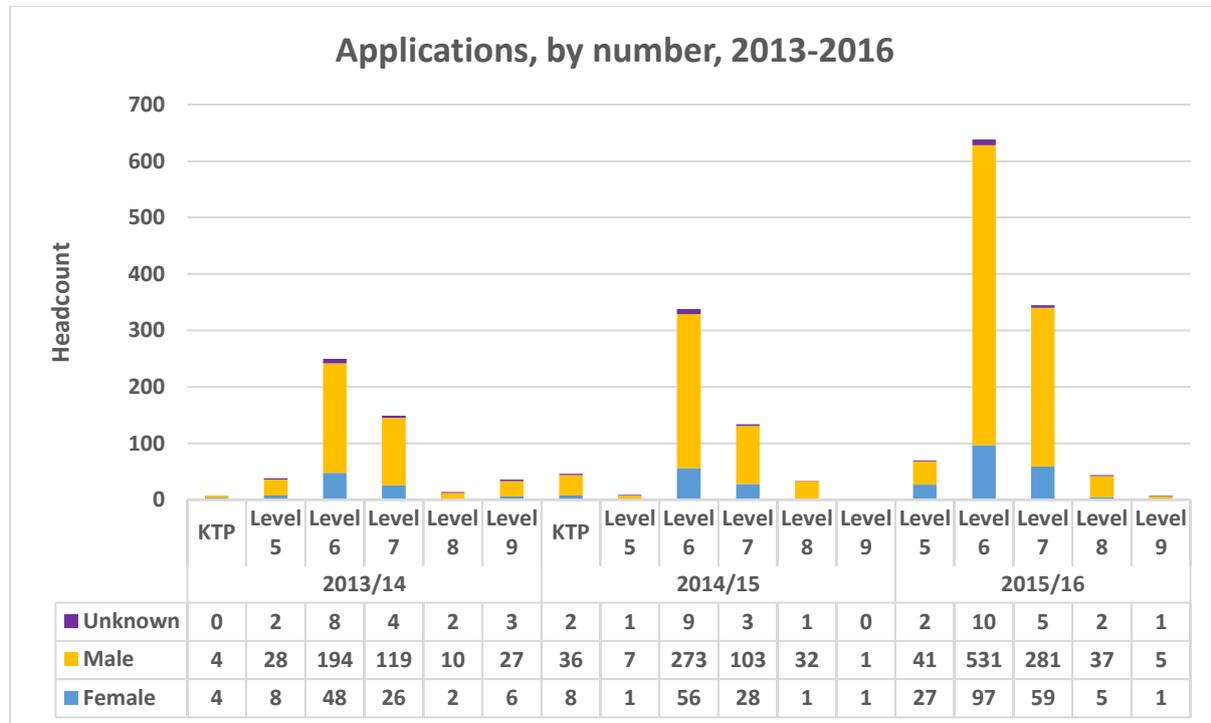
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5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

5.1 Key career transition points: academic staff

Recruitment: Central HR/ WMG HR

Figure 31: Applications by number 2013- 2016



There is an increased application % generally comparing 2013/14 with 2015/16 (including almost double the female % applications for FA5 in 2015/16)

Numbers of FP8/99 offers are small and excluded from this analysis.

Figure 32: Offers by number 2013- 2016

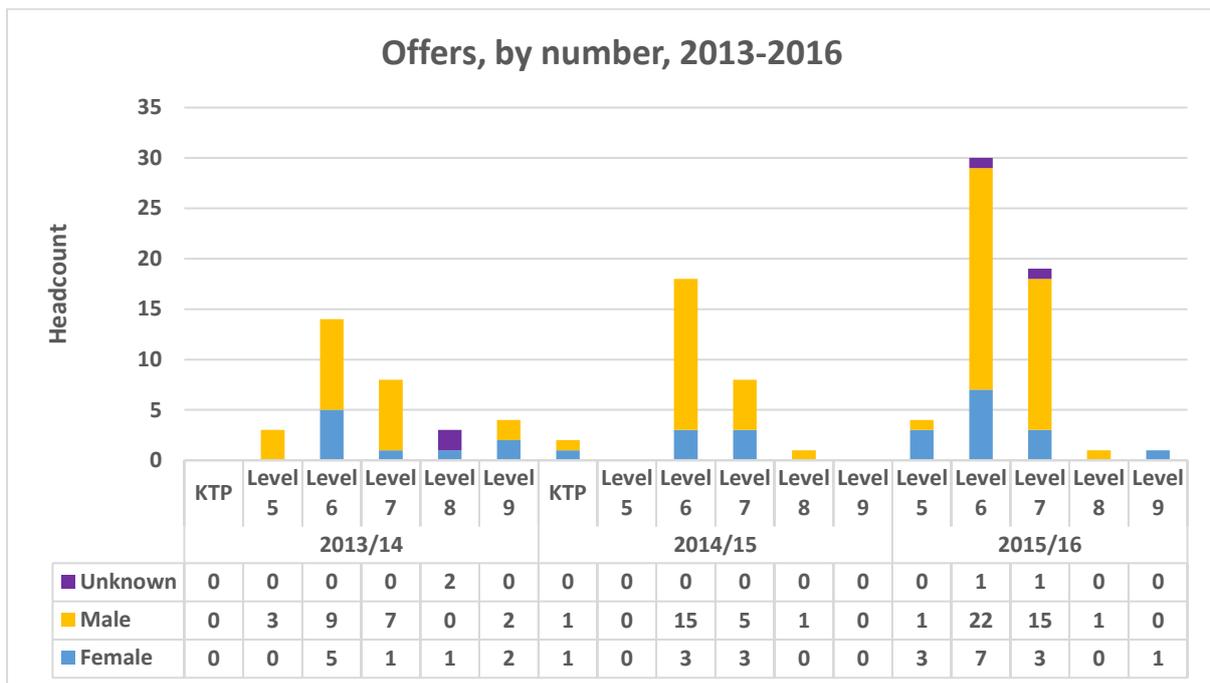


Figure 33: Applications by proportion 2013- 2016

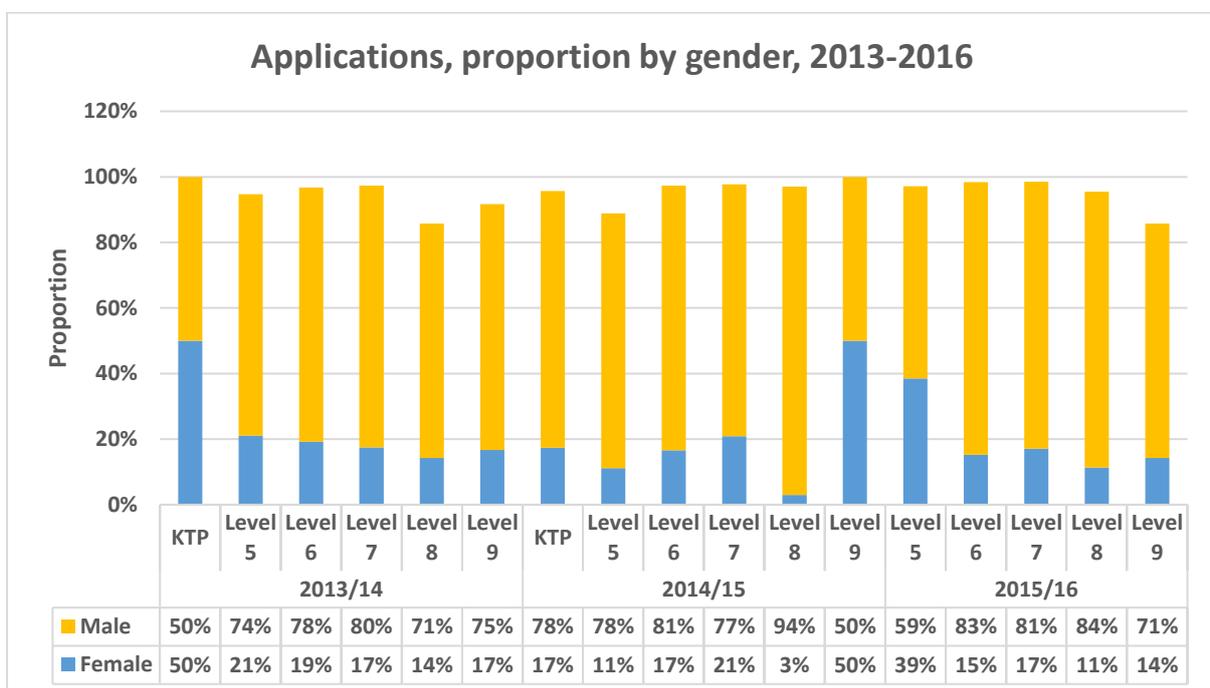
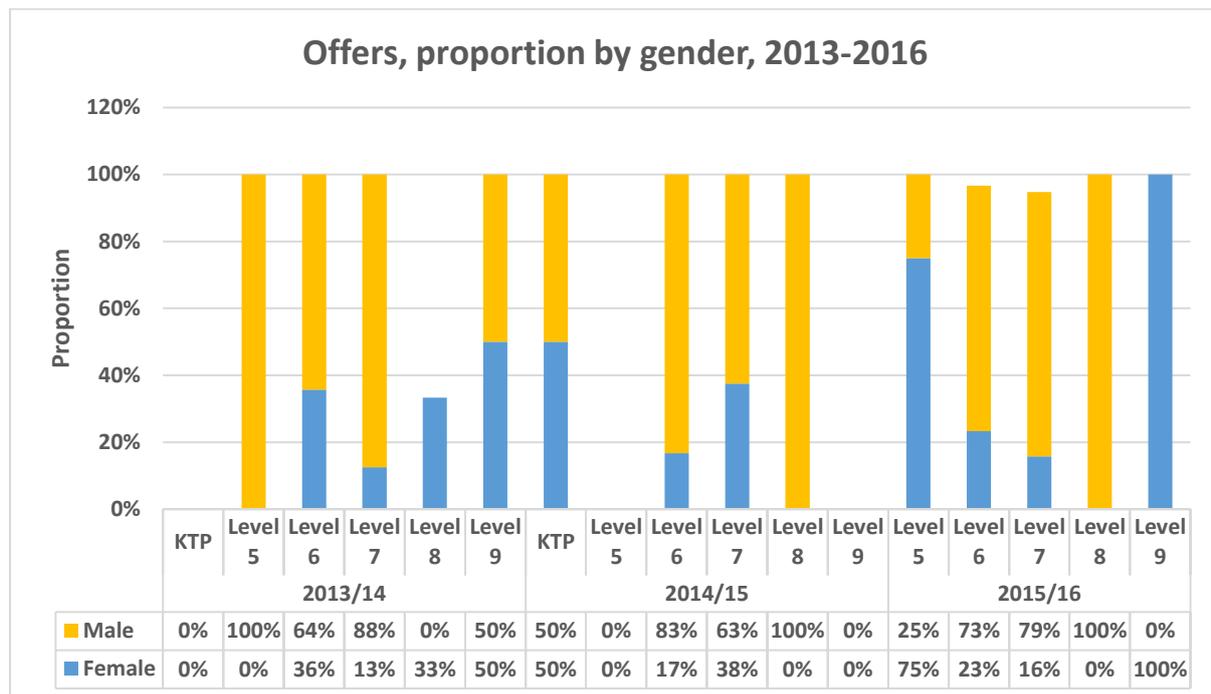


Figure 34: Offers by proportion 2013- 2016



Comparing 2013/14 to 2015/16 there is a noticeably higher % of level 5 and 9 females. No level 8 females were appointed in 2014-2016. There were no significant changes in level 6/ 7 females in the periods analysed. Across all grades, 39 male offers (74%) and 14 female offers (26%) were made in 2015/16 indicating a need to recruit proportionately more females to redress this gender imbalance.

WMG has a robust recruitment process which is regularly reviewed and improved by the HR team and monitored by the SAT. As a result of the Bronze- AP (12.b) all WMG staff undertake the University’s online training modules ‘Diversity in the Workplace’ and ‘Recruitment and Selection’ before serving on a recruitment panel to raise their awareness of employment and equality legislation (Silver AP 2.6). The WMG management programme offers two Recruitment & Selection modules that 25 employees have attended. 14 employees have attended the University’s Chair of Recruitment Panel training.

Advertisement: HR works closely with managers ensuring language used is optimal to encourage applicants from all protected characteristics. (Silver AP 2.9 & 2.10) This will continue to be monitored closely.

WMG vacancies are advertised in several places in addition to the university website, including targeting women through:

- Professional/industrial publications
- WISE website
- A stand at the National Engineering Careers Event three times since April 2015, where at least 200 potential female candidates were informed of the opportunities at WMG (stand included a balanced gender representation)

Shortlisting: Shortlisting grids are closely monitored by HR, ensuring evidence is provided on how each candidate meets the criteria. Unsuccessful candidates are informed and feedback given if requested.

Interviews: WMG adheres to the University's guidelines on interview panel composition (including gender balance) and a senior member of WMG's HR team attends every panel ensuring procedures are followed. If no female members of staff are available the HR representation is female. Panels include an independent person external to the recruiting team and Chairs have partaken in specific training beforehand. All candidates are contacted after their interviews and unsuccessful candidates given feedback on performance.

Silver Action 2.6: Ensure all members of staff are completing 'Diversity in the Workplace', 'Unconscious Bias' and where relevant 'Recruitment and Selection' training

Silver Action 2.9: SAT to have an annual workshop reviewing recruitment at WMG to review and suggest improvements

Silver Action 2.10: To improve diversity and number of female applicants Athena Swan objectives will be included in the new Recruitment Officer's objectives

(ii) Induction

All new starters can expect the following:

- IT Access, staff card from first day
- Introduction meeting with line manager and wider team
- HR Induction
- IT Induction
- Departmental induction morning
- Tour of workshops
- Welcome in weekly bulletin

As a result of the Bronze- AP (12), improvements have been made to the induction programme, e.g. providing targeted workshop safety training, streamlining the induction morning seminars. The new starter process has significantly improved and is now supported by an online system to ensure HR, Facilities and IT are able to set up individuals efficiently and quickly.

The induction handbook includes information such as Flexible Working, Dignity at Warwick and University staff networks, e.g. Newcomers Network Group.

The handbook has been shared with the Athena network across university as a good example.

WMG employs a large number of international staff - feedback has highlighted that these employees require additional support when moving. Currently HR supports this transition by

providing relevant information on accommodation, banking, tax, medical care etc. HR provides guidance around areas to live, childcare etc. to staff joining with families. The department hopes to make further improvements to support International staff and welcoming families during their relocation and settling in period (Silver- AP 4.4)

WMG has an effective new starters' process which has received good feedback and is continuously improved upon (Bronze AP 12a), see 2016 survey results below:

Figure 35: Feedback from Induction survey

Question	Score				
	Very Satisfied	Satisfied	Average	Dissatisfied	Did not attend/ answer
First Day HR induction	61%	32%	7%	0%	N/A
Location Information	57%	25%	15%	3%	N/A
Induction Morning	61%	28%	0%	0%	11%
Induction Handbook	85%	15%	0%	0%	N/A
Objectives meeting with line manager	78%	10%	0%	0%	12%
Approachable Manager	87%	10%	3%	0%	N/A
Satisfaction since starting	85%	3%	3%	0%	9%

Silver Action 4.4: Improve support for families and international staff

Silver Action 4.5: All female new starters given the opportunity to have a female mentor/buddy present during induction

(v) Promotion

Figure 36: Staff on AR&T teaching contracts who have applied for promotion via the University’s annual academic promotion procedure.

Job Role Title	Grade	2011-12			2012-13			2013-14			2014-15			2015-16																	
		Female	Male		Female	Male		Female	Male		Female	Male		Female	Male																
		Applied	Promoted	% Rate																											
Professor	9	0	0		0	0		1	1	100	0	0		1	1	100	0	0		0	0		1	1	100						
Professorial Fellow	9	0	0		0	0		0	0		0	0		0	0		0	0		1	1	100	0	0		0	0				
Prof. Teaching Fellow	9	0	0		0	0		0	0		1	1	100	2	1	50	0	0		1	1	100	0	0		1	1	100			
Reader	8	0	0		0	0		0	0		0	0		1	1	100	0	0		0	0		0	0		1	1	100			
Associate Professor	8	0	0		1	0	0	0	0		0	0		1	1	100	0	0		0	0		0	0		0	0				
Associate Prof. (completed)	8	1	1	100	1	1	100	0	0		0	0		0	0		0	0		1	1	100	1	1	100	2	2	100			
Principal Research Fellow	8	0	0		1	0	0	0	0		0	0		0	0		0	0		0	0		0	0		0	0				
Senior Research Fellow	7	0	0		0	0		0	0		0	0		0	0		0	0		1	1	100	0	0		0	0				
Research Fellow	6	0	0		0	0		0	0		0	0		0	0		0	0		0	0		0	0		0	0				
Principal Teaching Fellow	8	1	1	100	0	0		1	1	100	0	0		1	1	100	1	0	0	0	0		2	2	100	0	0		1	0	0
Senior Teaching Fellow	7	0	0		0	0		0	0		0	0		0	0		0	0		0	0		0	0		0	0		0	0	
Total		2	2		3	1		1	1		1	1		2	2		6	4		0	0		6	6		1	1		6	5	

Relatively few promotion cases have been submitted in recent years as many long-serving staff members have reached senior levels, and new staff are working towards their next promotion. High success rate is in line with the University’s guidance that only strong applications should be submitted. The number of part-time ART staff is small (~5%) and measures are in place to manage workloads to allow sufficient professional development to satisfy the promotion criteria. WMG values collegiality very highly and strongly supports applications where substantial contributions have been made to widening participation, outreach and pastoral support.

WMG took a strategic decision to appoint several Professorial posts in order to rapidly establish new research areas. This led to an increase in academic and research staff, who are moving towards promotion but are not yet ready. It is anticipated that the number will increase over the next 2-3 years.

ART staff may also apply for higher graded roles via the recruitment process. Several members of staff have been appointed as Senior Research Fellows by this route including one female employee, who was working part-time as a Research Fellow (refer to case study two).

All ART staff are invited to attend annual promotions briefings, including a female-only session (Bronze action 15a). A briefing session has also been held at the ECR Breakfast Forum to complement the University’s annual “Demystifying the Promotion Process” events (Bronze

action 10.2). One-to-one sessions are offered to review staff CVs and provide feedback to support promotion and job applications (Bronze action 15b).

Figure 37: Attendance numbers for Promotions briefing sessions

Session	Male	Female
2012-13 Female only	8	-
2012-13 Mixed group	-	6
2013-14 Female only	6	-
2013-14 Mixed group	3	4
2014-15 Female only	6	-
2014-15 Mixed group	1	6
2015-16 Female only	2	-
2015-16 Female only	2	7
Total	28	23

Additional promotional support includes:

- Detailed feedback from the Academic Director on all applications/expression of interest.
- Identification of individuals who have not declared an interest but may meet the criteria are approached and CV, requested for review.
- One-to-one support is provided by the Academic Director, DoA and Senior Administrative Officer to prepare applications.

Although departmental feedback on promotion support is positive the University 2016 PULSE Staff Survey results showed concerns about the academic promotion policy and the institutional PULSE action plan aims to address this. WMG will continue to monitor departmental concerns and feed in.

Silver Action 2.0: Commitment by the department to promote from within where possible- For all Line Managers to consider their team and put forward staff close to promotion for additional career advice and support on how to further advance

Silver Action 2.2: To increase conference attendance by women in the department by signposting funding opportunities

Silver Action 2.3: Hold female focus groups to identify what support women at WMG require for career development and explore concerns raised around barriers to their career progression.

Action 2.4: To work with WES to implement MentorSET, offering female staff the opportunity to have external mentors who can facilitate continual development. In addition to this they will be able to mentor others, increasing skills and networking.

Action 2.5: Hold a “Women in Leadership” training course at WMG.

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

WMG staff were submitted to the General Engineering Unit of Assessment alongside staff from the School of Engineering in both 2008 and 2014.

Figure 38: WMG Submission figures for RAE 2008 and REF 2014

	Male Staff Submitted	Eligible Male Staff	Percentage Male Submitted	Female Staff Submitted	Eligible Female Submitted	Percentage Female Submitted
RAE 2008	22	24	92%	3	4	75%
REF 2014	22	25	88%	6	7	86%

WMG has always submitted a very high proportion of eligible staff (89% (2008) and 88% (2014)). The reasons for non-submission are varied but no staff have been subject to performance management. Of 4 individuals not submitted in 2014, two will be included next time, one will retire beforehand and one has chosen a teaching-only role. The numbers of eligible staff have increased significantly since the census in 2013, and at present all female eligible staff are on track to be submitted in the next REF.

5.2 Key career transition points: professional and support staff

(i) Induction

WMG has the same initial induction process for Support and ART staff - please see further details in section 5.1 (ii). This is to enable all staff to understand the department as a whole, and their role within it.

(ii) Promotion

Promotion is achieved by professional and support staff through individual applications for advertised posts at a higher grade, or via job evaluation. All University vacancies are advertised through the WMG weekly Bulletin, intranet and noticeboards. Line managers encourage staff to apply for more senior roles through one-to-ones and the DPR process, identifying any training needed. Support is provided for application and interview preparation, e.g. providing CV feedback. Standard job descriptions are available to highlight promotion requirements.

Figure 39: Promotion through applications 2013- 2016

Male	Female
7	4

In cases where roles have evolved substantially it will be re-evaluated by the University.

Figure 40: Jobs re-evaluated 2013- 2016

Male	Female
4	11*

*Higher female number due to higher proportion of female Professional/support staff

Where applications have been unsuccessful, the line manager will provide positive, constructive feedback.

Support staff undertake secondments within the department and University-wide to enable them to develop new skills and gain experience. Secondments may result from DPR discussions or where temporary vacancies appear, such as for maternity cover. There are currently 5 female staff on secondment to higher level roles due to a recruitment spike requiring increased support staff.

5.3 Career development: academic staff

(i) Training

The University offers an open programme to improve self and team management. Specific programmes are tailored to ART staff to enhance skills specific to their role, e.g. academic writing boot camps. Course availability is promoted via the weekly bulletin, intranet, targeted emails and groups, e.g. the Research Forum (Bronze AP 7.4)

Warwick Leadership Programme (WLP) is offered by the University for all ART staff grades 8 and 9. The higher percentage of academic staff rather than research and teaching is partly due to alternative leadership programmes available to these staff groups and the low number of Research grade 8 roles.

Figure 41: Attendance at Warwick Leadership Programmes 2013-2016

	Male	Female	% of eligible male staff	% of eligible female staff
Academic	5	3	11%	8%

Training requirements and completions are recorded at annual DPRs (Bronze AP 7.2) with external courses highlighted by line managers and HR through targeted emails. These are departmentally funded by the staff development budget.

Figure 42: Attendance of external training funded by the department, undertaken by WMG Staff 2013-2016

	Male	Female	% of eligible male staff	% of eligible female staff
Academic	19	5	56%	42%
Research	22	8	31%	30%
Teaching	7	3	15%	13%

ART staff are encouraged to attend at least one departmentally funded conference per year (see table below.) Other sources of funding available, e.g. research grants, are not currently recorded so actual attendance figures are much higher. Female attendance at conferences is particularly strong and will continue to be promoted through sustained financial support and raising awareness of the funding opportunities to new staff.

Figure 43: Conference Attendance 2013-2016

	Male	Female	% of eligible male staff	% of eligible female staff
Academic	7	9	21	75
Research	0	4	0	15
Teaching	13	11	27	46

Training and conference events supporting female leadership, progression and networking opportunities have been highlighted by targeted emails, including:

- Annual Women In Leadership course, three staff have attended (Silver AP 2.5)
- Aspire 2016 MAD Global Leadership Event
- Engineering Women; are they returning to work? (The learnings were incorporated into the action plan for the AEP programme.)

Attendees are encouraged to present to the department following events to offer sharing of best practice, e.g. Women in Leadership presentation attended by 14 females.

In response to WMG’s Bronze submission (AP 8.1) the WMG Management Programme was launched. Session topics were identified through:

- training needs analysis conducted by WMG HR team and LDC
- training needs from DPRs
- staff focus groups with attendance of female academic staff
- staff PULSE survey
- observations from senior managers

The 2 year programme launched in January 2015 with all WMG line managers participating. The introductory session seeks feedback about the particular challenges faced by line managers and what support/training would benefit them. The programme is organic in nature, female academic staff have contributed their views about relevant support requirements which have been incorporated and amendments have been made following continual feedback.

The sessions have been designed to allow staff with flexible working arrangements (often women who may work part time) to take part, through:

- Offering duplicate sessions on different days
- Sessions held during core hours
- Availability of accessible online courses and supporting materials

Figure 44: WMG Management Programme Attendance

	Male	Female	% of eligible male staff	% of eligible female staff
Academic	23	7	92%	78%
*Research	1	1	50%	100%
*Teaching	3	2	100%	100%
*Low number as the number of line managers in both areas are low				

Training attendance is higher for males with conference attendance prioritised by females. Methods to increase female training attendance have been identified in Silver AP 2.2

Silver Action 2.2: Career Development – To increase conference attendance by women in the department by supporting funding opportunities

(ii) Appraisal/development review

WMG staff are reviewed annually by a senior colleague, usually their line manager and forms are signed off by a senior academic/administrator. Discussions around training and development needs (Bronze AP 7.2) feed into WMG’s Management Programme, with training records kept including external relevant course attendance.

Readiness for promotion can be identified during the review process as identified in 5.2.ii.

Reviewees and reviewers are encouraged to attend training courses on the DPR process (Bronze AP 7.4) to increase value and confidence, and ensure all aspects are covered. Staff were asked to provide feedback as part of a consultation on DPRs in 2015. A number of staff responded with one female attending a focus group, assisting the re-shaping of the process for 2015/16.

Figure 45: DPR Completion Rates 2013-2016

Grade	Year	Total No. of Employees		Female Completed		Male Completed	
		Female	Male	Number	%	Number	%

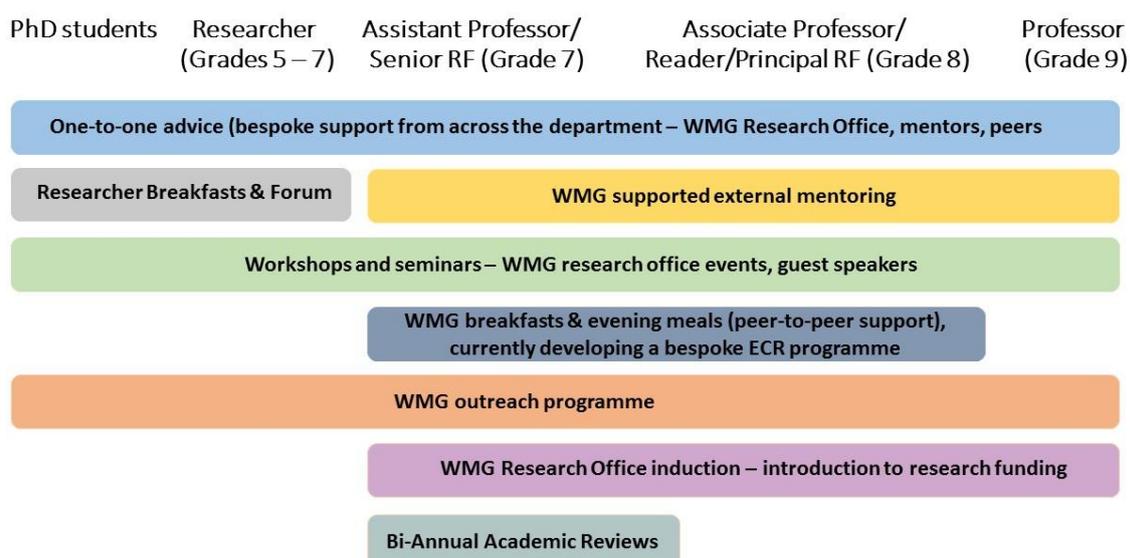
Academic, Research & Teaching	2013	27	92	12	44	42	46
Academic, Research & Teaching	2014	29	86	24	83	63	73
Academic, Research & Teaching	2015	41	95	27	67	66	69
Academic, Research & Teaching	2016	44	103	29	66	85	83

The completion rate of DPRs increased for the first two years with a drop in 2015. In 2016 the male completion rate increased, however female participation remained low. Additional support for females will be provided as described in AP 4.6. Feedback gathered during World Café events (June 2016) suggest the drop could be partially due to linking of the University's performance related pay scheme to the DPR process in 2015 and the introduction of a new style form.

Action 4.6: DPR – To address the drop in the DPR completion rate to ensure that all staff are provided with the opportunity to have a constructive DPR meeting

(iii) Support given to academic staff for career progression

Figure 46: Breakdown of support for PhD Students to Professors



Assistant Professors on probation are provided with significant support:

- a mentor from outside their research group (Bronze AP 14c)
- regular development discussions with line manager
- annual and mid-year reviews with the Academic Director and Senior HR team member
- a teaching mentor where appropriate
- one departmentally-funded PhD studentship
- staff development funding for one international conference each year

The department has had a 100% pass rate for academic probation since the Bronze award.

*“During my academic probation process, I have received full support from the department. These include the financial support for attending conferences to set up international network; assistance for grant applications, the support in building industrial collaborations, a fully-funded PhD studentship by WMG, the encouragement for taking part in teaching programmes at different levels as well as the available advanced research facilities. All these support highly facilitate the development of my academic career”
(Female Associate Professor)*

Additionally the Academic Director chairs an informal setting (breakfast/dinner) with junior academics to network, develop collaborations, share intelligence and best practice and build personal relationships.

SAT member & Principal Research Fellow Vanessa Goodship oversees the support provided for junior researchers including:

- A mentoring programme for research staff (currently 12 formal researcher mentoring partnerships exist)
- Continuous support to the Researcher Breakfast Forum, established in 2011 (Bronze AP 10.2), currently co-ordinated by two researchers (one male/one female) who attend forums across the university to enable dissemination of information at the breakfast. Presentation topics have included academic probation (Bronze AP 10.2), Athena Swan, Dignity at Warwick (Bronze AP 10.7) and utilised industry contacts including females presenting on career progression.
- Encouraging and supporting conference attendance and paper presentations, e.g. a female Research Fellow recently won a Best Paper Award and also instigated collaboration between WMG and the University of Quebec.





*"The researcher breakfast is a great opportunity to have contact with other researchers within the department. It allows me to understand the research beyond my own, and I regularly learn something completely new. This forum enables me to build my internal network at WMG."
(Female Project Engineer)*

Vannessa's work with junior researchers has been highly commended and replicated in other universities. She was invited to be part of a collaboration of universities in the North East of England, giving strategic guidance on the support that leaders should be giving to develop researchers.

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

Support for students is provided in various ways tailored to their form of study:

AEP students

- Advised by tutors of PGR opportunities (Bronze AP 6.4)

PGT students

- Support of Engineering Careers advisor and personal tutors
- Equal gender student representation through SSLC (Bronze AP 6.5)
- Internships

PGR students

- PGR students treated as staff and embedded within research teams
- Introduction of induction programme (Bronze AP 6.3)
- Academic progression is discussed regularly at meetings with academic mentors and supervisors
- Invited to attend "Learn to teach" course
- 'Hands on' experience of co-supervising MSc student projects
- Paid for teaching and research activities

Since 2013, there have been 8 PhD and EngD students and 1 MSc student recruited into Research Assistant/ Fellow roles upon completion of studies. Many students take paid work in the department through more informal routes such as day rate contracts however it is recognised that the official number of PGR students recruited into research as employees is low therefore a number of actions will be put in place to address this. (Silver AP 1.3, 1.4)

"I started as a postgraduate on MSc Manufacturing Systems Engineering; as part of my course I worked on a dissertation and was selected for an internship by my supervisor. The internship opened up new opportunities for me and I was able to hone my skills and explore new software. Having never thought about being a researcher before, I was excited about this new possibility. I applied for a research assistant role and I have been employed for 5 months and enjoyed every minute of my work. I am hoping to do a part-time PhD under my line manager. It has been a really productive and interesting two years for me." (Female Research Assistant)

Action 1.0: Launch a formal mentoring scheme to support female UG PGT and PGR students

Action 1.3: Annual open day at WMG showcasing current PGR employment opportunities at WMG

Action 1.4: Create a final year EngD/ PhD student list to identify students wishing to remain in academia and providing tailored information of academic employment opportunities

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

WMG has a Research Office (RO) to provide support from application to final submission with a 2015 appointed Research Manager (RM).

WMG recognises that applications are made to diverse ranges of disciplines with differing requirements. A Research Strategy Group meets regularly and new staff are given one-to-one sessions from the RO team on application processes. An online system was launched in 2015 to record notification of intention to submit applications. The PI is responsible for the draft application, with the RO and Finance teams supporting costings. Internal peer-review is a compulsorily provided for certain grants (e.g. H2020 or RCUK single investigator). Peer reviewers are offered to provide project management, understand funders or a specific field of study.

WMG strongly advocates enabling junior academics / researchers to join bids where possible as Co-I or named researchers, including the application for large departmental and university bids. This allows them to experience the process and learn skills for their own future applications.

Following unsuccessful applications, discussions based on reviewer feedback occur to take forward into subsequent applications. The processes implemented in 2015 significantly improved monitoring and reporting of research management.

There were 154 research active staff at WMG in 2015/16; 25% were female. 229 applications were made with 30% led by a female Principle Investigator 48% of female led applications were successful, compared with 44% for male PI's. To summarise, female staff were submitting more successful applications than male staff.

Figure 47: Percentage of awards per total number of research active staff

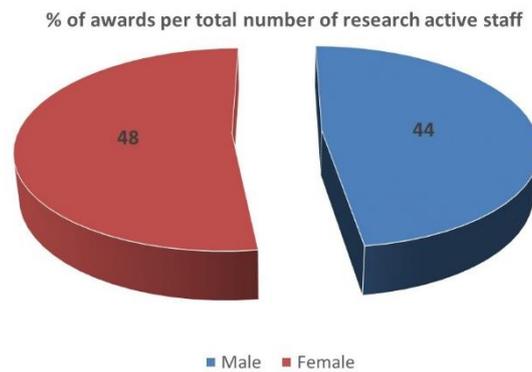
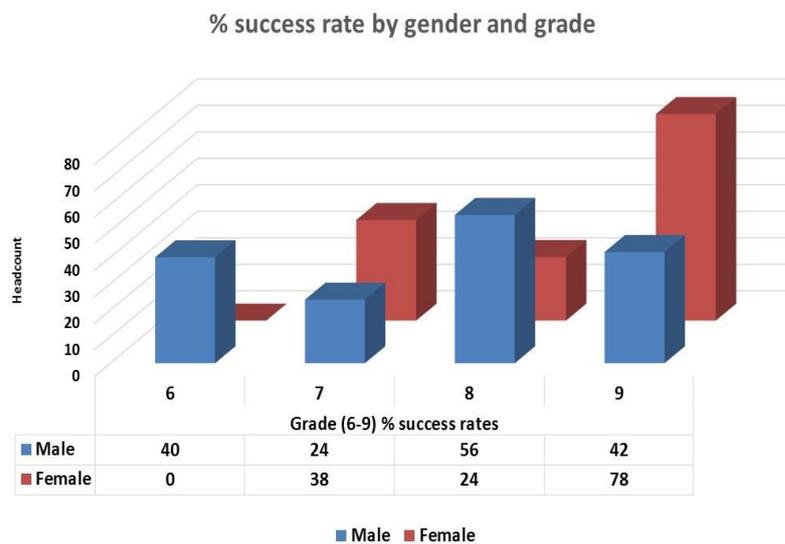


Figure 48: Percentage success rate by gender and grade



Female staff submitted an average of 2.2 applications per individual, an average of 1.2 of these were successful. Males submitted an average of 1.6 applications each and 0.7 of these were successful. This data is positive news in terms of equality of opportunity in applying for and winning research grants. It is expected that lower numbers of applications are being submitted at Grade 6 but some staff here (male and female) are successful. A concern to be addressed is award success rate for female staff at Grade 8 and individual support is being provided to aid conversion rates.

Figure 49: Average award values split by gender

	Female	Male
Average Application Value (per application)	£205,004	£240,985
Average Application Value (per person)	£646, 552	£743,611
Average Award Value (per application)	£110,361	£273,483
Average Award Value (per person)	£186,765	£406,318

Whilst success rates generally are better for female staff, there is an anomaly in terms of size of awards with males winning higher value awards. This is consistent across all grade levels and due to large industry-led awards, e.g. APC, where staff have been recruited from industry to lead these projects. One male Professorial Fellow has been successful in securing very large grants, and this has skewed the data this year. In contrast, smaller grants such as EPSRC carry greater probability of higher impact publications (critical academic metric). What is not visible from the data is that larger bids are contributed to significantly by female staff. This needs highlighting to improve visibility and acknowledgement. Further investigation is needed in order to encourage and support female staff to target themselves as PI's on larger grants. We will also undertake some investigation with our staff to identify whether female staff require additional support throughout the application process.

Silver Action 2.9: Deeper review of applications by peers with arranged sessions for thorough feedback exchanges

Gather data by research council and PI and Col data, including capturing multi institutional bids. Discuss application process with female and male staff individually to highlight any different approaches

5.4 Career development: professional and support staff

(i) Training

Professional and Support staff have access to the University's open programme offering a range of sessions, such as Minute Writing, Disability Awareness, Project Management Skills, and Assertiveness, all of which are free to University staff.

Figure 50: Warwick Open Programmes Attendance 2013-2016

	Male	Female	% of eligible male staff	% of eligible female staff
Professional	30	17	38	55
Support	14	32	29	60

The Warwick Management Programmes are also available, Warwick Introduction to Management (WIM) available to Support staff (Level 1a – 5) and Warwick Administrative Management (WAMP) available to Professional staff (Level 6 – 9). The attendance numbers for WIM are lower due to the lower numbers of managers at this job grade.

Figure 51: Warwick Management Programmes 2013-2016

	Male	Female	% of eligible male staff	% of eligible female staff
Professional	6	2	17	12
Support	1	2	100	29

Staff are encouraged to attend WMG’s Management Programme where relevant to the role through the intranet and targeted communications. Similar to ART staff some sessions of the Management Programme are open to all as a development opportunity.

Figure 52: WMG Management Programme Attendance

	Male	Female	% of eligible male staff	% of eligible female staff
Professional	34	17	97	100
Support	1	7	100	100

WMG’s staff development budget is regularly used for staff to attend training courses, e.g. project management, with staff cascading training via a briefing session where appropriate. A number of external trainers have been employed to deliver bespoke training, e.g. Customer Awareness training for support teams.

Figure 53: External Training Attendance 2013-2016

	Male	Female	% of eligible male staff	% of eligible female staff
Professional	37	20	46	65
Support	35	26	73	49

Training is evaluated and logged through the DPR process.

Female attendance from both groups on the open programme is high although professional females attend more external courses. The subjects covered on the open programme are generic, with specific training requested by professional staff available externally.

Due to the nature of the department's business, and not highlighted in the data, there is a high level of health and safety training relevant to staff working in laboratories and workshops, who are currently predominantly male.

(ii) Appraisal/development review

WMG has the same initial DPR process for all staff, see section 5.2.ii. Data below for the Support and Professional staff shows no difference in the trends identified for the AR&T staff.

Figure 54: Completion rates for DPR for Support Staff 2013 - 2016

Grade	Year	Total No. of Employees		Female Completed		Male Completed	
		Female	Male	Number	%	Number	%
Support	2013	34	26	15	44	1	4
Support	2014	35	21	25	71	10	48
Support	2015	44	31	37	84	17	55
Support	2016	46	34	40	87	19	47

Figure 55: Completion rates for DPR for Professional Staff 2013 - 2016

Grade	Year	Total No. of Employees		Female Completed		Male Completed	
		Female	Male	Number	%	Number	%
Professional	2013	16	35	4	25	10	40
Professional	2014	16	34	12	75	22	55
Professional	2015	18	43	9	50	29	67
Professional	2016	18	55	18	100	54	98

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

A number of staff have received financial support to undertake professional qualifications. Recent examples include staff in HR, Marketing and Finance, with a number subsequently promoted to high-graded roles.

Figure 56: Professional qualification attendance 2013-2016

	Male	Female	% of professional male staff	% of professional female staff
Professional	1	4	1	13
Support	5	2	10	4

Staff are encouraged by managers to attend training, conferences or external events, e.g. tax updates for Finance staff, with departmental funding provided.

Personal development courses offered by the LDC are advertised to all staff in the weekly bulletin, e.g. CV writing sessions, and are attended by staff as well as networking events to encourage personal development. A focus group and mentoring opportunity approach is outlined in Silver AP 2.2 and 2.3.

Support staff are also encouraged to attend the University’s ‘Inspiring women’ sessions where speakers encourage women to follow their career ambitions.

WMG has begun developing technical staff from apprentice level through to permanent roles. In the last 3 years, two out of two male apprentice roles have been promoted to technical roles. Methods to target suitable female applicants have been identified in the silver AP.

Mentoring opportunities are made available to professional and support staff on request.

Action 2.3: Hold female focus groups to identify what support women at WMG require for career development and explore concerns raised around barriers to their career progression.

Action 2.4: To work with WES to implement MentorSET, offering female staff the opportunity to have external mentors who can facilitate continual development. In addition to this they will be able to mentor others, increasing skills and networking.

Action 2.5: Hold a “Women in Leadership” training course at WMG.

5.5 Flexible working and managing career breaks

Cover and support for maternity and adoption leave: before leave

All women requesting maternity/adoption leave women meet with the HR Officer to generate a maternity plan; they are offered a risk assessment and occupational health appointment. Additional to the University policy, the department has previously tailored arrangements, including home working and special parking.

Cover and support for maternity and adoption leave: during leave

Arrangements are usually made for a fixed-term appointment to directly cover a staff member's maternity leave.

In accordance with the individual's preference the HR team maintains regular communication throughout the pregnancy to discuss arrangements. Some members of staff choose to use their statutory Keep in touch (KIT) days, e.g. attendance of research project meetings to maintain research profile, to undertake specific activities such as PhD student supervision; however, these are agreed on a one-to-one basis.

During maternity leave, staff retain off-site access to their files and e-mail, and important University/departmental communications are sent to their home address. Teams are required to inform those on maternity leave of any important group developments without assigning them work to do.

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

As a direct result of the Bronze- AP (13.1) WMG's HR team has a formal "welcome back" process where they contact the individual a month before their planned return to work date, to confirm arrangements for their return.

Often employees use accrued annual leave to extend their leave period or to work part-time on their return; staff may also request flexible working. For example, a member of support staff organised adoption leave for one year and then requested a second year of unpaid leave. This was granted and the individual is now returning to work on reduced hours.

We also offer support to returning academics, which includes a departmentally funded PhD student and reduced teaching load to allow the employee to focus on research once back at work. See **Case Study One**

The department provides a private family room and ancillary refrigeration for breastfeeding/expressing for female staff and conference attendees.

To provide additional support and relieve some pressure for academics returning still on academic probation, the probation break is extended. For example, an Associate Professor recently returned after 6 months maternity leave, her probation break has been extended from 6 to 9 months as we recognise there may be a period of adjustment to optimise new routines.

As an action resulting from the PULSE staff survey a family room has been introduced providing returning mothers facilities to express and store milk in a private comfortable room which is also used for personal family emergencies.

(iv) Maternity return rate

Table 57: Academic, Research and Teaching Staff Maternity Leave

Year	Number on Maternity Leave	Number Returned	Remained in post after 6 months	Remained in post after 12 months	Remained in post after 18 months
2013	1	1	1	1	1
2014	1	1	1	1	N/A
2015	1*	1	1	1	N/A
2016	5**	N/A	N/A	N/A	N/A

*1 Maternity leave then converted to shared parental leave in 2015
** 1 Maternity leave then converted to shared parental leave in 2016

Currently all ART staff have returned to work and remained in post after maternity leave.

Table 58: Professional and Support Staff Maternity Leave

Year	Number on Maternity Leave	Number Returned	Remained in post after 6 months	Remained in post after 12 months	Remained in post after 18 months
2013	4	3	2	2	2
2014	2*	2	2	2	N/A
2015	4	4	3	3	N/A
2016	2	N/A	N/A	N/A	N/A

*One Adoption Leave

There has been two cases where support staff have not returned or remained in their post after maternity leave as they chose to be stay at home parents. Three professional and support staff have returned on part time contracts.

Paternity, shared parental, adoption, and parental leave uptake

Figure 59: Academic, Research and Teaching Shared Parental leave

Year	Number on Shared Parental Leave	Gender	Grade
2013	N/A	N/A	N/A
2014	N/A	N/A	N/A
2015	1	Female	Level 6 Researcher
2016	1	Female	Level 6 Researcher

WMG was the first department in the university to have an employee request and take shared parental leave after the legislation was introduced. HR has since supported other departments to facilitate the shared parental leave process and the department was commended by the university's senior HR management team.

"After a period at home on maternity leave, I converted the remainder of my leave into shared parental leave. I very much appreciated the flexibility that allowed my partner and I to decide what would work best for us, as long as we had the agreement of our employers. I used my shared parental leave to get back to work gradually. This gave me the opportunity to stay involved in our ongoing research project whilst still having time at home with my baby. I believe that this period of shared parental leave has greatly facilitated my transition back to work and also helped in adjusting to our new routine at home." - Female Research Fellow

Figure 60: Professional and Support Staff Adoption Leave

Year	Number on Adoption Leave	Gender	Grade
2013	0	N/A	N/A
2014	1	Female	Level 1- 5
2015	1*	Female	Level 1- 5
2016	0	N/A	N/A

**Employee in 2014 granted a second year of adoption leave in 2015*

Figure 61: Academic, Research and Teaching Staff Paternity leave

Grade	Number of Paternity leave 2013/14/15/16
6	3
7	9
8	3
9	0

Figure 62: Professional and Support Staff paternity leave

Grade	Number of Paternity leave 2013/14/15/16
6	2
7	1
8	3
9	0

To date, employees who have taken paternity leave have taken their full allowance.

The paternity and shared parental leave policy is provided in the employee handbook, discussed at induction and promoted in the departmental bulletin. WMG HR have an open door policy and are available to discuss all options available to employees.

Silver Action 3.0: Support for Paternal leave – to further promote the shared parental leave policy to both female and male staff

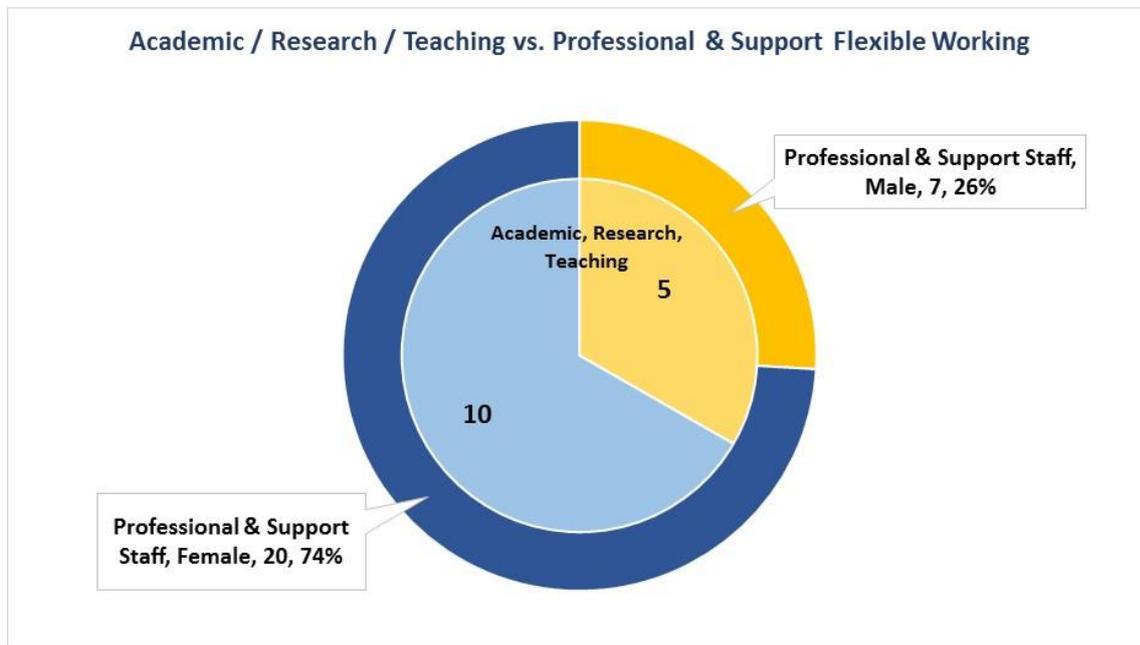
(vi) Flexible working

WMG will always consider flexible working requests and where operationally possible accommodate such requests.

Figure 63: Number of staff with formal part time flexible working arrangements

Grade	Male	Female
Academic, Research & Teaching	5	10
Professional & Support Staff	7	20

Figure 64: Comparison of staff groups for formal part time flexible working arrangements



There are a number of flexible working arrangements employees make routinely, such as:

- Term-time only
- Annualised hours
- Working from home
- Later start times
- If P/T a non-working week day

Some of these arrangements have been informal; all formal flexible-working requests submitted in recent years have been approved.

WMG is currently going through a consultation process with all staff to consider flexibility around core working hours across the department.

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

Where a role is being performed on a part-time basis individuals would be supported on a case-by-case basis should they wish to increase their hours.

We proactively find solutions for members of staff who want to increase their hours to full-time from part-time. One successful example in the last year was a female member of teaching staff wishing to increase from 4 to 5 days. A female Professor, who has worked for many years on a part-time basis (0.6 FTE) for childcare reasons, has the option of her post being kept open as full-time should she choose to increase her hours.

5.6 Organisation and culture

(i) Culture

Our aim is to ensure that WMG’s culture is not only diverse but that we leverage that difference for competitive advantage. The Chairman sets the tone by deliberately embracing new pathways to success, e.g. our part-time undergraduate degree course for degree apprentices. The *Applied Engineering Programme* is thriving and attracts a higher percentage of female apprentices than the national average (10% female apprentices at WMG for 2016-17 compared to 3.4% female apprenticeship starters.) Women on the course are supported with a dedicated service providing flexibility, career advice and opportunities for outreach.

Successes from our Bronze action plan include:

- Better-balanced communications, e.g. an increase in female staff and student case studies on webpages, departmental brochures and social media promotion of relevant news. (AP2a, AP2d)
- More women leading briefing sessions (AP3b)
- Targeted emailing of WMG females to encourage attendance at training/events (AP7.1, 7.5)
- Conference childcare support is offered (AP7.4)
- WMG STAR awards will continue to annually congratulate our talent (AP16c)
- Student and teaching literature has been revised to include female case studies, role models and photos. (AP2d)
- All tutor groups with female representation have at least two female students (AP6.1)
- Female representation at all WMG student recruitment events (AP6.7)



The task ahead pays attention to what women tell us around the skills and expertise they want to develop but also to the format that would be most beneficial to them. We want to better understand the personal and structural obstacles to their progress such that we can transform it. Silver AP 2.3

Several mechanisms have been put in place allowing staff to feed into culture change following the PULSE staff survey 2016. When analysed, the results highlighted three areas WMG performs well allowing further actions to celebrate success, and three areas with room for improvement:

Figure 65: Areas highlighted in the PULSE staff survey action plan

Areas to celebrate success	Areas to improve
Training and Development	Staff Engagement
Communication	Recognition
Dignity at Warwick	Wellbeing

On analysis the results showed female staff were unhappy with senior leadership within the University, particularly around communication. Actions were put into the plan to highlight availability of information, e.g. Vice-Chancellor open forums, blog posts, and the results were raised at University level. However positive results showed that female staff feel well supported by WMG Senior and Line Managers.

All staff were then invited to a series of world café events, to allow feedback into departmental change. The format of these events allows suggestions to be made in an informal setting. With a table for each identified topic, flipchart paper is available allowing anonymous comments, an environment designed to encourage people less confident to voice their ideas and concerns. The comment fed into the PULSE action plan, a vehicle allowing change in departmental practise. Successes so far from the PULSE Action plan include:

WMG STAR Awards was replicated by the University using a similar format, launched the following year.

- The family room (refer to 5.5.iii)
- World Cafés to investigate improved flexible working offerings, a paper is being drawn up with proposals to be reviewed by the OEG.
- Alternative use of office space, e.g. hot desking pods away from usual working space allowing a quiet environment for open plan workers.

A low engagement in the survey was identified from research and teaching staff. Alternative feedback options have included staff group specific focus groups facilitated by an independent colleague, and researcher feedback from the ECR Forum into the Welfare and Communications group who progress the PULSE action plan. Future world café events will be held in other areas for improvement.

(ii) HR policies

The department has a HR team of 12 who:

- monitor the consistency in HR policies
- provide HR updates to staff with management responsibilities
- inform staff about Dignity at Work (DaW) policy
- support line managers through HR processes
- Manage the recruitment process

The WMG Management Programme covers HR skills:

- absence management
- recruitment and selection
- performance management
- induction and probation

WMG HR has an open door policy at all times from HR Assistant to Director level.

Specific managers are targeted to attend when required, e.g. the manager of a new research project is encouraged to attend recruitment training. The masterclass content is revised annually to ensure policy changes are communicated.

The PULSE Staff Survey 2016 indicated a drop in engagement from the 2013 survey, highlighted in particular in the Research staff category. Feedback was gathered from:

- World Café events
- ECR Breakfast forum
- Staff focus groups

Following this feedback the department has implemented the following to improve HR policies:

- DaW month in November to promote available support
- Review of flexible working arrangements
- Introduction of wellbeing initiatives
- Increased methods of recognition

The PULSE action plan identifies actions necessary for all staff, some may be transferrable to the Athena Swan action plan to further identify gender related actions.

Since our bronze submission, we have not had any formal grievance or Harassment & Bullying cases. We have had one capability case; however the individual (Male Research Fellow) left the university of his own accord for health reasons.

(iii) Representation of men and women on committees 2016

Figure 66: Breakdown of staff group and gender representation on internal committees

Committee	Level 1a-5		Level 6-9		Academic		Research		Teaching		Student Rep.	
	M	F	M	F	M	F	M	F	M	F	M	F
Welfare & Communications Group *	-	1	2	4	2	2	1	1	1	3	1	-
Health & Safety Committee *	-	-	4	3	4	1	2	-	-	-	-	1
Research Strategy Group	-	1	3	3	12	8	2	-	-	-	-	-
Web Steering Committee	-	-	2	3	-	-	-	-	-	-	-	-
Education Management Group *	-	-	1	2	-	2	-	-	1	1	-	-
Professorial Board * NEW	-	-	1	2	13	6	4	1	3	1	-	-
Operational Executive	-	-	3	3	4	1	-	-	-	-	-	-

Group (OEG) * NEW												
WMG Board* OLD	-	-	2	3	4	2	-	-		-	-	-
Academic Quality Group	-	-	-	1	-	1	-	-	2	12	-	-
Assessment Review Panel	-	-	-	-	-		-	-	5	3	-	-
WMG Digitally Enabling Group	-	-	5	3	-	1	-	-		-	-	-
Full-time MSC Committee	-	1		3	1	-	-	-	2	1	-	-
Overseas Programme Committee	-	1	-	-	1	-	-	-	5	1	-	-
Staff Student Liaison Committee	-	-	-	-	-	-	-	-		1	6	7
WMG Laboratories Group NEW	-	-	8	2	4	2	1	-	-	-	-	1
*Most influential committees												

The monthly OEG is the senior policy-making committee; with strategy communicated to senior staff by Lord Bhattacharyya at the Professorial Board. These two groups replace the original WMG Board, and have strong female representation (8/20 and 4/7 respectively).

40% of WMG Professors are female

The split of gender and staff group representation on all groups/committees is monitored regularly and aligns with the gender split within the department and the relevant areas.

The recruitment of staff members to committees can be role related. WMG endeavours to spread the load of committee-related work limiting exposure unless this is a principal component of the role, e.g. the Academic Director of Graduate Studies is one of WMG's main female representatives on University committees, which contributed to her promotion in 2015 to the University's Director of Graduate Studies.

The membership of WCG is reviewed annually with a department email invitation for new members. Gender balance is monitored in addition to staff type and building allocation. Guest attendance from interested colleagues has also been introduced. This action is to be spread to other relevant committees.

WMG greatly values participation on committees and in special support roles and specifically recognises "Good Citizenship" in the annual recognition event, and through the academic probation process.

Silver Action 4.0: Increase the visibility of female role models. Annual lecture to be given on career progression in Science & Engineering by selected female role models.

Silver Action 4.2: Hold annual public open day for research and teaching facilities with tours ensuring the showcase of female staff

Silver Action 4.3: The SAT/WCG/OEG to take responsibility for further embedding the visibility of Athena Swan activities in the department. Due to growth in the department WMG must continue to ensure that new staff are informed about AS activities

(iv) Participation on influential external committees

WMG staff are encouraged to be involved in external committees, e.g. professional bodies, funding councils, local school governors. The department recognises these roles as important for individuals' development, with networking and industry links enhancing collaboration opportunities.

Figure 67: Breakdown of staff group and gender representation on external committees

	Support		Professional		Academic		Research		Teaching	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 5		2					1	1		
Grade 6			2	3			7			
Grade 7			3	5	3	1	5	2		
Grade 8			6			1	1		3	2
Grade 9				2	6	3				1

A sample group of 160 employees provided the above data, 60 staff involved in external committees, with an approximate 60%/40% male/female split. This highlights a low representation of teaching staff externally. A need for improved strategy to enhance WMG's external influencing capability has been identified by the OEG. (Silver AP 4.7)

Successful recent appointments to influential committees include:

- Professor Jan Godsell contributed to an APMG (All Party Parliamentary Manufacturing Group) term paper at the House of Commons, speaking at roundtable discussions. This paper starts an international supply chain strategy putting Britain back at the heart of global manufacturing.

- Professor David Greenwood and Professor Kerry Kirwan appointed to the EPSRC Energy Scientific Advisory Committee and Manufacturing the Future Strategic Advisory Team respectively.

Recognition of appointments to external committees are communicated at departmental meetings and via the weekly Bulletin, encouraging others through raised awareness. Additionally female success is highlighted on WMGs website, e.g. case studies, professional profiles.

Key members of the department also contribute to 18 University wide committees. Membership can be linked to an employee's role with voluntary membership also encouraged by line managers. Of these appointments 6 are held by males and 12 by females. This gender imbalance has been identified as role related, and is being monitored to ensure there is no excessive workload.

Figure 68: Staff contributing to University wide committees

	Support		Professional		Academic		Research		Teaching	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Grade 5	-	-	-	-	-	-	-	-	-	-
Grade 6	-	-	-	2	-	-	-	-	-	-
Grade 7	-	-	-	-	-	-	-	-	-	2
Grade 8	-	-	-	-	2	-	-	-	2	-
Grade 9	-		-	-	1	1	-	-	1	7

Silver Action 4.7: To increase the opportunity to influence externally
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(v) Workload model

WMG has a spreadsheet-based model available to all staff for individual workload assessment. Standard time allowances are assigned for normal teaching duties with provision to include a self-assessment of the time required for course development, administration, knowledge transfer, consultancy, outreach, personal development and committee membership. Staff members can request at any time that their workload is reassessed with their line manager. If a member of staff wishes to amend their working hours, the model is used to determine feasibility and linked resourcing requirements.

As most of WMG's teaching is undertaken by dedicated teaching staff, there are few issues relating to academics' teaching workload. WMG delivers UK and overseas teaching and

considers arrangements for delivery in different locations and for all elements of teaching preparation, delivery and assessment.

The majority of WMG's teaching-related administration is carried out by senior staff members.

(vi) Timing of departmental meetings and social gatherings

Hours

The standard working hours at Warwick is 36.5 hours, WMG's normal working hours:

- 8:30/9:00am to 5:00/5.30pm Monday to Thursday 4pm finish on Friday
- UK teaching activities in the UK may continue until 7:00pm
- Overseas teaching often requires weekend work, compensated with time off in lieu and option of homeworking at other times
- Staff with extensive care responsibilities are not required to teach overseas, but may choose to

Meetings

- Formal meetings of departmental committees scheduled between 10am – 3.30pm
- All teams are encouraged to schedule meetings at times when relevant staff can attend to ensure part time employees are included
- Meetings with partners may be held outside normal hours to accommodate company requirements. Project managers are required to support staff members whose family responsibilities preclude attendance by co-ordinating alternative representation

Social gatherings

Social gatherings e.g. Christmas lunch and dissemination events are normally held between 10am – 3.30pm

(vii) Visibility of role models

Since the Bronze-AP (2.a) WMG's Athena webpages have been expanded to include:

- Senior female academic staff profiles providing examples of career progression to date and what inspired them into Engineering
- Case studies of females who have benefited from WMG support through flexible working arrangements, career development and return to work after long term absences
- Support mechanisms available to women in STEM and links to external organisations
- WMG's Corporate Brochure highlighting the female gender proportion within the department.

WMG regularly hosts talks and briefing sessions for all staff. Recent talks/ events include:

- Shaheen Charlwood and Barbara Shollock shared best practice from Women in Leadership course they attended.

- Jan Godsell chaired the Supply Chain in Practice Forum, where SC experts throughout the country meet to share good practice. At Industrial request, Jan established the Forum to focus on company and WMG-based research and education projects.
- Meghana Pandit Chief Executive of University Hospital Coventry and Warwickshire gave a talk on Innovation in NHS, open to all University staff.
- Claire Dancer, junior academic, organised a national conference at WMG. Departmental administrative and financial support was supplied, in addition to access to the family room for a delegate to express milk.
- Corrina Gibbs, Research Manager led a webinar to share WMG research support practices to national interested parties.

WMG employees are also encouraged to attend female focussed University events, e.g. the International Women’s Day event, whose theme was ‘Inspirational Women’. Rebecca Cain, WMG Associate Professor, presented a talk on women changing industrial design.

(viii) Outreach activities

WMG shares good practice at local, national and international levels, e.g. school visits, public engagement events. 10 schools in the local and wider area have been identified for involvement in our projects, the majority with a mixed intake to allow encouragement of STEM subjects for female students.

Figure 69: breakdown of school types supported

School Type	Mixed / Single Sex	Number
Comprehensive	Mixed	6
Grammar	Single Sex – Male	1
Grammar	Single Sex – Female	1
Academy	Mixed	2



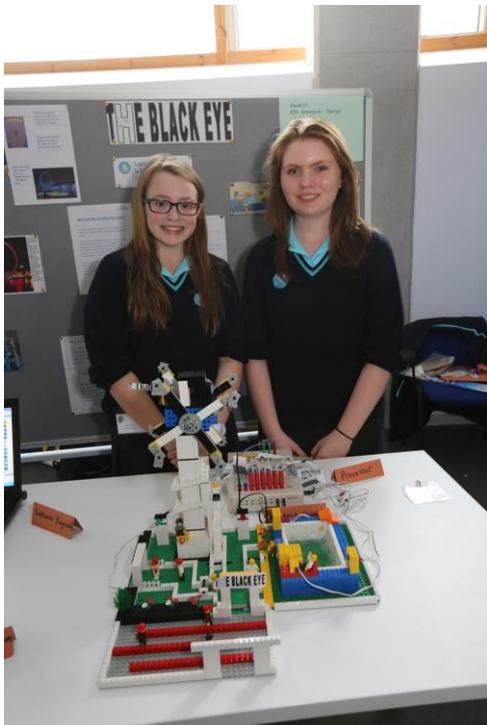
Many staff who are engaged in these activities are passionate about encouraging the next generation. Confirmation of the staff number involved is difficult as it is not always reported, however a recent sample of 160 staff showed 30-40% of staff have involvement in outreach activities (35% / 65% female/male split).

One of WMG's strategic visions, 'connecting through outreach', shows the importance of Outreach activity. Departmental support and recognition is provided through:

- Weekly Bulletin and intranet pages
- Annual WMG STAR award for Outreach/Widening Participation;
- a WMG female member of staff won the 2014 Science Faculty Public Engagement Award;
- Inclusion of outreach in the workload model (informal requirement);
- Departmental funding through a managed budget;
- Student recognition:
 - donations to Student Societies;
 - students with more than 20 hours put forward for Volunteer Awards;
 - degree transcripts detail hours worked on outreach activities.

The WMG outreach contribution is well supported by female employees:

- co-ordination of the University's Technology Volunteers scheme, and of display resources developed in conjunction with WMG at the National STEM centre by Margaret Low
- Action Duchenne conference by Diane Burton (Project Officer).
- Contribution to the Skirting Science initiative with Barbara Shollock making the closing speech.
- Emma Rushforth (Senior Teaching Fellow) running Robot workshops at Imagineering and the university's 'Festival of Imagination'.
- Leading 'Maths and Beyond' initiatives for school children by Shaheen Charlwood.



At the university's Teaching and Learning Showcase 2014, WMG ran a workshop to share outreach practice faculty wide, presented by a 50% gender split panel of two students and two staff.

Outreach female participation by WMG is encouraged, e.g. Royal Institution Masterclasses, with schools asked to nominate two students, one male and one female. Feedback is gathered at outreach events when possible with amendments made when necessary, particularly considering encouragement of female participation and satisfaction.

WMG has led the development of two WMG Academy for Young Engineers, with three WMG employees, one male and two females appointed to governor roles, staff also have involvement in the teaching delivery and projects.

6500 words

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Case Study 1 – Dr Rebecca Cain



I began my career at WMG in 2005 as a Project Engineer on the Premium Automotive Research and Development programme, with three months left to complete my PhD. I graduated one year later, close to the time I met Professor Paul Jennings who has research interests in a similar field. I moved into Paul's team as a Senior Research Fellow and four years after my PhD award won the Challenging Engineering Fellowship worth £1.3M with the support of my WMG mentor. In 2010 I was promoted to Assistant Professor, and again to Associate Professor, as part of a retention package, in 2012. I now have regular meetings with the Academic Director and Director of Operations and HR to discuss continued career progression.

During this time I have also had two children and taken advantage of the maternity leave procedure. On both occasions I returned to work on a part-time basis after 6 and 5 months maternity leaves, using annual leave accrued. During my first maternity leave I was also promoted to Associate Professor. I provided feedback on the return to work procedures based on my first experience which have influenced HR policy. On return to work after my second child I had a meeting with HR to discuss any issues including workload. Following this my teaching commitments were reduced and I was not allocated any MSc students to supervise for my first year back. This allowed me to concentrate on the deliverables for my research projects, and a PhD student was also funded by the department to assist with this. I have regular contact with my line manager to allow me to discuss issues as they arise.

I was the first person in the department to request shared parental leave, after the process becoming legally available. After five months I returned to work and my husband took two months of my maternity leave. Following this I returned to work on a part time basis using annual leave on a weekly basis until my child was one, after which I worked full time. My work pattern now includes working from home two days a week, but these days are flexible to suit work demands.

The department is also committed to providing financial support when I incur additional childcare expenses whilst I attend conferences. Attending conferences is essential to promote my national and international profile, so this kind of support is extremely useful.

After speaking to friends and acquaintances my experience of maternity leave has been far more positive than in other institutions and I have since sat on a panel for 'The challenge of juggling a career and care responsibilities', a UoW event.

Case Study 2 – Dr Helen Ascroft

I was initially attracted to WMG as it had a highly regarded reputation in delivering industrially relevant research and so in 2004, after studying for my PhD, I joined WMG as a full time Research Investigator on a short term contract, quickly appreciating the professional rigour of working at WMG. A year later I fell pregnant with my first child. During my pregnancy due to an extension of funding my contract was extended beyond the length of my maternity leave and so I returned to work and continued my research. At the end of my contract, my Head of Research Group and HR Manager encouraged me to apply for a new position, however I found that although I loved the professional and fast pace of working at WMG, my one hour plus commute to work was increasingly difficult to manage to my satisfaction with a very young family and so made the tough decision to leave and take a career break.



At my exit interview, the HR Manager encouraged me to stay and advised me to consider part-time working. She also said that when I was ready to return to work, in whatever capacity, my application to WMG would be positively received. I am not sure any of us thought that I would wait quite so long before deciding to return to work, nevertheless, 7 years later, with my children at school I decided that I was ready to return to work. Having previously enjoyed working at WMG it was naturally the first place I looked to for vacancies. In 2012, at the first available opportunity, I successfully applied for a Research Fellow position in materials and manufacturing at WMG. Even though the position was advertised full time, I made it clear early on that my intention was to work part-time. This was facilitated without question and I took up the position 0.8FTE, being absent from WMG on Fridays. The first few months were challenging as I set about rebuilding my research profile and refreshing my technical knowledge but surprisingly quickly it felt as if I had never left.

It is inevitable that WMG has changed in 7 years but some things have remained reassuringly familiar. It is still exceptionally business like and professional, and opportunities abound for all who wish to take up the challenge. I co-supervise a number of machining research PhD students and I was positively supported in applying for research funding and within a year of returning to work had secured funding from Innovate UK as a named Co-Investigator. At the end of 2014 I was appointed Senior Research Fellow in the department. Even though the post was advertised as full-time, I negotiated continuing to work 0.8FTE. Soon after, I also officially took on a teaching commitment becoming the machining technology course module tutor for the department's full time MSc course.

One important aspect in being able to achieve this on such a short timescale has been WMG's continued support of part-time and flexible working. My research and teaching activities and continuing childcare responsibilities inevitably demand flexibility in my work schedule, and WMG is normally able to accommodate alternative arrangements when required. For example, occasionally, I need to perform experiments, lecture or attend a conference on a Friday, equally the department accommodates flexible working times and occasional working from home.

(996 words)

7. FURTHER INFORMATION

Further information

Since submitting the Bronze AP the department has seen huge changes which has led to shifting priorities and objectives for members of staff. The Athena agenda has been given significant attention and as a result further actions and activities have been implemented in addition to the bronze action plan. Some of these key achievements will be discussed in this section.

Enhanced outreach contribution and external female focussed events in WMG:

- Celebration of the UN International day of women and girls in science, to celebrate and raise awareness of the day information was placed on TV screens across the department and on social media
- National Womens Engineering Day (NWED) was celebrated with an event organised by Senior Teaching Fellow Shaheen Charlwood; female students from the WMG academies took part in a day of activities with WMG staff and listened to talks by a two female engineers from Dyson and JLR, one of which is a current AEP student
- One of our Assistant Professors and Athena Champion Tara Schiller organised an Institute of Mining and Materials event for members held at WMG for NWED, this was well attended
- An event organised by Professor Jan Godsell discussing women in the workplace and Athena Swan was hosted at WMG with talks from Warwick Business School Behavioural Scientist, 'Womanthology' magazine editor and Sarah Dickinson, Head of Equality Charters (ECU)
- A WES event was hosted at WMG for New Models in Engineering Education
- ART staff including 7 females and 8 males and a number of WMG students contributed to the 2016 RI Engineering Masterclasses through workshops, presentations and sharing projects with young people and families
- SAT member Mel Loveridge talked at Warwick Think Science Conference aimed at A-level pupils.

Further embedding Athena Principles into WMG and Communication improvements:

- SAT member Nancy Olsen attended Conference on STEM subjects in HE and presented findings to the SAT
- The Faculty of Science now has WISE membership as a direct result of WMG engaging with them, we have started a collaborative relationship with WISE e.g. a regional WISE event was hosted at WMG

Sharing best practice and increased visibility of role models:

- Professor Jan Godsell has contributed in a number of areas:
 - Talked at a "Time for Change" event

- Sat on panel at summit in Athens, 'Perspectives by influential women leadership in global supply chains'.
- Featured in magazine article Using 'real option value' to maximise women's career choices and taking a broader supply chain perspective to encourage diversity
- Professor Amanda Dowd has contributed in a number of areas:
 - Case Study: The Role of Partnerships in Supporting Students in Transnational Education (TNE)
 - delivered a case study at a national event , 'Postgraduate Education 2016: Improving Access, Funding and Outcomes'
 - Reviewer for the UK Quality Assurance Agency (monitoring standards across UK Universities)
 - Active with professional institution, 'Institution of Engineering & Technology', thus enabling networking opportunities for staff and students at WMG

(486 words)

Ongoing SAT Actions:

- SAT to meet every two months
- To oversee the implementation of the 2016-2019 action plan
- Continue to observe, share and implement best practice with other departments and institutions
- Staff and student data will be analysed by the SAT annually to ensure progress is being made and to address any problem areas
- Focus groups will continue to be held in order to discuss key issues in more depth
- At the end of each academic year the SAT membership will be reviewed
- Liaise with students through student representative

Objective	Action to date/Rationale for Objective	Planned Actions	Timeframe	Responsibility	Impact/ Measure
Student Recruitment and Support					
Support for Female Students 1.0 Launch a formal mentoring scheme to support female UG, PGT and PGR students with their studies and career progression	WMG currently offers mentoring in an informal capacity. Additionally the department offers an Industrial links scheme whereby Part-time female undergraduate degree apprentices (Full time staff in industry) mentor full time traditional UG female students in Engineering. WMG will build on this and grow the mentoring scheme for other students across the department	Increase in visibility of mentoring scheme (Moodle, social media, PhD induction) facilitated by WMG website Female ART staff to provide mentoring for female students Use links with industry to increase the offering of female mentors Regular training for mentors	Spring term September 2017 Monitoring-ongoing/ feedback to SAT annually	Director of Undergraduate degrees Stuart Barnes-Director of Research Degrees Student Experience Manager	Framework for mentoring female students is fully embedded leading to an increase in mentors and mentees Feedback from students showing an increase in confidence to pursue challenging opportunities to develop their careers
1.1 To continue to develop new delivery methods and approaches that enhance flexibility and attractiveness of our courses to females from industry.	It has been identified that some women are registering for the course but do not attend the entrance tests due to low confidence in mathematics. WMG will provide support to women who do not feel confident to take the maths	Series of webinars delivered by Senior Teaching Fellow in Mathematics to refresh appropriate content for maths entrance test	March 2017-yearly	Shaheen Charlwood-Senior Teaching Fellow, Lead on support for female students	Reduction in dropout rate of females for AEP entrance test and an increase in females interested in the programme

<p>Provide targeted support for female applicants for AEP prior to entrance exam</p>	<p>entrance test for the AEP in order to reduce the drop out between initial sign up and exam date</p>				
<p>1.2 Work with companies to ensure female AEP students are offered the same increase in opportunities and responsibilities as AEP male counterparts in the work place</p> <p>To work with our industrial partners to identify and recruit greater numbers of women from the workplace onto part-time taught postgraduate programmes.</p>	<p>Value-added Survey for AEP students shows a discrepancy between male and female experience when they return to work - males saying they feel they are given more responsibility and opportunity, females do not share this experience</p>	<p>Present value-added survey results to company contacts responsible for degree apprentices</p> <p>Hold meetings with company contacts to decide and monitor actions for gender parity in experience back at work for AEP students</p> <p>Raise the issue of value-added on the AEP Womens forum and at tutorials to allow experiences to be shared and collated</p>	<p>Open discussion on forum in January 2017 and then ongoing throughout the year</p> <p>Start discussions with female AEP students in June of their first year and then raise again in November, February and June of subsequent years</p>	<p>Shaheen Charlwood & Freeha Azmat-Senior Teaching Fellows, AEP</p>	<p>Raise awareness with companies of disparity in experience for different genders in the work place</p> <p>Provide support and advocate for women who could be given more opportunity / responsibility at work</p> <p>Hold a workshop to discuss impact</p> <p>Increased levels of positive scores in future surveys</p>

<p>Pipelining Talent 1.3 Highlight further research opportunities for study at WMG to current University of Warwick students Annual PG open day at WMG showcasing current female student experiences and success (To be held in conjunction with 4.1 from 2018)</p>	<p>Continue to increase female PGR students by strengthening marketing and communications with prospective students</p> <p>To increase the visibility of WMG programmes to undergraduates across the university specifically departments with a higher female population for example Chemistry; feeding in to a pipeline from UG to MSc/PhD and MSc to PhD/EngD</p>	<p>Identify target audience based on relevant subject area where there are low numbers of female students. Organise open day</p> <p>Students from across the university invited to a seminar to showcase post- graduate opportunities in WMG</p>	<p>March 2018 and annually ongoing</p>	<p>Stuart Barnes- Director of Research Degrees</p>	<p>Number of people attending event</p> <p>Increase in number of female students</p>
<p>1.4 To create a WMG final year EngD/ PhD student list identifying who wants to remain in academia and provide information of available employment opportunities to students in WMG</p>	<p>It has been identified that students have a lack of knowledge of research roles available within WMG and therefore they do not apply for the roles, we need to retain talent in the department by raising more awareness of the roles available and the recruitment process</p>	<p>Highlight opportunities in the department/University and encourage students to apply</p> <p>To offer an informal open event "Summer BBQ" attended by WMG ART staff to encourage students to apply and to provide a networking opportunity</p>	<p>Annually in June</p>	<p>HR to provide information to Julia Fan- Research Degrees Coordinator to disseminate to relevant students</p>	<p>Increase in number of PGR students applying for WMG roles, monitored by gender</p>

		Case studies of females in all job types "A day in the life of" Invitation to WMG open day			
Internships 1.5 Increase the number of female students participating in the internship schemes	Building on discussions between the Academic Director and senior staff at the Indian Institute of Technologies (IITS) encouraging them to send female students for internships. This saw an increase to two female interns in 2016. WMG plans to build on this and increase female numbers across all internship schemes	Allocate a number of IIT internship places as female only in proportion with overall gender split in the respective IIT's Allocate a number of WMG internships as female only Target relevant departments to increase number of applications	March 2017- Ongoing	Stuart Coles- Lead academic for Internships	An increase in the number of female interns- At least two female interns from the IIT's per year Increase number of WMG interns year on year
PGR Students 1.6 To introduce much more frequent monitoring points that permit us to track individuals through the pathway more	Data has been reviewed for 2016 submission, during this process it was identified that information needs to be recorded and monitored more frequently	It has been proposed that the following initial development points are investigated for feasibility and adapted/complemented where necessary:-	Record termly- to start by Summer term 2017 Monitor yearly	Julia Fan to implement SAT to monitor	Identified areas of concern to feed into and focus on specific audience targets for open days and for targeted

accurately and dynamically. To record PGR students application data to help identify reasons for low female student numbers in specific areas, and allow changes to be made to remedy this		1 – Enrolment 2 – PhD/MPhil Upgrade 3 – PhD/EngD annual reviews (which happen every year until submission) 4 – Submission 5 – Viva (in theory, not everyone that submits will go to viva) 6 – Conferment			marketing activities To increase the numbers of female students and their successful completion
FT MSc Programme 1.7 To investigate the application process for the MSc students to identify reasons for decrease between applications and offers made to female applicants	It has been identified that there is a decrease between applications and offers made to female applicants the reasons for this need to be investigated and actions put in place where necessary	Analyse data to find reasons as to why offers are not being made. Set of actions put in place to reduce any issues	September 2017	Maddie Langeveld- Teaching and Learning Manager John Waller- Senior Teaching Fellow, Admissions tutor	Assess if this investigation can enable us to change our recruitment rationale To increase numbers of offers and acceptances from female students
Staff Career Development, Promotion and Recruitment					
Staff Promotion Support 2.0 Commitment by the department to promote	In order to identify and support talent to more senior positions. We currently follow the university's promotion guidelines for	For all Line Managers to consider their team and put forward staff close to promotion for additional career	Training to be developed ready for dissemination	Jane Coleman- Director of Administration, Operations & HR	Talent retention: increased number of internal promotions monitored by

from within where possible	<p>academic research and teaching.</p> <p>WMG Promotions Committee reviews all staff list each year, however not all staff are known by the committee therefore more input is needed by line managers</p> <p>Women only briefings sessions are currently offered already and these will continue</p>	<p>advice and support on how to further advance</p> <p>Include sessions to develop conversations around identification and support for women in the line managers' training</p> <p>Monitor data from the DPR process to create additional career support actions to be implemented</p>	<p>at 2017/18 DPR cycle.</p> <p>Data collected to be used to target invites to promotion events: Individual support sessions, overview briefings</p>	<p>Richard Moffatt- Senior Administrator</p> <p>Barbara Shollock- Academic Director</p>	<p>gender and staff group</p> <p>Visibility of role models and their career paths – learning by observation increase in advice requests monitored by gender and grade</p>
<p>Career Development 2.1</p> <p>To develop a framework around Project Manager roles</p>	<p>Feedback from Project managers has indicated that there is no formal framework for career progression between Project Manager roles of different grade levels, therefore this will be put in place</p>	<p>Produce a skills/knowledge/experience framework for Project Managers to show the differences between FA 6, 7 and 8 roles</p>		<p>Archie MacPherson- CEO Catapult</p> <p>Melissa Nicholls- HR Adviser</p>	<p>Positive feedback from Project Managers</p>
<p>2.2</p> <p>To increase conference attendance by women in the department by</p>	<p>Whilst conference attendance by female staff is already higher than male staff, feedback has suggested</p>	<p>Monitoring conference attendance to identify where targeted</p>	<p>Communications to start in Promotions briefings 2016</p>	<p>Responsibility Barbara Shollock-</p>	<p>An increased number of conferences attended leading</p>

<p>signposting funding opportunities</p>	<p>that some are not aware of the childcare conference fund. This will be more actively highlighted to encourage attendance further</p>	<p>communications are needed</p> <p>Contact females who have not attended to ensure awareness of support available</p> <p>Raising general awareness of conference attendance and child support, by email, department display screens, and WMG intranet</p> <p>Importance of conference attendance to be discussed at DPR and ART governance meetings/forums.</p> <p>Improvement of data collection of conference attendance funded through research grants to provide an accurate record.</p>	<p>and DPRs 2017.</p> <p>Monitoring conference attendance to begin from April 2017 following submission of DPR forms.</p>	<p>Academic Director Jane Coleman- Director of Administration, Operations & HR</p> <p>Co-ordination- HR Project Co-ordinator (To be appointed)</p>	<p>to improved staff engagement, visibility of females as role models and WMG representatives through increased networking, improved performance and collaboration through knowledge sharing.</p> <p>Ensure funding is equitably distributed between male/female and different roles</p>
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<p>2.3 Hold female focus groups specifically to identify what support women at WMG require for career development and explore concerns raised around barriers to their career progression</p>	<p>This is part of a wider remit to address gender sensitive initiatives including, but not limited to, recruitment, promotion and career development at key transition points. A key aim is to highlight and eliminate any gender inequality practices</p>	<p>Hold a series of focus groups with females in the department. To use information gathered to implement positive changes in the department to support women's career progression</p>	<p>March 2017 then yearly</p>	<p>HR Project coordinator- to be appointed</p>	<p>Improved culture and working practices where women feel that WMG is a place that they can progress with no barriers.</p> <p>Increased recognition and responsiveness to implicit biases regarding gender roles in engineering affecting how women perceive their own ability</p>
<p>2.4 To work with WES to implement MentorSET offering female staff the opportunity of external mentors who can facilitate continual development, in addition</p>	<p>Mentees: Opportunity to receive advice and encouragement whilst growing a symbiotic relationship with mentor. Career path visibility can be made apparent which can</p>	<p>To contact all female staff to offer the opportunity of a mentor, or to become a mentee. To hold a training session for interested parties run by WES to advise on</p>	<p>January 2017 prior to the DPR process, when staff will be already considering career development</p>	<p>HR Project coordinator- to be appointed</p>	<p>Number of women allocated as mentors or mentees. Increased performance monitored at DPR.</p>

<p>to being able to mentor others increasing skills and networking</p>	<p>boost confidence and performance.</p> <p>Mentors: Opportunity to assess and reflect on own practice.</p> <p>Job satisfaction can be enhanced as well as peer recognition.</p> <p>Understanding of the organisation can grow and help with further development of interpersonal skills.</p>	<p>how to make the most of the scheme, assisting with time management, content, aims and objectives.</p> <p>To continually promote the scheme to all staff, including new starters, to raise awareness. To contact mentees annually for feedback to allow amendments to the scheme to be made where necessary.</p>	<p>options, female staff will be informed of the scheme.</p> <p>The scheme will be launched with a training session scheduled for April 2017. An annual review of the programme in January of each year.</p>		<p>Positive feedback from mentors and mentees</p>
<p>Training 2.5 To hold a 'Women in Leadership' training course at WMG</p>	<p>Following on from two individuals attendance at this training event, the department would like to offer this course to all WMG ART and professional female staff and host it at WMG in order to increase attendance. The course could potentially identify gaps in skills which will be followed up with further training if necessary</p>	<p>Bespoke provision of career development advice for female staff through training sessions provided by an external training party</p> <p>Build knowledge gained into development plan in review with line managers</p>	<p>Training sessions to be provided annually</p> <p>First session at Easter 2017</p>	<p>HR Project coordinator- to be appointed</p>	<p>Number of attendees. See an increase in confidence in female attendees encouraging them to be inspired to put themselves forward for promotion and leadership opportunities</p>

					<p>whilst also using skills learnt to inspire female colleagues Increase in female networking</p> <p>To follow up at 3-6 months to assess effectiveness and feedback</p>
<p>2.6 Ensure training on Diversity in the workplace, Recruitment & Selection and Unconscious Bias training is completed by all members of staff</p>	<p>Since Bronze AP Diversity in the workplace and Recruitment & Selection are compulsory to complete however not all staff have completed them. Therefore completion needs to be monitored more regularly and employees reminded to complete</p> <p>Unconscious Bias is being introduced as a new compulsory course to raise leadership awareness and encourage an inclusive</p>	<p>Quarterly checks and reminders to complete courses, copied to line managers</p> <p>Unconscious Bias training to be developed and rolled out as compulsory training to all staff in the department</p>	<p>Quarterly checks and reminders to start in January 2017</p>	<p>Laura Townsend- HR Assistant</p>	<p>All WMG employees are trained to ensure they understand Equality and Diversity legislation, the potential effects of Unconscious Bias and best practice in Recruitment and Selection</p> <p>Positive scores in staff survey for culture and</p>

	culture by making authentic change				Harassment & bullying
2.7 To continuously review the WMG Management Programme	Feedback has been requested after the first year of the programme, with comments regarding timings of sessions and usefulness of topics and content. The feedback has been actioned to offer a variety of session times, and content amendments made to two core sessions. Continuous monitoring and feedback will allow the programme to remain organic, flexible and viewed as a useful tool encouraging attendance	Monitoring of attendance by grade, staff group and gender to ensure equal attendance levels Follow up actions will be made through targeted emails and conversations to encourage attendance. New sessions will be developed where needs are highlighted	Next review due in January 2017 annually thereafter	HR Project Coordinator (To be appointed) Jane Coleman- Director of Administration, Operations & HR	Sessions are attended by proportionate no. of male/females. Feedback forms for each session reporting higher satisfaction levels PULSE survey results to show increased satisfaction with line management
2.8 Encourage Early Career Researchers to attend Recruitment & Selection training to increase pool of interviewers and to develop their skills	To increase the pool of female interviewers available in relevant academic fields To increase ECR engagement in departmental activities such as recruitment Advantageous for ECR's cv's and career development	Attendance at internal training course for recruitment & selection skills Continued involvement in recruitment with involvement in writing improved and appropriate job advertisements that consider gender-	Invitation December 2016 SAT to monitor annually	Line Managers of researchers to introduce this in DPRs Research Forum Coordinators to encourage attendance	Number of ECRs attending training. The female % panel representation Number of ECRs sitting interview panels

		<p>sensitive response likelihoods from female applicants</p> <p>Invite to attend interview panels for new staff recruitment (appropriate to their judgement level)</p>			
<p>2.9 To identify additional support required by female researchers throughout the research grant application process.</p>	<p>To increase the number of successful female research bids, in particular at Grade 8 females (highlighted in data analysis) by adding additional support measures based on feedback of current system.</p>	<p>To gain feedback on current systems, implementing amendments to enhance the support provided.</p> <p>To provide deeper review of applications by peers with arranged sessions for thorough feedback exchanges.</p> <p>To discuss application process with female and male staff individually to highlight any different approaches.</p>	<p>Survey February 2017 with changes to follow in Summer 2017</p>	<p>Corinna Gibbs / Barbara Shollock</p>	<p>Increased number of successful female bids.</p> <p>Data collection from feedback of current system.</p>

<p>Recruitment 2.9 SAT to have a yearly workshop reviewing recruitment at WMG to review and suggest improvements</p>	<p>Recruitment levels are high in WMG therefore a formal review needs to be conducted to ensure female applicants are not at a disadvantage and are applying for roles at WMG</p>	<p>A workshop to check the wording in job adverts and recruitment process is having no adverse effects on applications received by females.</p>	<p>September 2017 ongoing yearly</p>	<p>SAT and Ruth Shirley- Recruitment Officer At least one member of staff from each staff group</p>	<p>Increased numbers of applications from females</p>
<p>2.10 To include Athena Swan objectives in the new Recruitment Officer job description to introduce new methods of attracting female applicants</p>	<p>To improve diversity and number of female applicants</p>	<p>Review adverts written by male & female staff Gender neutral training for staff attending recruitment events Improve WMG careers page Explore ways to proactively encourage applications from highly-qualified female candidates</p>	<p>January 2017- Ongoing</p>	<p>Melissa Nicholls- HR Adviser Ruth Shirley- Recruitment Officer</p>	<p>Strategic development of future recruitment activity. Increase in number of female applicants and employees Increased internal and external visibility of Athena Swan activity</p>
<p>2.11 To request female representation of applicants put forward by head hunter used for academic posts</p>	<p>To improve diversity and number of female applicants on longlist/shortlist</p>	<p>To include this in the brief provided to the head hunters on appointment</p>	<p>January 2017 - ongoing</p>	<p>Melissa Nicholls- HR Adviser Ruth Shirley- Recruitment Officer</p>	<p>To increase the number of ART females within the department</p>

2.12 Exit Interviews to analyse leavers data	Better understand why women leave WMG and investigate how we might be able to mitigate certain factors Monitoring staff group and gender data to ensure there are no issues around 'leaky pipeline'.	To log feedback of WMG experience Investigate reasons for leaving to see whether there are common themes. Address any underlying concerns arising from this exercise To raise repeated issues to WCG/OEG	Collate leavers' information twice yearly and present to SAT. SAT to highlight any concerns and decide appropriate action	HR/SAT	Better retention of talent pipeline at WMG
Flexible working & Career Breaks					
Career Breaks 3.0 To further promote the shared parental leave policy to both female and male staff	WMG has had a good take up of shared parental leave where relevant by female staff and would like to build on this by highlighting the offering to male staff who may be unaware of the options available to them	Advertise the policy in staff bulletin regularly Offer staff meeting with WMG HR to discuss shared parental leave informally when informed of maternity/paternity leave	Ongoing	Wendy Fox- HR Officer	For female staff to feel well supported and able to take shared parental leave to reduce any negative impact family responsibilities may have on their careers and for

					the department to have a culture whereby male staff feel more confident in taking parental leave enabling them to change their working patterns and sharing childcare responsibilities with their partners
<p>Flexible Working 3.1 Investigating the introduction of a departmental flexible working policy by using feedback from world café events with staff and present the findings to the OEG</p>	<p>Feedback gathered from World Cafe events following the staff survey in 2016 highlighted the wish for flexible working from all staff groups, the possibility of which is now being investigated</p> <p>Two world cafe events took place in November 2016 to gain further information from staff</p>	<p>The outcomes of the world cafes will be collated and presented as an OEG paper for consideration</p> <p>To implement improved flexible working options once ratified by the OEG</p>	<p>OEG paper to be prepared in December 2016 to be discussed by the OEG in February 2017</p> <p>Feedback to staff on outcomes and actions to be made in March 2017</p>	<p>OEG secretary (To be appointed)</p> <p>HR Project Coordinator (To be appointed)</p> <p>Jane Coleman-Director of Administration, Operations & HR</p>	<p>Improved staff survey results in work/life balance and wellbeing</p> <p>Greater job satisfaction through improved working arrangements</p>

			Implementatio n of changes from April 2017		
3.2 Further capturing of data for part time working requests	To monitor the number of requests more closely for example, teams, staff groups and grades making the requests. To make any changes to the process as a result.	To record the requests, and review at the Welfare and Communications Group annually. To investigate any cluster requests and discuss with line managers.	January 2017 – ongoing	Wendy Fox- HR Officer Jane Coleman- Director of Administration, Operations & HR	Ability to monitor part time requests by quantity and gender.
Organisation, Culture & Support					
Organisation & Culture 4.0 Increasing the visibility of female role models Annual lecture on career progression in Science & Engineering by female role models	Continue to build on the increase of visibility of female role models developed from the bronze- AP to inspire and exemplify viable career paths, open to colleagues and PGR students across the university	Annual lecture. Encourage staff to nominate female speakers (Internal and External) Identify gaps for further case studies	Summer 2017 start	SAT	To encourage and inspire females with career progression
4.1 To form a <i>Women of WMG Society (WoW)</i>	Feedback has indicated that due to the growth of WMG and staff being split across six buildings it has been difficult for staff to network with each other, specifically	Launch Women of WMG (WoW) society Series of seminars for promoting Women in Science & Technology	Launch March 2017	Mel Loveridge - WoW Convener	Success assessed through feedback and staff surveys indicating that WMG is a department with a

	<p>females in the department do not currently have a forum to discuss any career issues they may be having therefore the society will be used to give female staff the opportunity to have career development discussions with senior colleagues</p> <p>To make use of specific funding which has been set aside specifically to be used for a female only objective- the WoW society will be launched using this</p>	<p>Research & Teaching Excellence</p> <p>Infrastructure to grow and enhance the effective exchange of knowledge and technology between WMG research staff</p> <p>Hosting one-off event for women to provide networking opportunities</p>			<p>culture which recognises challenges for females in STEM and is taking positive actions to improve these challenges</p> <p>Encourage cross-pollination of ideas and skills to build a multi-disciplinary expertise platform</p> <p>Generate inter-departmental activities to grow a knowledge community</p> <p>Catalyse the interfacing of research groups to create innovations and joint funding applications</p>
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<p>4.2 Hold annual WMG Open Day to display research and teaching facilities to other departments within the University. Tours to showcase female staff achievements and abilities. (To be held in conjunction with 1.3)</p>	<p>Championing of our female talent and increasing opportunities for networking opportunities</p>	<p>Invite women to take part in the preparations for the WMG open day and to encourage all staff (of both genders) to take part in the day itself and especially specific 'women in engineering' activities (e.g. magnificent women and their flying machines would require renting the Stixx machine - provide funding for these activities where appropriate)</p>	<p>March 2017 and annually going forward.</p>	<p>Charlotte Saunders & Lisa Barwick, Communications & Marketing Team</p>	<p>Advocacy of women in engineering and increasing awareness of STEM study and career options to potential students and their parents to counter the subtle hidden messages that engineering is not for them</p>
<p>4.3 For the SAT/WCG/OEG to take responsibility for further embedding the visibility of Athena Swan in the department. Due to growth in the department WMG must continue to ensure new staff are informed about AS activities</p>	<p>Since the Bronze submission the SAT has evolved by splitting from the WCG to form its own group in order to increase focus on Athena and increase staff awareness of our commitment to the Athena Swan principles the SAT will continue to build on this</p>	<p>Embed relations between SAT, WCG and OEG</p> <p>Publish more information on the WMG website</p>		<p>Jane Coleman- Director of Administration, Operations & HR</p> <p>Allister Keddy- Chair of OEG</p> <p>SAT</p>	<p>Grow recognition of AS principles within the department</p> <p>Completion of Silver Action Plan</p>

		<p>Standing item on the 6 monthly departmental meeting</p> <p>Bi-annual update of Athena Swan successes and ambitions on dedicated noticeboards and screens in each building.</p> <p>Bi-annual agenda item for WCG and OEG meetings where SAT member provides update, shares successes of AS action plan items and answers questions from WCG/OEG member</p>			
<p>Support 4.4 Welcoming families and Improving support for international staff</p>	<p>WMG HR currently provide some guidance to new members of staff joining from aboard and staff joining with families. It has been identified through feedback that more could be done to support new staff</p>	<p>HR Officer to have this as a project in objectives</p> <p>HR Assistant currently basing MSc dissertation on this topic and will feed in to</p>	<p>Implement March 2017 and Ongoing</p>	<p>Wendy Fox- HR Officer</p>	<p>New staff to feel better supported when joining WMG assessed through induction/new starter survey 3-6 months after starting</p>

		<p>improvements on the process</p> <p>Offer to fund families to visit the department before starting</p>			
<p>4.5</p> <p>All female new starters given the opportunity to have a female mentor/ induction buddy to support them during the induction period</p>	<p>Provide additional support for new female starters</p>	<p>Induction meeting to outline what is available and highlight option of female mentor / induction buddy</p>	<p>Ongoing- at induction meetings.</p>	<p>Rachel Ellix- HR Assistant</p>	<p>Females joining the department feel well supported- assessed through feedback at end of induction period</p>
<p>4.6</p> <p>To address the drop in the DPR completion rate to ensure all staff are provided with the opportunity to have a constructive DPR meeting</p>	<p>There has been a decrease in the number of DPRs being completed</p>	<p>Producing a generic line manager job description to ensure responsibility awareness</p> <p>To encourage attendance of DPR training to ensure process is a positive experience</p> <p>To offer alternative reviewer in cases where DPRs not taking</p>	<p>January 2017- Ongoing</p>	<p>SAT</p>	<p>Increase in completion rate Increase in DPR training attendance. Completion of line manager job description</p> <p>To continue to feedback into the University's procedure review and inform WMG staff of outcome</p>

		place in a timely manner			
4.7 To increase the opportunity to influence externally	It has been identified that by members of WMG staff contributing to external committees is beneficial to staff through career development and networking opportunities, and also to the progression of the department.	Implementation of a structure to identify beneficial organisations; staff to be encouraged to participate, with training and support to be provided; Identification of appropriate females in the department to participate.	June 2017	OEG	Internal training course in place providing support and skills needed. Increased number of WMG staff on external committees, with gender specific data recorded.
4.8 To increase the opportunity of involvement in internal committees	To ensure the monitor of workload through the regular refresh of committee membership, encouraging a wider scale of collegiality.	To invite guest attendees at internal committee / governance meetings where appropriate through promotion by current committee members and requests for expressions of interest from the weekly bulletin.	October 2017	OEG	Wider representation of staff on internal committees. Annual refresh of membership of committees.

