



Department Application
Bronze and Silver Award



ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

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

Name of institution	University of Warwick	
Department	Centre for Educational Development, Appraisal and Research (CEDAR)	
Focus of department		AHSSBL
Date of application	27 November 2020	
Award Level		Silver
Institution Athena SWAN award	Date: 2018	Level: Silver
Contact for application Must be based in the department	1. Mairi Ann Cullen, Senior Research Fellow (Contact until 11 December 2020) 2. Kylie Gray, Professor (Contact from 12 December 2020)	
Email	1. M-A.Cullen@warwick.ac.uk 2. K.Gray.1@warwick.ac.uk	
Telephone	1. 024 765 22184 2. 024 765 73147	
Departmental website	https://warwick.ac.uk/fac/soc/cedar	

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: 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.

Advance HE
First floor
Napier House
24 High Holborn
London
WC1V 6AZ

26 November 2020

Dear Sir/Madam,

I am delighted to endorse CEDAR's submission for the Silver Award. For me, gender inequality must be addressed both specifically and as part of recognition of broader inequality and intersectionality. This has informed my whole career. My recent research includes investigating, and challenging negative aspects of the intersectionality of gender, social disadvantage, ethnicity and other characteristics in relation to SEND prevalence.

As CEDAR's Director since 1999, my commitment to gender and other equality has included implementing: open-ended contracts for established fixed term contract researchers (initially all female); shared posts, flexible working, CPD opportunities for all staff, optimal timing of meetings, improved planning for maternity leave and return, and maximum flexibility and environmental arrangements for staff with (especially chronic) illness. These have all particularly aided female staff. Regarding recruitment, I instituted positive action to attract female applicants for senior, and male for junior research positions.

My university roles have included, as Chair of the Staff Development and Appraisal Committee, the introduction of standard recruitment procedures to improve equity, including job descriptions, person specifications, justified shortlisting, interview and decision-making methods. Regarding promotions, I achieved commitment from the VC and Provost to address the disadvantage to our researchers by adding more role-relevant criteria.

As a member of our SAT throughout its existence, I have led on addressing issues around promotion processes, career development support for staff on fixed term contracts, ensuring equitable representation in the REF, ensuring fairness and equity in recruitment, and reviewing equity of the workload model. As Director, I have ensured workload recognition for SAT membership, and particularly supported the Chairs, through advice and broad support, eg raising promotions issues with the University.

The Bronze award has enhanced our public profile as championing gender equity, and invigorated and informed further achievements, represented in our application: including positive action for male PGRs and RF and our first female professor

appointment; and supported career progression and development for female staff, within and beyond Warwick. However, I recognise more is necessary to advance gender equity. I endorse our Silver action plan which aims to promote gender equity in our PGR recruitment and staffing profile, and to enhance the career development of our professional and support staff.

As Director and SAT member, I have championed gender and other equalities in practice and challenged inequity. I am committed to collegial decision-making including all staff, and to a maximally positive, supportive workplace. Their successful achievement is demonstrated by the findings of CEDAR's staff surveys and Warwick's PULSE surveys, which regularly achieve substantially higher staff satisfaction scores than the large majority of Warwick academic departments. As I retire, I have full confidence this ethos and our Athena SWAN focus on advancing gender equity will continue and develop further.

I confirm that the information in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the department. **[474 words]**

Yours faithfully,



Professor Geoff Lindsay

PhD,FBPpS, FRSA, FAcSS, HonMBPpS

Director

CEDAR

University of Warwick

Coventry CV4 7AL UK

T +44 (0)24 7652 3638

Email: Geoff.lindsay@warwick.ac.uk

Additional words from incoming Head

Dear Sir/Madam

As incoming CEDAR Director from January 2021, I fully endorse the application and the Silver Action Plan. I joined the SAT to ensure seamless succession in CEDAR's commitment to Athena SWAN values and action. As Deputy Director since 2013, I worked closely with Professor Lindsay on actions to promote gender equality (e.g., I was instrumental in encouraging the application from an outstanding female academic research collaborator who became CEDAR's first female Professor) and to reduce other inequalities (e.g. I led on our work to increase diversity of PGRs). This term, I have consulted all CEDAR staff and PGRs on a 5 year strategy framework (that for the first time includes the development of our administrative team and their roles) and refreshed departmental management and governance structures to enshrine broad representation (e.g., an elected member of the management committee who is an ECR, and one from the administration team). My personal research also includes a strong commitment to investigating and reducing inequalities (e.g., intersectionality between



learning disability, gender and ethnicity in the impact of Covid-19 – current MRC funded research, developing and testing interventions to reduce mental health inequity for people with a learning disability). **[193 words]**

Yours faithfully,



Professor Richard Hastings
Deputy Director
CEDAR
University of Warwick
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T +44 (0)24 7652 2197
Email: r.hastings@warwick.ac.uk



2. DESCRIPTION OF THE DEPARTMENT

CEDAR, founded in 1987, is a successful small research centre within the Faculty of Social Sciences at the University of Warwick. CEDAR is a separate academic department with delegated responsibilities, including financial. We have three income streams; primarily research income from grants and contracts (achieved via competitive processes), augmented by income from the Research Excellence Framework process, and a small amount of teaching and supervision on one Master's degree (Psychology and Education) in the Education Studies department. CEDAR is, therefore, different to sector norms for an academic department; we do not have our own undergraduate or postgraduate courses.

In 2019-20, CEDAR comprised 16 staff, seven men and nine women. As Figure 1 shows, we had equal numbers of male and female *academic* staff in 2020.

Figure 1 Total number of staff by gender (annual snapshot data, 1 August)

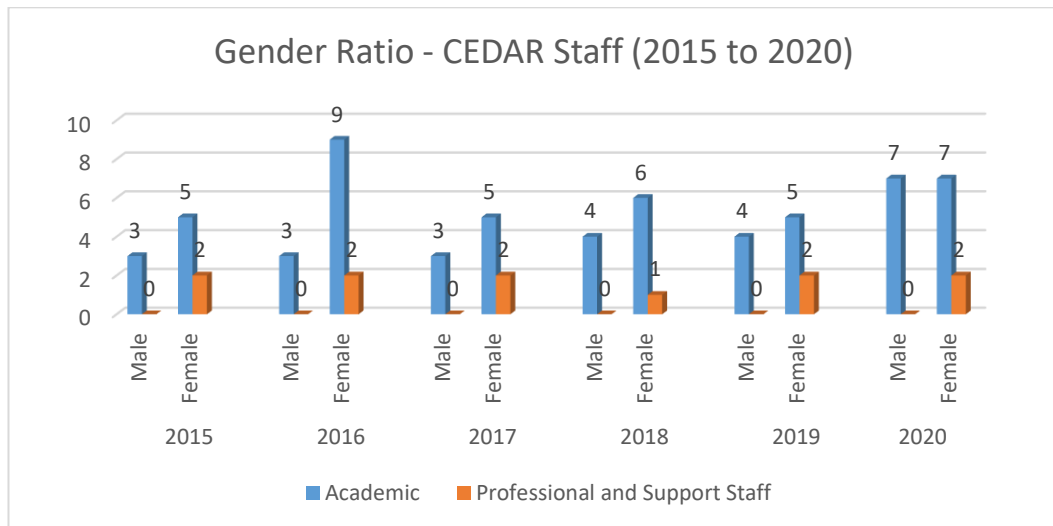


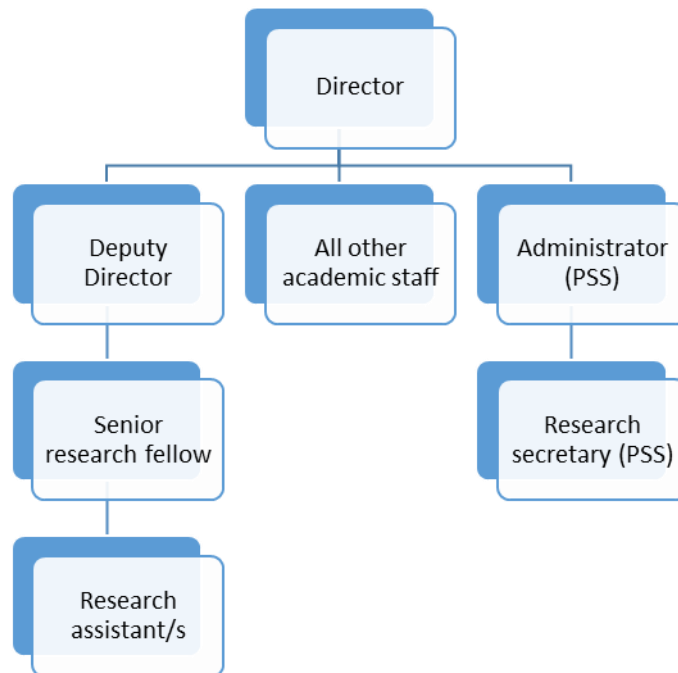
Figure 2 Most of CEDAR's staff attending an internal event, February 2020



CEDAR's research impacts policy and practice in three areas: developmental disabilities across the lifespan, challenging behaviour and positive behavioural support, and psycho-educational support for pupils with special educational needs (SEN). Our research contributes to improving the lives of children and families, by addressing inequities associated with SEN and disability, intersected by gender, sexuality, ethnicity and socio-economic disadvantage. All staff attend half-termly meetings, where our Athena SWAN work is a standing item.

CEDAR operates a relatively flat line management system (Figure 3).

Figure 3 CEDAR's line management structure



A Principal Investigator (PI) leads and manages each research project. Usually, an SRF or above undertakes these roles, but research fellows (RF) have also been PIs. Project-specific management is separate from formal line management. It diffuses leadership

skills and responsibilities across the staff team. CEDAR supports and enables all academic staff above research assistant (RA) level to bid for research funding contracts and/or grants.

During 2020-21, CEDAR is in a transition process, with the retirement of our long-standing Director. The next Director (currently Deputy Director) consulted staff on new management and governance arrangements, which became operational from 1 October 2020. We now have a Management Group to advise the Director regarding day-to-day management and strategy. This group, meeting 10 times *per annum*, comprises the Director, our two professors on open-ended contracts, the Administrator, the chair of our Social Inclusion Committee who will also chair our Athena SWAN self-assessment team (SAT), and an annually elected member of staff. The staff meeting is now our Departmental Council, with a consultative role, meeting termly. We continue to have a Staff-Student Liaison Committee (SSLC) for our doctoral research students (PGRs). The inclusion of our Athena SWAN SAT chair in the new Management Group embodies our continued commitment to gender equity and Athena SWAN principles.

Our doctoral programme, established in 2014, has attracted PGRs who are diverse in terms of social background, country of origin and ethnicity but skewed by gender towards females (Figure 4).

Figure 4 Eleven of our PGRs at a lunch-time seminar, February 2020 (both male students were absent due to external work commitments)



On 1 August 2020 (snapshot data), we had 13 female (10 full-time, 3 part-time) and two male (1 full-time, 1 part-time) PGRs.

[467 words]

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

(i) Our SAT continued to meet regularly following our Bronze submission, working on our Bronze Action Plan. In May 2017, the SAT Chair stood down. After consultation with the SAT, the Director appointed an existing SAT member (DS) as Co-chair, alongside a new SAT member with a long-standing interest in the University's diversity and inclusion work (MAC). Individual members have changed when necessary but we continue to have a SAT that includes men and women, academic staff on different grades and contract types, and professional and support staff (PSS) (Figure 5). Through discussion in the SAT, we identify potential new members whom the SAT Chair invites to a discussion of the SAT's role and the reason/s for the invitation. We have consistently had active and committed SAT members. The Chair reported to every CEDAR meeting (from October 2020, to the Management Group and Departmental Council).

Figure 5 CEDAR's SAT members for 2019-20

<p>Bailey, Tom (male):</p> <ul style="list-style-type: none">• Research Fellow since 2017, originally on fixed term contracts• Moved to open-ended contract in 2020• SAT member since 2018
<p>Baker, Alison (female):</p> <ul style="list-style-type: none">• Research Secretary since 1999, originally part-time• Moved to full-time contract in 2014• Two school-age dependents• SAT member since 2014
<p>Cullen, Mairi Ann (female):</p> <ul style="list-style-type: none">• Senior Research Fellow since 2004, full-time• Joined as Research Fellow in 2003• Co-chair of SAT, 2017-18, then Chair• Hidden disabilities; school run responsibilities for grandson
<p>Lindsay, Geoff (male):</p> <ul style="list-style-type: none">• Director since 1999• Since 2016, on 4-year fixed-term contract, part-time• SAT member since 2014
<p>Sapiets, Suzi (female):</p> <ul style="list-style-type: none">• PGR, full-time• PGR representative on SAT since 2017• Hidden disabilities; helps to support disabled mother-in-law

Smith, Diana (female):

- Centre Administrator since 2015, full-time
- Joined CEDAR in 2006 on a job share
- SAT member since 2014, Co-chair 2017-2018

Stanford, Catherine (female):

- Research assistant, on fixed-term contracts since 2018
- Had four fixed-term contracts, sometimes worked full-time, sometimes part-time
- Fixed term contract SAT member since 2019

(ii) Our SAT has met regularly (usually termly) since submitting for our Bronze Award (April 2016). We meet face-to-face in the Director's office (switched to online during the Covid-19 pandemic). The Chair e-mails the Agenda and papers in advance. Members take turns to take notes of the discussion and action points.

In addition, we formed smaller working groups, some in liaison with colleagues not on the SAT, to understand the root causes of specific barriers to gender equity in career progression in CEDAR.

The focus of SAT meetings has developed over time; from implementation of actions, to monitoring of impact of actions, and then our desired objectives and outcomes related to a Silver Award action plan. In 2017/18 we undertook a major review of the action plan to update it in light of impact and emerging issues. For example

- We saw that implementation of our Bronze AP2, related to the objective of encouraging an interest in research careers in psychology/education from underrepresented groups of young people, had not had the desired impact. We therefore revised the actions we take to increase engagement (see section 4.1(v)).
- We identified that our action plan excluded our PSS colleagues and so we added an additional objective and actions to address their career development (see section 5.2(ii)).
- We used feedback from exit interviews to identify that we should be more proactive in addressing the challenge of planning for there to be work for a colleague returning from maternity leave and took action to address this.

We also used SAT meetings to discuss wider gender equity developments (e.g. provision of breast-feeding facilities) and challenges in the Faculty of Social Science and the University (e.g. the gender pay gap, lack of a promotions pathway for PSS).

SAT members and sub-groups consulted with staff and students in a number of ways, for example:

- We used qualitative methods to explore barriers for our SRFs in crossing the FA6 to FA7 promotions hurdle (see section 5.1 (iii)) and to understand the aspirations of our PSS colleagues regarding career development (see section 5.2 (ii)).

- We ran a biennial staff culture survey and analysed, discussed and disseminated the results, feeding these in to our staff meeting where further actions to address gender equity were agreed (see section 5.6 (i)).
- We surveyed our male early career researchers (ECRs) about their experience of being the minority gender at these levels in CEDAR.
- We interviewed staff and students who had recent experience of maternity leave, discussing what action and support had worked well and what more CEDAR could do to support before, during and after maternity leave. Immediate action was taken (see section 5.5 (iii)) and the findings have informed our practice.
- We asked our final year PGRs to meet to reflect on the support received and desired for career progression and to feed back to us, to inform current and future action.

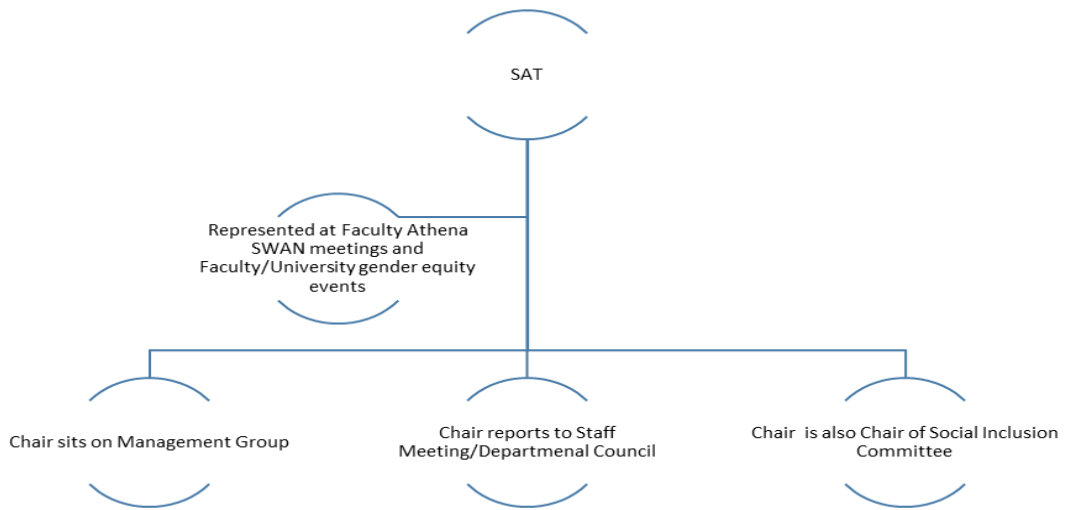
The full SAT considered the findings from a major review, July 2020. Together we identified further actions to implement immediately to improve gender equity and the culture in CEDAR. Based on our quantitative and qualitative data, we also agreed the priority themes for our Silver Action Plan.

We revised our draft application using feedback from a critical friend in the University's Equality, Diversity and Inclusion team and learned from successful Silver Award holders at Warwick and Belfast Universities.

The role of SAT Chair is acknowledged within workload allocation conversations, equated to leading a medium-sized research project. SAT membership is acknowledged in Personal Development Reviews (PDRs), equated to three days a year, and four in the application year. The workload for each individual member is kept at reasonable levels by sharing the work across and beyond the SAT team.

(iii) Following submission, our SAT will continue meeting termly, with a clear focus on addressing our Silver Award Action Plan. Each action point (AP) has a named person (aligned to role and interests) responsible for monitoring implementation, which worked well with our Bronze Action Plan. The SAT Chair and PGR representative will continue to share the agenda, agreed meeting notes and any associated papers with the whole staff team and PGR group respectively. Athena SWAN work will continue to be a standing item on CEDAR's Departmental Council and Management Group agendas (Figure 6).

Figure 6 How CEDAR's SAT links to other CEDAR committees and beyond



Succession planning is important at this time of CEDAR's transition. During autumn term 2020, the next SAT Chair (appointed by the current and forthcoming Directors), is working in tandem with the current Chair, who retires from the University, December 2020. From January 2021, the SAT will continue under the leadership of CEDAR's first female professor (Professor Gray). As SAT and Social Inclusion Committee Chair, she will be an active member of CEDAR's Management Group, advising CEDAR's new Director who will become a SAT member. As PhD/Education Director, she will also be in a position to ensure that gender equity is on the agenda for CEDAR's SSLC and, beyond CEDAR, at Faculty's Education Committee meetings.

[967 words]

4. A PICTURE OF THE DEPARTMENT

Recommended word count: 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

Not applicable

- (ii) Numbers of undergraduate students by gender

Not applicable.

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

Not applicable

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

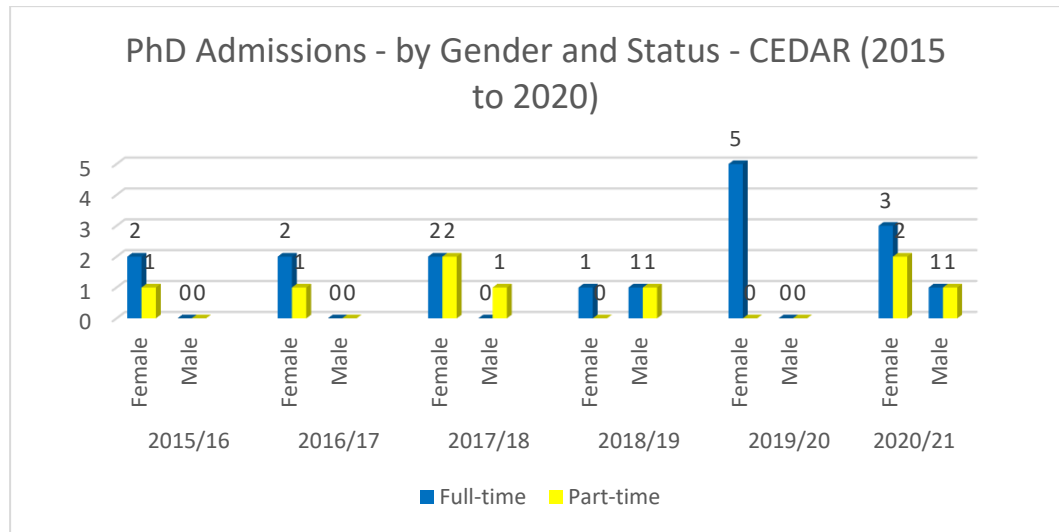
Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

We present headcount data, using a five-year data span to show where we started from and where we are heading.

CEDAR's ability to offer funded places, through partnerships with organisations for whom our core research interests are relevant, drives our doctoral programme. Sponsoring organisations have included Cerebra, Autistica, Sibs, Mencap. We have advertised one such scholarship each year, 2015-16 to 2019-20 (two in 2017-18), continuing into 2020-21. This is the main source of PhD applications and we control the process, from advertising to admission. CEDAR also receives unsolicited PGR applications. The PhD Director accepts these when the student is able to provide proof of funding sufficient to complete the degree, and where their proposed research aligns closely with CEDAR's interests.

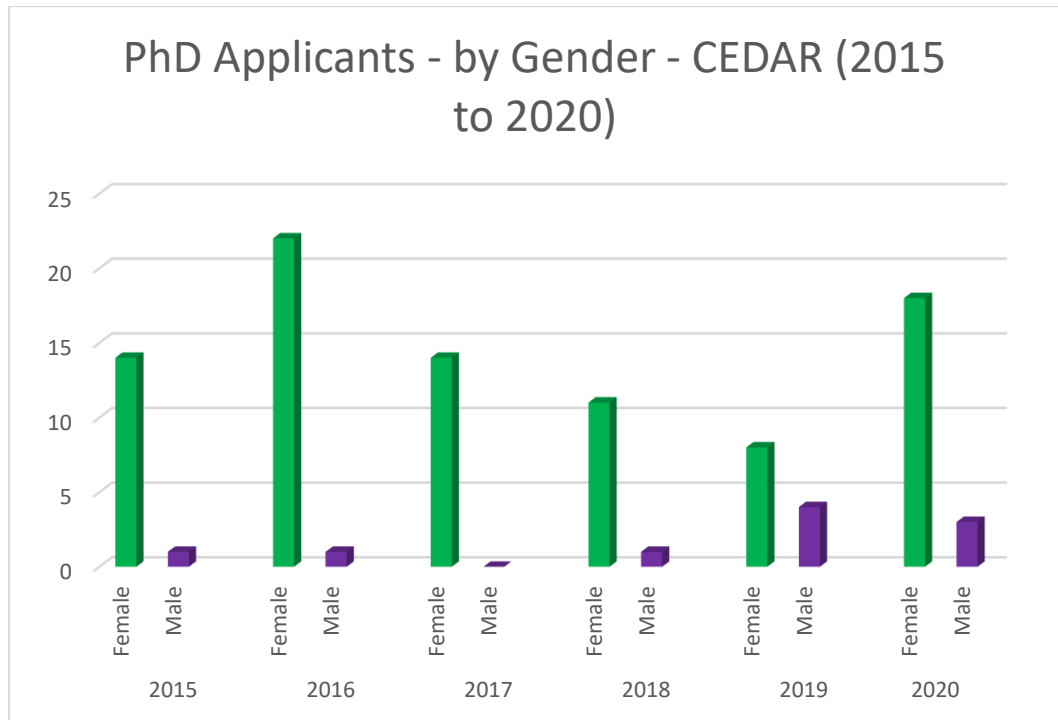
CEDAR has consistently admitted more women than men from the start in 2014-15 (Figure 7); part-time as well as full-time students in four of the five years, and again in 2020-21.

Figure 7 CEDAR's PhD admissions showing full-time and part-time status, by gender



At Bronze submission (2015/16), our PGRs were 100% female, with male applicants 6% (1 August 2015) and 4% (1 August 2016) of total applicants. We had changed our public face, showing both men and women as CEDAR researchers, reviewed the language used in adverts for gender bias towards females, and consistently stated in adverts that we particularly invited applications from underrepresented groups. Acting on Panel feedback we became more proactive than simply monitoring data. For example, we selected a male applicant for a CEDAR summer internships (the only male undergraduate on an Education degree to which we contributed guest lectures); we successfully encouraged two of the three male students in our Masters module to undertake their dissertation research with us this year, by emphasising our commitment to gender equity in the general invitation and speaking to them individually); we provided our full-time male PGR with opportunities to contribute to Master's level seminars on CEDAR's module, thus raising his visibility as a role model. Our target outcome was to achieve an average gender split on *applications* of 20% male to 80% female over three years (2017 to 2019), achieving 15% - five males and 33 females applied (Figure 8)

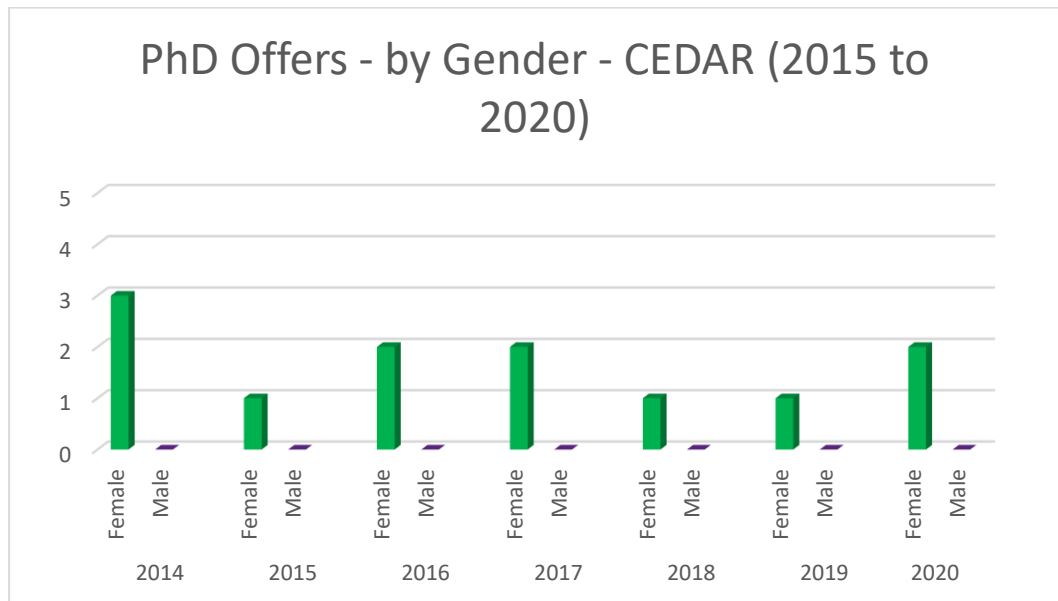
Figure 8 CEDAR's PhD applicants by gender (Scholarships only) (annual snapshot data, 1 August).



We increased male applicants compared to our 2016 baseline of one (4%) – one (9%) in 2018, four (33%) in 2019 and three (14%) in 2020. This is encouraging but shows that we need to do more to address the gender imbalance.

Our scholarship route has provided funded PhDs for women but, to date, no successful male applicants (Figure 9): all five male PGRs made unsolicited applications.

Figure 9 CEDAR's offers to PhD applicants, by gender (Scholarships only)



Using HEDI+ Data (JASC database extract for psychology/education), we compared ourselves against the percentage of males studying for PGR degrees in four relevant subject areas: Psychology (C8), Broadly based programmes in Education (X0), Research and study skills in Education (X2), and Academic studies in Education (X3). These had three-year average percentage of males of 24%, 30%, 30%, and 32% respectively whereas for CEDAR admissions are 17% male – appreciably lower than would be expected for the sector.

Silver AP1: To address the PGR gender imbalance all PGR scholarship adverts will include: the statement, ‘We understand the value of having a diverse student group. We particularly encourage applications from male, Black, Asian, and minority ethnic, and disabled applicant, as these groups are currently under-represented in the department.’, a link to the PGR page of CEDAR’s website, and offer male and female contacts for informal discussion at application and shortlisted stages.

Completion: Since our programme began, all PGRs who submitted their theses successfully graduated (2018-19: 2 females, 1 male; 2019-20: 1 female).

- (v) Progression pipeline between undergraduate and postgraduate student levels
Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

Not applicable

4.2. Academic and research staff data

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

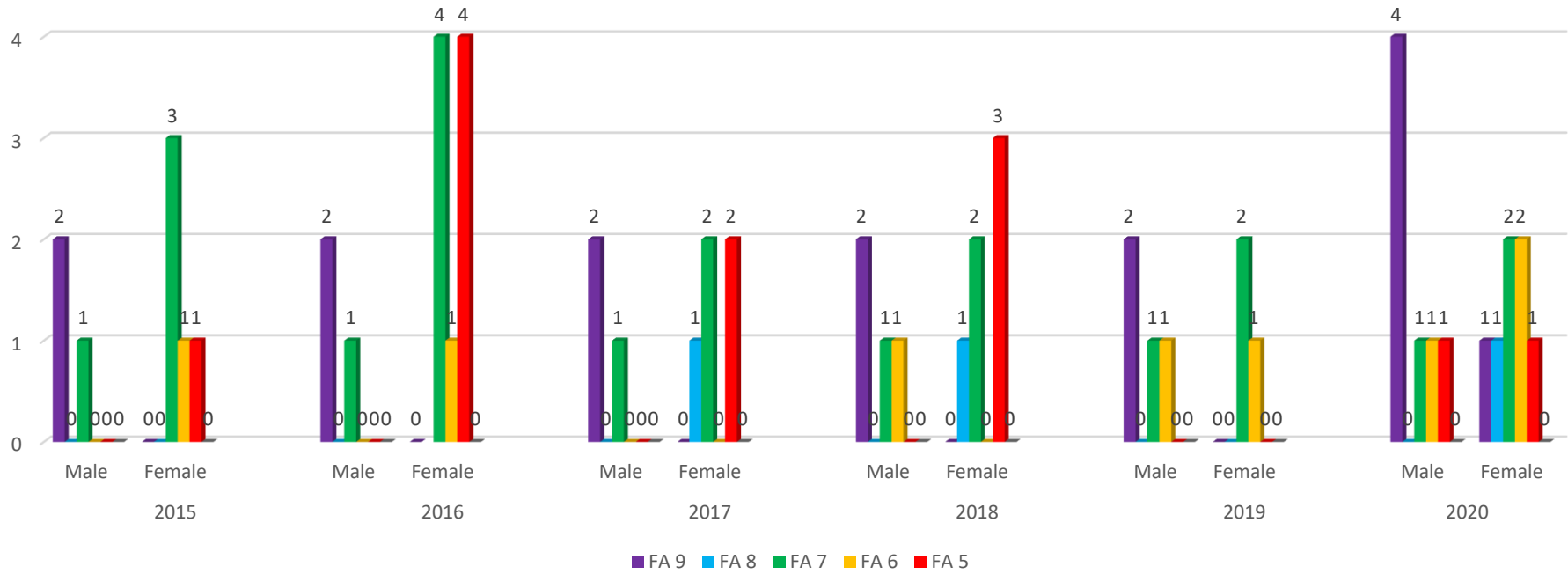
Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Gender and grade: At 1 August 2020, CEDAR had five female and three male academic staff below professorial level and one female and four male professors (two male professors are semi-retired on part-time fixed-term contracts (FTCs), one by transfer from another department). This is a marked improvement on the gender balance for our Bronze application, bringing us closer (20% of 5, 33% of 3 full-time professors) to the national average of 27% female professors (HESA, 2020¹). We appointed CEDAR’s first female professor, a new female associate professor and more men at lower grades: both objectives from our Bronze action plan (Bronze AP8, AP3). .

¹ HESA, 2020. Higher education staff statistics, UK, 2018/19. Available from: <https://www.hesa.ac.uk/news/23-01-2020/sb256-higher-education-staff-statistics>

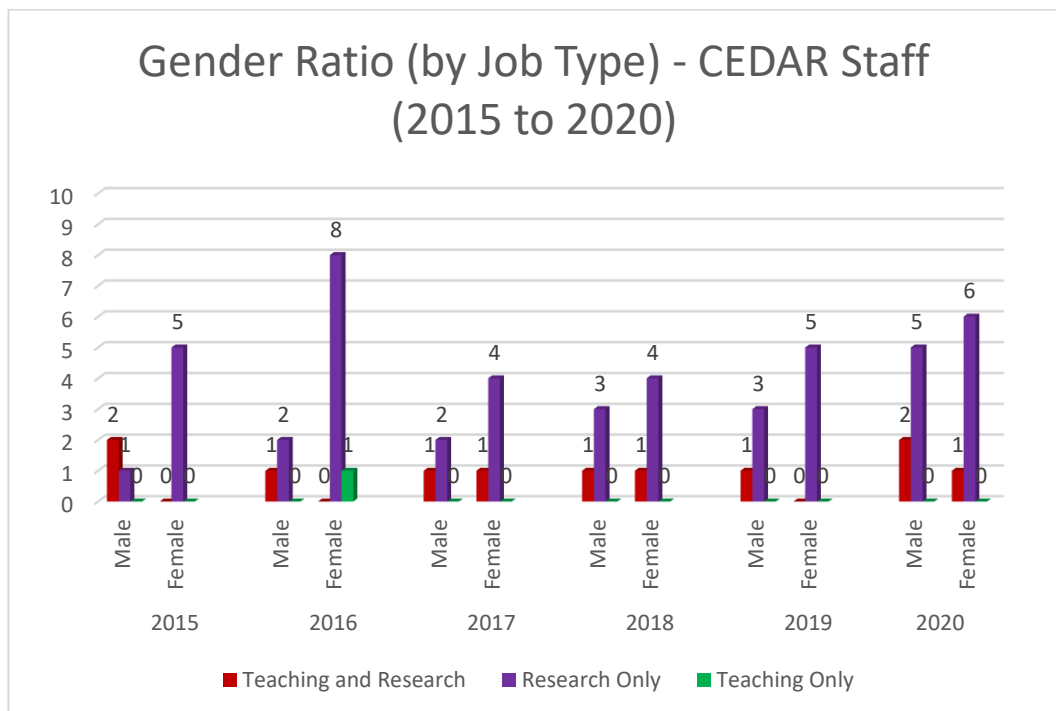
Figure 10 CEDAR academic staff by gender and grade (annual headcount snapshot data, 1 August)

Gender Ratio (by Job Grade) - CEDAR Staff (2015 to 2020)



Gender and contract function: At 1 August 2020, CEDAR had three academic staff on Teaching and Research contracts, all full-time professors, one female and two males. This (21%) is below national average (45%, HESA, 2020), reflecting CEDAR’s function as a research centre. Most (11 of 14) of CEDAR’s academic staff are on Research Focussed contracts (6 females, 5 males): two male part-time professors on FTCs, three SRFs (two female, one of whom is part-time, and one male), three RFs (two female, one male), and two RAs (one female, one male, both part-time). Figure 11 provides these data over time. We perceive no gender-specific trend by contract function (but a Teaching and Research function is related to grade and full or part-time contract – see Section 5.4 (iii)).

Figure 11 CEDAR academic staff by gender and contract function (annual headcount snapshot data, 1 August)



SILVER APPLICATIONS ONLY

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

Not relevant to CEDAR.

- (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.

No CEDAR staff have zero hours contracts. Our Bronze AP4 was to retain a good balance of open-ended versus fixed-term contracts (OEC vs FTCs) in CEDAR. This has been achieved (Figure 12). Given our context is one where academic staff are typically employed initially to work on a specific externally funded research project with a fixed timeline and budget, we accept lower (50%) than national average (66%, HESA, 2020) on OECs.

Figure 12 Academic staff on fixed term (FT) or open ended (OE) contracts (annual headcount snapshot data, 1 August)

	2015		2016		2017		2018		2019		2020	
	FT	OE	FT	OE	FT	OE	FT	OE	FT	OE	FT	OE
Male	0	3	1	2	1	2	2	2	2	2	3	4
Female	3	2	6	2	4	2	3	2	3	2	4	3
Totals	3	5	7	4	5	5	5	4	5	4	7	7
%OE	63%		37%		50%		44%		44%		50%	

In each year (Figure 12), more academic women were on FTCs than on OECs whereas more academic men were on OECs than FTCs (except for equal numbers in 2018 and 2019). This gender difference reflects our overall academic staffing profile, where we have more men than women in senior posts. We examined job levels, finding we have had FTCs at RA, RF, SRF and professorial level. We concluded that FTCs reflected individual circumstances (those at professorial level) and specific staffing requirements of different research projects (the remainder). With one exception (See 5.5 (iii)), all staff who have worked in CEDAR for four years have moved to OECs.

We monitor the number of academic staff on FTCs taking advantage of 6-month career development meetings, supporting them to develop academic and other transferable skills for future employment, either at Warwick or elsewhere. Line managers conduct early probation, 6-month career development and annual reviews with all on FTCs and reports are logged. Relevant exit interviews, and feedback from current staff who are/were on FTCs, show that the 6-month and annual reviews are valued as an opportunity to discuss future options, whether the aspiration is to remain or to move on. Our policy of retaining research staff, actively seeking external research contracts or

grants to enable this, and supporting their development and promotion has been successful (see Section 6). Our heavy dependence on research funding, and differing research experience, affects our ability to retain all those who wish to remain but some join us on a pathway to other careers: e.g. three RAs on FTCs moved on to educational psychology doctorates, valuing their RA experience as enhancing or developing transferrable skills supportive of their future plans.

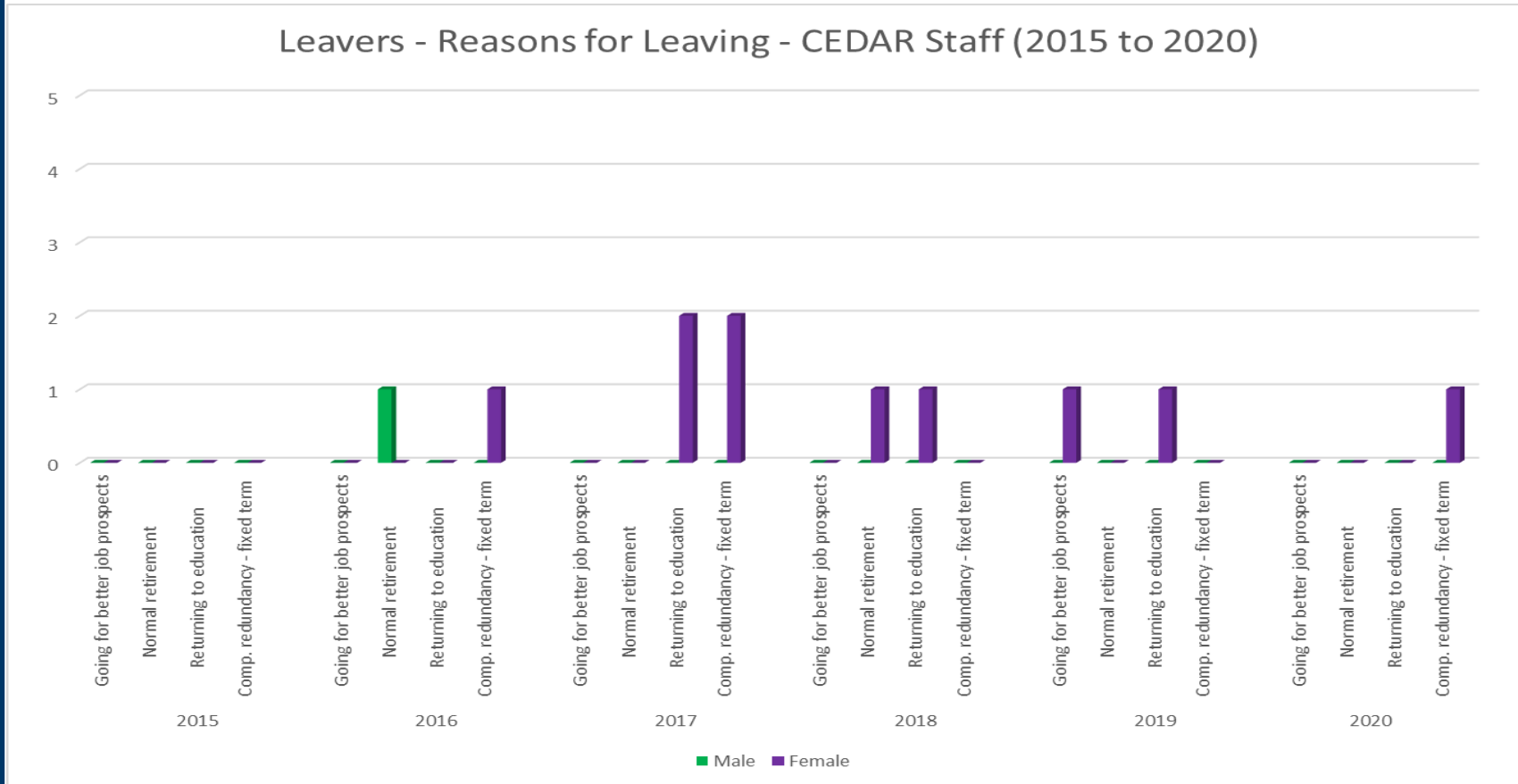
(iii) Academic leavers by grade and gender and full/part-time status

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

At Bronze submission, we had no formal mechanism to capture reasons why academic staff leave CEDAR. Since 2017, we have conducted exit interviews with all academic staff shortly before or shortly after they leave. This rich source of data has informed all our gender equity work.

Figure 13 shows HR data on reasons for leaving, and includes one PSS (female, 'normal retirement', 2018). All but one of our leavers have been female, reflecting our overall staffing profile. The one male leaver ('normal retirement', 2016) returned on professorial FTCs. Eight of the remaining nine female leavers took part in exit interviews. The ninth (2016, female, 'compulsory redundancy, FTC') left before we had organised exit interviews but we know that she chose a FTC as preparation for applying (successfully) for a doctorate in educational psychology.

Figure 13 CEDAR staff: reasons for leaving (annual headcount snapshot data, 1 August)



Exit interview data from five of our academic female leavers, RAs on FTCs, show that only one left purely because her FTC had ended. The other four all had career plans that built on the FTC experience. One SRF, one associate professor and one teaching fellow (TF) went on to professional or academic posts that furthered their career prospects. In all eight exit interviews, very positive feedback was given about CEDAR enhancing both academic and wider transferable skills. All eight would recommend it to others. None reported experiencing any negative issues around gender or any of the protected characteristic under the Equality Act 2010.

Our policy of supporting career development for all staff, whether or not they aspire to remain in academic research careers, continues. We are proud that working in CEDAR has given our female leavers the range and depth of experience they needed to move on successfully to career-enhancing next steps. As one put it: 'It's a very good place to work - very encouraging and I extended my skills a lot'.

[1,522 words]

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Silver: 6500 words

5.1. Key career transition points: academic staff

(i) Recruitment

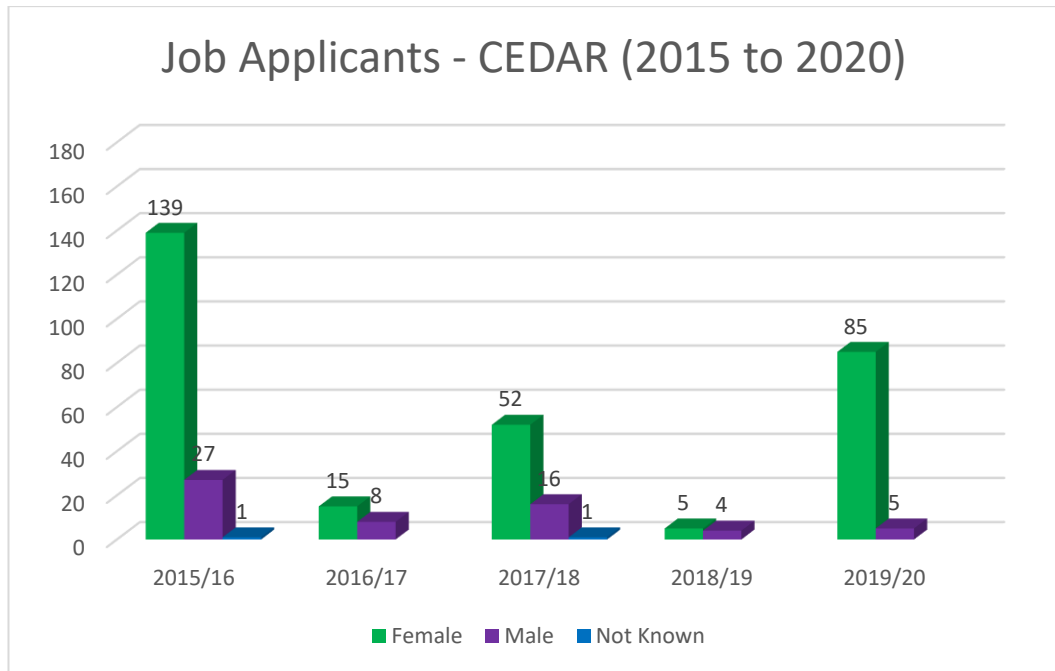
Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

Since our Bronze application, CEDAR has made three strategic appointments (two professors and one Applied Statistics RF), plus appointments to funded research projects. In all, CEDAR advertised and filled 16 posts: 11 RAs, one TF, one RF, one PRF and two professorial posts.

Applications: Our Bronze application noted that men and women applied for posts but highlighted a gender imbalance towards women at interview and offer stage. We therefore ensured that all staff involved in recruitment undertook the University's training on Recruitment and Selection (achieving 100% compliance) (Bronze AP6). In 2017, we hosted an Unconscious Bias workshop (and online version for those unable to attend) for all staff and PGRs, led by an experienced trainer from the University's Learning and Development Centre (Occupational Development), achieving 87% compliance (Bronze AP7). All interview panels include men and women, having an equal voice in appointment decisions. We encourage and accept challenge regarding unconscious bias, consciously considering this issue openly in panel discussions. We also implemented positive action to address a lack of females at senior levels and of males for posts at Level 7 or below (Bronze AP8). All male applicants rated as meeting the criteria at similar levels (up to 10 % discrepancy) to female applicants were to be invited to interview and *vice versa* at posts for Level 8 and Level 9 jobs. The Director and Deputy Director encouraged potential female professorial candidates to apply by speaking to outstanding female scholars in their networks and both (rather than one) talked to female candidates who expressed an interest before applying.

We attract significantly more applications from women versus men (Figure 14).

Figure 14 Applicants for CEDAR jobs annual (headcount data, 1 Aug – 31 July)



At all three grade levels, women were more likely to apply than men (Figure 15). The application discrepancy reduced by grade seniority.

Figure 15 Recruitment by gender and grade (numbers and percentages): 1 August – 31 July annual totals for grade, 2015-16 to 2019-20

Post level		Applied		Shortlisted		Appointed	
		female	male	female	male	female	male
5	number	281	50	33	4	10	1
	% of stage total	85%	15%	89%	11%	91%	9%
	% by gender total of previous stage			12%	8%	30%	25%
6	number	10	6	5	3	1	1
	% of stage total	62%	38%	62%	38%	50%	50%
	% by gender total of previous stage			50%	50%	20%	33%
9	number	5	4	3	1	1	1
	% of stage total	56%	44%	75%	25%	50%	50%
	% of gender total of previous stage			60%	25%	33%	100%

At shortlisting and appointment stages, the picture was more complex, with no clear trend. Interpretation of Level 9 requires care, given the small numbers involved (one male shortlisted and appointed; three women shortlisted, one appointed) and a second

female candidate was awarded a professorship at her current university consequent on our offer.

Post-by-post analysis indicated that the only job for which more men than women applied was the RF post in applied statistics. This attracted three female and six male applicants, of which one female and three males were shortlisted, and one male appointed.

Silver AP2: To further address gender equity issues in recruitment, every job advert will include: the statement, 'We understand the value of having a diverse staff team. We particularly encourage applications from males, Black, Asian, and minority ethnic, and disabled applicants, as these groups are currently under-represented in applications to the department.', a link to our staff webpage, and will provide both a male and a female contact for informal enquiries about the post.

Silver AP3: As investigation for this application revealed that our positive action at recruitment had been inconsistently implemented, we will develop training for interview panels in these procedures to ensure they always happen in practice, until we achieve gender equity in recruitment.

(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.

New academic staff are inducted to CEDAR and to the University. The CEDAR induction begins with a welcome from the Centre Administrator who accompanies new staff to their workspace, introduces them to colleagues, gives them a tour of CEDAR and ensures that they know where to go and what to do on their first day. She provides new staff with the Induction checklist and the CEDAR staff handbook, prior to their induction meeting with their line manager. The Director also meets with all new staff (and PGRs).

Since our Bronze application, the staff handbook is updated annually. It now includes a first day checklist, plus brief information and comprehensive signposting to further details of policies and practices in CEDAR and the University, including our commitment to tackling gender inequalities through our Athena SWAN work.

The University induction is online (New Starters webpages). Currently, pages include a welcome page, providing information about life and work at the University; essential and recommended induction training; an Organisational Development page, guiding staff to find support on the OD website and to dates of the regular welcome meetings held by University senior managers (currently taking place virtually, due to Covid-19), and a frequently asked questions page.

Our first two exit interviews alerted the SAT that the full University and CEDAR induction processes had not always taken place. We immediately improved information in the staff handbook and instituted a system whereby the SAT Chair arranged an informal chat with new staff after about a month in post to check how they were settling in, to identify and address any induction gaps and any initial issues arising. We also introduced an induction checklist that managers sign when completed but later found this was not consistently implemented. The effectiveness of induction is

discussed in six-week review meetings with line managers, and reflected on in exit interviews. Exit interview suggestions for improving induction, such as including fire safety information, a walking tour of the campus, an introduction to the Library, have been implemented.

Silver action AP3: To ensure University & CEDAR induction happens for every new member of staff, their line managers will be required to sign and log their completed induction checklist, including mandatory training.

CEDAR also has a comprehensive induction and reference handbook for PGRs. In addition, students proactively set up an informal system whereby the third year students spend half a day with new students, to answer queries and show them the nearest campus cafes, the Library and so on. Student feedback has been positive. This term, due to Covid 19 situation, informal PGR induction support has been provided through WhatsApp and video-conferencing.

(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.

Since our Bronze application, we have consistently worked to improve promotion opportunities. In 2019, one RA was promoted to RF after gaining her PhD and excellent progress. The SAT have ensured that at least one member of staff attends the annual 'Demystifying Promotions' event and feeds back verbally and by e-mail to all staff; all PDRs include discussion of promotion, with prior sharing of the link to the University promotions webpage; for academic reviews, this systematically includes open discussion about the individual's aspirations and position in relation to the relevant promotion criteria and personal development (Bronze AP3). Consequently, we have achieved the target outcome of increased direct support to CEDAR staff for promotion (see both case studies in Section 6). We repeated our 2015 staff survey in 2017 and 2019, and found improved staff satisfaction with knowledge about promotions (2019: 64%; 2017: 56%) and maintained high satisfaction with career development opportunities (2019:82%; 2017: 89%; 2015: 85%) (Bronze AP9). Line managers also encouraged and supported CEDAR staff to engage with the University's mentoring and coaching scheme, to access external mentors (Bronze AP10). This was less successful than we had hoped, due to a lack of female mentors in research active roles at Level 8 or above. One Level 7 female staff member trained as a mentor under the scheme, mentoring Level 6 female researchers from other departments. Nevertheless, staff report access to 'useful mentoring' has increased (2019: 91%; 2017: 67%; 2015: 50%). Subsequent discussion revealed that staff were now much happier with internal mentoring related to REF participation (Bronze AP12 and 13) (see 5.1(iv)).

CEDAR's Director led an examination of promotions across the Faculty of Social Sciences (Bronze AP11), confirming that there was a significant barrier for research staff working on externally funded contracts. The SAT Chair obtained data on male/female research staff promotions from HR and discussed these data at the University's Research Staff Forum, highlighting the systemic pattern of increased male promotions relative to female at each Level of seniority. In parallel, the University undertook a

major review of its promotions processes. The revised system, in place from 2018-19, increased female promotions across the University. For CEDAR staff at Level 7, barriers remained. CEDAR's Director, alongside two other heads of department, raised with the Provost, who was leading Warwick's promotions initiative, issues specific to research staff where the criteria were insufficiently appropriate to our contract research staff. At the Provost's invitation we recommended more flexible criteria. Positively, she agreed to include these, considered that promotions panels would take seriously promotion applications from such staff and encouraged Level 7 staff to apply for promotion. CEDAR's Director promoted this opportunity but for personal reasons (ill-health, disability) it has not yet been taken up.

Also positively, discussion at a 'root causes of the barriers to promotion' workshop revealed that staff at Level 6 and below no longer viewed promotion as an issue. They had benefited from CEDAR actions relating to our Bronze action plan. We are building on the previous (achieved) objective of their producing high quality research papers, through tailored support and supervision and collaboration in joint publications, including where they are lead authors. This will enable them to meet a wider range of Warwick promotion criteria options. As our two case studies show (Section 6), the prospects for subsequent CEDAR applications for promotion are high.

CEDAR has also successfully supported the promotion/career development of staff on FTC (Section 4.2 (ii)). Exit interviews have consistently shown that working in CEDAR has furnished female leavers with the knowledge, skills and confidence to progress their careers elsewhere.

(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.

For the RAE2008, only two staff were entered (Levels 8 and 9). During REF2014, our strategy changed to support *all* research staff to be included. This successful strategy was further developed to support all staff to achieve high quality publications for REF2020, where all staff must be included. In 2017, CEDAR academic staff all attended two whole day workshops to enhance understanding of the REF process and of the standards required for four-star publications (Bronze AP12). Work by *all* academic staff contributed to CEDAR's impact case studies (Bronze AP13). In addition, the Director and Deputy Director provided ring-fenced time and one-to-one coaching and mentoring to all staff, as required, to ensure production of high quality research outputs (Bronze AP10). As a result, all eligible (RF and above) CEDAR staff, regardless of gender, are included in the REF submission - six males and seven female. This comprises 26% of the Education Unit of Assessment's staff, who provided 31% of outputs, of which, 15% were female (1 professor, 2 associate professor, 2 SRFs, 2 RFs) and 16% male (comprising 4 professors, 1 SRF, 1 RF). This demonstrates excellent achievement independent of gender, and arguably higher female achievement, relative to grade distribution, also indicating the success of supporting ECRs.

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

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

(ii) 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.

(i) Induction:

CEDAR has two PSS, our Administrator and Research Secretary, both longstanding colleagues (20 years and 15 years respectively). Induction of new PSS has not been required within the past five years. New PSS would receive the same induction as academic staff with regards to the tour of the department, meeting with Director, receiving the handbook, mandatory and role-specific training.

(ii) Promotion:

The University of Warwick does not have a promotions pathway for PSS. CEDAR raised this issue with our Equality, Diversity and Inclusion manager. We are informed that it has been discussed at both Institutional Athena SWAN meetings and Gender Taskforce Meetings. Currently, PSS are able to apply for a more senior role (usually in another department) across the University. In addition, where their existing job role increases significantly in complexity, the post can be re-evaluated, with the support of the head of department. In the past, CEDAR has used this route as a way of promoting (regrading) all PSS colleagues posts at that time.

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?

We achieved our Bronze AP6 and AP7 regarding equality, diversity and inclusion training and unconscious bias training particularly relevant to recruitment and selection (see section 5.1(i)).

All CEDAR staff undertake required online training, as identified by the University. New staff must complete these within two weeks of starting, monitored by line managers.

This includes two data protection courses for all staff, a further seven data protection courses for those who predominantly work on a computer, and five general courses, including 'Equality, diversity and inclusion in the HE workplace'. Staff are updated on new mandatory training through the University's weekly Insite staff newsletter and on the University staff homepage. Compliance is monitored annually (at 31 October 2020, 83% female, 50% male academic staff) (*and see Silver AP4 above*).

Otherwise, CEDAR continues its twin approach to identifying and meeting the training needs of all staff: formal identification of job-specific and personal development training needs during the annual PDR, and *ad hoc* identification of skills or knowledge training needs by individual staff at any point. The University's OD team provide a comprehensive suite of free training to all academic staff covering personal development, academic development, and leadership and management training. Research active staff (which includes all CEDAR academic staff) receive a monthly online newsletter highlighting relevant training opportunities both internal and external to the University, as well as research staff network events. Evaluation of training takes place during the annual PDR, as well as via OD's own mechanisms. CEDAR staff share information from effective and useful training, either at the CEDAR meeting (Departmental Council) or via e-mail. For example, the Director recently shared key points from training on the University's new inclusion strategy, and a RA shared via e-mail key points from training around including transgender staff and students.

Our exit interviews alerted the SAT that part-time staff were not accessing training, other than mandatory courses, due to time pressures. This was also discussed in a CEDAR meeting, resulting in line managers of part-time staff taking responsibility to address this.

Silver AP5: Line managers to include training as a specific discussion point and action/s in PDRs for all staff, including part-time staff.

(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 of Warwick's PDR framework, according to the University website, is 'designed to support University staff by encouraging regular and constructive conversations between a reviewee and their Head of Department or nominated reviewer'. It is 'a flexible framework to guide discussions around development and support, contributions and achievements, career aspirations, and to discuss and agree personal goals and inclusive behaviours which will support the overall development of the department and the University'. Key sections of the PDR are now aligned with the University's promotions criteria. This has supported reviewers to implement our Bronze AP3. Feedback from the staff survey shows satisfaction with the annual PDR remaining high (2019: 73%) although lower than in previous surveys (2017: 89%; 2015: 83%). Discussion of survey results at a CEDAR meeting revealed that this reduction linked to a perception that the meeting did not always lead to action to address personal development aspirations.

In CEDAR, PDRs are held with line managers. Take-up has been 100% each year to date. Online training for reviewers and reviewees is freely available on the University's Organisational Development website, signposted to every member of staff via e-mail prior to the annual PDR round.

Silver AP6: Line managers will be responsible for proactively checking that actions agreed at PDRs are implemented or revised.

(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.

Academic staff at the University of Warwick may progress through three pathways: Research Focussed, Teaching Focussed or Teaching and Research Focussed, with each stage on any pathway equivalent. Full-time Level 8 and 9 staff in CEDAR are put on the Teaching and Research Focussed pathway. All other academic staff are put on the Research Focused pathway.

Our two case studies (Section 6) provide details of the career progression support given to postdoctoral staff. These include opportunities to give guest lectures and supervise at Masters level, to mentor less experienced colleagues, to develop leadership skills, to initiate and/or be involved in external collaborations, to present their research both internally and externally, to write academic articles first as co-authors and then lead authors, and to act as co-investigators and then PIs on bids for contracts and/or grants. This range of support is typical of the career progression opportunities offered to all academic staff, adapted to individuals' experience and needs.

In CEDAR, a great deal of informal mentoring takes place, as more experienced staff willingly share skills and knowledge with less experienced staff. Working within different research project teams in parallel and/or in sequence facilitates this sharing of knowledge. Senior staff also proactively create career enhancing opportunities for more junior staff, resulting in, for example, joining journal editorial boards and professional body networks.

In addition, career progression is supported by annual PDR conversations to identify training needs and gaps in skill sets, with an action plan put in place to address these.

(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's final year PGRs were asked to reflect back on the support they had received around making informed career decisions, documenting career planning support from their first year onwards, including:

(i) University-wide workshops on topics including CV writing, and academic and non-academic careers.

(ii) Faculty-wide events (e.g. a female professor shared her career, CV, successes, failures, top tips for writing)

(iii) CEDAR-specific support, such as a final year students' group meeting with their supervisor focused on possible future careers and funding options, followed by one-to-one discussions on the same topics, annual reviews that include an invitation to identify career intentions and to discuss this.

All these forms of support were valued, although the generalised nature of the University-wide workshops was deemed less helpful versus the much-more focused support offered in the Faculty and in CEDAR.

That group also set out the enhanced support they recommended for subsequent cohorts of PGRs which informed current development of a wider strategy to establish a bespoke development programme for CEDAR PGRs.

A request raised in our SSLC led to implementation of a new Personal Tutor system for PGRs from October 2019. This is not a requirement at PhD level at the University of Warwick. CEDAR staff were consulted over what the remit of the additional role should be and workload implications. In its first year, four staff (three female, one male) volunteered. Feedback through CEDAR's staff survey indicated gender equity concerns about this (all eligible female staff volunteered but not all eligible male staff). As there were workload reasons for this discrepancy, the Director agreed to monitor the impact of this new role on workload gender equity and to address any issues (**Silver AP12**). Feedback from the SAT's PhD representative in January 2020 was positive, with all three students who expressed a gender preference having a Personal Tutor of their preferred gender. The role includes giving students space to discuss their career options in confidence, prior to discussion with their supervisor. Individuals' feedback show this is valued.

Our PGRs are also proactive: they share career development materials via a PGR folder on CEDAR's shared drive which they update regularly.

(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.

CEDAR's Director and senior staff have created a supportive working environment where ECRs are routinely involved in aspects of writing bid and grant proposals. The sequence is to be named on the research team, then, as contributions to the bid/grant writing develop, to be named as a co-investigator, and finally to be given responsibility as PI. More experienced colleagues always offer support to those writing bids or grants. For example, colleagues will write sections, support with discussing ideas, help in scoping the relevant literature, feedback on draft and so on. For example, a RF has recently submitted a £1.6million grant bid as PI with mentoring support from CEDAR's female professor. This collegiate and collaborative approach explains a large part of CEDAR's success in winning grants and contracts.

Colleagues in the University's Research and Impact Services provide practical support with costing, feedback on drafts, provide timely information on forthcoming grants and training in writing grants and bids.

Involvement in and success with bid and grant writing is regardless of gender in CEDAR, all staff at Level 6 and above are involved and have been PIs. Our REF2021 submission shows both men and women have been successful in winning small, medium and larger grants/contracts and that female PIs (all at Levels 6-8) won in total 26% of CEDAR's external funding.

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support 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?

(vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels 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.

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

Comment and reflect on support given to professional and support staff to assist in their career progression.

(i) Training

Essential and recommended training to be undertaken within first two weeks of starting at the University of Warwick is the same for PSS colleagues as for academic staff (Section 5.3(i)). Line managers monitor completion. In CEDAR, we have 100% compliance (N=2).

The University's OD team provides free development courses for PSS. With line manager support (discussed at the annual PDR, and also *ad hoc* during the year), PSS can access these. Both CEDAR's PSS colleagues have accessed role-specific online training. For example, both completed all the modules related to the University finances system, particularly valuing the modules on Purchase to Pay and Order to Cash. Both valued an online course, 'Managing Your Time', and the 'Unconscious Bias' training. Our research secretary has received webpages development training. Strategic discussions between the incoming Director and PSS revealed an appetite for bespoke development opportunities within CEDAR.

Silver AP7: From January 2021, the Director will implement a bespoke development programme for CEDAR's PSS, as agreed in CEDAR's strategy framework, November 2020.

(ii) Personal Development Review (PDR):

The PDR process described in Section 5.3 (ii) is very similar for PSS; form headings differ slightly, but cover reflection on the past year, targets and training needs for the coming year, and aspirations for career development. The Director is reviewer for the Administrator who is reviewer for the research secretary.

Discussion of our staff survey results at a 2019 CEDAR meeting revealed that both PSS colleagues were dissatisfied with the process, strongly linked to wider dissatisfaction with the lack of a career pathway for PSS at the University, compared to clearly defined career routes for academic staff. The Director agreed that the PSS could redesign the PDR form to make it more relevant to their needs. This year, due to the impact of COVID-19, the usual PDR round for the University was replaced with a more informal PDR focused on staff wellbeing. As a result, the action to revise the PDR form has been postponed into 2021.

Silver AP8: CEDAR's PSS will adapt the University's PDR form to reflect their role in the CEDAR context and their development aspirations.

(iii) Career progression:

Career progression for PSS means applying for a higher-grade post, or a job re-evaluation (Section 5.2 (ii)). With line manager support, PSS are able to access free OD-run courses to develop themselves in line with departmental needs and personal wishes – for example, an individual may wish to develop skills enabling them to apply for higher graded roles.

PSS can also use University learning vouchers to undertake part-time degrees to enhance their career prospects. To date, CEDAR's PSS have not taken up this option.

Both PSS have served on CEDAR's SAT since its inception. Following a Faculty Athena SWAN meeting, where a PSS administrative colleague from a large department shared some of the PSS career progression activities they used, our SAT has encouraged our Administrator to link in with this senior PSS colleague, and others, across the Faculty. A number of these cross-departmental conversations have taken place. Prior to the Covid-19 lockdown, and instructions to work from home, we had planned to co-create a Faculty beacon initiative to address career progression for PSS.

Silver AP9: Working with PSS colleagues across the Faculty, our PSS will co-create a series of PSS workshops around writing CVs, completing application forms, and practising job interviews, as well as promoting opportunities for shadowing more senior members of PSS and highlighting opportunities for secondment to more senior roles, when opportunities arise.

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.

The University improved its Maternity and Adoption pay offerings in January 2020. It covers all staff, subject to having been employed by the University for at least a year by the expected week of childbirth, and earning above £120 per week. The changes made the policy more generous within the HE sector with the intention of supporting the retention of colleagues post-maternity or adoption leave.

There have been no instances of adoption leave in CEDAR so Section 5.5 (i), (ii), and (iii) all focus on maternity leave. Our staff handbook includes a link to the University's policy on adoption leave.

Since our Bronze application, two academic staff (one SRF on an FTC, one RF on an OEC) have taken maternity leave. Before leave, the staff member meets with their line manager to discuss their maternity leave plan. A formal record is then shared with HR. Employees are entitled to paid time-off to attend antenatal appointments.

The Director meets with the individual to explain the University's policy and procedures. The line manager/PI meets to discuss what work needs to be completed prior to the leave, to plan the handover to the person covering the maternity leave, and to begin planning how to ensure work is available on return from maternity leave. Due to being on a project-specific FTC, our SRF colleague did not know what work she would return to afterward, as this would depend on colleagues winning new contracts during her leave. Our RF colleague knew before she left which two projects she would be working on when she returned. She valued this certainty. The 10 keeping in touch (KIT) working days during leave are an important enabler of the return to work plan. Both colleagues valued their workload being tapered off as the leave date approached, plus the flexibility to work from home.

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

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

Our part-time FTC SRF colleague's maternity leave was covered by buying in experienced staff for a fixed number of days to undertake specific project tasks. That of our full-time OEC RF colleague was covered by giving a part-time FTC RA the opportunity to 'act up' as RF. This enabled that RA to extend her employment and gain valuable additional experience. In her exit interview, she reported how much she had gained from this opportunity.

During maternity leave, the individual's line manager keeps in touch to update with relevant information. On a more informal basis, colleagues also keep in touch to ensure the person on maternity leave does not feel forgotten, encouraging them to send photos and news of the baby. This year, our RF colleague on maternity leave used the informal CEDAR Teams channel (set up to help us all keep in touch as we work from home, due to Covid-19) to share photos and updates and to comment on and keep in touch with colleagues' photos and news. Up to 10 KIT days are available for paid work during maternity leave. Our SRF colleague was not able to use all of these days, due to ill-health during her pregnancy, but our RF colleague used six. In a feedback interview, she described how much she valued the flexible way she was able to use them, splitting them into hours worked around her baby's needs. She used them to visit the office to

introduce her new baby to colleagues, joining in the CEDAR meeting, and to work from home on tasks such as reviewer changes to a submitted article, supporting the ethics application for a project on which she would work on her return and have meetings about applications for other possible projects.

With encouragement from the SAT Chair, this colleague set up a What's App group for CEDAR parents with babies/young children. Currently, this includes this RF plus two PGR parents. Feedback interviews with all three indicated how much this informal support is valued, as it comes for others who understand both the work and parenting challenges.

(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.

Employees who have taken up the University's maternity leave must return to work for at least six months, otherwise the university reclaims the non-statutory elements of maternity pay.

Unfortunately, our part-time SRF colleague's return to work was marred by a downturn in research contracts for which we could apply, due to a change in government. Despite best efforts by her, the Director and all senior staff, we were not successful in obtaining contracts or grants at that time to enable our colleague to remain employed at CEDAR once her FTC ended. The Director supported our colleague by writing references and she succeeded in obtaining a promoted academic post as an associate professor.

Our RF colleague reported that she greatly appreciated her line manager's support when she realised that she did not want to return to work fulltime, as originally planned. She was given options (extend maternity leave, return part-time, use annual leave to reduce hours), reporting that this was done, 'with no judgement or negativity but very open-minded'. She chose to return two days a week, moving up over time to three days a week. Due to the Covid pandemic, the projects planned for her to return to were postponed but, she reported, her line manager, pieced together work that she could complete from home, working around childcare. She has since been involved in, and led, various applications to funding bodies.

Colleagues returning from maternity leave are informed about the University's Working Parents Network. CEDAR's own informal What's App parents' group continues too.

(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.

Our part-time FTC SRF colleague left within three months of her maternity leave ending, for the reasons noted in Section 5.5 (iii).

Our OEC RF colleague chose to return part-time, rather than fulltime. Her case study in Section 6 shows that her prospects are very positive. She is being supported to work towards applying for promotion to Level 7.

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Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

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

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

In the last five years, paternity, shared parental, and adoption leave have not been relevant to any CEDAR staff. Unpaid parental leave has been of potential relevance to two members of staff but not used (staff preferred to use paid annual leave). A copy of the University's Parental Leave policy is pinned on CEDAR's noticeboard, in the 'Staff Benefits and Wellbeing' section. Line managers also alert staff who have children under 18 years to the policy. As we have all been working from home since March because of Covid-19, the online link to this policy was e-mailed directly to our member of staff returning from maternity leave.

(vi) Flexible working

Provide information on the flexible working arrangements available.

CEDAR's Director and Deputy Director continue the longstanding policy of offering flexible working to all staff, regardless of function or gender. Our exit interviews consistently show that academic staff appreciate the informal flexibility around working hours, including working from home and working staggered hours to suit individual circumstances, e.g. ease of commute, school run duties, caring or other responsibilities.

A PSS workshop, run by the SAT Chair, found that CEDAR's two PSS valued being able to agree informal flexitime arrangements between them to cover core hours but were not able to work from home in the same flexible way as academic staff. During the Covid-19 pandemic, all staff, including PSS, have worked from home successfully, suggesting that this discrepancy can be addressed.

Silver AP10: To enhance flexible working arrangements for CEDAR's two PSS, and set these out in the staff handbook.

As an inclusive department, with a family-friendly and person-centred ethos, CEDAR supports staff in unexpected circumstances, such as child illness, and makes reasonable adjustments for those with disabilities.

(vii) 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.

Since our Bronze application, this situation has not arisen. The University policy is that the line manager would consult with our HR link adviser and provide planning and

support to the member of staff, similar to what is offered to those returning from maternity leave.

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.

Equity is a core value for CEDAR research and in day-to-day practices. Our Athena SWAN SAT Chair sits on the Management Group. Our Director is always a member of the SAT. Every CEDAR meeting/Departmental Council meeting includes Athena SWAN as an agenda item. The Athena SWAN principles are included in our Staff and PGR handbooks and our commitment to the work is publicised on our website.

Our 2019 staff culture survey found 100% of staff disagreed that, 'In CEDAR, I have experienced situation/s where I felt uncomfortable because of my gender'; 91% (n=10) agreed that 'CEDAR makes it clear that stereotypical or unsupportive language regarding gender is unacceptable' (9% no response, n=1) and 91% agreed that, 'staff are treated on their merits irrespective of gender (9%, n=1, neutral response).

In exit interviews, all staff leavers (all female to date) have reported never experiencing any issues regarding any of the protected characteristics under the Equality Act 2010. Comments included: 'It was always a very positive working environment and I have to say how lucky I feel that I've been able to work remotely. I always felt understood by [my colleagues]. [...] When there were crises, such as sick kids or me being unwell, I never felt that was not understood. I always felt supported.'

As men are under-represented as PGRs/ECRs, in 2020, they were sent a short questionnaire via e-mail inviting their views. Responses indicated that none had consciously noticed being in a minority; all felt comfortable with how they were treated, and would recommend CEDAR as a good place for male PGRs/ECRs to study/work. Comments included: 'CEDAR is a diverse workforce with a supportive team, that supports career progression and promotes success.'

(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.

The two main ways CEDAR monitors (and will continue to monitor) consistency in application of HR policies are CEDAR's biennial staff culture survey and the University's annual PULSE survey. In the 2019 staff culture survey, 91% agreed with the statement, 'I

am confident my line manager would deal effectively with any complaints about harassment, bullying or offensive behaviour', with 9% (n=1) neutral. The Director took very seriously that there was not 100% confidence. In response, he sent a clear statement to all staff that line managers would deal effectively with any complaints about harassment, bullying or offensive behaviour. This was also emphasised in both the Staff and PGR handbooks for 2020 onwards.

In the 2019 PULSE survey (response rate 100%), 100% of staff stated they had not been subjected to bullying or harassment in the workplace in the past 12 months, with 91% stating the same regarding discrimination of any kind. The one person who indicated feeling discriminated against explained in her exit interview the reason why she had answered thus in the PULSE survey. She believed that, as a staff member on a FTC, she had been discriminated against by the manager of the University's nursery provision who had reportedly made it clear that preference would be given to places for children of staff on OECs. In other words, 100% of staff reported experiencing no discrimination in CEDAR.

The Director receives direct email HR updates, discusses planned and existing processes in regular meetings with our HR business partner, supplemented by consultations of University HR policy developments through Faculty and University Heads of Department, Faculty Board and Senate. These are shared by regular meetings with the Deputy Director (monthly) and CEDAR administrator (weekly), reported to all staff through the CEDAR meetings and regular email distributions.

(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.

As a small department, CEDAR has a relatively simple management structure (Section 2). Currently, we have a Departmental Council, on which all CEDAR staff sit, plus a PGR representative. All can add to the agenda in advance or raise issues for discussion under Any Other Business. We also have the SAT, on which a representative range of staff sit (Section 3 (i)). Changes from 1 October 2020 are set out in Section 2. The new Management Group is the most influential committee, as it is the day-to-day management and strategy group. This year, it comprises three males (all professors) and four females (professor, administrator, SRF, RF).

As part of our SAT's Athena SWAN gender equity work, the gender balance of the Management Group will be monitored and reviewed to prevent domination by one gender.

Our only other committee is the SSLC (Section 2). Currently, this is open to all PGRs and reflects our predominantly female PGRs community. From January 2021, each year group of PGRs will elect a representative to the SSLC, as will international PGRs and male PGRs.

Silver AP11: To ensure a male voice, given the current predominance of female PGRs, male PGRs, as well as year cohorts, will also elect a representative to SSLC.

(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?

The Director supports CEDAR staff joining University committees, both for professional development (including promotion) and CEDAR's profile. Participation is discussed in PDRs, accounted in workload to ensure no overload. He is *ex-officio* on Faculty Board, appointed after discussion, the three professors on OEC (two male, one female) to the three Faculty committees on which CEDAR needs to be represented (Education committee, REF Impact committee, and Research committee).

Intermittently, CEDAR is asked to nominate a member for other University/Faculty committees. These opportunities are advertised to all through the Departmental Council. Anyone may express an interest, with a final decision made by the Director, advised by the management committee. We had a female SRF on the University's Equality, Diversity and Inclusion Committee, one female RF on the Faculty's Impact Committee as an ECR member, and one male RF on the University's Humanities and Social Sciences Research Ethics Committee.

(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.

At Bronze submission, CEDAR's academic workload model was described as, 'self-determined in consultation with the Director, or the [other] professor in the case of RAs ...'. We committed to reviewing whether CEDAR should have a more formal workload allocation model (Bronze AP14). The Bronze panel feedback that this issue should be addressed as a priority. The SAT did this, beginning from the first SAT meeting post-Award. SAT members reviewed the University's guidance on workload models and concluded that the recommended teaching/research/administration model was not appropriate for a research centre. SAT representatives then met with colleagues from the two other Faculty research centres to learn about their bespoke versions, feeding back to the SAT. We shared all three models across CEDAR staff, for discussion. Views on their key characteristic were sought in the 2017 staff survey. Results showed no consensus, with the largest number supporting the *status quo*. After further discussion in SAT and CEDAR meetings, the Director agreed to set out in writing the previously informal CEDAR model (Figure 16).

Figure 16 CEDAR's workload model

Type of work	Days allocated
Agreed activities within CEDAR and the University	18
Agreed professional development activities	10
Applying for grants/contracts & Academic writing	40
Research income covered activity (costed at CEDAR rate)	160
Total:	228

Source: Summarised from Workload model paper, GL, 05.12.2017, p3.

Formalising CEDAR's model in writing led to useful discussions between staff and line managers, based on mapping actual activity to the model. It underlined the need for prioritisation within individual's workload being discussed and agreed annually at PDRs and potential for agreed variation. This now happens.

In the 2019 staff survey, a majority (64%) thought the current workload model met CEDAR's needs, compared to 56% in 2017, with 82% 'agreeing/strongly agreeing' that work was allocated on a clear and fair basis (18% were neutral on this). After further discussion in SAT and CEDAR meetings, we agreed to keep the workload model under review.

Silver AP12: Workload model reviewed again in biennial staff culture survey 2021.

(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.

All CEDAR meetings are held within the 11am to 2pm timeslot to take account of those with caring responsibilities. Dates take into account the work patterns of colleagues working part-time, to maximise inclusivity. PIs time research project meetings to fit in with the relevant staff. Our 2019 staff survey found 100% agreement with the statement, 'Meetings take place during core hours, to enable those with caring responsibilities to attend'.

All staff and PGRs are invited to our main social event (Christmas meal) which is held at lunchtime. Our regular seminar programme and our monthly Research Group meetings are also all held at lunchtime. We tried out other evening social activities but, as these did not work for all, we moved to socialising at coffee breaks and lunchtimes, setting aside a small area for this purpose. During Covid-19 working from home, we created an informal Teams channel and a daily Tea-break Teams channel, as well as fortnightly Coffee Roulette one-to-one catch-ups online with a randomly allocated person who opted in to that group (all three online social strands are open to all staff and PGRs).

(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's inclusive culture means that we always consider gender not only when organising events but also, for example, when creating reading lists for our students and when selecting research team members to attend shortlisting interviews, external steering group meetings and to present findings. We consciously and deliberately involve male and female staff, at different levels of seniority. When choosing speakers for our termly seminar series, we alternate male/female and internal/external speakers. Male and female staff present at external conferences.

Three people in CEDAR – one professor, one RF and one PGR – wear the rainbow lanyard to show others that they are our CEDAR champions for LGBTQ+ rights.

Our website shows headshot photos of all staff and PGRs, demonstrating the mix of male and female staff and students. Our adverts for jobs and studentships include a link to these pages so that candidates may see for themselves which groups are under-represented. (*See Silver APs1 & 2*). Our 'About Us' page also shows a group photo of the staff. On our Athena SWAN page, we include a more informal staff group photo taken at a CEDAR meeting that coincided with a colleague's maternity leave KIT day. We all welcomed Baby Bea! Our News pages change regularly. We seek to use these to increase visibility both of our ECRs, male and female, and of our male and female senior staff.

(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.

At Bronze application, outreach was an area for development, with two action points identified (AP2 and AP15). Our summer internships for undergraduates (UGs) (Bronze AP15) work well for CEDAR and for participants (Figure 17). Apart from this year (due to Covid-19), these have run annually. Supervisor and internee satisfaction has always been 'very high', as measured by a questionnaire at the end and through an interview with the staff member responsible for monitoring progress against this action point. (The one exception was a second student in 2016 who withdrew without completing the planned work due to mental health issues.)

Figure 17 Impact of CEDAR's summer internships

Year	Gender/under-represented group	Accomplishment	Impact
2016	Female/ from family with no previous graduates	Conducted discrete research project as part of large-scale project; acknowledged as co-author on research report to Department for Education	Successful application for job in chosen sector; then enrolled on Master's degree
2017	Male/only male on degree course	Worked at RA level on early stages of project, co-presented at project launch day.	Successful application for Master's degree
2018	Female/ethnic minority	Developed statistical analysis skills through secondary analysis; acknowledged as co-author on journal article	Successful application for Master's degree
2019	Female/only female on specialist statistics course	Developed database management and statistical analysis skills through secondary analysis; acknowledged as co-author on journal article. Developed systematic literature reviewing skills; co-author on report to Education Endowment Foundation.	Planned to apply for a Master's degree

We consider this successful outreach activity a meaningful way of supporting underrepresented groups to consider a research career in psychology or education

Silver AP13: We will continue to offer annually at least one CEDAR research internship to UG from any group under-represented in Education or Psychology PGR degrees.

To address Bronze AP2, in 2016 a CEDAR PGR from an ethnic minority group chaired a focus group of Year 10 and 11 male and female students who attended an inner-city London secondary school. All were part of the UniTracks scheme that aims to support 14-18 year olds from disadvantaged backgrounds to access higher education. Feedback indicated that this event encouraged students' enthusiasm for university. In 2017, the same PGR discussed educational opportunities with a group of underrepresented students who were undertaking a Master's degree in psychology and education.

The aim of these actions was to encourage diversity amongst PhD applicants to CEDAR. As we had seen no direct impact by 2017, action related to this objective was reviewed. The SAT decided to focus our outreach activity on the section of the pipeline closest to us, where we believed we could have most influence. In addition to our UG internships, we began offering Master's dissertation research projects, linked to CEDAR research, to students on Education Studies' Masters in Psychology and Education. Overall, this has been a positive experience for staff and generated one (unsuccessful) application for a funded PhD studentship. We believe it is a positive initiative that benefits the cause of diversity in postgraduate research more generally, as our students have been male and female from a range of minority ethnic groups, and part-time mature students, also under-represented at PGR level.

Silver AP14: CEDAR will offer at least one master's dissertation project. When possible, CEDAR will offer annually at least one Master's dissertation research project to UG from any group under-represented in Education or Psychology PGR degrees.

[6509 words]

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

Case study 1. Male SAT member

I am a male post-doctoral researcher working in CEDAR since November 2017.

I have been given extensive opportunities to develop and progress, which allowed me to move on to an indefinite contract, as of January 2020. The department has provided me with excellent male and female role models that I worked alongside, and had regular performance reviews with.

I have had the opportunity to develop my leadership skills by co-supervising four PGRs. I have also been the lead supervisor for six MSc students. Similarly, I have been afforded the opportunity to help recruit and mentor three quantitative methods summer placement students (from outside of our department), in each of the years I have been at CEDAR. More recently I have led an ECR network in the department. These meetings have continued monthly, despite the constraints of the COVID-19 pandemic.

Through my time at CEDAR, I have been involved with cross-university collaborations on a number of projects, most recently with Monash University in Australia and The University of Glasgow in Scotland. To enable me to develop my communication skills, I have presented at Warwick to the PhD doctoral training programme, and externally (e.g. at University College London).

Working on both the set-up and implementation of projects run by CEDAR has afforded me opportunities to collaborate with external organisations also e.g. Cerebra.

Being a member of the Athena SWAN SAT has increased my own knowledge of what we can do to promote inclusivity, and has also made me aware of the impact of my own behaviours. CEDAR has encouraged all staff to complete Equality, Diversity & Inclusion training, which includes Unconscious Bias. This has provided me with additional personal development and the opportunity to put my knowledge into practice; I have been on four interview panels in the last 18 months.

Aside from my personal academic development, the University (supported by CEDAR) offers flexible working opportunities that aid my work-life balance. This enables me to work from home two to three days a week which makes it possible for me to give back to the community in which I grew up, for example through being chairman of my local cricket club and governor at my former primary school.

The department is very proactive in encouraging staff to take annual leave. This has enabled me to explore my passion for travel; indeed I have been on holidays to both Australia and South Africa through my short time working at CEDAR.

For the future, my manager has encouraged me to seek out promotion opportunities. Accordingly, I am working on producing further papers for leading international journals, as well as continuing to review papers for such journals. For example, I have been both an author and reviewer in the *Journal of Child Psychology and Psychiatry*. Further development opportunities for me include the potential to become a lead supervisor for PGRs, and a lead investigator on successful funding applications for our projects within CEDAR (often in collaboration with external universities and other organisations).



2. Female member of staff, not on SAT

I am an early career researcher and a new mum. I was promoted to Research Fellow in February 2019 and moved onto an indefinite contract in May 2019, a month after informing my line manager of my pregnancy. Having contributed to the Athena SWAN Bronze application as a member of the SAT team, I was encouraged about CEDAR's family-friendly values. Working in a department that undertakes family research, I always knew that I would be well-supported to make the transition to being a working mum. Benefiting from Athena SWAN activities within CEDAR, I kept in touch during maternity leave through regular virtual tea-breaks (set up at the start of lockdown), and



through a CEDAR Parents WhatsApp group with other parents of young children. While I was able to (before lockdown), I visited CEDAR with my daughter, who joined her first CEDAR meeting at 2 months old! I was able to access a private room to

breastfeed, and I know that, should I need it, I will be able to express milk in a private room, and store it safely.

Returning to work has been very different than expected, because of Covid-related restrictions but, nonetheless, I have felt welcomed back. I was able to use most of my Keep-in-Touch days and have a number of return to work conversations with my line manager, both of which helped me to orient myself towards working through the pandemic from home whilst also looking after my daughter. Like many other working parents, I've had Covid-related childcare issues. My line manager and department are understanding and supportive of my occasional need for flexible working. I was supported to make use of the Time Back Benefits Scheme to go part-time (0.6FTE) until January 2021. Working part-time, and being able to use outstanding leave, has enabled me to make a steady transition back to work. I currently work Tuesday-Thursday, with all my meetings convened on my working days to enable me to attend them whilst my daughter is in childcare. This is as a direct result of implementation of CEDAR's Bronze award action plan. Meetings are routinely convened on Tuesday-Thursday, during the middle part of the day, to support people with caring responsibilities in CEDAR. This flexible, family-friendly approach has afforded me opportunities to maintain a stable work-life balance, providing me with opportunities for career progression whilst maintaining my family life.

My career opportunities were extremely positive throughout my pregnancy, including being appointed as the Early Career Researcher member of the University of Warwick's ESRC IAA Management Committee and as the Assistant Editor for Social Media and Communications for the *Journal of Intellectual Disability Research* by my line manager, who is the Editor-in-Chief. Recently, much to my surprise so soon after returning from maternity leave in July 2020, I have been encouraged to move towards a promotion to Senior Research Fellow and to lead on a major funding application with support from senior colleagues. **[Section 6 – 985 words]**

7. FURTHER INFORMATION

Recommended word count: Silver: 500 words

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

During a FTC, a female RA provided written feedback to the SAT on professional development opportunities she had received. We include this here to bring to life points made in Section 5.3 (iii):

‘Since joining CEDAR in October 2018, I have been given multiple opportunities to expand my own professional development. I have been encouraged to present at conferences, and as a result I presented a poster at the Seattle Club Conference in December 2018. I was also supported to apply to present at the IASSID World Congress in August 2019, and was successful [This RA won a Best Poster Award]. I have been able to identify courses run by Warwick University that I feel will be particularly useful in my career development. With the support of my line manager, I have accessed courses on handling difficult conversations (January 2019), unconscious bias (June 2019) and leadership and effective collaboration (June 2019). I have attended the monthly Research Group Meeting organised within the department to facilitate sharing of research skills. CEDAR colleagues invited me to attend the University’s Research Staff Forum, which represents research active staff. After attending the forum during this academic year, I have been supported and encouraged by individuals in my department to take on the role of department representative there for the 2019-2020 academic year.’

In the 2019-20 University PULSE survey on staff satisfaction about working at the University, CEDAR staff were 83% positive on the engagement index (14 questions), the 3rd highest score in the University. In the inclusion and respect section (3 questions), CEDAR staff were 74% positive, six percentage points above Faculty and University scores. Figure 18 gives further detail. The green figures show how much more positive CEDAR staff were about working at the University, compared to the average for the Faculty and for the University.

Figure 18 CEDAR’s summary results, PULSE survey 2019-20

Section	CEDAR % positive	CEDAR score compared to average:	
		(i) For Faculty	(ii) For University
Engagement	83	+12	+15
Senior University leadership	54	+3	+4
Inclusion & respect	74	+6	+6
Other support & general	65	+7	+7
Action	69	+24	+26

Both PULSE and CEDAR’s biennial survey have clearly demonstrated the positive commitments of CEDAR to equality, diversity and inclusion values – these are fundamental to our research, practice and within-CEDAR work practices, including, but not limited to gender. We have welcomed the chance to evaluate our progress, both positive achievements and less successful initiatives. We have learned from both and benefited. These surveys corroborate the overall positive feedback obtained through exit interviews.

[374 words]

8. 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.

[see following landscape pages]



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CEDAR Action Plan with-Silver Award application, covering 2020/21 – 2023/24.

[Action plans are ‘living documents’ so change over time]

Action point number	Reference (cross refer to text)	Specific action/objective	Relevant rationale (evidence that prompted it)	Achievable Key outputs & milestones	Time bound (start & end dates)	Measurable Success criteria & Outcome	Responsibility (Job title of person responsible for overseeing progress towards outcome)
4.1 A picture of CEDAR: Student data							
1.	4.1 (iv) Gender of CEDAR PhD students	All PGR scholarship adverts will include: the statement, ‘We understand the value of having a diverse student group. We particularly encourage applications from male, Black, Asian, and minority ethnic, and disabled applicant, as these groups are currently under-represented in the department.’, a link to the PGR page of CEDAR’s website, and offer male and female contacts for informal discussion at application and shortlisted stages.	Quantitative evidence shows CEDAR PhD scholarship applications have been 14% male (3 year average 2017, 18, 19). 1.8.2020, 53% of PGRs were from minority ethnic groups	Revised advert in use from autumn 2020. Annual increase in percentage of male applicants.	October 2020 to October 2022	Male applicants increase to 3-year average of 28%, leading to increase in numbers of male PGRs. Aiming to reach 25% - 50% male PGRs.	PhD Director

Number	Reference	Specific action/objective	Relevant rationale	Achievable	Time bound	Measurable	Responsibility
2.	4.2 (i)	Every job advert will include: the statement, 'We understand the value of having a diverse staff team. We particularly encourage applications from males, Black, Asian, and minority ethnic, and disabled applicants, as these groups are currently under-represented in applications to the department.', a link to our staff webpage, and will provide both a male and a female contact for informal enquiries about the post.	Men are less likely to apply for jobs at CEDAR.	Revised advert used from autumn 2020. Annual analysis of applications by gender.	Review annually; research further actions to take if not on track to achieve desired improvement by 2023-24.	Increase male applicants to 30% at Level 5, and to 50% at all other Levels.	Director, supported by Administrator
3	4.2 (i)	We will develop bespoke training for interview panels in our positive action procedures at shortlisting (for Level 8 & 9 posts, female applicants rated within 10% of scores of selected male applicants will be invited for interview; for Level 5-7	Positive action to continue: our data show males more likely to be in senior posts and females in Level 7 and below, and investigation for this application	Training can be developed for use from January 2021 and made mandatory for all interview panellists.	Review annually; take more action if not on track to achieve desired improvement by 2023-24.	Improved gender balance in staffing profile: more women at Level 8 and 9, more men at Level 5-7, until we achieve gender equity in recruitment	Director, supported by everyone involved in shortlisting.

		posts, male applicants rated within 10% of selected females applicants will be invited for interview.	revealed that our positive action at recruitment had been inconsistently implemented	Annual analysis of shortlisting by gender.		.	
Number	Reference	Specific action/objective	Relevant rationale	Achievable	Time bound	Measurable	Responsibility
5.1 Key transition points: Academic staff							
4.	5.1 (ii) Induction	Induction checklist, including mandatory training, required to be completed by each new member of staff to ensure University & CEDAR induction happens	Qualitative & quantitative data shows induction has not always taken place	We have a system - we need to monitor it is fully implemented	From October 2020	One month after each appointment, induction checklists are completed, signed by line manager responsible, and logged & filed by Administrator.	Line manager of new staff member, reporting to Director, and Administrator, reporting to Director

5.3 Career development: Academic staff							
Number	Reference	Specific action/objective	Relevant rationale	Achievable	Time bound	Measurable	Responsibility
5.	5.3 (i) Training	Line managers to include training as a specific discussion point and action/s in PDRs for all staff, including part-time staff	Exit interviews indicate some part-time staff were not accessing training, other than mandatory courses, due to time pressures.	Flexible training options available, including online modules.	Reviewed annually.	100% of part-time staff offered training annually; 80% take-up.	All PIs & line managers of part-time staff. And Director.
6.	5.3 (ii) Personal Development Review (PDR)	Line managers will be responsible for proactively checking that actions agreed at PDRs are implemented or revised.	Qualitative data indicates this not happening is main reason for lack of satisfaction with PDRs.	Line management meetings occur regularly.	Check on this in a line management meeting 3 months after PDR	Staff culture survey shows 90% view PDR as 'helpful'.	All line managers. And Director.
5.4 Career development: PSS							
7.	5.4 (i)	From January 2021, the Director will implement a bespoke development programme for CEDAR's PSS, as agreed in CEDAR's	Strategic discussions between the incoming Director and PSS revealed	CEDAR's 5-year strategy framework includes an outline	Initiated from January 2021, and reviewed annually.	Individual PSS report positively on development	Director, with Management Group.

		strategy framework, November 2020.	an appetite for bespoke development opportunities in CEDAR.	of this programme.		programme at PDRs. Management Group reports positively at annual strategy review.	
Number	Reference	Specific action/objective	Relevant rationale	Achievable	Time bound	Measurable	Responsibility
8.	5.4 (ii) PDR	CEDAR's two PSS will adapt the University's PDR form to reflect their roles in the CEDAR context and their development aspirations.	Qualitative data indicates CEDAR's PSS do not find the PDR particularly helpful.	The University PDR format can be tailored. CEDAR's biennial staff survey can be adapted to include a PSS-specific question on helpfulness of modified PDR.	Modify in time for 2021 PDR and continue annually to 2024.	CEDAR's biennial staff culture survey shows both PSS find modified PDR helpful.	Administrator and Research Secretary, reporting to Director.
9.	5.4 (iii) Career progression support	Working with PSS colleagues across the Faculty, our PSS will co-create a Faculty 'beacon initiative' to address career progression for PSS. E.g. creating a series of PSS workshops around writing	Our evidence shows that only limited <i>ad hoc</i> support currently exists	Our PSS have made links with senior PSS in Faculty who will support this initiative.	Planning to begin in 2021, ready for implementation to being in 2021-22.	Beacon initiative set up, with a system for collecting feedback from participants (e.g. increases in confidence,	Administrator and Director.

		CVs, completing application forms, and practising job interviews, as well as promoting opportunities for shadowing more senior members of PSS and highlighting opportunities for secondment to more senior roles, when opportunities arise.				interest in/knowledge of secondments, satisfaction in role, etc.	
Number	Reference	Specific action/objective	Relevant rationale	Achievable	Time bound	Measurable	Responsibility
10.	5.5 (vi) Flexible working	To enhance flexible working arrangements for CEDAR's two PSS, and set these out in the staff handbook.	Exit interviews and case studies show flexible working is valued by academic staff. PSS workshop highlighted desire for this to be extended to PSS on a more formal basis.	Flexible working worked well for both staff groups during the Covid-19 lockdown.	Set out in writing by Easter 2021. Reviewed for effectiveness in 2021 staff survey by adding a specific question.	Flexible working arrangements for PSS written into staff handbook. Biennial staff survey shows at least 75% agree this works well.	Administrator with Director.

Number	Reference	Specific action/objective	Relevant rationale	Achievable	Time bound	Measurable	Responsibility
5.6 Organisation & Culture							
11.	5.6 (iii)	To ensure a male voice, male PGRs, as well as year cohorts and international PGRs, will elect a representative to SSLC.	CEDAR's PGRs are predominantly female	There is a group of male PGRs to elect a representative - in October 2020, the male cohort was 4.	From January 2021.	At least one PGR male representative on the SSLC, annually.	PhD Director and Academic Convener of SSLC
12.	5.6 (v) Workload allocation	To review acceptability of current workload allocation model	Staff survey 2019 showed only 46% thought current model would not meet CEDAR's needs in 3 years' time.	Questions already included in biennial staff survey.	Review based on results of staff survey in 2021.	Workload model is reviewed in light of staff views reported in 2021 staff survey. If results are positive, keep under review. If results indicate desire for change, this strategic development will be led by the Director and management Group, in consultation with	Director of CEDAR

Number	Reference	Specific action/objective	Relevant rationale	Achievable	Time bound	Measurable	Responsibility
						the Departmental Council.	
13.	5.6 (viii) Outreach activities	Continue to offer annually at least one CEDAR research internship to UG from any group under-represented in Education or Psychology PGR.	Very positive feedback from internees and supervisors; positive impact on individual's career trajectories.	CEDAR has successfully offered these for a number of years.	Annually	Continue to collect annual satisfaction data, and, where possible, impact data.	Director, delegated to RF in Applied Statistics
14.	5.6 (viii) Outreach activities	When possible, offer annually at least one Master's dissertation research project to UG from any group under-represented in Education or Psychology PGR.	Feedback from our Master's students has been positive & this has generated PhD applications to CEDAR.	We are dependent on partnerships with teaching-focused departments to achieve this.	Annually	Such research projects are offered and taken up, with annual satisfaction data recorded from student and supervisor. Impact on PhD applications recorded.	Director.