



Department Application
Bronze and Silver Award



Name of institution	University of Warwick	
Department	Centre for Educational Development, Appraisal and Research (CEDAR)	
Focus of department	AHSSBL	
Date of application	29 April 2016	
Award Level	Bronze	
Institution Athena SWAN award	Date: April 2013	Level: Silver
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1.LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

As Director of the Centre for Educational Development, Appraisal and Research (CEDAR) I am pleased to write this letter of endorsement. I confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

One of the main planks of CEDAR's activities is that of equity. In recent times our main focus within this domain concerns special educational needs and disability but also gender and ethnicity, and I see this application for the Athena Swan Bronze Award as following within this core business. Equity is a driving value, both for our research and for the nature of CEDAR as an organisation within the University of Warwick; as Director, I see the manifestation of equity with respect to gender as fundamental to the way CEDAR should operate.

CEDAR's main disciplinary foundations are within psychology and education. Both are disciplines, and have associated professions, where females are in the majority. This applies to both students and the workforce. This has an effect on potential appointees, typically more likely to be female. CEDAR is a small research centre with, therefore, few appointments in any 3-year period. We have no undergraduate students and have only recently instituted a doctoral programme, which is growing, as planned, by about two students per year.

These factors influence the nature of potential recruitment and the data available. Nevertheless, our engagement in initiatives to improve gender equality began in 2014 and has been highly beneficial in identifying areas we can influence to address gender imbalance and improve equity, as well as helping us to think more deeply on the way CEDAR operates.

Our Self-Assessment Team (SAT), which reflects the cross section of CEDAR staff and doctoral students, has learned a great deal during this process. We have begun to implement procedures to enhance our actions in this field. These include a revision to our implementation of annual reviews to ensure that promotion, as well as professional development, in general, is part of every Development and Performance Review, the university's standard procedure. I have also taken up with the Vice Chancellor the issue of equity for promotion of research staff, as compared with those on academic contracts. Several other changes have been made, and these will be described in the sections that follow, along with our plans for the future.

In summary, I have welcomed this opportunity to review CEDAR's practices to address the issues fundamental to the Athena Principles. I, and all the staff, are committed to this

process and have willingly and enthusiastically engaged with this. Our representative SAT is committed to learning from this exercise and ensuring that we adopt positive, supportive and appropriate procedures and practices.

I am delighted to fully support the submission of this application for the Athena Swan Bronze Award and confirm also that, if successful, we would then seek to build upon the Bronze to improve our practice further.

Professor Geoff Lindsay



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Table of abbreviations used in this application

CEDAR	Centre for Educational Development, Appraisal and Research
CES	Centre for Educational Studies
DPR	Development and Performance Review
FTC	Fixed term contract
HoD	Head of Department
HR	Human Resources
LDC	Learning and Development Centre
OEC	Open ended contract
PRF	Principal Research Fellow
SAT	Self-Assessment Team
SPRR	Senior Performance and Remuneration Review
SPT	Student Progression Team
SRF	Senior Research Fellow

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

CEDAR was founded in 1987. It is one of three small university research-only centres in the Faculty of Social Sciences at Warwick. As such, we are equivalent to an academic department, and have delegated responsibilities, including financial, within university regulations. CEDAR is overseen by the Academic Resources Committee, which approves our strategic research and financial plans annually.

CEDAR has been successful as a research only centre. We are currently rated in the 'strong' category by the university, based on the soundness of our financial status, academic achievements, strategy and organisation. Consequently CEDAR is subject to a 'light touch' annual review by the University.

CEDAR is a small centre comprising 11 staff: two Professors, four Senior Research Fellows (SRFs), two Research Assistants (RAs) and three administrative staff (Centre Administrator, and two Research Secretaries). Their gender breakdown is presented in **Table 1** below and described in more detail in 4.2(i). CEDAR has a core of very well established staff who have worked at the University for many years. Thirty-six per cent of CEDAR staff, including the Director, have been here for over 10 years. Because of CEDAR's successful course, and under the Director's strategic management towards sustainability, CEDAR is currently undergoing a process of gradual expansion. In 2013, two major appointments were made: a second Professor (male) was recruited, and an SRF (female). Both appointments aimed at embedding CEDAR's research expertise into developmental disabilities and increasing its track record in securing research funds. Following successful capture of such funds, two RAs were recruited in 2014/15 to work on specific research projects.

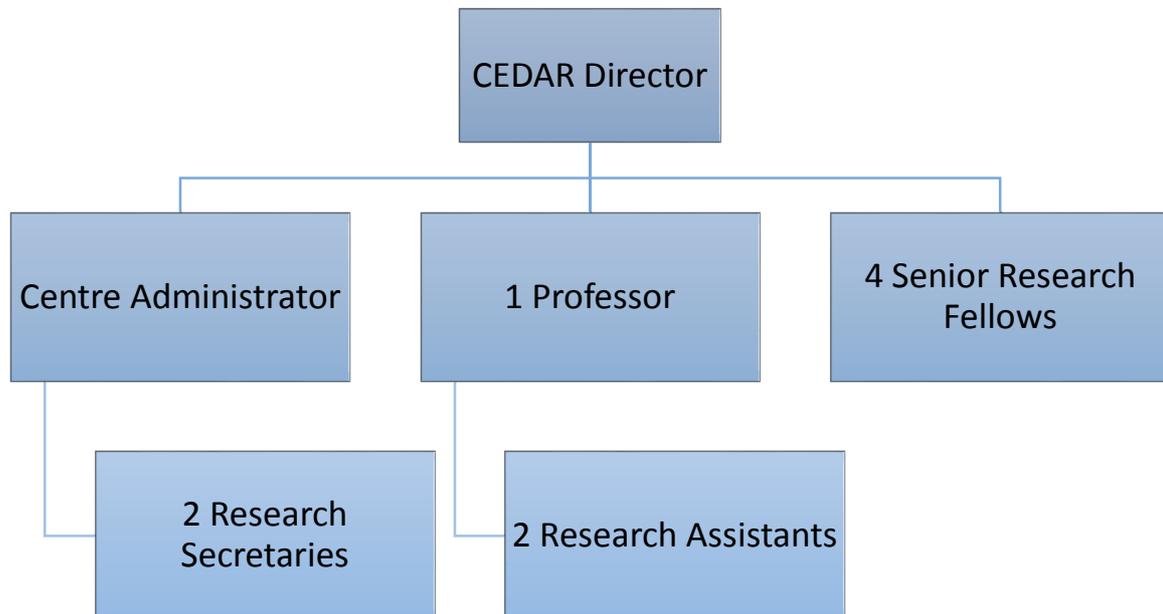
Table 1. Numbers of CEDAR staff by gender

Grade	Female	Male
Professor	0	2
Senior Research Fellow (FA 7)	3	1
Research Assistant (FA 5)	2	0
Administrative staff	3	0

In 2014, CEDAR established a doctoral-training programme and has since recruited 6 PhD students (all female). Further information about this is provided in 4.1(iv).

We have a flat organisational reporting system (**Figure 1**). All academic staff report direct to the Director except the Research Secretaries, who report to the Centre Administrator, and the Research Assistants, who report to the second Professor.

Figure 1. CEDAR reporting structure



CEDAR conducts research in three main areas: parenting and families; challenging behaviour and positive behavioural support; psycho-educational interventions for children with special education needs (SEN).

Our research is at the interface of policy and practice. We have a strong values base to our research. These include equity, particularly with respect to SEN and disability but extending to other aspects of intersectionality, namely gender, socio-economic disadvantage and ethnicity. We are also fundamentally committed to our research having an impact to improve the lives of children and their families.

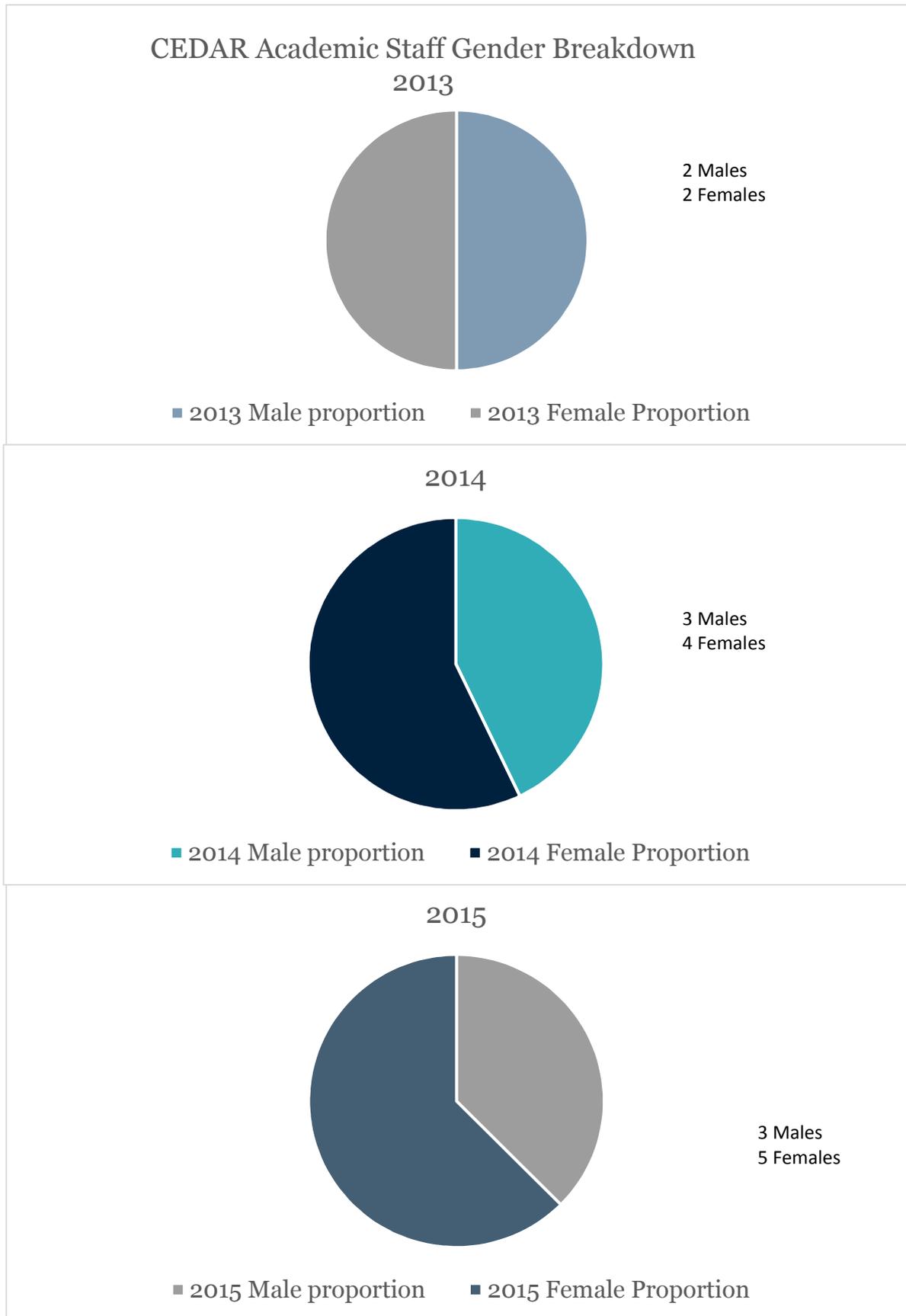
Much of our research is funded through competitive processes, where CEDAR staff either submit applications for funding to research funders or bid for projects that have been put out to tender by organisations requiring a particular piece of research or evaluation. At the moment, our research portfolio includes both types of funding sources. With the exception of research assistants who are employed to work on specific projects, all academic staff are involved in securing research funds either as Principal Investigators (PIs) or Co-Investigators (Co-Is). All SRFs have applied and been successfully awarded funding as PIs. We have a collaboration with Monash University, Australia, through the Monash-Warwick alliance and are developing our contribution to the University's development of a campus in California.



Current CEDAR staff and PhD students

Figure 2 presents the distribution of male and female staff over the past 3 years.

Figure 2. Gender breakdown of CEDAR academic staff over the past 3 years.



[word count: 528]

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

- (i) a description of the self-assessment team
- (ii) an account of the self-assessment process
- (iii) plans for the future of the self-assessment team

The self-assessment team (SAT) was set up in the autumn of 2014. Members were selected by the SAT lead (Totsika) in agreement with the Director (Lindsay) to represent a unique demographic group. We aimed to include both men and women, people on different grades, contracts (open-term/fixed-term), with various types of family arrangements and caregiving responsibilities. We were very keen that academic and administrative staff along with PhD students were represented and had an active voice in the team (see **Table 2** for a full description).

Table 2. CEDAR's Self-Assessment Team members

CEDAR Self-Assessment Team member:
Alison Baker: <ul style="list-style-type: none">• Research Secretary since 1999, originally part-time• In 2014, post became full time• Has three young dependents
Stephen Cullen: <ul style="list-style-type: none">• Senior Research Fellow, full-time (FT)• Joined CEDAR in 2004 as Research Fellow• Carer for his young grandchild
Mikeda Jess: <ul style="list-style-type: none">• PhD student (FT) who joined CEDAR in 2014• Single parent of a young dependent
Rosie Knight: <ul style="list-style-type: none">• Research Assistant (FT) who joined in 2014• Moved to 2nd fixed-term contract in 2015 within CEDAR
Geoff Lindsay: <ul style="list-style-type: none">• Director since 1999, and CEDAR's second director in 29 year history• On 4-year fixed-term contract, part-time since 2016
Diana Smith: <ul style="list-style-type: none">• CEDAR's senior administrator since 2015 (FT)• Joined in 2006 job sharing as a research secretary• Has two young dependents
Vasiliki Totsika: <ul style="list-style-type: none">• Joined in 2013 as Senior Research Fellow• Leads CEDAR's SAT (since 2014)• Has two young dependents

Totsika is the CEDAR representative at the Faculty of Social Sciences Athena Swan Committee, which she also chairs since 2016. This group meets termly to discuss progress on Athena Swan initiatives, share best practice among Social Science departments, but also draw on the expertise of STEM departments in Warwick that have been engaged with gender balance initiatives for a longer period. Totsika will be liaising with the University Athena Network Group, where STEM departments inform and share their Athena Journey to help Arts and Social Science departments. She frequently supports Warwick initiatives that have stemmed out of this process, such as attending Women in Academia seminars. As of 2016, Totsika is also a member of the University Institutional Athena Working Group that includes members across all Faculties. The University of Warwick holds an Institutional Silver Award and the working group is undertaking work supporting an application for a Gold award.

The work of CEDAR's SAT is aligned with recent developments within the University and the Equality Challenge Unit (ECU) that aim to address unequal gender representation in academia. CEDAR's SAT remit is:

- To engage with gender equality initiatives within the University and nationally to improve gender equality in CEDAR.
- To investigate CEDAR data and members' perceptions of gender equality and diversity, and be able to describe them.
- To address any issues that might be identified as counter-productive with respect to gender equality.
- To undertake the work required for applying for an Athena Swan award at the Equality Charter Unit as part of an ongoing process towards establishing better gender equality.
- To establish gender equality initiatives as a permanent focus permeating the work of CEDAR.

With the alignment of the Gender Equality Mark with Athena Swan in 2015, a focus was maintained on 'gender' as opposed to 'female gender', because the SAT group believe this is more relevant to CEDAR, while in parallel we are cognisant of the strong gender imbalance in academia.

In the year and a half since SAT was formed, the group has taken a number of steps towards the goals described above. We meet regularly – termly or monthly if needed. We have met 8 times to date. Since inception, SAT became a permanent item on the agenda of our departmental meeting, which is the main forum for sharing with all colleagues progress on work and news. Additional dissemination and communication takes place via emails to all staff and students where relevant (e.g., when requesting they complete diversity e-learning modules), and we have just established a webpage on our website to communicate our Athena work with CEDAR staff and students and external visitors.

A number of initiatives have taken place already and they will be clearly described in this application along with planned actions for the future. A staff culture survey has been undertaken (May 2015), the data analysed and integrated on gender balance with HR data.

Our evidence (quantitative and qualitative) indicated that (a) there is low male representation below professorial level, and there is low female representation at professorial level; (b) gender imbalance reflects similar trends to disciplines where CEDAR staff come from (education, psychology). To address these, CEDAR staff, those in and out of SAT, expressed their commitment to engage in initiatives that will improve gender balance and ensure equality of opportunity currently and for the future. These are summarised as follows with further discussion and actions set out in the relevant sections of this application.

We identified a number of areas where improvements were required to address *equality of opportunity*: (1) promotions, career progression, and mentoring; (2) gendered language; (3) recruitment and induction. A number of actions have already taken place to begin to address these: (i) update of CEDAR staff handbook; (ii) update of new staff induction booklet; (iii) information sessions on staff promotion processes; (iv) language and images used for recruiting material and website; (v) outreach activities; (vi) encouragement for staff to complete the e-module 'Diversity in the Workplace' – evidenced by the fact that 54% of staff have now completed the module, compared to 0% before the request.

In parallel, the SAT has been working on developing the Bronze Application for the Athena SWAN accreditation. We used a democratic workload allocation model, where each member of the SAT contributed in proportion to their role within CEDAR (e.g. light contribution from PhD student; stronger contributions from Director and SAT lead). In addition, work allocation considered the expertise and interests of each member. Sections specific to the role and skills of individuals were allocated to different members and then discussed at a future SAT meeting. The group is chaired by each member in rotation.

In the section that follows, we describe what the situation is currently, based on HR data (three years up to October 2015), the findings of the staff culture survey, and our personal knowledge. We also provide a clear description of the way forward through specific actions (See **Action Plan Table** at the end of the document) The **Action Plan** aims to track, monitor and review initiatives already implemented and new, longer-term initiatives to move forward with our gender and equality work, so that gender equality becomes embedded and seen as everyday business. The SAT will continue to meet on a termly basis following the Athena SWAN submission to ensure that the momentum achieved continues and that the actions identified are monitored and reviewed appropriately, to ensure improved gender equality.

[Word count: 984]

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1 Student data

If courses in the categories below do not exist, please enter n/a.

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

n/a

(ii) Numbers of undergraduate students by gender

n/a

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

n/a

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

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

[Please note: Because CEDAR is a small centre, small fluctuations in staffing or student levels can appear as large variations in percentages because of the small number of people overall. This is important to take into account when interpreting the data. Furthermore, where possible, historical data over a 5 year period have been referred to within the text, whereas the tables only indicate 3 years' worth of data.]

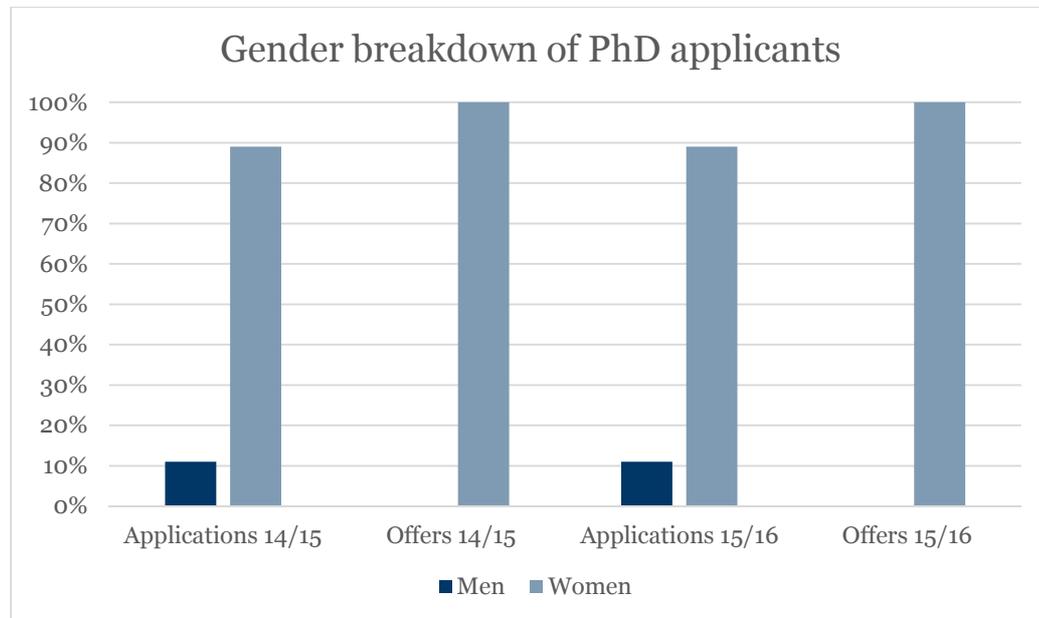
CEDAR currently has 6 female PhD students (4 full-time and 2 part-time) representing 100% of CEDAR PhDs. The PhD scheme was established in 2014, so there are no completers due until 2017. At the application stage, the majority of applicants are women (89% in each of the 2 years in operation), and currently 100% of the offers have been made to women (**Figure 3**). [Decision offers were based on interview performance in the case of ESRC-funded PhDs (50% of PhDs); please also note the very small number of men altogether applying (N=3) in relation to women (N=24)].

CEDAR is thus higher than national data on the proportion of women on PhD programmes in Psychology (76.90% as described in Royal Society's Diversity in Academia report, 2014). However, to address CEDAR's specific pattern of gender imbalance (see section 4.2(i)), we would like to attract a higher number of PhD applications from men, and people from more diverse backgrounds (currently we have 33% representation from BME). Actions already agreed and implemented towards these aims have been ensuring that our public image reflects clearly that we have both men and women researchers in the Centre (e.g., all centre staff photos have been included on our website), and emphasizing clearly projects that include a substantial component of statistical analysis; an area that traditionally appeals to men. At the same time, an open invitation has been added at the bottom of all our adverts, including for PhD projects, to invite applications from people under-represented in our Centre.

Going forward, we will monitor annually applicants' gender breakdown using available university data (Action AP1). AP1 will establish whether the initiatives already undertaken alongside regular monitoring will enable us to reach our goal of increasing male PhD applications to 20% in 3 years' time, or whether additional measures will be required. We already established a number of outreach initiatives (see section 5.6(viii)) to address imbalance at an earlier stage. **Additional actions (AP2) involve a current PhD student joining Warwick University's Widening Participation Ambassadors' scheme to link with**

local schools and encourage children from a more diverse background to consider a research career at the interface of education and psychology.

Figure 3. Proportion of men and women applying for a PhD in CEDAR since establishing a PhD course in 2014



- (v) Progression pipeline between undergraduate and postgraduate student levels
n/a.

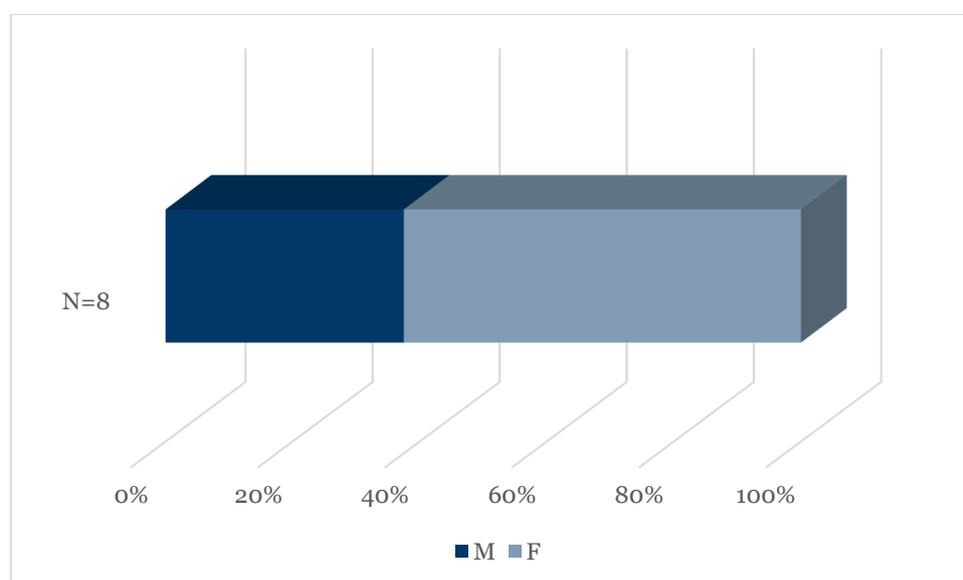
4.2 Academic and research staff data

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

Overall, CEDAR currently has 11 staff altogether, 8 of whom are on academic or research contracts (referred to collectively as academic staff hereafter) and 3 are in administrative posts. Overall, staffing levels at CEDAR have remained relatively stable over time, with a small increase in Level 5 Research Assistant posts in the past year.

Currently, among the 8 academic staff, 38% are men and 62% are women (**Figure 4**). The gender breakdown favours women more than the national average of 45% male academic and 55% male academics (HESA data on 2014/15). Female staff preponderance in CEDAR is clear even when we compare with national average data for SET (Science, Engineering & Technology) and non-SET disciplines [both of which are represented in CEDAR: Psychology is SET and Education is non-SET] where women make up 49.7% and 50.3% of the academic staff, for SET and non-SET respectively (Equality Charter Unit, 2015, p.238).

Figure 4. Gender breakdown of CEDAR academic and academic-related staff for the current year



We currently have 2 Professors (FA 9; 100% M), four Senior Research Fellows (FA 7; 75% F), and 2 Research Assistants (FA 5; 100% F). **Figure 5** describes the gender breakdown by grade over the past 3 years. According to national data (HESA 2014/15), CEDAR levels of female representation at professorial level are low (0% compared to 23% national average). However, female representation in research-only posts is higher in CEDAR (62%) compared to a national average of 46.7% (Equality Charter Unit, 2015, p.237).

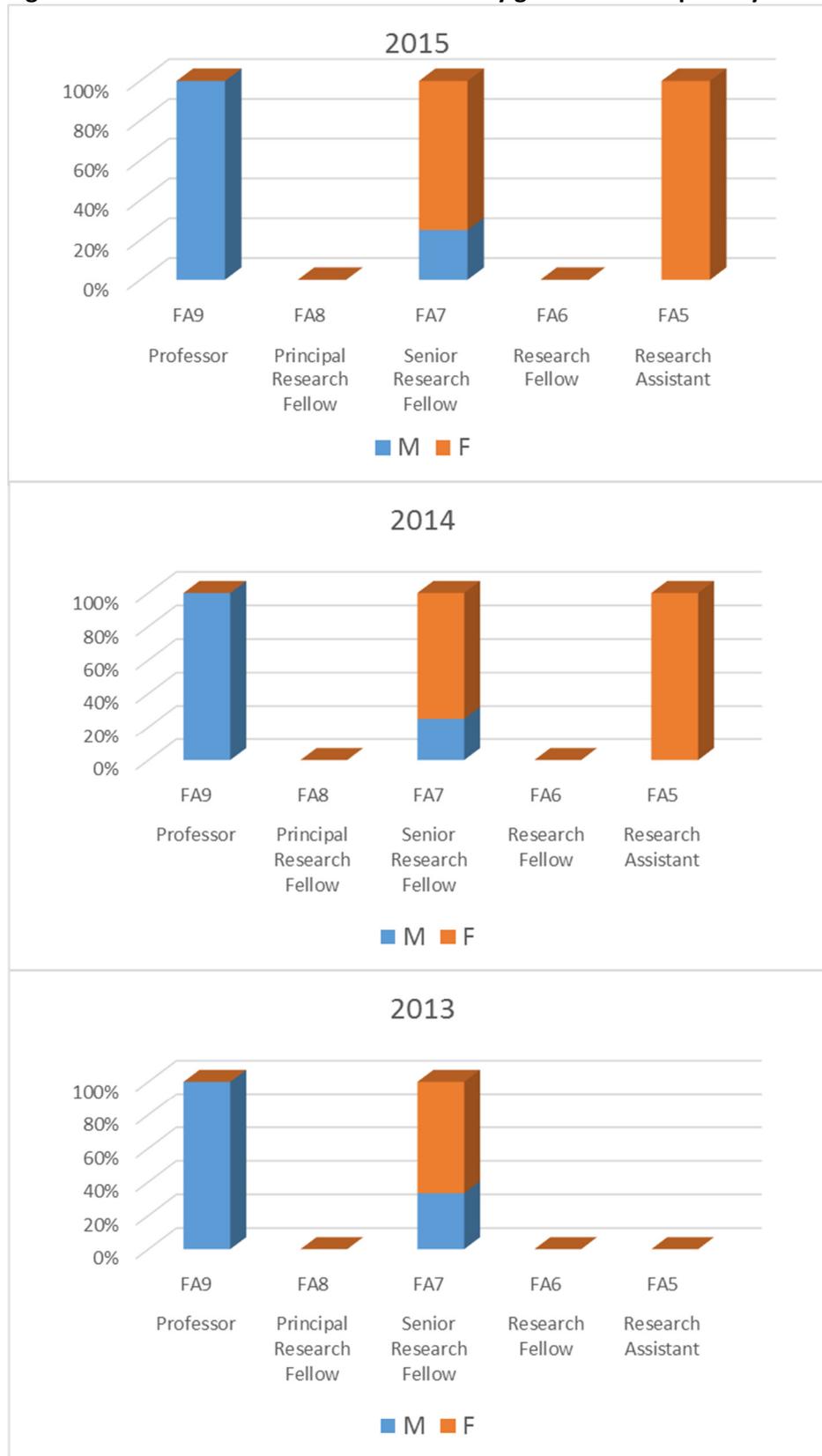
Taken together, CEDAR data indicate that overall female representation among academic staff and research-only contracts is higher than the national average. Gender imbalance in CEDAR is presented as an under-representation of women at Professorial level, and an under-representation of men at all levels below professorial level. Actions already taken to address this include (a) investment in information gathering and dissemination around promotion processes; (b) reviewing of language and messages used at recruitment; (c) clearer presentation through online presence of CEDAR's gender representation, and (d) outreach activities related to attracting both men and women to research careers in CEDAR.

CEDAR's goal for the future is to maintain a good balance of men and women in academic posts, by increasing the number of men in posts below professorial level (i.e., levels FA5-FA8), maintaining a high number of women in academic posts, and especially focusing on women's career progression towards more senior roles (in particular progression towards FA8 of current FA7 staff as no women currently on FA8 posts).

ACTION: It was agreed that an aim for CEDAR for the next three years is a measurable increase in activity related to promotion of female academic staff, which can be accomplished by raising awareness of the promotion process, by monitoring staff attendance at the annual Demystifying the Warwick Promotion Process event, increased

mentoring support and tracking their future development and promotion prospects through the annual Development and Performance Review process (AP3).

Figure 5. Gender breakdown of CEDAR staff by grade over the past 3 years.



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

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

In CEDAR, no-one works on a zero-hours contract. Overall, 62.5% of current CEDAR academic staff are on open-ended contracts (73% including our administrative staff). There are currently 5 academic staff on open-ended contracts, 40% of whom are women. This is very similar to the national average of 42.7% of women among academics in open-ended contracts (2015 data from ECU, 2015, p.225). CEDAR has 2 staff on fixed-term contracts (FTC) and all are women, representing a higher proportion than the current national average (48%; ECU, 2015, p.225).

Table 3. Gender breakdown of CEDAR academic staff by type of contract (fixed term vs open-ended)

	Fixed-term contract		Open-ended contract		Overall N of Academic Staff
	M	F	M	F	
2015	0%	37.5%	37.5%	25%	8
2014	0%	17%	50%	33%	6
2013	0%	25%	50%	25%	4

CEDAR’s main aim in this area is to maintain a good balance between staff on open-ended and fixed-term contracts. Actions have already been taken including: (1) the inclusion of staff on fixed-term contracts in CEDAR’s staff meetings to communicate that all research staff are considered equal irrespective of their contract type, and (2) offer (by the Director) of 6-month career development reviews additional to the annual review meetings to discuss options available to them as they are nearing the end of their contract. This is in line with Warwick’s Fixed Term Contracts Policy, to ensure that staff on such contracts are fully consulted and developed throughout their employment.

ACTION: to record and monitor the numbers of FTC staff taking advantage of six month career development meetings to ensure they develop not only in the required academic skills, but also transferable skills, that will prepare them for future employment either at Warwick or elsewhere (AP4).

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

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

In the past three years, there have been no academic leavers in CEDAR. In this period, a 0.33 allocation of a Professor (who was based 0.66 with another department) ended when the Professor (male) moved to another University (January 2013). The 0.33 Professorial-level post was filled in 2013 with the full-time appointment of another Professor (male; as described in 2 and 4(ii)). Because the leaver’s post was not wholly or mostly in CEDAR, the data are not captured by HR. However, because CEDAR is a small centre, staff have personal knowledge of staff turnover. We currently have no mechanism for formally capturing reasons why people leave CEDAR.

Action: Going forward, it has been agreed that when staff leave CEDAR, exit interviews will be held to determine their reasons for leaving. (AP5).

[Word count: 1269]

5. SUPPORTING AND ADVANCING WOMEN’S CAREERS
 Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1 Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department’s recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

During the past 5 years, two research staff retired and one Grade 9 researcher (0.33 in CEDAR) resigned to take up a chair at the University of Oxford (as described above in 4.2(iii)). Posts were reconfigured and advertised as two full time permanent positions, one at Grade 7 and the other at Grade 9 (see **Table 4** below).

During the recruitment of these posts in 2013, different patterns emerged in relation to the gender ratio of applicants to these posts: male applicants were just in the majority for the Grade 9 post (3:2), but in the majority (4:2) for the Grade 7/8 post. Shortlisting reflected the applicant ratios: for the Grade 9 post, one male was shortlisted and appointed; for the Grade 7 post, two female applicants were shortlisted, one declined the offer to take up another appointment and the second applicant accepted the offer.

Table 4. Gender breakdown of staff recruitment in CEDAR.

			Applicants		Shortlisted		Offers		Accepted	
Position	Grade	Date	M	F	M	F	M	F	M	F
Professor	9	Apr 13	3	2	1	0	1	0	1	0
PRF/SRF	8 or 7	Apr 13	4	2	0	2	0	2	0	1
RA	5	Mar 14	8	30	0	4	0	1	0	1
RF	6	Feb 15	4	7	2	2	0	1	0	1

CEDAR has a rigorous approach to recruitment, carefully following the University's adherence to openness, fairness and equality, coupled with positive action to seek out potential applicants where there is an under-representation.

CEDAR's approach to recruitment starts with the careful determination of the job description and person specification, in line with university guidelines, with regard to essential and desirable criteria for the role. Both job description and person specification are created with the aim of seeking a broad range of applicants within the overall job requirements and the balance of the research team within the centre. At this stage, therefore, focus is on the potential breadth of recruitment.

All job roles are discussed by the whole research team prior to advertising. The subgroup charged with drawing up job descriptions and person specifications always includes both male and female staff.

All CEDAR posts are advertised nationally and internationally through jobs.ac.uk, as well as the University website.

We strive to ensure that all criteria are fair and non-discriminatory at both the advertising and shortlisting stage. Given the profile of CEDAR and the education workforce, we consider there to be a need for the enhancement of the attractiveness of the post to men for posts below Grade 9, and women at Grade 9. Our data (**Table 4**) suggest that men and women tend to apply to posts advertised, but following shortlisting gender imbalance is present at the interview and offer stage. Our actions described below aim to address this.

Going forward, to safeguard the fairness and equality of the recruitment process, we will encourage and monitor academic and senior admin CEDAR staff to complete training on Recruitment and Selection provided by the University of Warwick's Equality and Diversity Team (E&D) (AP6). In addition, we will provide an opportunity and encourage CEDAR people (academic, admin and PhDs) to attend training on 'Unconscious bias' provided by the University's Learning and Development Centre (LDC) (AP7).

To address our particular gender imbalance, we will take positive action during recruitment to new posts (AP8): for Level 9 or 8 posts (Professorial-level or senior researchers/academics), we will ensure that female applicants whose application at shortlisting is rated at similar levels with male applicants are invited to interview. For posts at Level 7 or below, we will invite to interview male applicants whose applications at shortlisting were rated at similar levels as female applications.

We already ensure that interview panels include both men and women, and we will continue to ensure that appointment panels always include interviewers of both genders who have an equal say in appointment decisions.

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels.
Comment on the uptake of this and how its effectiveness is reviewed.

Prior to joining CEDAR, all staff receive a letter of employment with terms and conditions of employment and an outline of the University standard procedures, such as standard working hours, holiday entitlement, and equality and diversity information.

All new staff are welcomed by the Centre Administrator and introduced to other staff members, the work space, and the IT system. All new starters meet with their line manager for induction. CEDAR's Director has to date ensured that he personally meets and welcomes all new starters, including PhDs, and this is greatly valued by newcomers, line managers and supervisors alike.

A relatively brief induction handbook was developed about 10 years ago, largely drafted by the most recently recruited member of staff and the Director. This focused on practical information, particularly important for the initial 3 months acclimatisation. Data from the staff culture survey indicated that this aspect of the induction was not completely effective and we acknowledged the need to formalise our processes and update them. Therefore a more formal 'handbook' has recently been produced for new starters to read upon joining the department, and to refer to as a refresher once settled. This handbook also contains a wide range of information about the faculty and university as a whole, including linking to the university's Insite webpages. These provide access to all Warwick's policies and guidance documentation as well as general information about all aspects of the university.

In addition to CEDAR-based induction, new staff are directed to the university intranet induction page, which provides up to date information regarding the university's policies and procedures, as well as a written welcome by the university Vice Chancellor and Registrar. This website covers information with regards to equal opportunities, health and safety, finance, mandatory training, personal development, rewards and benefits, travel, IT services, and more general information.

At a university level, new staff receive an invite to a welcome meeting by University Senior Management. This meeting allows new staff to meet other new starters across the university, and have a formal introduction to the university strategy and key facts and figures, meet other key stakeholders, who have information stands at the welcome event, such as Equality and Diversity, Warwick Sports, Warwick Volunteers etc., as well as a tour of the campus.

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

In the past 3 years, there have been no applications for promotions from CEDAR staff at any level. The most recent application for promotion within CEDAR was in 2010/11.

The Staff Culture survey (conducted in spring 2015) identified that promotions was an area that staff had little understanding of. Only 27% of CEDAR staff suggested that they understand the promotion process, whereas equally 27% thought that the full range of an individual's skills and experience is not valued when being considered for promotion. Further discussions at the SAT and departmental meetings concluded that staff need to be

better prepared and informed on the promotion criteria requirements. Subsequently, a number of actions were taken: (1) information about academic and non-academic staff promotions were added into CEDAR's new staff handbook; (2) SAT members attended University-run promotion information sessions.

CEDAR's aim for the future is to review staff readiness for promotion and ensure that staff are aware of promotion criteria and their own readiness levels with respect to promotion. All staff are encouraged to maintain their development by a number of measures, including attending training and developmental events, and are supported by mentoring. We included in our revised handbook the expectation that one CEDAR staff will attend the Demystifying Promotion workshop and we will now monitor attendance at this workshop annually. We discussed the issue of promotions within the wider CEDAR staff meeting, and in smaller groups raising awareness of the expectation to directly address this during the DPR. In addition, the Director, as Deputy Chair of the Faculty, has raised with the Vice Chancellor the issue of promotion of research staff in general to Principal Research Fellow (PRF).

To evaluate the impact of the actions already taken, we will repeat the staff culture survey in 2017 (AP9) to evaluate whether current actions have changed staff perceptions regarding promotions and career development. In addition, we already described a specific action to increase support for promotion for female staff aiming for more senior posts (AP3).

To further address this, we will establish more systematic use of external mentoring opportunities by encouraging CEDAR staff to engage with Warwick's Mentoring and Coaching Scheme (AP10). CEDAR's Director will collaborate with the Faculty Chair and Academic Promotions Committee to review the process of promotion from Senior Research Fellow to PRF, which is the main promotion route that is relevant to CEDAR's staff at present (AP11).

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

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

All CEDAR research staff in post at the time were eligible and submitted to the 2013 REF (4 female, 3 male). This was a substantial increase proportionately from the RAE2008 when the only eligible staff were two male professors (the Director and a professor with a split post (0.33 CEDAR, 0.66 Warwick Institute of Education)).

This change was a result of a careful, coherent strategy to achieve both eligibility and selection of research staff by mentoring and collaborative practice by the Director. Eligibility was achieved by mentoring staff to become independent researchers. Initially staff took on the role of programme manager and named Co-Is on research bids for studies for which the Director was PI. The next stage was for research staff to take on PI roles on projects.

In parallel, the Director mentored staff to build on their excellent ability to produce research reports to develop the skills to write papers of increasing quality. Together, therefore, these two mentoring support strategies, plus the new appointments, ensured that all research staff were both eligible for the REF2014 and had publications of the quality necessary to be entered.

As 100% of staff were submitted, there was no gender imbalance. CEDAR's aim for the next three years is to ensure that all academic staff are supported to produce publications and generate impact that will contribute to the next REF. Staff in CEDAR have already met twice since the end of the previous REF to discuss publication and impact strategy.

To maintain the currently excellent levels of submission, we will hold a meeting with all research staff who are eligible for REF submission to discuss publication strategy (as a group) (AP12; end of 2017 and start of 2018). We already encourage all research staff to contribute to the impact strategy (during CEDAR departmental meetings) and we will continue to do so. As we move closer to the next REF, all research staff will be allocated to contribute to one or more impact case studies (AP13).

5.3 Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Training needs are discussed formally each year as part of the Development and Performance Review (DPR). There are two elements: firstly, training is identified that is directly related to current or predicted work. Secondly, all staff are encouraged to think about and identify training needs which are not specifically linked to individual projects but rather to develop colleagues' skills/knowledge base as part of their general development. Our second approach is essentially ad hoc, where staff can raise training needs at any time during the year, if they have identified skills or knowledge gaps. **Table 5** includes examples of both types of training undertaken by CEDAR staff.

This twin approach works well: The first element ensures systematic consideration of training needs and planning to meet these; the second ensures that training needs are acted upon in a timely manner. This approach is applicable to both research and admin staff.

Table 5. Training undertaken by CEDAR staff over the past three years.

Staff member (N; Gender)	Training
SRF (1; F)	Team Research Day
SRF (1; F)	Leadership in Action
SRF (1;F)	Self & Peer Support to achieve work objectives
SRF (1;F)	Using Social Media
RA (1;F)	Good Clinical Practice
RA (1;F)	Valid Informed Consent training; Managing Essential Documents training
RA (1:F)	Training on communicating effectively with research participants
SRF (1;F)	Statistics (Structural Equation Modelling in STATA)
SRF (1;F)	Using Endnote 7

The uptake and effectiveness of training are formally evaluated at the annual DPR where staff are asked what training they completed the previous year and how useful they found it. In many cases, the effectiveness of the training has already been evaluated through staff action (e.g., use of new statistical technique in work).

Our plan for the future includes retaining this dual approach and ensuring higher levels of staff receive training on workplace culture issues. This means ensuring that the majority of staff and students complete training on ‘Diversity in the Workplace’ (currently completed by 54%), and **AP6** was set to ensure more staff complete training on ‘Recruitment and Selection’, especially those who are involved with interview panels.

(ii) Appraisal/development review

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

The University encourages all staff to undertake an annual DPR. The format of DPR combines two elements: A development review, which is confidential to the reviewee, reviewer and Head of Department (HoD), where the HoD is not the reviewer; and a performance review, which is passed to the university for the consideration of a financial award under either the Senior Performance and Remuneration Review process (SPRR) (grade 9 staff) or Merit Pay (staff at levels 1-8), if the member of staff chooses to put him/herself forward.

The developmental review comprises a discussion of each member of staff's achievements and contributions over the previous year in which staff are encouraged to explore factors that have helped or hindered them over the period, their reflections on their learning and development over the period, and how this had helped to enhance performance. This is followed by a discussion of goals and aspirations for the following year across the main elements of each individual's job; a discussion of development and support necessary to meet identified training needs; and a discussion of career aspirations. The latter addresses issues of increased responsibilities within CEDAR or the university, promotion and regrading, and study leave for research staff.

The second part of the DPR is optional for all staff. Those who wish to be considered for SPRR/Merit Pay must complete a second section of the DPR pro forma. The discussion during this part of the DPR includes first a review of the criteria of the relevant scheme and the individual's reasons for their decision to apply or not. Each year the criteria are explained by the reviewer during the DPR process, and the staff member left to decide whether to apply or not. However, it should be noted that the reviewer (Director or Professor) is overall supportive of such applications. To date, in CEDAR almost all staff have been recommended for, and have received awards each year during the present period (**Table 6**). This accurately reflects the excellent standards and commitment of staff, which are recognised by the University.

In CEDAR, the Director or the second professor review all research staff as well as the Centre Administrator; and all other admin staff are reviewed by the Centre Administrator. The Director also reviews the second professor and is in turn reviewed by the Chair of the Faculty. To date, uptake of DPRs has been 100% each year.

Table 6 Submissions and outcomes for SPRR/Merit Pay

		2013/14	2014/15
Female	Applied	3	5
	Successful	3	5
Male	Applied	1	2
	Successful	1	2

Note: In each case the year reported refers to the date of review considering performance in preceding year.

Feedback from staff about the DPR has generally been positive on both the developmental and performance review elements. In the recent staff culture survey 83% of staff found the DPR a helpful process, and 82% agreed or strongly agreed that the full range of their skills and experience is valued during the annual DPR.

Where the DPR was not working well concerned the review of the promotion criteria and readiness for promotion. We discussed in sections 4.2(i) and 5.1(iii) findings from the staff culture survey that indicated staff were not satisfied with the level of information around promotions and held negative perceptions about the promotion process. In response to such findings, we have described in **AP3** that we aim to ensure that annual DPRs specifically

include time to go through criteria for promotion and the individual staff's readiness in relation to these.

(iii) Support given to academic staff for career progression

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

Warwick offers three different routes for academic staff: research only (research fellow, senior research fellow, and professorial research fellow), academic (combining teaching with research: assistant professor, associate professor and full professor) and teaching only (teaching fellow, senior and principal teaching fellow and professorial teaching fellow). These can all be permanent appointments and the end of each route, as noted, is a professorial-level appointment.

As a research centre, CEDAR has staff on research only contracts. Research staff are either on open-ended contracts or fixed term contracts, as described in 4.2(ii). Research staff on fixed term contracts are typically linked directly to specific research projects and funding. Researchers on open-ended contracts are all SRFs, which is equivalent to Assistant Professors (in the academic route). The next step is Principal Research Fellows (PRFs), who are equivalent to Associate Professors. There are no PRFs in CEDAR. Current SRFs were either appointed to a SRF role [N=2], or were promoted to this role over time [N=2]. The latter were staff originally employed as contract researchers. Over time, and in line with legislation, they secured a permanent contract. This has been highly successful and has given job security. The SRFs take the opportunity for discussions about career progression during their DPR, and informally with colleagues at other times. Support is also provided more concretely by Professors alerting SRFs to opportunities that are coming up (e.g., fellowships, personal awards, new jobs), supporting SRFs to apply for them, and providing references. A very recent example is the support provided by the Director to a current SRF (F) who applied for a new post within the University. The post was at the level of Associate Professor. The SRF was successful at the interview and was offered this post, which will start in 2016/17. The Director supported the SRF by providing a supportive reference letter, and encouraging her to apply as he was aware of her wish to progress in her academic career.

In response to successful funding applications, we have recruited research staff on fixed-term contracts to conduct research on specific projects at the level of RA. There are two such staff in the data period considered for this application. One of the RAs was recruited to post as she was nearing the end of her PhD in another university. Her line manager in CEDAR agreed a flexible working pattern to allow her to complete the write up of her PhD, which she managed to complete, submit and successfully defend. Following this, she was moved from a Research Assistant pay scale to a Research Fellow pay scale, with back pay to the beginning of her contract (with the support of her line manager). She has recently changed her work contract (reduced hours) to accommodate changing personal and family needs. Following changes in her personal circumstances, she initially thought of leaving her post but her line manager supported her to retain her contract with CEDAR (agreeing with her very reduced hours and employing another person to complete the project) because

that would be better for her long-term plans (to become an academic) compared to having a period of no paid employment. The other RA has been supported to apply for training as a practitioner psychologist through career progression discussions, feedback on applications and reference letters. She was successful in securing a place to train as an Educational Psychologist (doctoral-level degree) from 2016/17.

These examples of successful support for career progression are very recent (March/April 2016) and therefore not captured yet in the HR data.

Fixed term contract staff are assisted to secure the next opportunity when their contract nears an end. This includes exploring the possibility for extension of their contract if a suitable research project is available. In addition, support includes keeping fixed term staff informed of upcoming opportunities within the department and university, or with collaborating companies/employers. Our planned monitoring of the take up of 6-monthly review meetings (**AP4**) will facilitate an overview of the balance between open-ended and fixed term contracts and provide clear indication of the career progression of staff on fixed term contracts.

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

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

CEDAR offers each student two supervisors - a primary and secondary supervisor. Students have regular face to face meetings with supervisors to discuss their work. Within these meetings, opportunities for discussing career progression also arise. In addition, students are always invited to meet and network with invited academics who visit CEDAR to discuss or present their work.

Every year PhD students complete a formal assessment of their training needs. These needs cover research skills required to complete their PhDs or skills to build a career after the PhD (e.g. time management, writing for publication). The training needs analysis happens on a one-to-one basis: one PhD student with the supervisory team. Training is available either within Warwick or in other Universities, and the students are supported in attending. The results are formally documented, with uptake and progress checked each year. Currently 100% of PhDs complete training needs analysis annually. Our records indicate that 100% of F-T PhDs have completed Warwick DTC training (taught modules on Qualitative Research; Quantitative Research; The Practice of Social Research; Philosophies of Social Science), even when it is not compulsory by their funder, and have also taken a number of other courses (e.g., networking, note making strategies, how to be an effective researcher).

Conference attendance is encouraged by supervisors as an important skill to develop for academic career. Supervisors keep students up to date with subject-relevant conferences that are held both nationally and internationally. Supervisors provide support with funding applications and abstract submissions.

Towards the end of their PhD studies, CEDAR students have the opportunity to discuss with their supervisors their future career goals. Within this meeting the supervisor(s) will offer practical advice and support for their student to take the next step in their academic career. None of the current PhDs in CEDAR are nearing completion, but this is the model CEDAR supervisors (1 Professor and 1 SRF) have adopted with all their other PhD students in the past. Supervisors continue to support PhD students post-viva with discussions about career opportunities, references for job applications, or direct support to apply for post-doctoral research funding.

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

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

In CEDAR, support for those applying for research grants is available both within the department and the University's Research and Impact Services. CEDAR senior staff (namely, the two professors) are available to discuss research/proposal design and provide feedback on applications, whether they are named collaborators or not. They encourage staff to take the lead on applications (and be named PIs). In these cases they will be mentored and supported by one of the Professors in producing the research proposal, attending presentations with the funder and, when successful, in setting up and implementing the study.

Research and Impact Services link with CEDAR through named research support officers who have been proactively identifying opportunities, encouraging individual staff to apply, offering feedback on unsuccessful applications, and sharing examples of successful practice. In addition, Warwick's LDC runs relevant seminars for research staff, e.g. 'how to write a successful research proposal', and staff are encouraged to attend.

5.5 Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

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

Explain what support the department offers to staff before they go on maternity and adoption leave.

Once a staff member announces their pregnancy, regardless of their staff category (admin or academic) a meeting is held with their line manager to discuss their maternity leave plan, and this, once completed, is then submitted to central HR. Prior to maternity leave, staff are also issued with two checklists by central HR, one for them and the other for their line manager, to ensure that everything is in place, prior, during and for when they return from maternity leave to support their transition back into the work place. As part of this, the Working Parents Network is promoted to expectant parents for support before and after their leave.

To prepare for their maternity leave, discussions and handover meetings will be held with their temporary replacement, as well as the provision of appropriate briefing documents. Optional paid 'Keeping in Touch' days (up to 10) are available for staff, to keep abreast with developments in the workplace. Discussions include whether and how a staff member on leave wishes to be communicated with to receive departmental updates.

In the single instance of parental leave in the 3-year period considered, the academic staff member explained that although she had no problems being granted time off for antenatal appointments, she was unsure of her actual entitlement. As a result we have decided that such information needs to be more explicit and a link to the university's 'Policy & Procedure, Maternity Leave & Pay' has been included into the new staff handbook.

There have been no instances of adoption leave within CEDAR, but links to the university policy are provided in our staff handbook.

(ii) Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

All staff are encouraged to attend 'Keeping in Touch' days. Being a small, cohesive department informal contact is usually maintained throughout any longer term absence.

In the single instance of maternity leave in the past, the member of staff did not use any 'Keeping in Touch' days. She met with her line manager about a month prior to the agreed return date for an update on the projects and her role and to confirm her options of a phased return to work and flexible working.

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

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

On returning to work, staff will have a meeting with their line manager and the person who took over their responsibilities during their leave, using the HR Checklists for Returners. This is when any training and re-induction needs can be highlighted. It is recognised that a transition back to work can be difficult, so regular review weekly meetings are held with their line manager to discuss any issues, including the need for time to re-build professional and support networks. The CEDAR handbook provides information and links to support groups such as the Working Parents' Network Group and the Mentoring Scheme for returning parents run by the LDC, as well as links to information on the Warwick Academic Returners Fellowship, an award for those on full academic contracts, who are returning to work from parental leave, to access buyout funds for teaching and admin duties in order that they can focus on their research. At the moment, all our SRF and RA staff are on research-only contracts so this Fellowship is not applicable to them but we still include the information in our handbook. As a small department, we also use informal communication to promote such opportunities, for example staff have been encouraged to attend the Working Parents' Network though informal discussions with other staff.

CEDAR provides space for breastfeeding/expression and storage of breastmilk/. The information is included in our staff handbook. We are currently consulting with the Faculty of Social Sciences for installing baby changing facilities close to our offices.

(iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

As mentioned above, there has only been one instance of maternity leave in the three year period considered. This was an academic member of staff on a temporary and part-time contract (.40). The person returned on .20 for a period of four months initially, before recommencing her previous hours. As such, CEDAR's return rate is 100%.

As a small department, during the past few years no-one has taken up paternity, shared parental, adoption or parental leave.

The University has a number of policies covering paternity, shared parental leave and adoption leave which are promoted to staff via the Staff Handbook and the appropriate web links on the departmental intranet. CEDAR has a central HR Link Adviser who is available to discuss the various options with staff and can explain the entitlements of each type of parental leave.

(v) Flexible working

Provide information on the flexible working arrangements available.

CEDAR has a 'family-friendly' ethos, fully supported by the Centre Director. Flexible working, particularly around childcare, is offered to all staff regardless of category (academic or admin) and gender.

For academic staff this is generally on an informal basis. Terms of employment for academic staff state:

'There are no normal hours of work specified. The duration of your working time is largely not measured or pre-determined and can be self-determined to a significant extent.'

Flexible working for admin staff is supported for both long-term and ad-hoc situations (e.g. child illness, caring responsibilities for older parent with dementia). As a small department, arrangements are agreed informally between admin staff to provide cover through core hours. All current admin staff have previously worked part-time to accommodate childcare responsibilities, e.g. between school hours.

Past examples of flexible working amongst CEDAR staff have included:

- Reduced hours (either permanent or temporary) including phased hours after period of absence (e.g. academic returning from maternity leave)
- Staggered hours

- Flexitime (with core hours) (e.g. admin staff)
- Job share (admin staff with childcare responsibilities)
- Working from home (academic with health difficulties)

It should be noted that CEDAR's small size and good knowledge of individuals' personal circumstances ensure that staff are well supported in unexpected circumstances (such as illness or childcare breakdown). The staff culture survey indicated 92% of CEDAR staff agreed that their line manager was supportive of requests for flexible working.

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

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

There have been no staff within CEDAR within the past 3 years who have taken a career break, however information is available via the HR Link Adviser and appropriate signposting on the departmental intranet pages.

5.6 Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

CEDAR is particularly sensitive to issues of equity and inclusivity as one of our major research foci concerns both in education, particularly special educational needs and disability (SEND). For example our research has also addressed gender with respect to prevalence of SEND and the interaction of gender with ethnicity and socioeconomic disadvantage; and the effectiveness of inclusive education. Another area of research addresses widening participation and increased inclusivity to higher education, where there are complex issues concerning different patterns by gender and also interactions with ethnicity and socioeconomic disadvantage. Consequently, equity is a core value for CEDAR that permeates all our practice, not only our research but also our approach to CEDAR itself as an organisation, including recruitment, staff support, progression, and promotion.

Gender equality and inclusivity are addressed within CEDAR in a number of ways. For example, all staff meetings are inclusive of all staff, academic and admin. The agendas include matters relevant to the full range of staff and different actions will typically include, and be led by, staff on the range of grades.

The experience of developing our application has enabled us to examine the degree to which these basic principles are working effectively. We have discussed openly in CEDAR departmental meetings and SAT meetings our culture, and whether it is conducive to

gender equality. We have challenged each other to think about our own actions and perceptions and we debated how we want to shape CEDAR's culture for the future. We identified some areas where our intentions have not always been realised and are using this process to address these (e.g., career development). Upon engaging with the gender equality field in late 2014, we have managed to shift the discourse in CEDAR from 'this is not relevant to us because everything is working well' to 'we will do as much as possible to improve equality of opportunity for all current and future staff members irrespective of gender or grade'.

Hence we have the benefit of a very strong set of values and principles that are in tune with Athena Swan principles and the application process has sharpened our practice (we formalised a number of processes that were informal and added formal monitoring), to ensure that our organisation and practice are fully in line with these values and principles. We fully support the University's aim to seek Gold status and will continue to develop our own attempts to improve status.

We will repeat the staff culture survey (AP9) in May 2017 to evaluate how much existing changes have affected staff culture.

(ii) HR policies

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

A key Warwick method of monitoring is the PULSE survey open to all staff which explores staff views on the range of relevant issues including equality, dignity at work, bullying, and harassment. Anonymised results are available at department and University level and allow the discussion of CEDAR's profile with those of the University as a whole and other small departments/centres. This process allows staff to raise concerns and inconsistencies and, as a group, we are able to discuss these matters during CEDAR team meetings.

CEDAR has never experienced a grievance or disciplinary process during the period of the present Director (17 Years). We consider that CEDAR's size, our emphasis on the value of each individual to the success of the whole team, our informality, openness and inclusivity coupled with our collegial work ethic are key to the ethos we have generated. However, we are aware also that these strengths can unintentionally lead to complacency or failure to appreciate and address subtle slippages speedily. This is something that we appreciated following the staff culture survey, and we valued the opportunity to be challenged.

Two current CEDAR staff sit on the University's Equality and Diversity Committee, one of whom is the CEDAR representative. In addition, one academic staff acts as CEDAR's Disability Contact. All HR policies around Dignity at Warwick, Bullying, Harassment, Flexible Work, Equality, are prominently displayed on our notice boards, and frequently updated by the E&D representative (who is also the Disability Contact and CEDAR rep on Research Staff Forum), who cascades any relevant emails to all

staff. We have three notice boards in our corridor (all staff are along this corridor). One section is allocated to E&D Notices, another section to Health and Safety, and the rest of the space holds information on E&D networks (working parents, carers, BME and LGBT), researcher development opportunities through Vitae, the LDC, and ESRC.

Staff with management responsibilities are kept informed and updated on HR policies through four main methods: email distributions from HR to all departments and in some cases all staff direct; meetings approximately once a term with our link HR adviser; regular updates at twice termly meetings of Faculty Heads of Departments (HoDs) and of HoDs from the whole University; and attendance at University courses.

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

CEDAR has only one departmental standing committee which meets twice a term at the CEDAR Departmental meeting. All members of staff, both academic and admin staff, sit on this committee. The gender breakdown of current CEDAR staff, academic and administrative, has been provided in Section 2. An important point to emphasise is that between 2014-2015, when new appointments were being made (Research Assistant-level on FTC), several discussions took place within the CEDAR meeting, about the future constitution of the meeting. A decision was then made that all CEDAR staff whether administrative or academic on OEC or FTC should join and participate in these meetings in line with CEDAR's democratic ethos in operational processes.

The only other distinct committee in CEDAR is the SAT (see Section 3 and Table 1).

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

To date, participation in committees external to CEDAR within the University typically follows an invitation from the University that the Director opens to all staff via email or through the CEDAR meeting. This method of dissemination ensures equality of opportunity to participate in influential external committees. Due to CEDAR's small size, we are provided with more opportunities to participate in such committees compared to colleagues in larger departments. Small staff numbers also mean that the Director knows staff's interests and values and can make recommendations as appropriate. There are

currently more opportunities to participate in external University committees than staff available.

Table 7. Staff, by type and gender, on external committees within Warwick and outside the University

Staff details	University Committees	External Committees
Male Director/ Professor PT FTC	<ul style="list-style-type: none"> Academic Resources Committee The Board of the Faculty of Social Sciences Senate 	<ul style="list-style-type: none"> The UK Government's Communication Council Department for Education Steering Group: A Quality Evaluation study of Education, Health and Care plans Department for Education Steering Group SEND Pathfinder evaluation
Male Professor FT OEC	<ul style="list-style-type: none"> Faculty of Social Sciences graduate studies committee ESRC DTC management committee 	<ul style="list-style-type: none"> Member of the Guideline Development Group for the Mental Health and Learning Disabilities <i>NICE</i> quality standard Member of the Guideline Development Group for the Mental Health and Learning Disabilities <i>NICE</i> guideline Member of the <i>Skills for Health</i> Learning Disabilities Core Skills Education and Training Framework Steering Group Member of the <i>NHS England Midlands and East</i> Regional Transforming Care Board Member of the Learning Disability <i>Transforming Care Service Model Reference Group</i> Chair of the <i>Royal Mencap Society</i> External Advisory Forum Member of the <i>Mencap Cymru</i> Advisory Board
Female SRF FT OEC (CEDAR's Disability Rep)	<ul style="list-style-type: none"> University's Research Staff Forum Education Research Network Equality and Diversity Network 	<ul style="list-style-type: none"> Member of the Local Authorities Research Consortium (Round 7) Steering Group
Female STF FT OEC	<ul style="list-style-type: none"> Chair of the Faculty of Social Sciences Athena SWAN Working Group 	

	<ul style="list-style-type: none"> • Member of the University Institutional Award Working Group • Member of the University's Equality and Diversity Committee 	
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(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The distribution of work is guided by: the nature of the work to be carried out; different contractual arrangements; and the nature of each individual's role, partly determined by interests/specialisms and developmental status.

Building upon these, we place an emphasis on *fair* allocation of work and individual *flexibility* within an individual's job specification. We value *collegiality* hence sharing work and supporting colleagues when priorities require shifts in work focus, (e.g. to meet deadlines), research proposals or research reports. In addition, senior staff are also engaged in day to day research activities, supporting a system of *distributed leadership* and workload.

The two professors typically lead research as PIs but each may work as a Co-I on a study. Academic staff (SRFs) are all working on various research projects, either as PIs or Co-Is, including bidding for funds, conducting fieldwork, analysis and writing. Decisions about taking up new research projects are typically determined by the end of previous projects and the staff's interest in taking up the work. SRFs lead and manage their workload and that of others depending on the projects, and their roles.

Workloads of RAs are defined by the research grant/contract: RAs work on one research project.

For academic staff, workload allocation also considers work on publications and dissemination, PhD supervision (where relevant) and administrative activities within CEDAR, the University, and external; as well as personal development activities.

Within these parameters, each academic's workload is self-determined in consultation with the Director, or professor in the case of the RAs, to ensure consistency and equity of workload. The DPR is key. Review of the previous year and plans for the coming year include consideration of workload to ensure it is fair and equitable, with changes made as necessary. Each person's workload is also considered with respect to promotion and merit pay. As noted in Section 5.3(ii), CEDAR staff currently achieve high levels of recognition, through merit pay, of their commitment and achievements.

The present model has been used successfully since CEDAR's inception. Current data from our staff culture survey showed that 92% of all CEDAR staff agreed that work is allocated on a clear basis, irrespective of gender. However, as CEDAR is growing, the time is opportune to review its operation. **Going forward, we aim to examine the possibility of developing a more formal work allocation model (AP14). We will review formal work allocation models from similar research-only centres and examine their applicability to our operational model.**

(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

CEDAR includes staff with a number of caring responsibilities and we take these as fully into account as possible. CEDAR team meetings are held at lunchtime (12-2pm), with lunch provided. The days are selected to optimise inclusivity, so taking account of staff working part time as well as those with fieldwork obligations. Research team meetings (for small groups specific to each project) are normally held during normal work time but may vary if determined by the group collectively.

We hold our main social event (Christmas meal) at lunchtime so as many staff can attend as possible. Exceptional events (e.g., CEDAR's 25th anniversary) are held in the evening at times agreed with all staff, and all staff are invited.

(vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

CEDAR is committed to promoting the value of all staff and we always address these issues carefully. For example, when we present a research proposal to a funder we seek always to ensure that there are several members of the research team present, at different levels of seniority. Not only do we directly address gender but also facilitate the development of experience – and of visibility to funders – of a range of staff.

We recently initiated a programme of research seminars and we intend to continue with a policy of careful attention to gender. The first of these was held in February, 2016 – both speakers were female (one from within the department, one a visiting researcher from Belgium); the presenter and chair was female, and members of the research and admin staff attended. Future events will include men as well, as chairs and presenters to ensure equal visibility of men and women as role models.

We have updated our website photos, and included a group photo as we wanted to demonstrate our diversity and increase our visibility.

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

The CEDAR SAT identified outreach as an important area for development. This year, we established a summer research internship programme. We offer two short (three week) research internships to current Warwick undergraduates (typically 2nd year students) within Social Sciences and relevant sciences departments: Psychology, Education, Sociology, Economics, and Politics. We piloted the scheme in the summer of 2015 with successful outcomes, and decided to establish this as an ongoing opportunity. We are currently recruiting. Members of the SAT team were instrumental in establishing this initiative and will be ***monitoring its implementation (AP15)***. We believe that this opportunity will increase available opportunities for undergraduates to enhance their research skills, in an era of economic downturn and high competition in the job market.

In addition, the SAT contacted the University's 'Student Progression Team' (SPT) in February 2016, to establish the possibility of contributing to this outreach scheme. The SPT links current University of Warwick students with local school pupils from Coventry and Warwickshire schools and colleges in a mentoring scheme. The aim is to raise aspirations and attainment in local school pupils, with a specific focus on young people who have the potential to enter Higher Education, and are from non-traditional university backgrounds.

It was agreed with the University's SPT outreach officer that CEDAR doctoral candidates will apply for mentoring roles (and the position of 'Widening Participation Ambassadors') at the next round of recruitment, in October 2016 (Action AP3). One of CEDAR's current doctoral students (a woman) has expressed a strong interest in applying. We will undertake and monitor the implementation of this initiative.

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6. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

When we first engaged with gender equality initiatives, the shared impression among CEDAR staff was that these initiatives were not relevant to us, especially because of our small size. As we have worked with the Faculty and the University, reviewed our data and consulted with our staff, we have begun a process of gradual acknowledgement that every department, including us, is affected by issues of gender inequality, and can actively contribute to collective efforts to improve gender balance. We are now in a position where

we recognise that the make up of our department is predominantly female up to SRF level and for admin staff, and 100% male at professorial level. We recognise the need to encourage more male applicants for the posts indicated. With respect to senior posts, our first priority is to support the promotion of staff from SRF to PRF level, in the first instance. These actions will include revision to the DPR process within CEDAR to ensure promotion per se is always on the agenda and a systematic evaluation of the promotion system. The latter includes staff attending university information events and the Director leading a review across the Faculty of Social Sciences.

Therefore, over the year and a half of this process we have achieved a shift in our collective culture regarding tackling gender inequality, we have begun to address this through concrete actions, and we plan (see Action Plan) to monitor their effects, as well as embed further changes that will further improve gender balance, equality of opportunity and the workplace culture. We are now confident that our small size is an asset because it allows many opportunities for staff to express their views, affords us reduced complexity when implementing new actions, and an ability to take decisions swiftly. We initially doubted the relevance of the Athena SWAN award for small research-only centres such as ours, but we are now convinced of its positive impact on our centre and though this application, we are actively seeking formal recognition of our efforts to improve gender equality in CEDAR.

We view this process as ongoing, and we want to integrate it into regular operations. Establishing and formalising good working practices with regard to gender equality is extremely important at this point in CEDAR's history. We are undergoing a period of gradual expansion that is set to continue. In parallel, we want to engage with wider initiatives, nationally and internationally. Warwick is host to a European Initiative (Project 'Plotina' funded through Horizon 2020) which aims to improve women's mobility in higher positions within academia. The project is led in the UK by a Warwick-based academic (Professor Rodger) and aims to increase the number of women researchers, promote their careers and integrate the gender dimension into the design, evaluation and implementation of research, to enhance its quality and relevance, foster excellence and the social value of innovations. We are currently discussing with the UK research team, CEDAR's inclusion in the project as a research site.

[Word count 497]

[Total application word count: 10,443]

7. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

APPENDI 1: CEDAR's ACTION PLAN: 2016-2018

Reference Number	Objective	Rationale	Action already taken to date and outcome	Further action planned	Timeframe	Person Responsible	Target outcome
AP1	Ensure greater gender balance in PhD applications	PhD students benefit from diverse groups, current CEDAR students are 100% female, whereas male applicants do not exceed 11%.	Public photos reviewed to reflect that both men and women are researchers in CEDAR; language for advertising PhDs reviewed; invitation to applicants from groups under-represented to apply added in PhD (and job) adverts	Annual monitoring of gender balance in PhD applications to CEDAR, with a view to increasing applications from men to 20% on average in the next 3 years	Annually in September (2016,2017,2018)	Richard Hastings (Professor and Director of Doctoral Programme) to monitor trend and implement action Diana Smith (Centre Administrator) to draw annually data from Warwick Analytics.	Increase PhD applications from male applicants by 10% on current levels (or achieving 20:80 gender split on applications) in the next 3 years.
AP2	To encourage an interest in research careers in psychology/education from underrepresented groups of young people who might otherwise not consider it as a viable career option.	PhD students benefit from diverse groups, 33% of current CEDAR students are from BME backgrounds.	Engagement with two current initiatives taking place at the University of Warwick: (a) linking with the Student Progression team for the	Current PhD student to submit application to be considered for the post of Widening Participation Ambassador.	By end of 2016	Mikeda Jess (PhD Student) to apply and undertake work as Widening Participation Ambassador. Other Ph.D. students to be encouraged to apply for	To make CEDAR visible as a partner in University's widening participation initiatives.

Reference Number	Objective	Rationale	Action already taken to date and outcome	Further action planned	Timeframe	Person Responsible	Target outcome
			Widening Participation Ambassadors scheme, and (b) Realising Opportunities Programme - Academic Tutor role.			Realising Opportunities Programme - Academic Tutor role Stephen Cullen (SRF to monitor action and ensure Mikeda is supported by the scheme's mentoring facilities)	
AP3	Facilitate promotion of female academic staff aiming for professorial posts	0% female professorial staff currently, and in CEDAR's 29 year history indicating a substantial imbalance. The staff culture survey (2015) revealed low levels of satisfaction from CEDAR staff regarding their level of knowledge about promotions; HR data indicated zero-level activity around recommendations for promotion of CEDAR staff in the past six years	Attendance of available promotion information workshops and dissemination of information to CEDAR staff. Raised levels of awareness across CEDAR staff through discussion at CEDAR meetings	Attendance by at least one CEDAR staff (academic) in the annual 'Demystifying Promotions' workshop run by the Equality and Diversity Unit. Systematically review individual staff prospects for promotion in annual Performance and Development review Review HR promotion activity data overall for CEDAR	Annually in March. Annually at performance review meetings (February-March) End of 2018	Lead of SAT (currently Vaso Totsika) To monitor whether CEDAR staff attend the annual workshop Diana Smith (centre Administrator) to cascade email from EDU to all staff Geoff Lindsay (CEDAR director) to ensure reviewers are aware of the	Increase in direct support made available to CEDAR staff for promotion through either recommendation for promotion, support for application to higher roles or support to achieve goals related to promotion criteria

Reference Number	Objective	Rationale	Action already taken to date and outcome	Further action planned	Timeframe	Person Responsible	Target outcome
						requirement to discuss readiness for promotion Geoff Lindsay (CEDAR director) to review HR data to establish whether 20% in female promotion recommendation has been achieved	
AP4	Retain a good balance of OEC/FTC within CEDAR	Current levels are good, but we need to retain these levels and be aware of potential gender imbalances as number of FTC posts might increase in the future	Review of relevant HR data; consultation between Director and current longest serving FTC researcher	Review and monitor of FTC staff who request and conduct a 6-month career development review	November 2017	Geoff Lindsay (CEDAR director) to ensure that all CEDAR FTC staff are provided with an opportunity to conduct these reviews Diana Smith (Centre administrator) to record uptake of such meetings	To retain majority staffing levels on OEC
AP5	Determine reasons staff leave CEDAR	There is a need to have a mechanism in place to gather this information as HR data do not capture this adequately. So far, the need	Review of relevant HR data	Conduct exit interviews when CEDAR staff resign from their post	As need arises	Geoff Lindsay (CEDAR Director) to ensure that senior staff	The presence of a formal mechanism that allows for leaving

Reference Number	Objective	Rationale	Action already taken to date and outcome	Further action planned	Timeframe	Person Responsible	Target outcome
		has not arisen because of very low levels of staff turnover (zero in the period considered)				conduct exit interviews Diana Smith CEDAR administrator: to ensure leaving reasons are documented	reasons to be captured.
AP6	To ensure fairness and equality during recruitment to new posts.	Currently a small minority of CEDAR staff have had formal training in recruitment processes in relation to ensuring equality of opportunity.	We reviewed data from the Equality & Diversity Team that indicated 0% training for CEDAR Professors and 25% of CEDAR SRFs had completed training at 'Recruitment and Selection'.	Encourage all CEDAR academic staff and senior admin staff to complete the e-module on 'Recruitment and Selection' provided by Warwick's Equality and Diversity Team	By summer of 2017	SAT Lead (Currently V. Totsika) To encourage staff to complete training and monitor training levels	To ensure that 70% of CEDAR academic and admin staff have completed training that sensitises to issues of equality at recruitment.
AP7	To ensure fairness and equality during recruitment to new posts. To address unconscious biases that may be operate at recruitment and the workplace.	Difficulties related to unconscious biases emerged from the staff survey data that identified a significant proportion of CEDAR staff (16%) were unhappy with the workplace culture with respect to (unsupportive)	Staff culture survey was conducted, the results analysed and the issues of workplace culture and unconscious biases discussed within SAT, and	Encourage all CEDAR staff (including admin) and PhDs to complete training in 'Unconscious Bias'.	By end of 2018	SAT Lead (Currently V. Totsika) To organise training and encourage staff to attend. Geoff Lindsay (CEDAR Director) to support this	To ensure that the majority of CEDAR people (over 60%) have completed training that sensitizes people to unconscious biases that may operate at many levels.

Reference Number	Objective	Rationale	Action already taken to date and outcome	Further action planned	Timeframe	Person Responsible	Target outcome
		language and (stereotyping) images in the workplace.	the whole staff team (at CEDAR meeting)			action by freeing up half a day for the whole team to be trained.	
AP8	To improve gender balance of CEDAR staff team	Men and women should be provided with an equal opportunity to be appointed to a new post, and we need to ensure that equal opportunities are available at every stage of the recruitment process (advertising and interviewing), while proactively seeking to improve our staff gender balance ratio	Analysis of HR data related to recruitment and gender ratios.	Implement positive action during the shortlisting phase to facilitate male and female representation at interview stage: for Level 9 or 8 posts (Professorial-level or senior researchers/academics), female application rated within 10% of scores of male applications will be invited to interview. For posts at Level 7 or below, male applications rated within 10% of the rating of female applications will be invited to interview.	Throughout 3 year period with a start in 2016 and actioned for all CEDAR-based appointments	Line Manager The line manager for the post recruited is responsible for implementing the positive action SAT lead (currently V.Totsika) is responsible for disseminating action and ensuring that is applied .	To increase the opportunities of females being recruited at senior academic posts, and the opportunities of males to be recruited at mid-career and junior academic posts.
AP9	Evaluate impact of actions on staff perceptions of gender equality and equality of opportunity	Current evidence from the staff culture survey indicated low levels of staff satisfaction regarding information on promotions.	Staff culture survey conducted in May-June 2015	Staff culture survey to be repeated using the same format to allow pre-post change to be assessed, and include enhanced questions on career development and promotions	May 2017	SAT Lead (currently Vaso Totsika) to design and administer survey, analyse and disseminate Alison Baker (Research Secretary) to	Improved staff satisfaction with knowledge and processes around promotions and career development. Opportunity for holistic evaluation of change in

Reference Number	Objective	Rationale	Action already taken to date and outcome	Further action planned	Timeframe	Person Responsible	Target outcome
						design the online platform for the survey	perceptions regarding equality of opportunity across domains.
AP10	Enhance women's opportunities to be promoted to more senior roles	Current evidence from the staff culture survey indicated low levels of staff satisfaction regarding mentoring opportunities.	Staff culture survey conducted in May-June 2015	To encourage and support CEDAR staff to engage with Warwick's Mentoring and Coaching Scheme (managed by the LDC)	By autumn 2018	Geoff Lindsay (CEDAR Director) to encourage all staff and provide support with applications for mentor/mentee positions as applicable. Diana Smith CEDAR administrator: to maintain a record staff who engage with the Scheme	To facilitate staff access to external mentors.
AP11	To enhance equality of opportunity with regard academic promotions	Quant and qual. evidence from the staff culture survey indicated low levels of staff satisfaction regarding experience of promotions.	Staff culture survey conducted in May-June 2015, ongoing CEDAR team discussions; CEDAR director raised the issue of clarity of promotion process within	CEDAR Director to lead on study of promotion from SRF to PRF across the Faculty of Social Sciences	By December 2017	Geoff Lindsay (CEDAR Director) to lead this assessment and disseminate evidence within the Faculty and CEDAR	To increase awareness of process and criteria for promotions of staff on research grades to a similar level as that of staff promotions on academic grades.

Reference Number	Objective	Rationale	Action already taken to date and outcome	Further action planned	Timeframe	Person Responsible	Target outcome
			the research route with Head of Employee Relations and the Vice Chancellor				
AP12	Ensure that eligible staff are supported to participate in REF	Departments benefit from staff who feel that their contribution is valued and valuable	We have had one meeting following REF 2013 to discuss publication strategy for all research staff	We will meet as a group to evaluate plans for submitting academic outputs at the next REF (2020) during term 3 2015/16. This will be followed by meetings between the 2 professors and individual staff to support and monitor preparation for REF submission, and by termly discussions at the CEDAR staff meeting.	By end of March 2018.	Geoff Lindsay (CEDAR Director) to organise meeting and invite all research staff that are eligible to be submitted to the next REF	Maintain currently excellent gender balance of staff submission for REF
AP13	Ensure that eligible staff are supported to participate in REF	Departments benefit from staff who feel that their contribution is valued and valuable	We are discussing impact case studies for the REF at each CEDAR meeting; the Director has invited staff to contribute to existing impact pathways.	The Director will allocate research staff to existing impact pathways and support them to contribute to their development and descriptions.	By end of 2018 (and beyond till 2020).	Geoff Lindsay (CEDAR Director) to allocate staff to impact pathways and work with staff to support development Richard Hastings (Professor) as the other most senior staff in CEDAR to support the Director and	Maintain currently excellent gender balance of staff submission for REF

Reference Number	Objective	Rationale	Action already taken to date and outcome	Further action planned	Timeframe	Person Responsible	Target outcome
						staff in impact generation and contributions	
AP14	To review whether a formal workload allocation model can serve CEDAR well in the near future	CEDAR is on a route of gradual expansion for the foreseeable future. While the existing approach to workload allocation has worked well, we are unsure whether this will continue to be the case as more staff join.	We have begun discussions about the need to review our workload allocation model in the context of SAT. However a clear picture is yet to emerge. We have acknowledged the need to discuss further.	Examine the possibility of developing a formal work allocation model , through ongoing staff discussion and review of workload allocation models of research-only centres	By end of 2017	Geoff Lindsay (CEDAR Director) to consult with staff, examine and discuss available options for workload allocation models Richard Hastings (Professor) to support Lindsay in decision regarding workload allocation SAT Lead (currently V. Totsika) to identify workload models from similar research-only centres	To formalise the process of workload allocation
AP15	To monitor the implementation of the undergraduate	To ensure that undergraduates undertaking research internships in CEDAR are	Piloted the scheme in the summer of 2015.	Meet with intern and/or supervisor to establish arrangements for research engagement, and supervision.	Once a week following the start of the 3-week internship for	Stephen Cullen Senior Research Fellow to meet with	To monitor the usefulness and perceived gain of the process for

Reference Number	Objective	Rationale	Action already taken to date and outcome	Further action planned	Timeframe	Person Responsible	Target outcome
	research internship initiative	provided with opportunities to acquire research skills and that hosting academics are happy to provide supervision		Obtain data following end of internship from intern on satisfaction and perceived gain.	every intern separately Once, following the end of the internship	student/and or supervisor; and obtain satisfaction data	undergraduates and supervisors.

References:

HESA (2016) Statistical First Release: Staff at Higher Education Providers in the United Kingdom 2014/15. Higher Education Statistics Agency. Available from <https://www.hesa.ac.uk/sfr225>

<http://www.ecu.ac.uk/wp-content/uploads/2015/11/Equality-in-HE-statistical-report-2015-part-1-staff.pdf>