



## **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
<b>Word limit</b>	<b>10,500</b>	<b>12,000</b>
<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

<b>Name of institution</b>	University of Warwick	
<b>Department</b>	School of Law	
<b>Focus of department</b>	AHSSBL	
<b>Date of application</b>	30 November 2018	
<b>Award Level</b>	Bronze	
<b>Institution Athena SWAN award</b>	Date: April 2018	Level: Silver
<b>Contact for application</b> <small>Must be based in the department</small>	Vanessa Munro	
<b>Email</b>	V.Munro@warwick.ac.uk	
<b>Telephone</b>	024 7652 4484	
<b>Departmental website</b>	<a href="https://warwick.ac.uk/fac/soc/law/">https://warwick.ac.uk/fac/soc/law/</a>	

#### LIST OF ABBREVIATIONS

AC	Appointments Committee
AS	Athena SWAN
ASWG	Athena SWAN Working Group
AUA	Association of University Administrators
BAME	Black, Asian and Minority Ethnic
CAP	Career and Academic Progression programme
COPR	Centre for Operational Police Research
CPD	Continuing Professional Development
DoA	Director of Administration
DoE	Director of Education
DoR	Director of Research
DPGR	Director of Postgraduate Research
DPGT	Director of Postgraduate Taught
DRF	Director of Research Funding
DSD	Director of Staff Development
DSE	Director of Student Experience
DSSW	Director of Student Support and Well-being
DUG	Director of Undergraduate Studies
E&D	Equality and Diversity
ED&I	Equality, Diversity and Inclusion
ECR	Early Career Researcher
EDC	Equality and Diversity Committee
FT	Full Time
FTC	Fixed term contract
GLOBE	Centre for Law, Regulation & Governance of the Global Economy
HEFCE	Higher Education Funding Council for England
HESA	Higher Education Statistics Agency
HESR	Higher Education Statistical Report

HoS	Head of School
HR	Human Resources
IAG	Information, Advice and Guidance
IAS Fellowship	Institute of Advanced Study Fellowship
KIT	Keep in Touch
LDC	Learning and Development Centre
LPN	Low Participation Neighbourhood
MC	Management Committee
OEC	Open ended contract
PDR	Personal Development Review
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
PhD	Doctor of Philosophy
PRES	Postgraduate Research Experience Survey
PSS	Professional and Support Staff
PT	Part Time
RAE	Research Assessment Exercise
RECM	Race Equality Charter Mark
REF	Research Excellence Framework
SAT	(Athena Swan) Self Assessment Team
SDP	Scholarship Development Programme
SPL	Shared Parental Leave
SSLC	Staff and Student Liaison Committee
UG	Undergraduate
WLS	Warwick Law School
WP	Widening Participation
WPO	Widening Participation Officer

## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

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

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

Dear Athena SWAN Charter Managers,

As Head of Warwick Law School, it is my pleasure to send this letter of support for an Athena Swan Bronze award. Throughout my 20+ years in academia, and across my research, teaching, and leadership roles, I have sought to challenge exclusionary power relationships and gender stereotyping, and to nurture environments marked by diversity, inclusion and respect. It has, therefore, been a privilege to have been an active member of the School's Equality and Diversity Committee and drafting team for this submission.

I am indebted to all the members of the Self-Assessment Team, and Equality and Diversity Committee, who have worked extremely hard not only to produce this application and Action Plan, but to engage colleagues across the School in their activities at key stages. I confirm the attached provides an honest, accurate and true representation of the School.

Warwick Law School has a proud tradition of commitment to social justice and equality issues, and we have considerable research and teaching expertise in relation to gender, race, postcolonial and intersectional vectors of discrimination and disadvantage. Though baselines remain disappointingly low across the sector, we are relatively diverse in terms of our staff profile and have a very diverse and highly internationalised student body.

There is no doubt that, as a School, we face challenges. There has been important progress since our 2016 submission: As Head of School, I have led efforts to increase the transparency and inclusivity of several key governance mechanisms within the School, engaged actively in discussions around inclusive teaching practices and diversifying the curriculum, and improved systems for supporting colleagues in their career progression, including on return from parental leave. We are beginning to see improvements in the environment, reflected in staff survey responses, as a result of these initiatives. But there is a great deal more that needs to be done. In particular, relations between academic and professional services colleagues must be improved, all instances of behaviour that are, or may be perceived to be, bullying, harassing, or disrespectful need to be addressed swiftly and effectively, and mechanisms for supporting the career development of colleagues and pipelines for ECRs need to be further strengthened.

The Action Plan that we have set out is designed to address these challenges in a targeted and measured way, with buy-in at all stages from across the School and its committees. We do not take lightly the scale of the work that will be involved in achieving the ambitious targets that we have identified, but I am confident that they are realistic and sustainable. Our Equality and Diversity Committee (which includes the Head of School) will report on progress with the Action Plan at regular intervals to all major School committees. I will soon step down as Head (from 1st Jan 2019), but as a female Professor who is passionate about equality issues, I will continue to support the incoming Head of School in ensuring the commitments in this report are realised to the fullest extent.

Professor Vanessa Munro  
Head of Warwick Law School  
University of Warwick

**Section word count: 500**

Dear Athena SWAN Charter Managers,

As the incoming Head of Warwick Law School from 1st January 2019, I'm delighted to write this letter of support, and to endorse the School's application for an Athena Swan Bronze award.

Having acted as Head of three previous Law Schools, I have overseen successful cultural and organisational change designed to ensure equal opportunities within the academic workplace, and I have challenged practices that might exclude, disadvantage or discriminate on the basis of gender or other identity grounds. As Head of Law, Politics and Sociology at Sussex for the last three+ years I made equality issues a priority by, for example, re-establishing the School Equality and Diversity Committee with a budget, making its Chair an ex-officio member of my Executive team, and helping to champion its action plans. I would not be joining Warwick Law School if it were not similarly committed to social justice and equality.

I know that Warwick Law School has not yet achieved all that we would wish, and that - like many University Departments - it faces challenges. I have read the Action Plan, and I approve of the targets within it. Hitting these targets will not be easy, but I am confident that they are achievable. I will work with the Equality and Diversity Committee, and the wider School and University, to secure these objectives.

Andrew Sanders  
Professor of Criminal Law and Criminology  
Head of School of Law, Politics and Sociology  
University of Sussex

**Section word count: 221**

## 2. DESCRIPTION OF THE DEPARTMENT

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

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

Established in 1968, Warwick Law School (WLS) is celebrating its 50<sup>th</sup> anniversary this year. In this time, it has evolved into one of the leading Law Schools in the UK and is ranked amongst the top 100 Law Schools in the World (THE World Reputation Rankings 2017).

Our three Research Centres (Criminal Justice, Human Rights in Practice, and Law, Regulation and Governance of the Global Economy) bring colleagues together to collaborate on areas of mutual interest. We also participate in cross-disciplinary Centres in 'Operational Policing Research', 'Social Theory' and 'Ethics, Law and Public Affairs'.

WLS is based in the Faculty of Social Sciences and is located in the Social Sciences building on central campus.

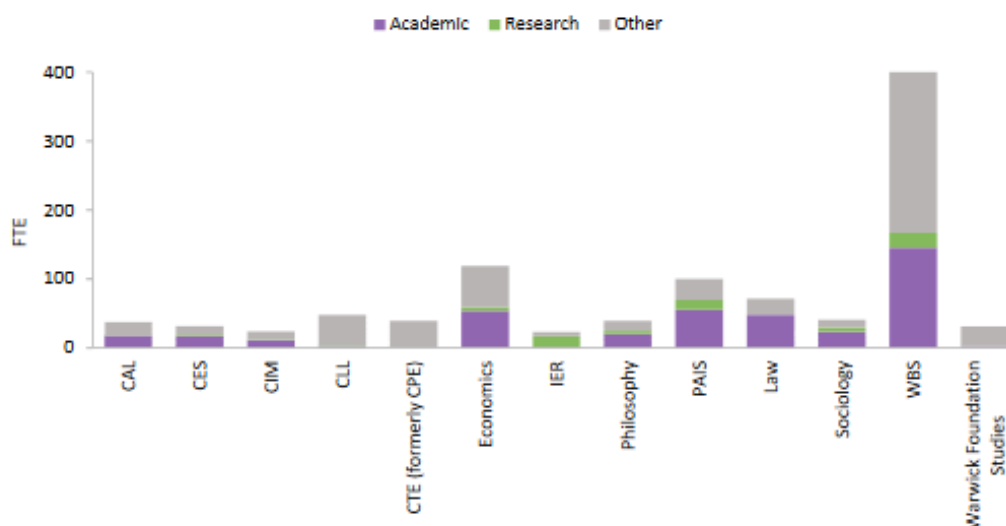




## Staff

Currently 80 staff are employed in the department – 60 (75%) academic staff and 20 (25%) Professional and Support Staff (PSS) (*Table 1*). WLS is thus a medium-sized department within the Faculty of Social Sciences:

*Figure 1 Staff profile, by department, for the Faculty of Social Sciences (2017/18). Source: University of Warwick Academic Statistics*

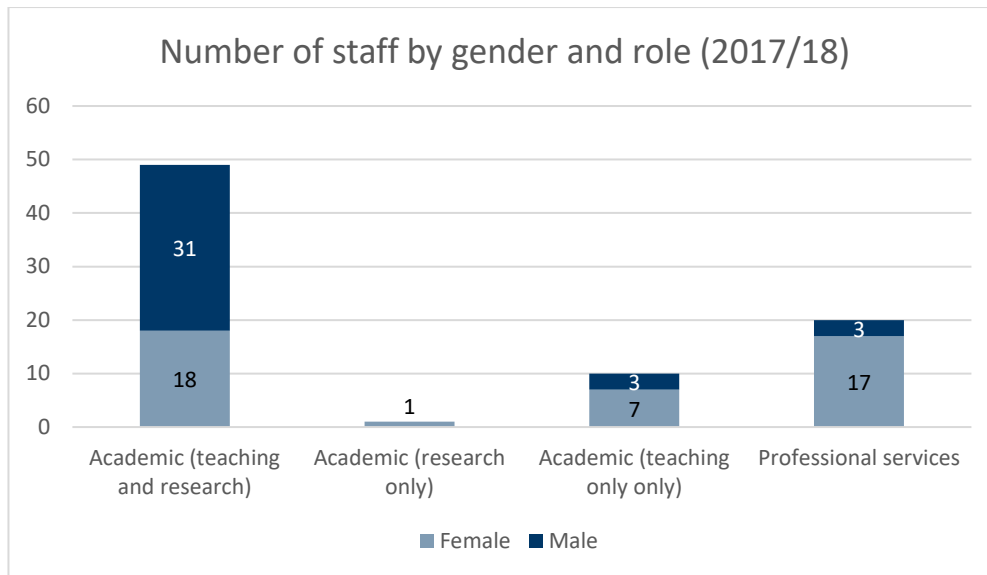


There is a fairly even gender split amongst academic staff (across grades and contract functions) with just under half (43%) being female (sector average 51.6% - HESR 2018), whereas the PSS team is 85% female (sector average 80% - HESR 2018).

*Table 1 Staff by gender and role (2017/18)*

	Female		Male		Total
<b>Academic staff</b>	26	<b>43%</b>	34	<b>57%</b>	60
<b>PSS</b>	17	<b>85%</b>	3	<b>15%</b>	20
<b>Total</b>	43	<b>54%</b>	37	<b>46%</b>	80

Of the academic staff, 49 (82%) are employed on teaching and research contracts, ten (17%) are on teaching-focussed contracts and one (2%) is on a research-focussed contract.



WLS is slightly more diverse than other university Law departments: 18% of WLS staff identify as Black, Asian and Minority Ethnic (BAME), including 20% of academics (c.f. 10.7% sector average – HESR 2018) and 10% of PSS.

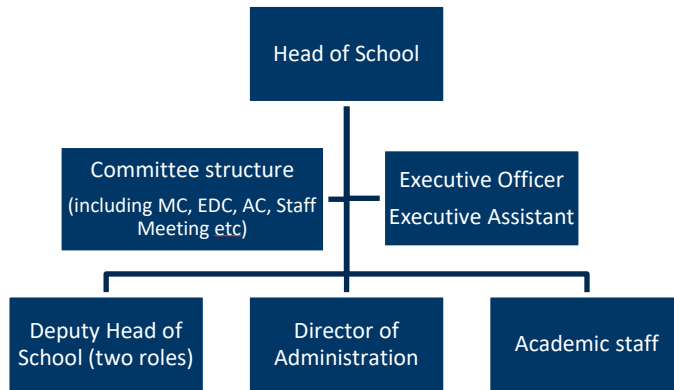
*Table 2 Staff ethnicity and gender (2017/18)*

	Female		Male		Total	
<b>White</b>	35	<b>81%</b>	26	<b>70%</b>	61	<b>76%</b>
<b>Unknown</b>	3	<b>8%</b>	2	<b>5%</b>	5	<b>6%</b>
<b>BAME</b>	5	<b>12%</b>	9	<b>24%</b>	14	<b>18%</b>

## Academic/research staff

All academic staff report to the Head of School (HoS), who is supported by two Deputy HoS, a Director of Administration (DoA), an Executive Officer and an Executive Assistant.

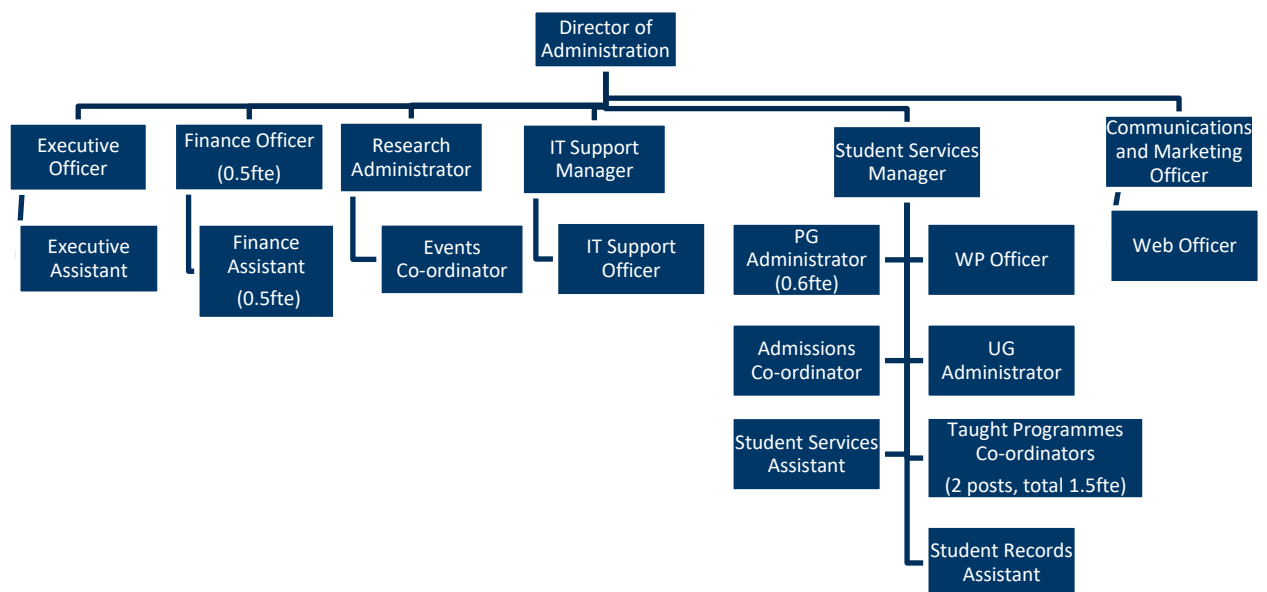
Figure 2 Academic staff reporting structure



## PSS staff

The PSS team is currently composed of 17 women and three men, reporting through team leaders to the DoA.

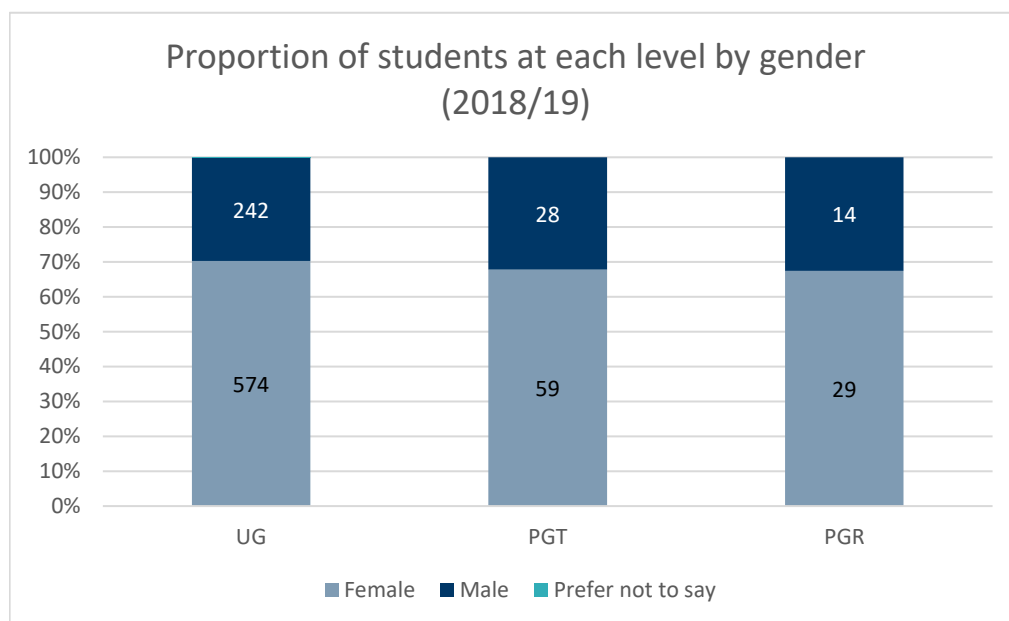
Figure 3: Professional Services Reporting Structure



## Students

WLS has almost 1000 students across eight undergraduate (UG) programmes, five Postgraduate Taught (PGT) programmes and PhD/Research degrees. Overall, 70% of our students are female. This is more than the sector average of 62.4% (HESR 2018).

Figure 4 Number of students by gender and level of study (207/18)



Level	Female	Male	Prefer not to say	Total	% Female	Sector average
UG	574	242	1	817	70%	64%
PGT	59	28		87	68%	57%
PGR	29	14		43	67%	51%
	662	284	1	947	70%	62%



*WLS students participating in a seminar*

Approximately one third of our students are international, and WLS actively participates in overseas exchange programmes with partner universities. 58% of home students identify as BAME, which is significantly higher than the national benchmark for Law of 34.1% (HESR 2018) ([Table 3](#)).

*Table 3 Student ethnicity, home students only (2018/19)*

Ethnicity	UG	PGT	PGR	Total
Arab	1%	2%	0%	1%
Asian or Asian British - Bangladeshi	2%	2%	8%	2%
Asian or Asian British – Indian	11%	12%	8%	11%
Asian or Asian British - Pakistani	4%	12%	8%	5%
Black or Black British – African	18%	22%	8%	19%
Black or Black British - Caribbean	3%	2%	0%	3%
Chinese	4%	2%	0%	3%
Mixed - White and Asian	2%	0%	0%	2%
Mixed - White and Black African	1%	0%	8%	1%
Mixed - White and Black Caribbean	1%	5%	0%	1%
Other Asian Background	4%	5%	0%	4%
Other Black Background	1%	2%	0%	1%
Other Ethnic Background	2%	0%	0%	2%
Other Mixed Background	3%	5%	0%	3%
<b>Total BAME background</b>	<b>57%</b>	<b>69%</b>	<b>42%</b>	<b>58%</b>
Prefer not to say/Information refused	1%	3%	8%	1%
White	42%	27%	50%	41%

Section word count: 323

### 3. THE SELF-ASSESSMENT PROCESS

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

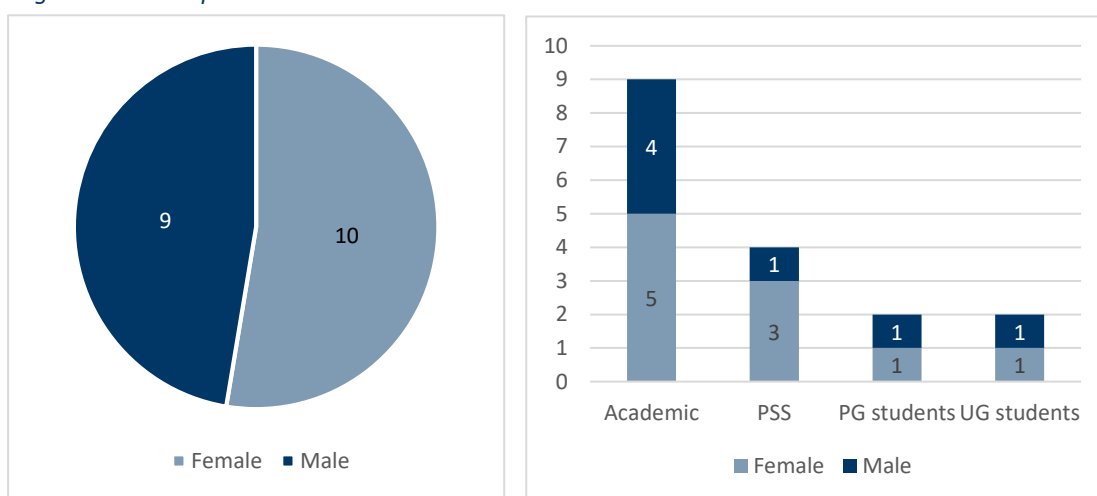
Describe the self-assessment process. This should include:

(i) A description of the self-assessment team

The Self-Assessment Team (SAT) consists of 19 members – ten female and nine male. It has also been supported by Warwick’s Equality, Diversity and Inclusion Officer.

The SAT includes most grades of academic and PSS staff (FA5-FA9, and UG/PG student representatives). It also includes “pipeline” members, i.e. people who had progressed from UG to PG study and from PGR study to academic staff.

Figure 5 SAT composition



The SAT includes ex-officio members (e.g. HoS, DoA), and others who were approached because it was felt that their experience or expertise would be valuable. A balance was sought of males and females, and representatives of different levels of seniority and different constituencies (staff, UG students, and PG students). Such approaches were made in person by the Chair of the Equality and Diversity Committee (EDC). When WLS Staff Meeting supported the decision to resubmit an Athena Swan application, any colleague interested in joining the SAT was encouraged to contact the EDC Chair or HoS.

Name	Gender	Role	Section(s)	FT/PT	Caring role?	Additional information
Adam Alcock	Male	Admissions Coordinator	4	FT		
Claire Algar	Female	Equality, Diversity and Inclusion Officer		FT		Athena Swan Panellist
Jane Bryan	Female	Academic	Action Plan	FT	Yes	Director of Student Experience
Thomas Crowther	Male	AS Lead - Philosophy		FT		

Ayo Emiola	Male	UG Student	4	FT		
Seneba Jama	Female	UG Student		FT		
Becca Kirk	Female	Widening Participation Officer	4 Data Analysis	FT		Faculty Athena Swan Rep
Rose Le Breton Bagley	Female	Executive Officer		FT		Disability Contact
Rebecca Limb	Female	PGR Student	4 Data Analysis	FT		Identifies with disability; Pipeline student UG-PG- PGR
George Meszaros	Male	PG Senior Tutor	4	FT		
Vanessa Munro	Female	Head of School	2, 5	FT	Yes	Academic Expert in gender; Department Liaison LGBTQA+
Hassan Nizami	Male	Teaching Fellow	4,5	FT		
Maria Ovens	Female	Director of Administration	2, 5 Staff Survey	FT	Yes	
Sharifah Sekalala	Female	Academic	3,4	FT	Yes	Athena Swan panellist; University Athena SAT/RECM; Race Equality Contact; PhD Mentor
Adam Slavny	Male	Academic		FT		Year 3 wellbeing tutor
Victor Tadros	Male	Director of Research	5	FT	Yes	
Chris Tassis	Male	PGR Student	4	FT		
Helen Toner	Female	Academic		FT		
Andrew Williams	Male	Director of Education	4, 5	FT	Yes	
Charlotte Woodhead	Female	Academic		FT	Yes	Director of Student Support and Well-being

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

After our 2016 submission, WLS set up an EDC, which meets termly and reports to Staff Meeting. An Athena SWAN Drafting and Working Group (ASWG) was constituted from the membership of EDC.

### **Re-engagement with the School following the previous submission**

ASWG asked all members of the School in our Staff Meeting whether they would like to resubmit for the Bronze award. A resounding mandate was given to resubmit with a strengthened action plan.

AS was discussed at:

- EDC meetings termly;
- As part of a standing EDC item on Staff and Student Liaison Committee (SSLC) and Staff Meeting agendas;
- ASWG meetings, which took place every 6-8 weeks from 2017 to lead on particular activities (survey design, event organisation, etc.). Feedback on all these actions was presented to the EDC. The ASWG met fortnightly during the last three months before submission.

### **Drafting process**

Relevant data was collated from:

- Existing HR and student records (including University's biennial PULSE survey, which in 2018 was completed by 36 women and 21 men, or 57 participants in the Law School). PULSE is a University-wide survey that evaluates staff experiences on a wide range of employment and wellbeing issues;
- In 2017, we held two focus groups to explore particular issues in the wake of the last submission: one for staff who are carers, involving four women and two men; and another for female Postgraduate Research (PGR) students, with eight participants, exploring differential completion rates of PGR students. Actions related to these focus groups will be discussed further in sections 4 and 5 of the submission;
- An enhanced survey with a broader intersectional focus administered to WLS staff in September 2018 for three weeks, which attracted 34 respondents. The survey was opened at the beginning of the term and it was promoted through email reminders and on a Teaching and Learning Away Day. The response rate was: 14 males (38%) and 20 females (47%), or 43% overall. The design of this survey has allowed more detailed and specific information to be gathered, which has in turn allowed us to develop a more robust action plan.

There was also a focus on raising Equality and Diversity (E&D) awareness in the school through the following events and actions:

- Two academic research seminars on intersectionality, open to all staff and PG students. Kojo Karam (an academic expert on International Law and Postcolonial Studies from Birkbeck College) spoke on decolonising the curriculum, and Lucy



Crompton (an academic expert on family law from Manchester Metropolitan University) spoke on career sacrifice schemes;

- AS-related sessions at annual Staff Away Days.
- Introduction of E&D Noticeboards and weekly emails relating to E&D issues.

### **Faculty and University processes**

- Since October 2015, EDC members have attended the Faculty of Social Sciences AS Committee, the University's Equality, Diversity and Inclusion (ED&I) Committee, its AS Network and AS Silver Resubmission SAT, in order to share best practice and learn from experiences with other departments. One of our members sits on several University EDCs. As a result, WLS is fully integrated into University-level discussions regarding AS matters;
- A member of the WLS EDC sat on the Department of Philosophy's EDC and a member of the Philosophy EDC joined our EDC to act as a "critical friend" in preparation for the submission.

The following internal activities were inspired by insights gained from AS-related research and external knowledge-sharing exercises:

- Circulation of survey data and AS submission to key post-holders in the School;
- EDC saw our AS submission as a School endeavour and so the different committees of the School have all approved relevant parts of the submission. Additionally, all staff have been consulted on the entire submission by a range of means, including e-mail, a drop-in session, and an invitation to speak to members of the drafting team at any time and in confidence, if wished;
- The final submission will be shared with students via email and a copy of it will be placed on the WLS EDC website;
- Students (and staff) will be encouraged to contact EDC to comment/share feedback/volunteer to join a working group to help implement action points that interest them.

### **External engagement by EDC**

The following events helped us to participate in broader discussions on AS both at the university level and nationally:

- A public, national, day-long workshop on AS organised by the Department of Sociology: one member of the EDC presented on intersectionality and two further members attended the workshop;
- One of the EDC members delivered the Annual Athena SWAN Public Lecture on intersectionality in AS processes at the University of Lancaster in 2017.

### **Workload allocation**

Committee membership is a fundamental part of staff workload in WLS. The Chair of EDC was allocated 80 hours in the workload model and one member also receives allocated time to facilitate contributions to University EDCs. Other members of the SAT are recognised through the workload allocation for "collegiality". We realise that, to embed

AS work within WLS, we will have to recognise the contribution of students as well, and so we have proposed actions to credit future work on AS work in the School. WLS will also ensure that the work involved in implementing and future drafting of AS submissions, by EDC members, is appropriately recognised in the workload allocation.

### **Plans for the future of the SAT**

Following submission of this application, EDC will continue to meet termly. In addition, an Athena SWAN Working Group (ASWG) will meet monthly to ensure implementation of the Action Plan, and to report back to EDC which in turn reports to Staff Meeting. If ex-officio members of the team leave their posts, the new post-holder will be expected to join the SAT. If other people leave, new members will be invited to join, in such a way as to maintain gender balance and representation across the School.

**Section word count: 1090**

**AP 3.1 Incorporate drafting of future AS submissions and the implementation of the Action Plan into staff workload allocation.**

**AP 3.2 Implement a system for recognising the contributions of PG and UG student members of EDC, following consultation with them on how best to do so.**

**AP 3.3 EDC to continue to meet on a termly basis, and ASWG on a monthly basis, with reports on progress to Staff Meeting.**

**AP 3.4 To review annually, or more often as required by departures, the composition of EDC and ASWG to ensure that they continue to reflect the diversity within the School.**

**AP 3.5 EDC Chair to e-mail at the start of each Academic Year all staff and students inviting them to join EDC or ASWG, ensuring that new members are welcome at any time.**

**AP 3.6 HoS and DoA to sit on EDC to ensure high-level support continues.**

**AP 3.7 AS to be an 'above the line' standing item on all WLS Committee and SSLC meeting agendas.**

**AP 3.8 Continue to have an AS-related session at all annual Staff Away Days.**

**AP 3.9 Continue to make AS submissions and Action Plan available to all staff, PG and UG students and encourage them to share comments with the ASWG or EDC.**

**AP 3.10 Produce and circulate to all WLS committees and SSLCs an annual report highlighting progress with the Action Plan.**

**AP 3.11 Gather feedback from WLS staff and student on E&D and wider issues in a variety of ways, for example, by running:**

**(i) WLS staff and student surveys every two years**

**(ii) thrice-yearly UG and PG student focus groups**

**AP 3.12 Promote the University's PULSE survey to staff and WLS surveys to staff and students in the School.**

**AP 3.13 Commit to ensuring that WLS continues to have at least one PULSE champion to promote the PULSE survey and act as a point of contact.**

**AP 3.14 Write overview of key issues emerging from WLS biennial staff and student surveys, and PULSE staff survey, to be circulated to all staff within two months of the close of the surveys/ one month of the publication of results of the PULSE survey, and discussed at WLS staff committee with appropriate actions discussed and implemented.**

**AP 3.15 Make existing E&D web pages visible, accessible, and more reflective of the intersectional needs of WLS.**

**AP 3.16 EDC to strategically review the E&D web pages every six months.**

#### 4. A PICTURE OF THE DEPARTMENT

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

##### 4.1. Student data

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

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

n/a

(ii) Numbers of undergraduate students by gender

*Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.*

Table 4 Numbers of UG students on all courses by gender (2018/19)

	Female	Male	Prefer not to Say	Total	% Female
Law (3 year)	368	182		550	67%
Law (4 year)	16	8		24	67%
Law (European)	2	0		2	100%
Law (part time)	0	1		1	0%
Law (Year Abroad in English)	62	17		79	78%
Law and Sociology	54	9		63	86%
Law with French Law	25	5	1	31	81%
Law with German Law	17	8		25	68%
Law with Humanities	10	4		14	71%
Law with Social Sciences	20	8		28	71%
<b>Total</b>	<b>574</b>	<b>242</b>	<b>1</b>	<b>817</b>	<b>70%</b>

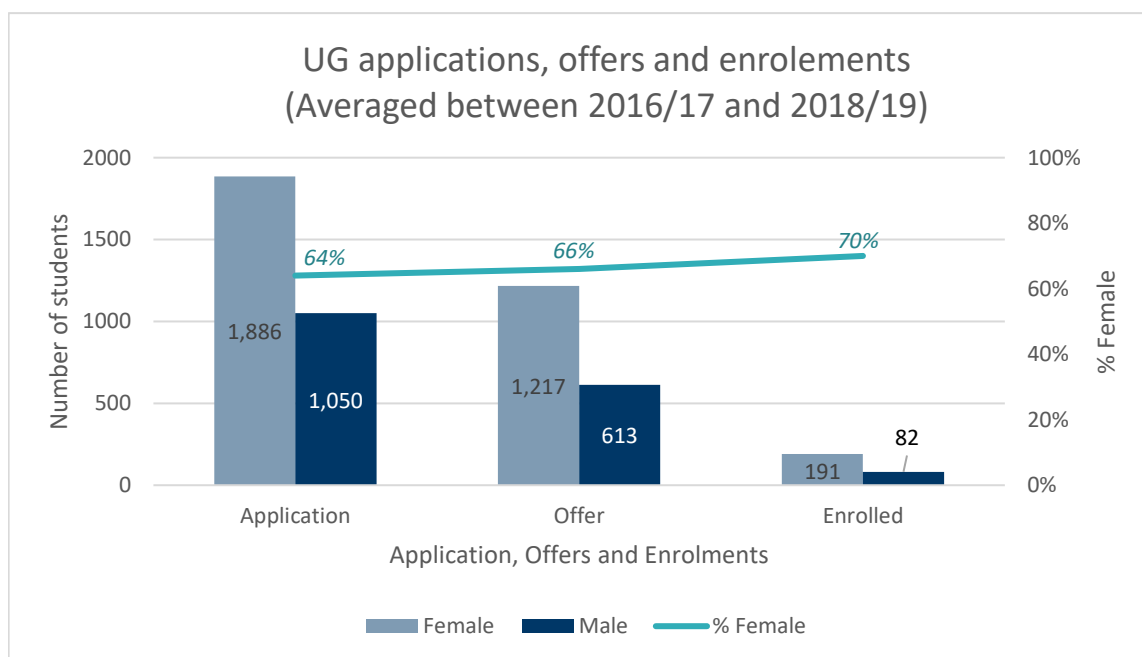
Table 4 illustrates that across all WLS UG programmes, there are more women than men (the UG population is 70% female, 8.7% higher than the sector average of 64.4% - HESR 2018).

Between the academic years 2016/17 and 2018/19, we have had two part-time students, one female and one male. Although WLS no longer offers a part-time UG degree, some students complete their studies part-time through special arrangements. The lack of part-time opportunities could act as a barrier to study for those with caring responsibilities, work commitments and medical conditions, and we plan to review this with the University's Centre for Lifelong Learning, who have expertise in working with mature and part-time learners.

**AP 4.1 To explore with the Centre for Lifelong Learning the possibility of expanding our part-time UG and PG provision.**

WLS also collaborates on UG programmes in Law and Business, and Politics, Philosophy and Law. These are administered by other departments and are not included in this data.

*Figure 6 UG applications, offers and enrolments, averaged between the years of 2016/17 and 2018/19*



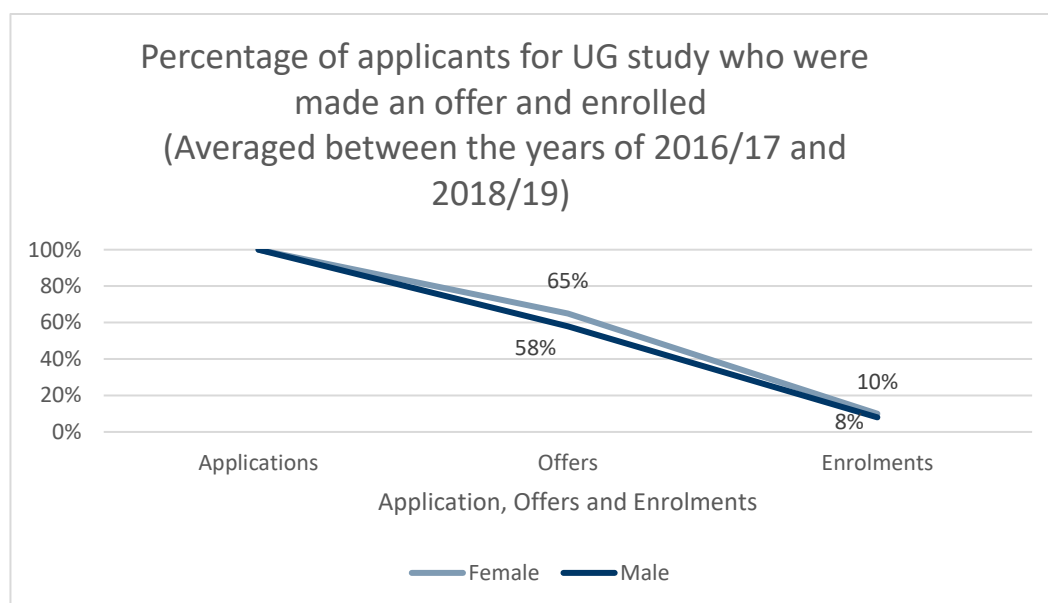
	Applications			Offers			Enrolled		
	F	M	%F	F	M	%F	F	M	%F
2016/17	1584	936	63%	1114	583	66%	186	83	69%
2017/18	1866	1050	64%	1266	643	66%	184	76	71%
2018/19	2209	1164	65%	1271	612	67%	202	87	70%
Average	1886	1050	64%	1217	613	66%	191	82	70%

Significantly more women than men apply to study at WLS. Because the proportion of men and women remains roughly stable throughout the recruitment funnel (Figure 6), we believe that applications from men are being treated fairly and therefore that the best way of rebalancing the ratio is to increase the proportion of men applying.

WLS has a strategy to make sure that programmes are attractive to both male and female applicants, for example WLS's Marketing and Communication team ensures that all images in marketing materials are intersectional and represent men and women equally. WLS also ensures a good gender balance of staff and student role models at pre- and post-application open days. The open day team includes two male and two female staff

speakers, and one female and one male student speaker. We are monitoring the proportion of men engaging in our outreach activities (section 5.6 viii).

*Figure 7 Percentage of applicants for UG study who subsequently are made an offer and enrol*



In respect of those who do apply, 65% of women and 58% of men are made an offer, and 10% of women and 8% of men enrol (Figure 7) – a fairly consistent gender split.

**AP 4.2a WLS to establish a project to engage with marketing and recruitment data to look at ways in which we can improve the gender balance in the student population while not disadvantaging women.**

**AP 4.2b Project team to review all UG recruitment materials to ensure a balance of role models and images.**

**AP 4.2c Project team to promote recruitment materials specifically to potential male applicants.**

**AP 4.3 Report to Staff Committee at the end of the application cycle the proportion of males and females at each stage of the UG, PGT and PGR admissions process and consider actions.**

## Non-completion rates

*Table 5 Students who permanently withdrew from UG studies 2015/16-2017/18*

	Female	Male	Total	% Female
2015/16	3	2	5	60%
2016/17	6	6	12	50%
2017/18	8	3	11	73%
Total	17	11	28	61%

Non-completion rates are low across the department, with only 2% of enrolled students over the last three years withdrawing (the national benchmark is 6.2% for students under 21 – HESA 2017). Of those students who withdrew, 61% were women, a slightly lower proportion than in the overall UG population (70% female) (Table 5). 86% of withdrawals were in the first year, and nearly half of students withdrew in order to change degree.

WLS ran activities throughout Welcome Week (introduced in September 2018 for incoming first year students) in order to aid the transition to university and to provide targeted help for developing academic study skills.

**AP 4.4 Director of Student Support and Wellbeing/Director of Student Experience to conduct leavers' meetings with departing UG students and review the reasons for non-continuation of UG students in order to inform support programmes and develop AS Action Plan.**

#### **Widening Participation considerations**

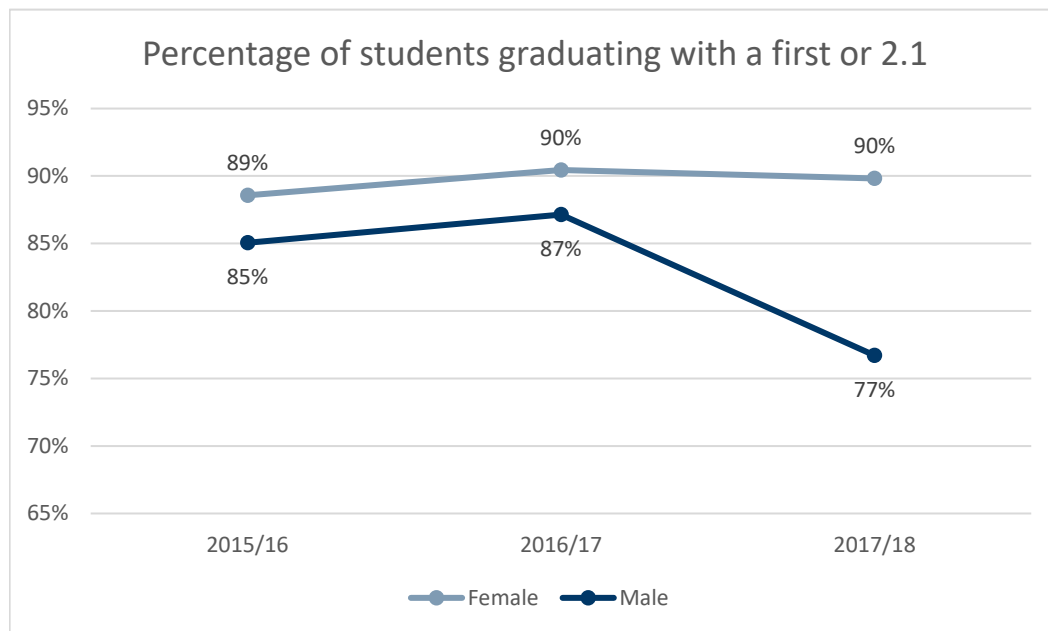
7.8% of first year Widening Participation (WP) students withdrew from WLS in 2017/18, which is significantly higher than the overall non-completion rate for the department (2%), although slightly lower than the national average of 8.8% for students from disadvantaged backgrounds (HESA 2017). To address this, in 2018/19 WLS introduced a system of dedicated WP personal tutors who are trained to identify and support intersectional needs. The tutors meet termly with the Widening Participation Officer (WPO) to share best practice and identify any common issues. Additionally, WLS is trialling stratified seminar groups to ensure that small numbers of WP and mature students are placed in seminar groups together for mutual support.

The WPO also runs the Career and Academic Progression (CAP) Programme to support students from WP backgrounds, particularly those in their first year.

**AP 4.5 Review the impact of initiatives to support WP UG students, in particular, the Welcome Week activities, CAP, stratified seminar groups and specialist personal tutors.**

## Degree attainment

Figure 8 Proportion of UGs graduating with a first or 2.1 by year and gender



	Female		Male		% diff. Female
2015/16	155	89%	74	85%	4%
2016/17	142	90%	61	87%	3%
2017/18	159	90%	56	77%	13%
Average		86%		83%	3%
Sector average 2016/17 (HESR 2018)		74.7%		69.7%	5%

More women attained a (first or 2.1) in WLS 3-4% than men in 2015/16 and 2016/17. This is slightly less than the gender gap nationally of 5% in 2016/17 (HESR 2018). However, the proportion of men achieving a good degree in 2017/18 dropped significantly at WLS. We are unsure why: there had been only a narrow performance gap by gender for this cohort in their first and intermediate years. We are continuing to monitor the progress of students throughout their degree by intersections of gender, ethnicity and WP status to identify any attainment gaps.

Since 2016/17, WLS has run a Scholarship Development Programme (SDP) to provide academic skills support to students who are not on track for a first/2.1. WLS is reviewing whether it would be beneficial to include gender and diversity considerations within this.





*WLS students graduating*

**AP 4.6** The UG degree performance in each year of study will continue to be tracked by gender (as well as other factors such as LPN, BAME status and country of domicile) with annual reports produced for consideration by EDC, SSLCs and UG committee to inform relevant action planning.

**AP 4.7** A full review of the SDP to ensure it meets the needs of students, in particular, assessing if there are any barriers to access by male students and assigning a male tutor to the SDP team to give special sessions for men..

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

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

*Table 6 Numbers of students on postgraduate taught degrees by gender 2018/19*

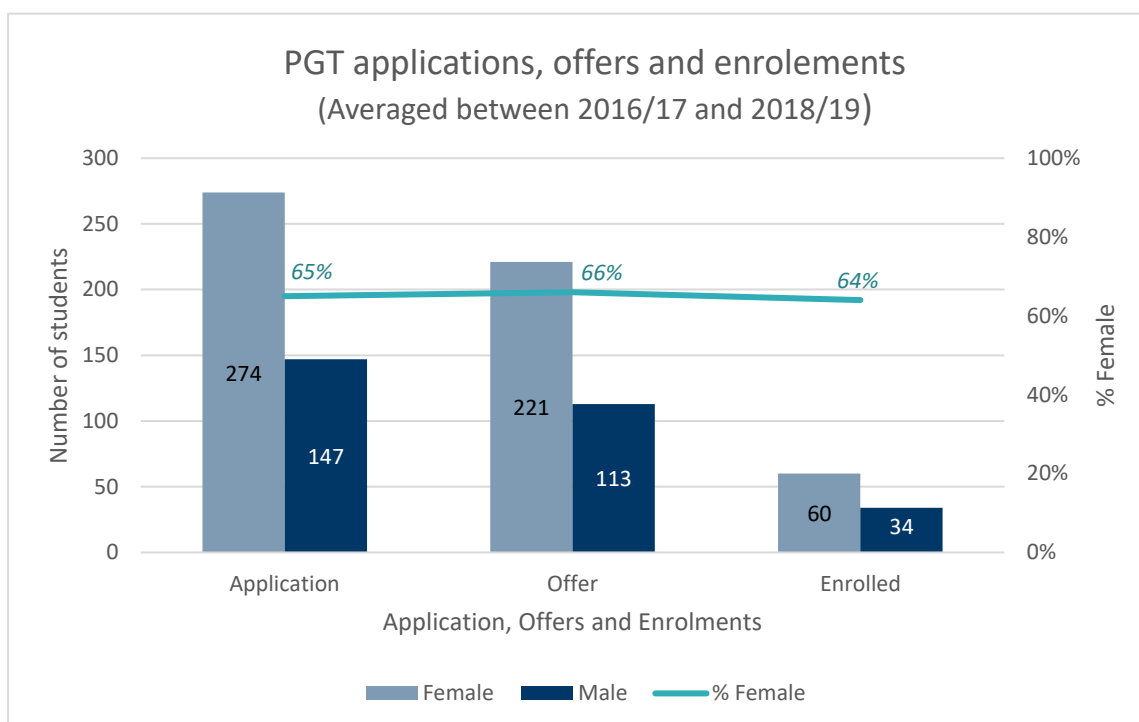
	Female	Male	Total	% Female
Advanced Legal Studies	12	7	19	63%
International Economic Law	6	3	9	67%
International Commercial Law	13	5	18	72%
International Development Law and Human Rights	17	3	20	85%
International Corporate Governance and Financial Regulation	11	10	21	52%
Total	59	28	87	68%

Table 6 illustrates that the PGT student population is 68% female, which is higher than the sector average of 56.8% (HESR 2018). Between the academic years 2016/17 and 2018/19, WLS has had 12 part-time PGT students (67% female, 33% male, in line with our overall PGT gender profile).



*PGT students at a seminar*

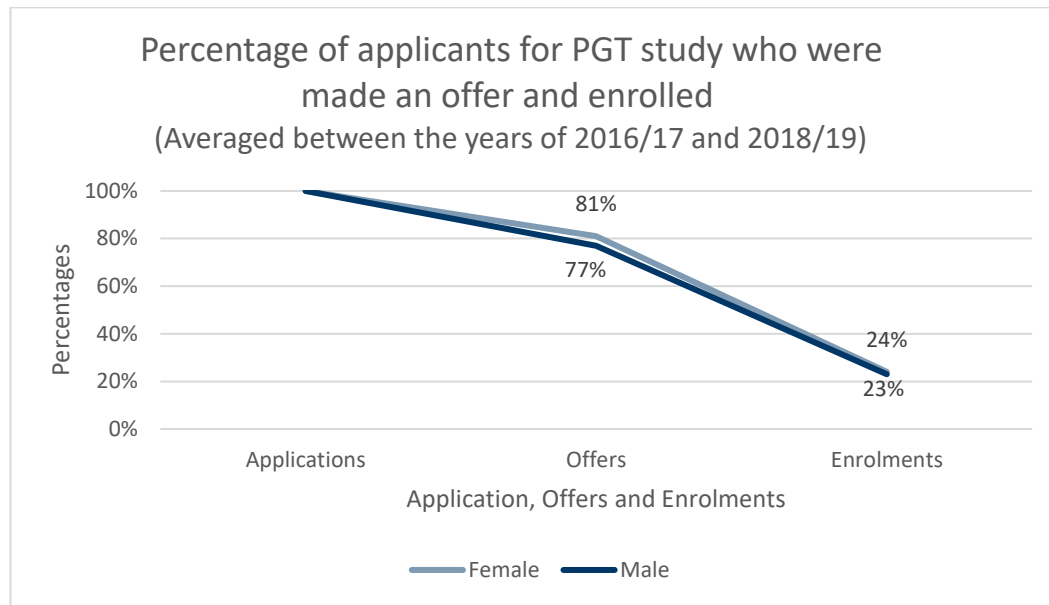
Figure 9 PGT applications, offers and enrolments, averaged between the years of 2016/17 and 2018/19



	Applications			Offers			Enrolled		
	F	M	%F	F	M	%F	F	M	%F
2016/17	257	127	67%	208	104	67%	63	37	63%
2017/18	230	139	62%	210	111	65%	68	32	68%
2018/19	336	175	66%	246	125	66%	49	33	60%
Average	274	147	65%	221	113	66%	60	34	64%

As at UG level (see discussion on pp 21-22), the gender balance on our PGT programmes is largely explained by a significantly higher number of female applicants (65%), Figure 9.

Figure 10 Percentage of applicants for PGT study who subsequently are made an offer and enrol



Once an application has been made, men and women are treated consistently at WLS, with 81% of female and 77% of male applicants being made an offer, and 24% of females and 23% of males enrolling (Figure 10).

**AP 4.8 Review all PG recruitment materials to ensure a balance of role models and images.**

## Completion rates

Table 7 PGT permanent withdrawals 2015/16-2017/18

	Female	Male	Total
2015/16	1	2	3
2016/17	0	0	0
2017/18	1	1	2
Total	2	3	5

The non-completion rate for PGT is less than 2%, with only five students permanently withdrawing in the last three years (40% female – benchmark not available) (Table 7).

Table 8 Proportion of PGT graduating with a Distinction or Merit grades, by year and gender

	Female		Male	
2014/15	28	41%	20	63%
2015/16	57	89%	18	78%
2016/17	40	66%	25	76%
Average		65%		72%

On average, over the last three academic years 65% of women and 72% of men achieved a Distinction or Merit.

**AP 4.9 PGT degree performance will continue to be tracked by gender (as well as other factors such as Low Participation Neighbourhood background, BAME status and country of domicile) with annual reports produced for consideration by EDC, PG SSLCs and PG Committee to inform relevant action planning.**

**AP 4.10 DPGT/PG Mentors to conduct leavers' meetings with departing PG students and review the reasons for non-continuation of PG students in order to inform support programmes and develop AS Action Plan.**

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

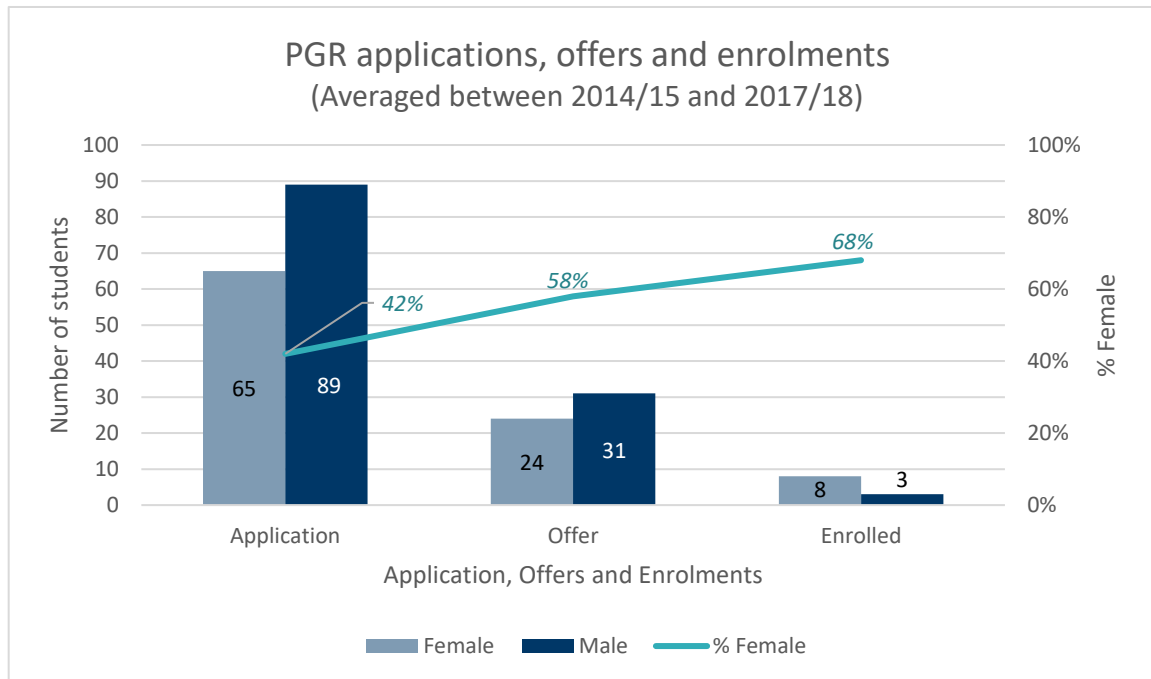
*Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.*

Table 9 Number of PGR by gender (2018/19)

	Female	Male	Total	% Female
PGR	29	14	43	67%

Our PGR population has a similar gender balance to that at other levels of study, with 67% of the cohort female (Table 9), significantly higher than the sector average of 51.0% (HESR 2018). Between 2015/16 and 2017/18, WLS has had 11 part-time PGR students (six women and five men, or 55% female).

Figure 11 PGR applications, offers and enrolments, averaged between the years of 2015/16 and 2017/18



	Applications			Offers			Enrolled		
	F	M	%F	F	M	%F	F	M	%F
2015/16	52	102	34%	18	15	55%	6	5	55%
2016/17	74	77	49%	29	9	76%	10	3	77%
2017/18	68	89	43%	24	31	44%	8	3	73%
Average	65	89	42%	24	18	58%	8	4	68%

The pattern of recruitment has been more varied at PGR level than at UG or PGT recently. Each year more men than women applied. However, women were significantly more successful, except in 2017/18 when an equal proportion of men and women were made offers (Figure 11).

Most unsuccessful applicants met the academic criteria, but were rejected due to lack of supervision expertise at WLS, or on the grounds that their research proposal was not sufficiently developed. This second factor is believed to affect more men than women. Everyone who enquires about PGR study is encouraged to tailor their application rather than apply with a generic proposal. In 2017/18, the WLS website was updated to give clearer guidance on this, which may explain the increased number of offers made to men in that year.

**AP4.11 To continue to strengthen and promote the information available to potential PGR applicants, in particular, to create a 'Demystifying the PGR application process' video which will be available on the WLS webpage.**

**AP4.12 DPGR to investigate reasons for non-enrolment and report to PG Committee to enable PG recruitment team to better identify, understand and take measures to address potential barriers to taking up offers of PGR study, by both men and women.**

*Table 10 PhD completion rate*

Start year	Completion year (incl. viva)	Female			Male		
		Enrolled	Completed	Completion rate	Enrolled	Completed	Completion rate
2011/12	2015/16	3	3	100%	3	2	67%
2012/13	2016/17	6	5	83%	2	2	100%
2013/14	2017/18	5*	3	75%	7**	5	100%
<b>Total</b>		<b>14*</b>	<b>11</b>	<b>85%</b>	<b>12**</b>	<b>9</b>	<b>90%</b>

*\* one student is part time and therefore still completing; not included in completion rate*

*\*\*two students are part time and still completing; not included in completion rate*

Over the past three years, 85% of women and 90% of men have completed their PhD at WLS. Three students have withdrawn (two female, one male), representing an average withdrawal rate of 11.5% across all three years. This is significantly less than the University average of 18.9% (University of Warwick Academic Statistics 2018). Second and third year reviews (with a gender balanced panel of assessors) have been introduced, alongside a system of PGR mentors, to further support PGR completion. A national survey of PGR student satisfaction (PRES) is undertaken biennially by the University. In intervening years, WLS will conduct an in-house survey to address any concerns, including regarding completion rates.

**AP 4.13a Reinstate a biennial PGR student satisfaction survey to capture PhD concerns, including concerns regarding completion, in the year in which PRES does not run.**

**AP 4.13b PG Mentors to promote the PGR student survey and PRES to ensure a good response rate and a reliable picture of student satisfaction.**

**AP 4.13c PG Mentors to draft, in conjunction with DPGR, an annual report to EDC and PG Committee summarising the results of the PGR student survey/PRES and proposed actions.**



In focus groups, some female students raised concerns about combining caring responsibilities with their PhDs, especially in the first year of study. We will also give clearer guidance to students about the availability of the WLS hardship fund to help with short-term caring needs.

**AP 4.14 A budget will be given to PGR SSLC to:**

**(a) create a webpage and handbook for UG and PG students with caring roles which will include helpful local resources on schooling i.e. catchment areas, local council and University support for carers; and**

**(b) to run a series of events for PG and UG students with caring roles, beginning with a series of 'coffee for carers' coffee mornings in the WLS PhD kitchen, for PG and UG students with caring roles, to be developed in accordance with student demand.**

**AP 4.15 Clearer guidance will be given to UG and PG students about the availability of an internal hardship fund, which can be used to address caring needs.**



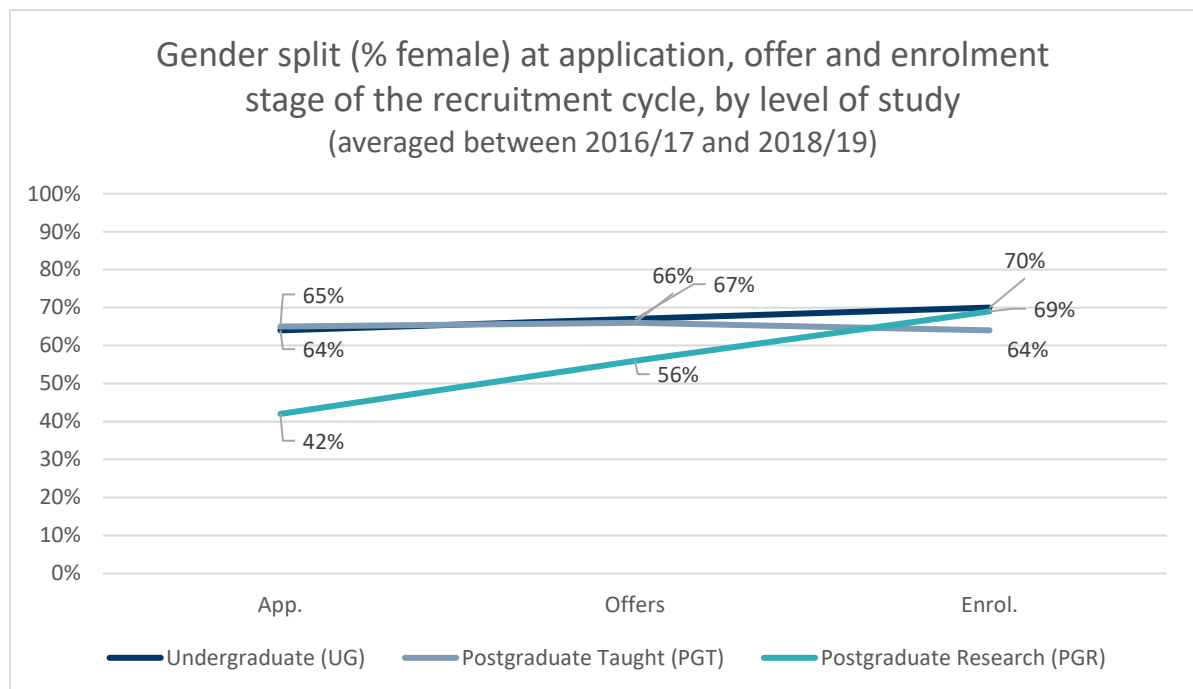
*PGR students in the recently-built WLS student Hub*



(v) Progression pipeline between undergraduate and postgraduate student levels

*Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.*

Figure 12 Pipeline – Percentage of applications, offers and enrolments, by gender and level of study between 2016/17 and 2018/19



	Female*			
	App.	Offers	Enrol.	Diff. in % females from application to enrolment
<b>Undergraduate (UG)</b>	64%	66%	70%	+6%
<b>Postgraduate Taught (PGT)</b>	65%	66%	64%	-1%
<b>Postgraduate Research (PGR)</b>	42%	56%	69%	+27%

\*NB proportion of males is the reverse (100% minus figures shown)

Figure 12 shows that whilst the gender balance is stable throughout the process of application for PGT study, there is a 6% increase in the proportion of females from application to enrolment for UG and a 27% increase for PGR. The main challenges are thus to address the significantly lower number of male applicants for UG and PGT study, and the conversion of male offers to enrolment at UG and particularly PGR level.

There is a moderately strong pipeline for progression between UG and PGT (10 enrolments of alumni on our PGT courses in 2018/19, or 11.5%). Recruiting more men at UG level should therefore also have a positive impact on the number of men enrolling onto postgraduate courses at WLS.

Since 2017/18 WLS has taken part in HEFCE-funded research across six Russell Group universities to assess UG finalists' progression to PGT/R study. The project has focused particularly on under-represented backgrounds (BAME students and/or those from Low Participation Neighbourhoods (LPNs)). The results of the research will be available in summer 2019.

**AP 4.16 Consider the results of HEFCE-funded research into the UG-PG pipeline and use conclusions to inform future WLS decision-making, in particular, with regards to interventions to encourage female, BAME and students from a LPN, to consider PG study.**



*Entrance to WLS – Social Sciences Quad*

## 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.*

Table 11 Breakdown of academic staff by contract type and gender

	Research & Teaching			Teaching		Research				Total		
	F	M	% F	F	M	% F	F	M	% F	Female	Male	% Female
2015/16	14	28	33%	6	5	55%	3	1	75%	23	34	40%
2016/17	18	30	38%	5	5	50%	0	0	-	23	35	40%
2017/18	18	31	37%	7	3	70%	1	0	100%	26	34	43%

Table 11 shows that 43% of academic staff at WLS are women and that this has remained broadly constant since 2015/16. This is lower than the sector average of 51.6% (HESR 2018).

Within WLS, most academic staff are on research and teaching contracts; 37% of these are women. We have a smaller number of teaching-focussed colleagues, and here women's representation increases to 70%. Irrespective of 'focus', colleagues at FA7 are all known as 'Assistant Professors' and at FA8 'Associate Professors', reflecting a parity of esteem. WLS has promoted several colleagues on teaching-focussed contracts, including to Professorial level, and emphasises career progression for all staff.

### Academic grades:

**FA5:** Research Assistants

**FA6:** Research Fellows, Teaching Fellows

**FA7:** Assistant Professors

**FA8:** Associate Professors

**FA8 (higher level):** Reader

**FA9:** Professors

NB only one FA5 member of staff has been employed since 2015/16 (female, 2015/16).

*Table 12 FA6-FA9 staff by gender, averaged between 2015/16-2017/18 (rounded to the nearest whole number, percentage female reflects unrounded numbers)*

	Female	Male	Total	% Female	Benchmark % Female (HESR 2018)*
<b>FA6</b>	3	3	6	<b>44%</b>	
<b>FA7</b>	5	7	13	<b>42%</b>	
<b>FA8</b>	9	12	21	<b>42%</b>	
<b>FA9</b>	6	12	18	<b>31%</b>	<b>24%</b>

*\* Up to date benchmarking information is not available below professorial level as the Academic Pay Spine Ranges published by HESR do not correspond to FA grades.*

Viewed by grade, the proportion of women is constant for grades FA6-8, but there are fewer women at FA9 (

Table 12).

*Table 13 FA6 staff by year and gender*

	FA6			
	Female	Male	Total	% Female
<b>2015/16</b>	4	5	9	<b>44%</b>
<b>2016/17</b>	1	4	5	<b>20%</b>
<b>2017/18</b>	3	1	4	<b>75%</b>

Over the last three years, the number of staff employed at FA6 level has decreased (*Table 13*), owing in part to a reduction in fixed-term research-focussed contracts (Table 11). The decrease also reflects our success in a strategy aimed at supporting FA6 colleagues into open-ended FA7 posts, either at WLS or elsewhere (*Table 13*). In the past five years, we have promoted three women and two men from FA6 to FA7.

*Table 14 FA7 staff by year and gender*

	FA7			
	Female	Male	Total	% Female
<b>2015/16</b>	3	7	10	<b>30%</b>
<b>2016/17</b>	6	8	14	<b>43%</b>
<b>2017/18</b>	7	7	14	<b>50%</b>

While the number of FA6 staff has decreased over the last three years (*Table 13*) the number of FA7 staff (Table 14) has increased, as has the proportion of women at this grade.

Table 15 FA8 staff by year and gender

	FA8			
	Female	Male	Total	% Female
<b>2015/16</b>	9	10	19	<b>47%</b>
<b>2016/17</b>	8	11	19	<b>42%</b>
<b>2017/18</b>	10	16	26	<b>38%</b>

Since 2015/16, the number of female colleagues at FA8 has reduced. 2017/18 saw several male colleagues promoted from FA7 to FA8, on completion of probation. As discussed below, we anticipate female colleagues similarly completing probation shortly, which will shift the profile back closer to historical rates.

Table 16 FA9 staff by year and gender

	FA9			
	Female	Male	Total	% Female
<b>2015/16</b>	6	12	18	<b>33%</b>
<b>2016/17</b>	6	12	18	<b>33%</b>
<b>2017/18</b>	5	13	18	<b>28%</b>
<b>Benchmark (HESR 2018)</b>				<b>24%</b>

In comparison with the sector average, WLS has a better gender balance at FA9, with average of 31% female, compared to 24% across all HEIs (

Table 12). We are committed to improving this representation further, noting the fall in the proportion of female professors in 2017/18, and our approach is discussed in section 5.

**SILVER APPLICATIONS ONLY**

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

- (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.*

*Table 17 Academic staff on open-ended (OEC) and fixed-term contracts (FTC) by grade 2017/18.*

	FTC			OEC		
	Female	Male	% Female	Female	Male	% Female
FA6	3	1	75%	-	-	-
FA7	1	1	50%	6	3	67%
FA8	-	-	-	10	16	38%
FA9	-	-	-	5	13	28%
Total	4	2	67%	21	32	40%

All but two staff at or above FA7 are employed on open-ended contracts (OEC) whereas all staff at FA6 are on fixed-term contracts (FTC), Table 17. As discussed in section 4.2.i. WLS has moved wherever possible towards permanent FA7 positions for early career academics, therefore reducing the number on FTC.

*Table 18 Academic staff on open-ended and fixed-term contracts by gender*

	Female				Male			
	OEC	FTC	OEC	FTC	OEC	FTC	OEC	FTC
2015/16	18	82%	4	18%	27	79%	7	21%
2016/17	22	92%	2	8%	29	83%	6	17%
2017/18	21	81%	5	19%	32	94%	2	6%
Average		85%		15%		85%		15%
Benchmark (HESR 2018)		71.4%		28.6%		77.7%		22.3%

The proportion of male and female staff on FTC is equal (15%), when averaged over the last three years (Table 18). Compared to the sector averages, WLS is doing better both in terms of equality, and in the overall provision of high-quality jobs as indicated by OECs.

Wherever possible, we employ fixed-term staff on contracts of longer than one year, to increase job security and enhance opportunities for career progression. Two Teaching Fellows are currently employed on three-year contracts, and a third on a two-year contract. Colleagues on FTCs meet with the HoS regularly, and are informed in advance of upcoming posts. In the past three years, WLS has supported three colleagues to move from FTC to OEC contracts.



Table 19 Sessional teachers by gender in 2017/18

	Female	Male	Total	% Female
PGR	13	1	14	93%
Not PGR	3	6	9	33%
<b>Total</b>	<b>16</b>	<b>7</b>	<b>23</b>	<b>70%</b>

WLS employs more female sessional teachers than male (70% as compared to 41% in the academic staff overall). Of our 23 sessional teachers in 2017/18, 14 were PGR students. Given the gender composition of our PGR cohort (67% female), this biases towards women's representation. Teaching offers a valuable development opportunity for PGR students, who are supported in doing so by module convenors, supervisors and PGR mentors. Of our remaining nine sessional teachers who are not PGR students, twice as many are men.

(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.*

Table 20 Reasons for academic staff leaving 2016-2018

Reason for leaving	Female		Male	
Going for better job prospects	4	57%	6	60%
Comp. redundancy - fixed term	1	14%	3	30%
Relocating	1	14%	0	-
Death - at work	0	-	1	10%
Other work related reason	1	14%	0	-
<b>Total</b>	<b>7</b>		<b>10</b>	

Both men and women were most likely to leave for better job prospects (57% female leavers and 60% male leavers) (Table 20); and historically this has been particularly pertinent for colleagues on fixed-term FA6 contracts (Table 21). 41% of leavers are female, which is in line with the gender profile of academic staff overall (43% women).

Table 21, Number of academic staff leaving by grade, gender and full/part-time status 2016-2018

	Female			Male			Total
	PT	FT	Total	PT	FT	Total	
FA6		2	2	1	6	7	9
FA7		2	2		2	2	4
FA8					1	1	1
FA9		2	2		0	0	2

Higher numbers of FA6 colleagues leaving reflects a pattern of fixed-term staff moving to OECs, either at Warwick or elsewhere.

*Table 22 Turnover of academic staff by gender 2015/16 - 2017/18*

	Female		Male	
2015/16	2	6.8%	5	10.8%
2016/17	2	5.6%	2	3.7%
2017/18	2	4.5%	3	4.5%
Average		5.5%		6.0%

Turnover compares favourably with national benchmarks for Law, which range from 13.6% for female UK nationals, to 19.0% for male non-UK nationals (HESR 2018)

**AP 4.17 Continue to hold internal one-to-one leavers' meeting (academic and professional services staff members), with HoS/DoA as appropriate. Findings from leavers meetings and surveys will be reported to Management Committee and EDC where an action plan to address common trends, if identified, can be implemented. Specifically, we will investigate if there is a correlation between those leaving for better prospects and those who are identified as ready for promotion, or those on FTCs, and report any concerns to the University.**

Section word count: 1,695

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

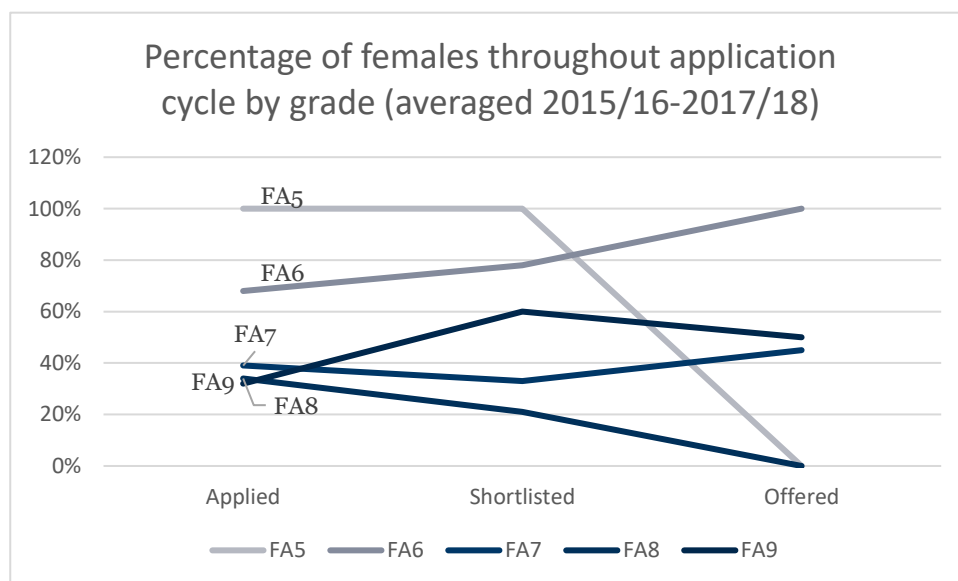
### 5.1. Key career transition points: academic staff

#### (i) Recruitment

WLS is committed to gender balance in at all stages of the staff recruitment process. All job advertisements affirm that Warwick is an equal opportunity employer. As well as having ex-officio members – HoS, Director of Research (DoR), Director of Education (DoE), Director of UG (DUG), Director of PGT (DPGT), Director of PGR (DPGR) and DoA – our Appointments Committee (AC) includes members nominated by the School annually, with an eye to ensuring a proportionate representation across gender, race and career stage. AC currently includes nine men and seven women. University rules preclude colleagues below FA8 grade from participating in formal interview panels, however since our last submission, WLS has expanded the composition of AC to include FA7 colleagues for shortlisting purposes. All staff are encouraged to attend presentations given by interview candidates, ask questions and provide feedback to AC.

The University requires all panellists to complete an e-learning course on 'Recruitment and Selection' which is overseen by Panel Chairs. This builds on the 'Diversity in the Workplace' training, which WLS has made mandatory for incoming colleagues since our last submission and which has currently been completed by 57% of staff. (AP 5.12).

Table 23 Applications (A), Shortlisted Candidates (S) and Offers (O) for academic posts by gender and grade, 2015/16-2017/18.

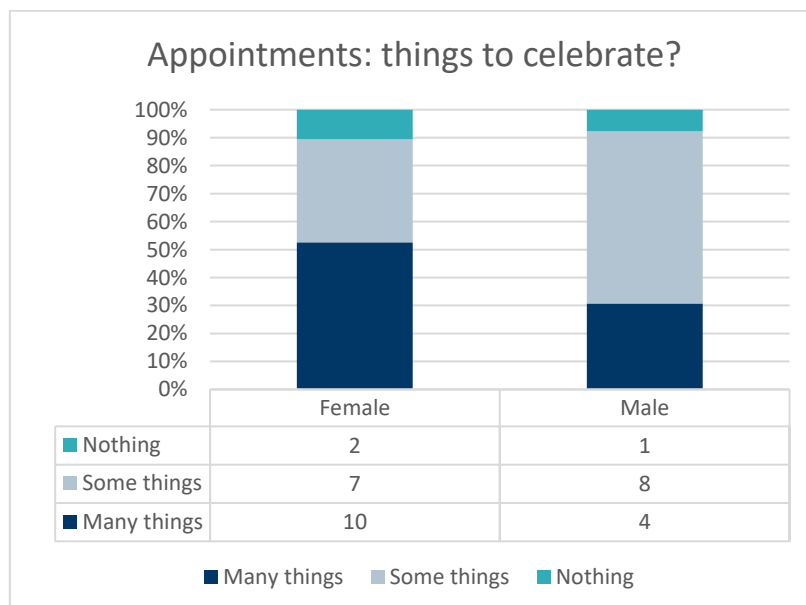
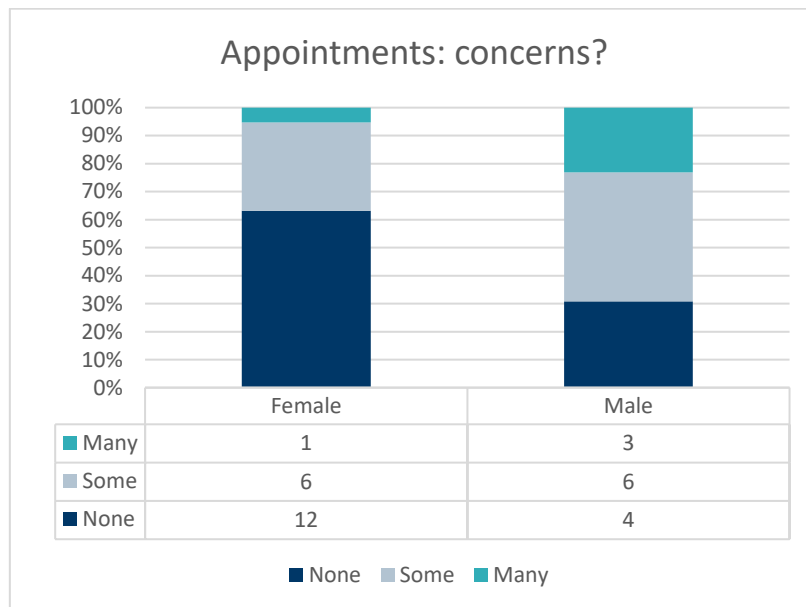


		Female			Male			Prefer not to disclose			Average percentage of female for each grade		
Grade	Year	A	S	O	A	S	O	A	S	O	A	S	O
FA5	2015/16	7	3	-	-	-	-	-	-	-	100%	100%	0%
	2016/17	1	-	-	1	-	-	-	-	-			
FA6	2016/17	1	-	-	1	-	-	-	-	-	68%	78%	100%
	2017/18	24	7	2	10	2	0	-	-	-			
FA7	2015/16	83	4	4	140	11	3	7	-	-			
	2016/17	9	2	-	11	3	1	-	-	-	39%	33%	45%
	2017/18	72	5	1	87	8	2	9	-	-			
FA8	2015/16	15	1	-	27	2	1	4	-	-	34%	21%	0%
	2017/18	9	2	0	12	2	1	3	-	-			
FA9	2015/16	5	2	1	10	1	-	-	-	-			
	2016/17	2	1	-	15	1	1	-	-	-	32%	56%	50%
	2017/18	27	2	1	46	2	-	2	-	-			
Total		255	29	9	360	32	9	25	0	0	40%	46%	47%

Table 23 presents information on recruitment, drawn from centralised HR data. Unfortunately, there are concerns about the reliability of some of this data, which we expect will be addressed by a new HR system in early 2019. Broadly speaking, the table shows that, for FA7 posts and upwards, women are less likely than men to apply, however the pipeline to shortlisting and making an offer results in the appointment of a similar

number of men and women. Over the last three years, 29 women and 32 men were shortlisted, and nine women and nine men were offered roles.

In our recent staff survey, half of those who responded reported that they had no concerns in relation to appointments. 91% said they felt WLS had “some” or “many” things to celebrate; over half of women (53%) said we had “many” things to celebrate.



Concerns related to an historical lack of transparency, representation on AC, and the connection between hiring decisions and broader WLS priorities. We have made two innovations since our last submission to address these – (1) opening up AC to FA7 colleagues, and (2) routine circulation of minutes from Management Committee, where staffing priorities are discussed.

Similar concerns have been expressed about the promotions process historically, and colleagues now believe that we are seeing improvements in the general area of transparent and fair appointments and promotions, and that this is a cause for celebration (see discussion and quotation on pp 47-48).

**AP 5.1a Executive Officer to keep records of the number, grade and gender of applications, shortlisted applications and offers made at the end of each appointment cycle and feedback this data to AC at the end of each appointment cycle and provide an annual report summarising this data to EDC.**

**AP 5.1b Ratios between female and males at application, shortlist and/or offer stage should remain within 20% of each other and where there is a larger discrepancy, this will be brought by the HoS as chair of AC, to the attention of MC for discussion and action planning.**

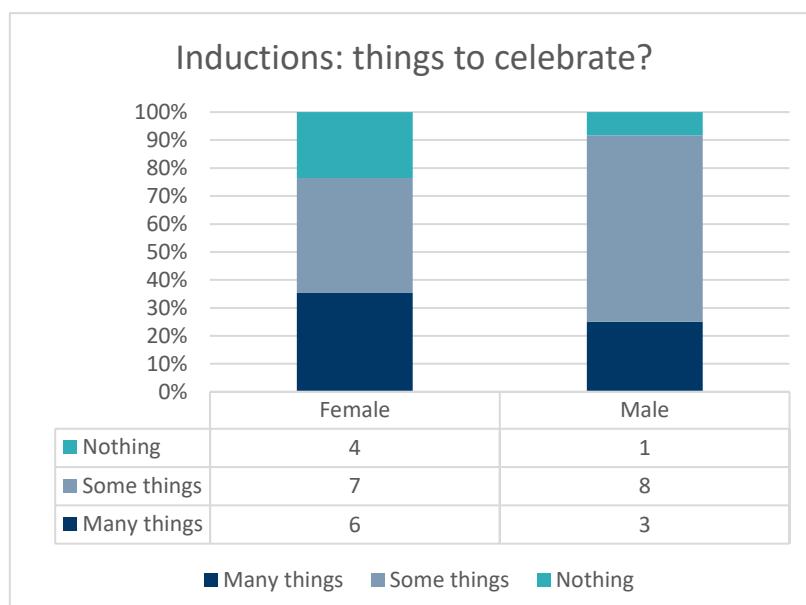
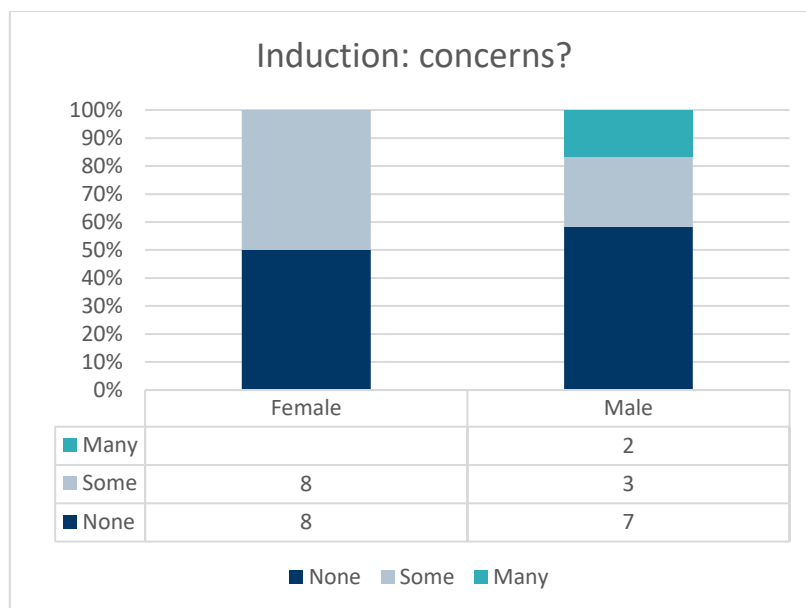
**AP 5.1c Each August, Exec Officer will compare the data on applications, shortlists and offers received from HR with data records held at School level to ensure the accuracy of each. Discrepancies will be raised by DoA with HR and records amended and updated as necessary.**

**AP 5.2 The cumulative balance of males and females on AC and Interview Panels should remain within 20% of each other, and we will not proceed with a single-gender interview panel. Any larger discrepancy will raise a red flag and will need to be justified by exceptional circumstances. In such circumstances, the HoS will give an explanation to MC.**

## **(ii) Induction**

All new colleagues who join WLS at the start of an academic year are welcomed via an induction session, where they receive key information on departmental and University policies – e.g. in relation to Dignity and Equality, probation and mentoring, training, research support, and inclusive teaching and learning – and meet key members of the School. For those who join part way through the year, a tailored induction is provided.

Induction materials are available online for reference. At WLS, we provide a range of activities to supplement initial sessions, including - for example - for new PhD supervisors, or first-time funding applicants. Colleagues on probation are assigned a mentor, and more senior colleagues are encouraged to request one.



In our recent staff survey, 54% of colleagues reported they had no concerns in relation to induction. Gender was not a prominent factor in differentiating responses, and where concerns were expressed, they often reflected a lack of awareness amongst colleagues who had joined the School before the introduction of routine induction sessions in September 2014 regarding the induction currently provided to incoming colleagues.

**AP 5.3a Proof of successful completion of Induction Training to be submitted within the 1st month of new staff member's employment.**

**AP 5.3b A link to Induction Training material to be circulated by Executive Office to all staff at start of September every year to ensure all staff are kept up to date with matters covered in Induction Training and any revisions.**

**AP 5.4a Feedback on Induction Training will be gathered in the following ways:**

- i) All staff will be invited to send any comments on Induction Training materials to DoA.**
- ii) New staff on probation will meet with their mentors within 1<sup>st</sup> month of employment and discuss, amongst others things, any concerns about induction (mentors to feedback to DoA).**
- iii) Feedback on Induction will also be sought at first formal probation review by either HoS or DoA as appropriate.**
- iv) For new staff who are not on probation and have not elected to have a mentor, a meeting will be held with HoS/DoA within 1<sup>st</sup> month of employment to discuss, amongst others things, any concerns with induction.**

**AP 5.4b DoA / HoS to report to final EDC meeting of academic year (or as need arises) any suggested amendments to Induction Training based upon staff feedback, review of University Guidelines and after liaison with LDC regarding additional training that might usefully be included within the Induction Training programme.**

**AP 5.5a Executive Office to proactively promote and record compliance with the WLS requirement for all incoming staff to complete Diversity in the Workplace training. Cases of non-completion within two months of start of employment to be referred to HoS by Executive Office.**

**AP 5.5b Executive Office to email all staff at the start of the Academic Year to encourage completion of Diversity in the Workplace training at earliest opportunity. Executive Office to record completions and send reminders as appropriate.**

**AP 5.5c DoA to report completion rates to EDC at first meeting of the academic year and action taken to redress any fall in completion rates.**



### (iii) Promotion

At Warwick, Assistant Professors (FA7) are promoted to Associate Professor (FA8) on completion of probation (which usually lasts five years). WLS has a good record of supporting colleagues to timely completion irrespective of gender, through mentoring and annual probation reviews. We currently have 11 colleagues on probation (five male, six female), all of whom are appropriately on track for completion.

Every year, the HoS invites Associate Professors to come forward if they are interested in promotion. A gender-balanced professorial sub-committee reviews expressions of interest, and identifies further potential candidates. Thereafter, senior colleagues work with applicants to prepare paperwork. In 2018, WLS supported six colleagues to apply for promotion (four women and two men), seeking Readership (four candidates) or Chairs (two candidates); two of the female candidates were proactively approached.

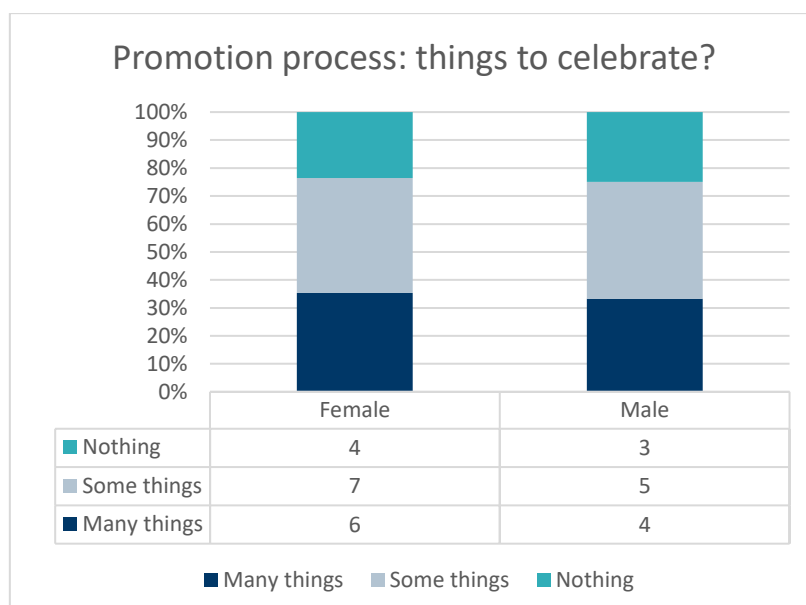
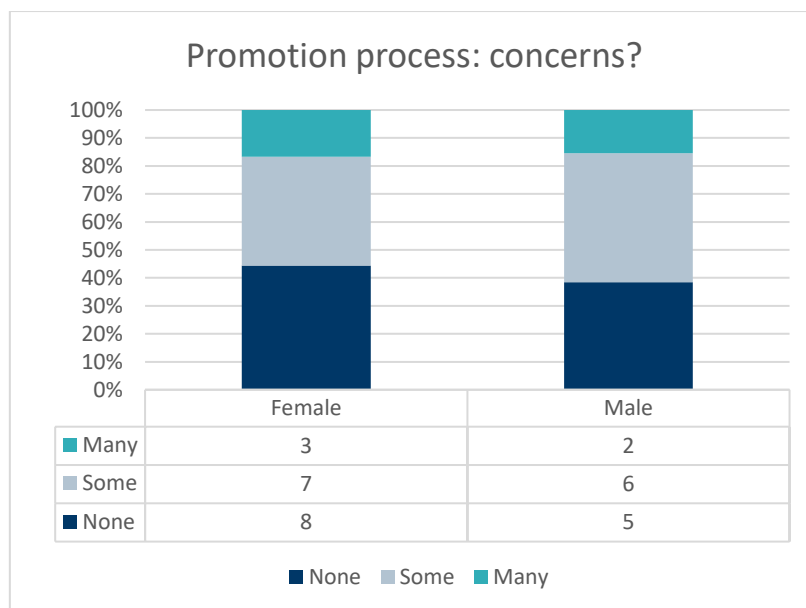
*Table 24 Staff recommended for promotion by grade and gender*

Level	2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male
FA7				1*		
FA8	2	1	2	1		4

*\* Application unsuccessful, all other applications were successful.*

In the staff survey, 44% of women and 38% of men said they had no concerns in relation to promotion. Indeed, 35% of women and 33% of men reported that there were 'many things to celebrate' on this. There is reason to believe that our internal processes put WLS ahead of the rest of the University in this respect: in the University's PULSE survey of staff satisfaction and engagement for 2018, 43% of law colleagues gave a positive response to the statement that 'the University's promotion procedures are fair' – this is a 1% increase from the previous survey and is 9% higher than the average for the Faculty of Social Sciences and 10% higher than the University average.

Nonetheless, the fact that 56% of women and 62% of men had some concerns requires attention. We will address this, amongst other things, through improvements to mentoring support and PDRs, as well as regular provision of 'Demystifying Promotion' sessions (AP 5.7 & AP 5.8).



“ The process seems to be working well. Promotions have been quite successful in recent years and women are being encouraged to apply early for promotion. Colleagues are generous with their time and advice in assisting with the promotion process. So I would say there have been significant improvements in this area. Now that the criteria have changed, the process does seem clearer and fairer. ”

**AP5.6** HoS to keep record of promotions according to gender and grade and use this to review accuracy of HR data. Having done so, HoS to share this record with MC after each promotion round, and consider any necessary actions regarding gender balance.

**AP5.7** HoS to offer an annual 'Ready for Promotion?' session to all staff in March each year run in association with LDC to raise awareness of promotion criteria and to allow staff sufficient time to plan an application.

**AP5.8a** DoA to update guidance to PDR reviewers to include information on Promotion Criteria.

**AP5.8b** Discussion of career progression and promotion to be included as a standard item in PDR meetings.

## Salaries, Merit Pay and Senior Salary Review

*Figure 13 Gender pay gap by grade*

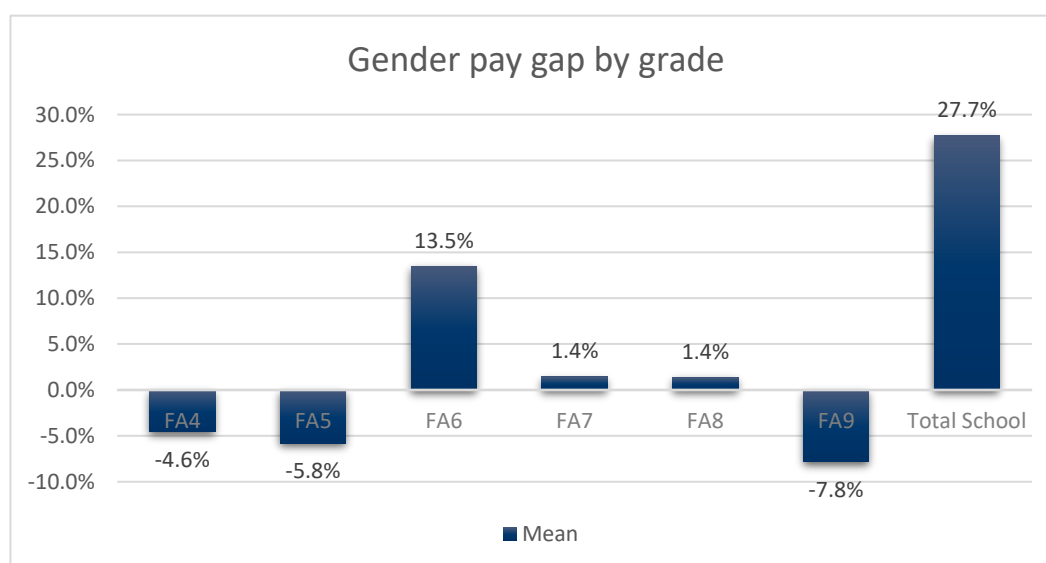
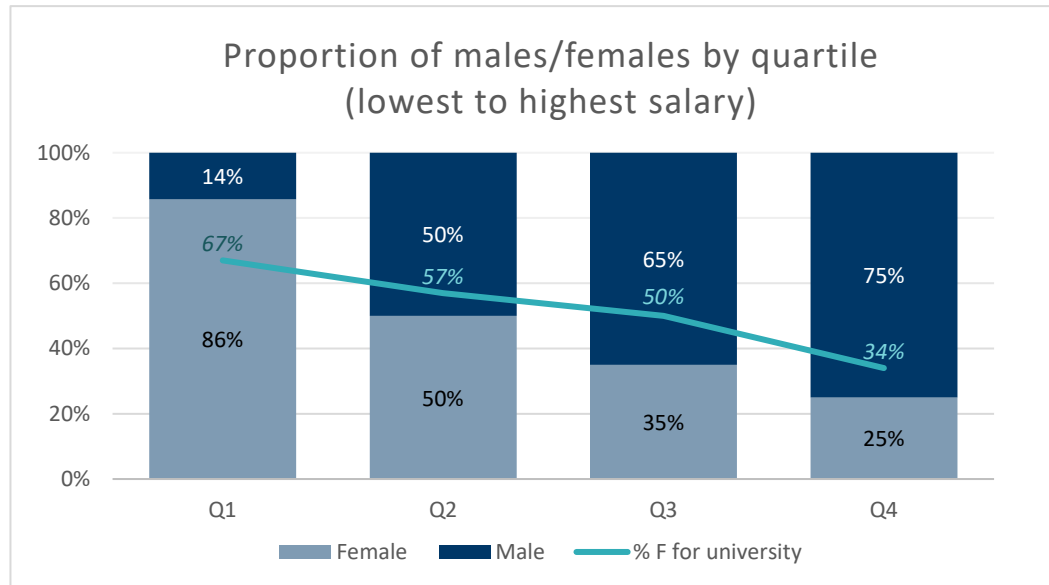


Figure 13 shows the mean percentage gender pay gap within WLS as of 31<sup>st</sup> March 2018, by grade. A positive figure indicates that men are more highly paid than women, and a negative figure indicates that women are more highly paid than men. At FA7 and FA8, there is no appreciable pay gap, however at more junior levels and amongst professors, there is a discrepancy in favour either of men or women.

These differences are explained by a preponderance of one gender or the other. At more junior levels, women are overrepresented. The small number of men employed at FA4 and FA5 tend to be more recently recruited and therefore lower in the salary band. At FA6, the converse is true and the few men are significantly more experienced (and thus at the top of the salary band). At professorial level, more men than women are

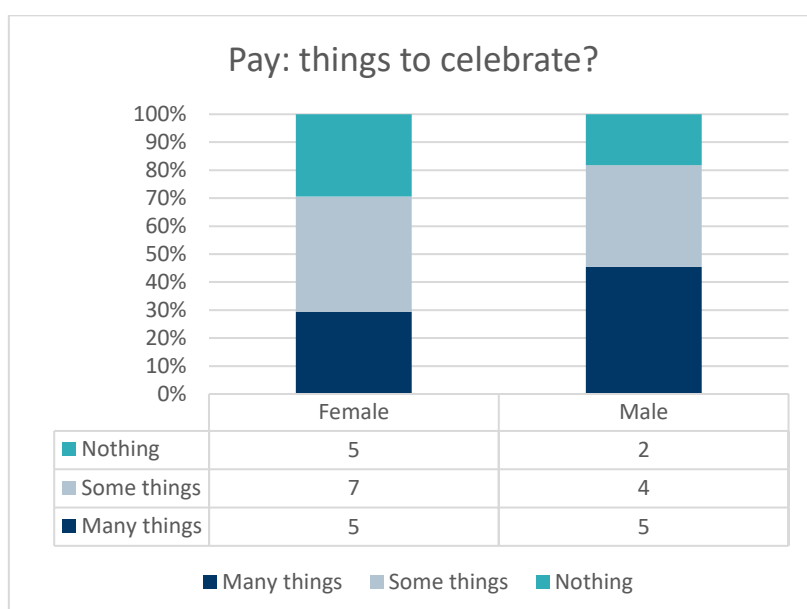
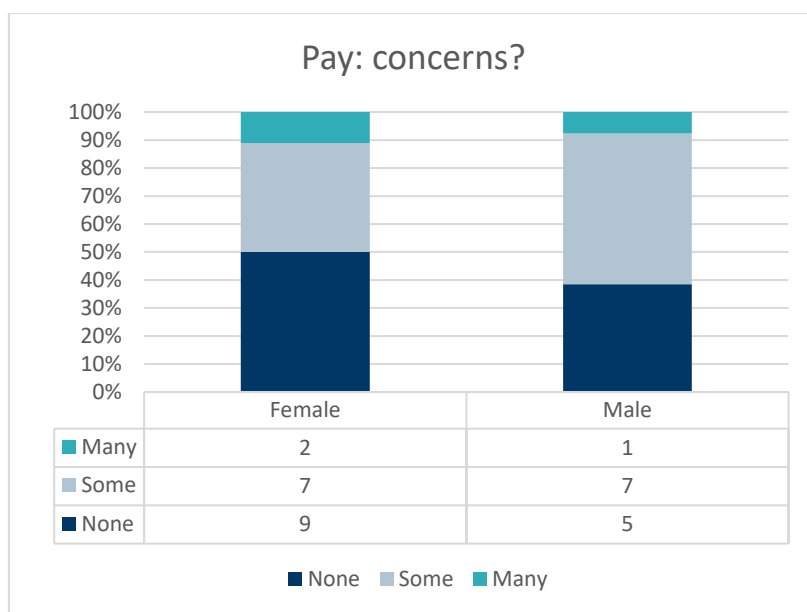
employed, however the women currently in post are highly experienced, and are paid correspondingly more.

Figure 14 Pay by quartile



A review of the proportion of men and women in each salary quartile reveals an overall structure whereby men are much more likely to be on the highest salaries, and women are much more likely to be on the lowest salaries, across the School (Figure 14). This structural imbalance is more marked for WLS than for the University overall, creating an average gender pay gap of 27.7% across the School (Figure 13). Ensuring an equal distribution of workloads, improving promotion processes and continuing to proactively encourage female colleagues to seek promotion will be vital in redressing this imbalance.

While the overall gender pay gap in WLS requires redress, in our recent staff survey, 45% of females and 38% of males indicated they had no concerns in relation to pay equality, and 60% of women and 69% of men said WLS had some or many things to celebrate in this respect. We assume this reflects a response to this question focussed mainly on rates of pay with similarly experienced counterparts in the same grade of employment.



Decisions in respect of Merit Pay and Senior Salary Reviews are made annually by a gender-balanced committee, with input from HR. Membership of the committee is transparent. All colleagues are considered for Merit Pay, and a close eye is maintained throughout to ensure gender balance. On average, the proportion of eligible women and men nominated is very similar (34.4% vs 35.3%), although there was an increase in the proportion of men nominated in 2017/18.

*Table 25 Merit Pay by gender 2016-2018 (only eligible population)*

	Female		Male	
	Nominated	% eligible F	Nominated	% eligible F
<b>2016</b>	7	<b>25.9%</b>	5	<b>23.8%</b>
<b>2017</b>	12	<b>38.7%</b>	9	<b>37.5%</b>
<b>2018</b>	12	<b>37.5%</b>	10	<b>43.5%</b>
<b>Total</b>	<b>31</b>	<b>34.4%</b>	<b>24</b>	<b>35.3%</b>

**AP 5.9 Regular appraisal of WLS's gender pay gap, and evaluation of progress in increasing representation of women in the highest pay quartiles through promotion, as well as a more balanced gender profile across all pay grades through recruitment.**

**AP 5.10 Merit Pay Sub-Committee to monitor the gender balance of nominations and successful awards, and report to MC on an annual basis. A record to be kept of the reasons for nominations and outcomes.**

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

In RAE 2008, 100% of eligible female colleagues and 98% of eligible male colleagues were included. In REF 2014, greater selectivity was applied, however, women were not disadvantaged. The rules for REF 2021 mandate the inclusion of all eligible staff, and enhanced flexibility in relation to the number of individual contributions.

WLS is committed to applying and going beyond pertinent Codes of Best Practice on Equality and Diversity to ensure transparency and fairness. The composition of WLS's internal REF reading panel has been changed to increase female representation and we now have gender parity (four men and four women; c.f. four men and one woman in 2014). This group also undertakes REF mentoring.

Proactive steps have been taken to improve BAME and intersectional representation on the group (three of the eight members identify as BAME, of whom two are women, and the group includes members at different levels of seniority). In addition, the HoS, DoR and Director of Impact have been active in raising E&D issues at University level, including the need to monitor the E&D implications of Impact agendas. The HoS played a leading role in drafting a response to HEFCE on these matters, on behalf of the Socio-Legal Studies Association.

*Table 26 Proportion of eligible colleagues submitted to REF by gender*

	Female	% Eligible Females	Male	% Eligible Males	Total	Total %
<b>2008</b>	14	<b>100%</b>	42	<b>98%</b>	<b>56</b>	<b>98%</b>
<b>2014</b>	12	<b>80%</b>	19	<b>76%</b>	<b>31</b>	<b>77%</b>

**AP5.11a A record to be kept by DoR of progress towards REF 2021 being made by all staff who are eligible for submission. This record to be discussed with REF Reading Group and HoS on a quarterly basis.**

**AP5.11b Measures taken as appropriate by Research Committee, REF Group, DoR and HoS to ensure that all staff (male and female, BAME) are given support to perform to their potential in REF 2021.**

## 5.2. Career development: academic staff

### (v) Training

Training needs are identified during annual Personal Development Reviews (PDRs), where staff are invited to reflect on achievements, future goals and development needs.

Uptake of formal training is monitored through PDRs, and the WLS Executive Office keeps a log of staff training. Probationary colleagues are required to complete a teaching qualification, and are supported to do so by a reduction in their workload. Colleagues regularly undertake additional training courses on “soft” skills such as leadership and project management, and academic skills such as “Writing for Impact”. They are also encouraged to explore other ways to support their CPD, for example, secondments and University-level projects. Informal training is provided via WLS away days, research seminars, writing workshops, funding sessions, teaching observations, and mentoring.

In addition to the central University provision, WLS runs informal sessions tailored to local needs, which is very well received. For example, in November 2018 we ran an event entitled “Sustaining a research career”, aimed at Early Career Researchers (ECRs). Feedback included the following:

“

I just wanted to thank you once again for the session yesterday and most importantly for sharing your experiences. It can seem from [my] perspective that establishing an academic career is an uphill struggle especially when you are trying to balance, for want of a better word, 'home/family' responsibilities as well as academic ones.

Thinking you must be the one 'not doing it right' etc and admiring the career-path of other academics, such as yourself, who based on the little glimpse we generally see are managing extremely well and establishing excellent academic careers...

”

In the 2018 PULSE survey, 70% of WLS colleagues responded positively to the statement ‘I believe that I have the opportunity for personal growth and development at the University’. This was 5% higher than the average response in the Faculty of Social Sciences, and 10% higher than the University average.

### Sessional teachers

WLS employs a number of sessional teaching staff, many of whom are PGR students. Sessional teachers attend an induction programme and meet with module convenors regularly to discuss teaching materials, approaches to assessment, and any concerns regarding their role. They are also encouraged to participate in an in-house training



programme which deals with teaching skills, employability, writing for different audiences, interview skills etc.

**AP 5.12 Executive Office to circulate details of training opportunities to all staff on a regular basis.**

**AP 5.13 Executive Office to keep record of successful completion by staff of mandatory online University training courses, including 'Recruitment and Selection' and the 'Diversity in the Workplace' training for staff on interview panels and to issue reminders to staff of outstanding courses.**

**AP 5.14 EDC to propose to MC the creation of a new administrative role of Director of Staff Development to promote training opportunities, manage uptake and delivery of PDR meetings and Peer Observations of Teaching.**

**AP 5.15 The creation of an annual sessional staff satisfaction survey to collect data to inform strategy and action planning.**

**AP 5.16 The creation of a formal support programme for sessional teachers arranged by DoE and Director of Staff Development (AP 5.13), which includes appointment of a mentor, provision of training on inclusive small group teaching methods and marking, observation of first two teaching sessions, and the provision of guidance by module convenors on all seminars/marketing task.**

#### (vi) Appraisal/development review

Since 2015/16, the PDR process has been formally de-coupled from Merit Pay, which has facilitated a more open and supportive dialogue. Academic staff are invited to nominate a list of three senior colleagues to act as a reviewer, and every effort is made to accommodate their requests. This has been well-received, but we need to do more to encourage participation in the PDR process regularly and address barriers to participation.

*Table 27 Take-up of PDRs in 2017/18*

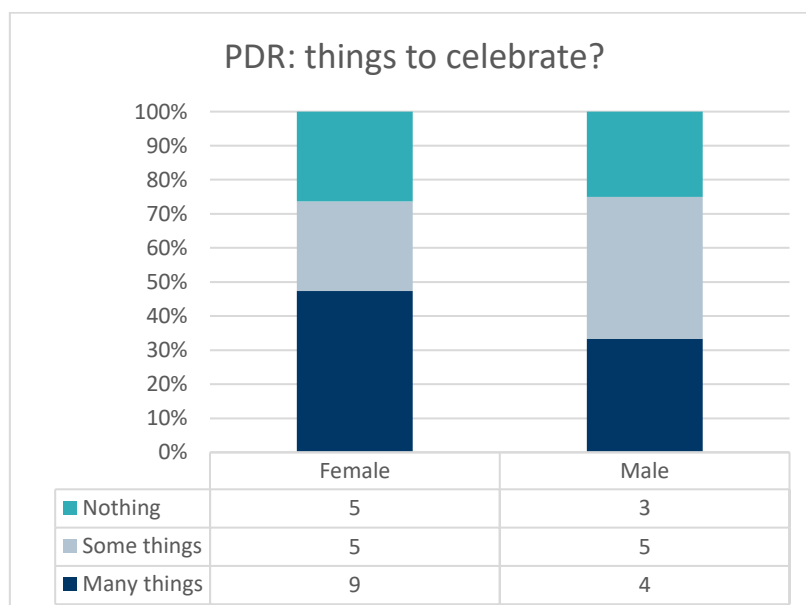
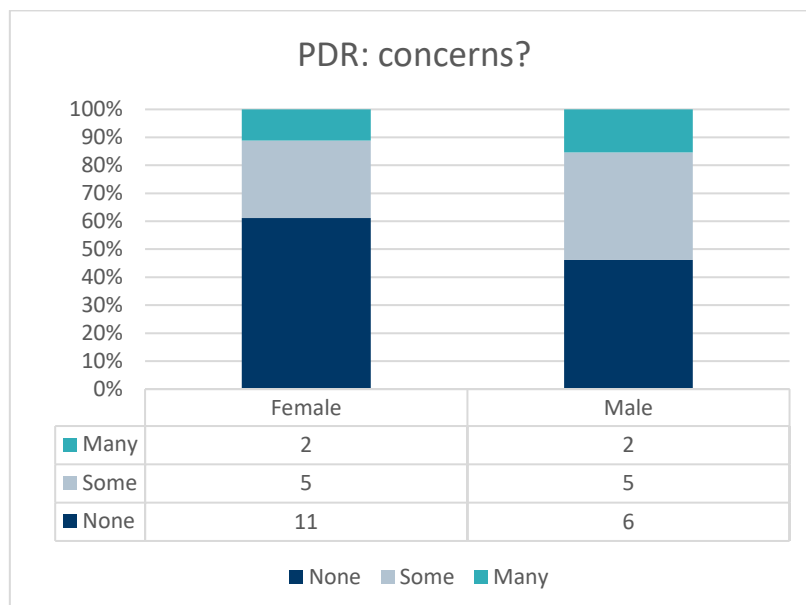
	Female		Male	
	Number	% take-up	Number	% take-up
<b>PSS</b>	9	53%	1	33%
<b>Academic - non-Prof</b>	11	65%	11	58%
<b>Academic - Prof</b>	3	60%	5	42%

In 2017/18, 55% of eligible colleagues had a PDR (59% of women, 50% of men). PSS staff had a lower participation rates than academics, and male PSS colleagues were particularly unlikely to take part, although the numbers are small. Historically, uptake has been higher amongst PSS. Having investigated, we believe individual circumstances (e.g. planned moves to new roles) have led some PSS to decline a PDR this year. Amongst academics, women were more likely to have a PDR than men (64% uptake vs. 52%).

Professors were generally less likely than more junior colleagues, but the difference is particularly marked for men (42% of male professors vs. 65% of more junior females).

Although we believe that non-gendered individual circumstances played a significant role in PDR take-up this year, there is a worrying pattern of men being less likely to have a PDR than women. We will investigate barriers to take-up and pay particular attention to any factors that may affect men and women differently.

Despite this, feedback in our recent staff survey was encouraging in respect of overall satisfaction levels: 55% of respondents had 'no concerns' regarding PDRs. This included 61% of women. Moreover, 74% felt WLS had 'some or many things to celebrate', with women being more positive in this respect than men. There is reason to believe that WLS is ahead of the rest of the University in this: in the 2018 PULSE survey, 42% of WLS colleagues responded positively to the question 'I believe my PDR assisted my longer term career development', an increase of 4% from the previous PULSE survey, and 5% and 10% higher than the averages across the Faculty and University respectively.



**AP 5.17 DoA/HoS to discuss with staff in July each year their reasons for not engaging in the PDR process, with findings to inform an annual review of the PDR process (including Reviewer training and PDR documentation) to ensure it meets the needs of staff, and, in particular, addresses any factors that affect take up differentially for men and women.**

**AP 5.18a HoS to email all staff acting as PDR reviewers before the start of the PDR cycle to encourage them to undertake training, beyond the mandatory Diversity in the Workplace module, to assist them in performing this role.**

**AP 5.18b DSD (AP5.13) to run sessions for reviewers and reviewees on the PDR process.**

**AP 5.18c Executive Office to maintain records of PDR reviewers who have undergone such training and to send reminders to staff who have yet to complete it.**

#### (vii) Support given to academic staff for career progression

WLS is committed to progression for staff at all stages of their careers. We provide generous funding to all academics, including post-doctoral researchers and Teaching Fellows, for national and international conference attendance and other research-related activities. Research clusters include post-docs and colleagues on teaching-focussed contracts. Alongside a network of mentors for ECR and established colleagues, WLS provides support through peer review of teaching, research and writing workshops, funding peer review, away days, and ad hoc sessions. Colleagues on teaching contracts retain a generous workload allocation for professional development and scholarship, and a study leave scheme operates for colleagues on research and teaching contracts.

WLS has an excellent track record of supporting ECRs to access University funding schemes, such as the Institute of Advanced Study's Early Career Fellowships. WLS currently hosts three post-docs under this scheme (all women), and two former holders of IAS fellowships are now Assistant Professors in the School (both of them women).

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

Students are able to develop their research abilities by undertaking a dissertation or funded project through the Undergraduate Research Support Scheme (URSS). In the last three years, the majority of URSS-sponsored students have been female:

	2015/16	2016/17	2017/18
Female	4	2	3
Male	1		

All PGT students participate in research writing and methods module. At PGR level, students attend a series of workshops in their first year to develop research and writing skills, and reflect on career development. PGRs are encouraged to attend all research events within WLS, and to participate in weekly seminars as well as the end of year Law

School Conference. Annually, PGRs are asked to express an interest in undertaking teaching within WLS, and they receive the appropriate training for this. WLS also runs an annual workshop at which training is provided on publication strategies and broader employability. The successes of PGRs are publicised externally and celebrated internally. Focus groups with PGRs have praised this support. All PGRs receive a research allowance to support conference attendance/fieldwork, and in 2017/18, WLS increased this allowance from £750 to £1k.

**AP 5.19 DPGR to email all supervisors to remind them to encourage PhD students to apply for IAS Early Career Fellowships and provide support with post-doctoral applications.**

**AP 5.20 The DPGR to hold focus groups with PhD students and PhD mentors to develop the current provision of sessions for PhD students on writing skills and career support to ensure the sessions meet the needs of students.**

**AP 5.21 PhD support sessions to be well publicised by DPGR and PhD Mentors to all PhD students to increase awareness of support mechanisms in place.**

**AP 5.22a DSE, DUG and DPGR to continue to review and improve systems for encouraging UG academic progression, through annual sessions promoting PG level study; funding opportunities for PG study and promoting opportunities for UG level research.**

**AP 5.22b DUG to ring fence a part of UG budget to support UGs presenting at conferences of UG Research (such as BCUR and ICUR) to encourage students who wish to engage with student research.**

## Careers appointments

WLS also makes provision for career support beyond academia: we have a dedicated Senior Careers Consultant who provides regular one-to-one and group sessions with UG and PG students, and provides support to our WP and Multicultural Scholars Programme. There has been a high take-up of this facility, particularly amongst female students.

*Table 28 Number of students (all levels) attending careers appointments/events where attendance is recorded*

	Female	Male	Total	% Female
2015/16	1058	396	1454	73%
2016/17	1170	398	1568	75%
2017/18	736	292	1028	72%

**AP 5.23a Career advice opportunities to be shared with UG and PG students on a weekly basis in a variety of forms.**

**AP5.23b DSE, in conjunction with Careers, to record and review gender take-up of careers opportunities and report annually to Staff Committee for appropriate action planning.**

**(ix) Support offered to those applying for research grant applications**

WLS research clusters and centres provide an informal environment in which to discuss preliminary ideas on funding applications. The School employs a dedicated Research Administrator, who works closely with the DoR and Director of Research Funding (DRF) to support colleagues. The Research Administrator provides weekly alerts of upcoming opportunities. DRF organises themed training events around particular funding calls, and coordinates a Peer Review and Mentoring Panel whereby colleagues receive feedback on draft applications. This is operated in conjunction with University level support via Research and Innovation Services.

Across the three-year period from 2015/16-2017/18, there has been some fluctuation in rates of grant applications from male and female colleagues in WLS. At least in part, this is a consequence of: (1) the prior success of female applicants having reduced their capacity to undertake additional externally funded work and (2) two female professors having assumed senior management roles during the same time-span. Where applications are submitted by women, they are much more likely to be successful than those submitted by men, with success rates reaching 100% in the most recent year.

In a context when such awards are cyclical, there has been a good gender balance – of 99 applications made, 46 were made by female academic colleagues. Nonetheless, WLS is not complacent and will continue to monitor rates of women's applications and success, and to explore ways in which to ensure that all colleagues are supported in grant capture.

*Table 29 Research grant applications*

	Data		Gender							
	Monetary amount		Percentage		Number		Total %		Total Amount	Total Number
	F	M	F	M	F	M	F	M		
<b>2015/2016</b>	£1,690,673	£618,118	73%	27%	20	16	56%	44%	£2,308,791	36
<b>2016/2017</b>	£1,269,741	£2,083,369	38%	62%	19	20	49%	51%	£3,353,110	39
<b>2017/2018</b>	£259,175	£3,626,796	7%	93%	7	17	29%	71%	£3,885,971	24
<b>Total</b>	£3,219,589	£6,328,283	34%	66%	46	53	46%	54%	£9,547,872	99

Table 30 Research grant awards

	Monetary amount		Percentage		Number		Total %		Total Amount	Total Number
	F	M	F	M	F	M	F	M		
<b>2015/2016</b>	£173,729	£48,492	78%	22%	9	6	60%	40%	£222,221	15
<b>2016/2017</b>	£207,497	£25,500	89%	11%	6	2	75%	25%	£232,997	8
<b>2017/2018</b>	£190,724	-	100%	0%	5	-	100%	0%	£190,724	5
<b>Total</b>	£571,950	£73,992	89%	11%	20	8	71%	29%	£645,942	28

**AP 5.24 To continue to monitor rates and success of funding applications for funding by gender and ensure that all colleagues are supported in securing grant capture.**

**AP 5.25 To continue the WLS practice of a transparent buy-out calculation where funding income is secured.**

### 5.3. Flexible working and managing career breaks

In the past three years, eight colleagues have taken maternity leave (five academic; three PSS). WLS was the first department in the University to take up Shared Parental Leave (SPL), and we are committed to providing responsive and flexible support to colleagues.

*Table 31 Maternity leave by staff group, 2015/16-2017/18*

	Academic	PSS	Total
2015/16	2	2	4
2016/17	1		1
2017/18	2	1	3

#### (x) Cover and support for maternity and adoption leave: before leave

Requirements are discussed with the DoA or HoS at an early stage. The WLS workload allocation policy contains a clear statement that the School ‘supports colleagues in taking the leave to which they are entitled’, and the member of staff is signposted to relevant procedures and entitlements. The safety of working conditions is ensured as a priority.

In the case of PSS colleagues, WLS will normally advertise a fixed-term contract to cover the post holder’s duties, with time for handover. Academic colleagues will discuss the implications of their leave and identify areas where cover is needed. Teaching cover will be secured through the normal process of workload allocation or employment of sessional teaching staff. In both cases, the line manager will explain the availability and benefits of Keep in Touch days (KITs) and SPLITs and check how the colleague prefers contact to be maintained.

#### (xi) Cover and support for maternity and adoption leave: during leave

WLS’s maternity and adoption leave reflects the broader Warwick policy. This is relatively generous, although falls behind some other Russell Group universities that offer longer periods of fully-paid leave.

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

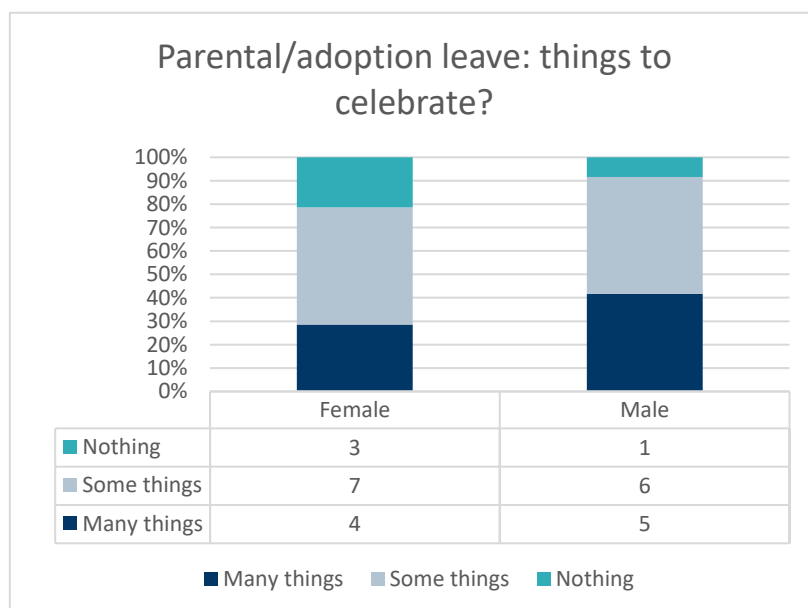
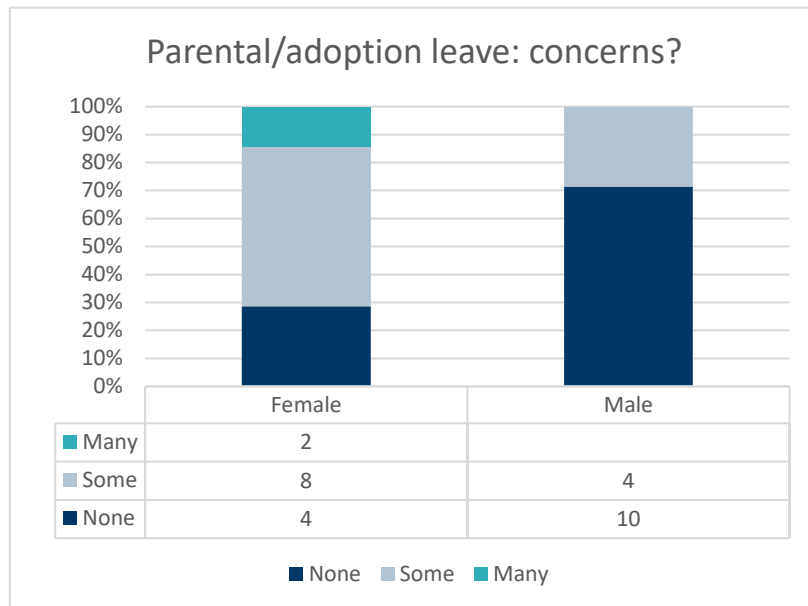
WLS staff and students have access to a dedicated breast-feeding room, and WLS has provided individual refrigerators for milk storage. In addition, academic staff benefit from the Warwick Academic Returners’ Fellowship scheme, which provides funding to cover teaching and administrative duties for a period matching the duration of leave. This has been an important innovation, giving academics time to reinvigorate their research, and mitigating the risk to their career trajectory. Over the last three years, five female colleagues (three Assistant Professor and two Associate Professors) have held such Fellowships. Feedback indicates that these arrangements are very highly valued:

“The academic fellowship (maternity) provides an excellent opportunity to re-engage with research after a period of absence. It provided an opportunity to make up for the lost time to research whilst having taken maternity leave/shared parental leave.”

WLS sees such practical, financial arrangements as key to supporting women’s academic careers, and we therefore go beyond the standard University provision. In one early case,

the individual was entitled only to a six-month buy-out: WLS resourced an extension to the Fellowship to ensure parity with other colleagues and lobbied the University for a change in the rules.

Before their return, all staff meet with the DoA or HoS as appropriate to identify any training or re-induction needs. During consultation with staff about the AS submission, it emerged that these processes are not as robust for sessional teachers as for other staff. We will take action to address this (AP 5.26).





In the recent staff survey, substantially more women than men had concerns about parental and adoption leave (86% vs 29%).

This question elicited responses both about people's experiences before going on leave and after returning to work, and about the management of cover during leave. Major themes were (1) dissatisfaction with a perceived inflexibility of central HR policies and inefficiency of their operation; and (2) lack of transparency within WLS about cover for academic staff. This partly reflects a gap between the intentions of the University's policies on parental and adoption leave, and individuals' experiences of their operation, which requires action locally and at University level to address (AP 5.28 and AP 5.29).

Nonetheless it is important to note that when asked more positively about their experiences of parental/adoption leave at WLS, 63% of colleagues (55% of women) reported feeling that there were either some or many things to celebrate in this respect.

#### (xiii) Maternity return rate

All WLS colleagues who have taken maternity leave in recent years have returned.

#### (xiv) Paternity, shared parental, adoption, and parental leave uptake

In the last four years, three colleagues have taken paternity leave, and two have made use of SPL. WLS has worked hard to make sure that colleagues can take up these options as flexibly as intended. We have, however, experienced problems in the operation of the scheme, the required collaboration between employers of the two parents have not always been straightforward.

“

The shared parental leave option is good although the university has not allowed the transfer of contractual pay between two parents even if working in the same university and the partner leave is still unpaid unlike some institutions such as Oxford.

”

Nevertheless, efforts made locally by WLS have been appreciated, and feedback indicates that they have helped women to maintain academic careers in particular:

“

As a female academic who wanted to share parental in discontinuous periods, the Law School facilitated my return to work for a 3-month period and I was then able to return to full-time child-care for a further period of 3 months of shared parental leave. This ... worked well for my family and for me and to return to work in this manner enabled me to balance the challenges of keeping up-to-date with research .... Furthermore, the facility of a fridge in my office facilitated the continuance of breastfeeding.

”

**AP 5.26a Executive Office to diarise return to work meetings with HoS / DoA as appropriate for sessional as well as permanent staff.**

**AP 5.26b EDC to investigate with sessional teachers what support would help them upon returning from parental leave.**

**AP 5.27a EDC will produce dedicated resources for induction and on our intranet, which promote and explain the processes linked to parental leave and how WLS can provide support during this process.**

**AP 5.27b Information concerning support for those with caring responsibilities to be provided to all staff by Executive Office, particularly as part of Induction Training and the recruitment process, and also increased visibility of such information through the School website, emails and meetings.**

**AP 5.28a DoA to seek information from staff at WLS on KIT days and as appropriate on the University's policies on parental and adoption leave, and individuals' experiences of the way they are operationalised.**

**AP 5.28b EDC will produce a paper using WLS expertise in family law which will go to University led Gender Task Force that is looking into maternity leave provision across the University.**

**AP 5.28c A member of academic staff to be given teaching buy-out and tasked with reporting on the specific difficulties (legal and practical) encountered with shared parental leave and reporting these to DoA.**

**AP 5.28d DoA to engage proactively with central HR, co-ordinating with other Schools in the Faculty, to feedback staff comments to the University and MC in order to lobby for smoother administration regarding parental and adoption leave to bring about change at School and University level.**

**AP 5.29 DoA and HoS to establish a task and finish group to identify ways in which to increase transparency in relation to local implementation of parental leave, including a review of the overall system of workload allocation and timetabling within WLS to ensure that it provides adequate transparency and reassurance. Report by the task and finish group to be presented by HoS to EDC and MC.**

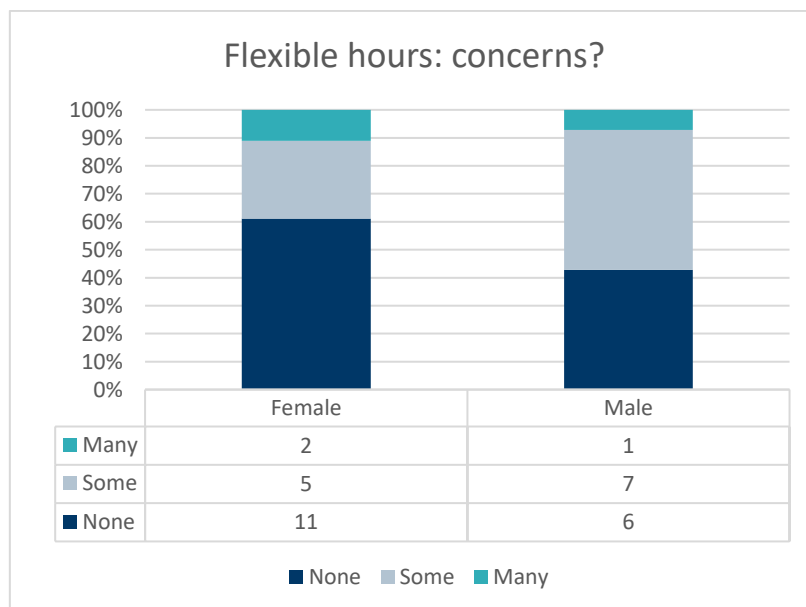
#### (xv) Flexible working

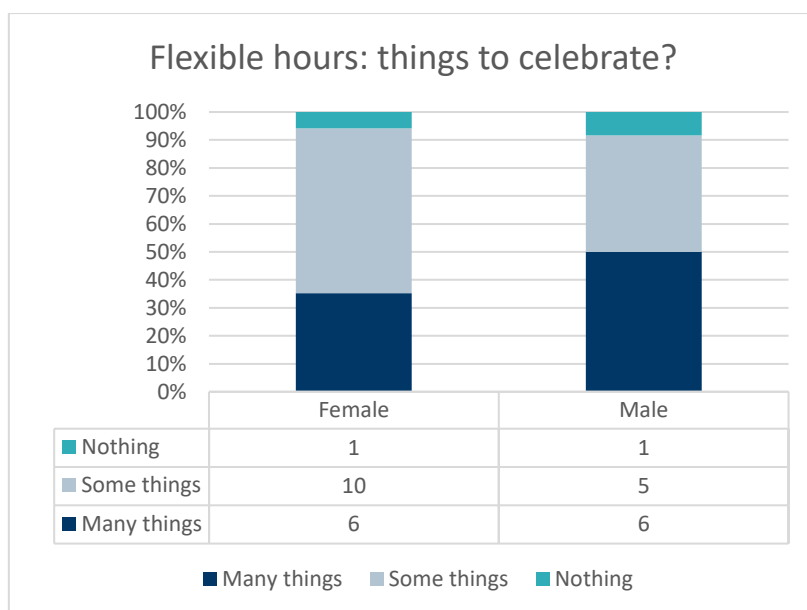
WLS supports flexible working. Teaching formally runs from 9am – 7pm (or exceptionally 8pm) at Warwick, but WLS has piloted – and will continue to develop – a procedure for accommodating caring responsibilities in the timetabling process as much as possible.

“ The Professional Services team go out of their way to try to fit in as many requests as possible regarding flexible timetabling, to account for school runs, etc. ”

In the recent staff survey, colleagues were generally satisfied with the availability of flexible working. 61% of women had no concerns and 94% felt that we had some things or many things to celebrate; 43% of men had no concerns and 92% felt that we had some things or many things to celebrate. To date, one (female) PSS colleague has requested flexible working to facilitate childcare, working at home one day per week.

“ We are flexible in allowing colleagues to organise things around other caring responsibilities and trust them to make up the hours. There are few full time jobs that would accommodate such autonomous working arrangements. ”





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

The HoS or DoA, as appropriate, meets with all colleagues who are returning to work after a career break to discuss any needs in relation to return, and a transition plan with progress milestones is agreed (with input from HR). In 2017/18, for example, WLS has supported two colleagues on phased returns following a career break and a bereavement, alongside maternity leave returners, whose transition (for academic colleagues) is routinely phased through the Returner's Fellowship Scheme.

**AP 5.30 Through returners' meetings, DoA/HoS to review support provided to staff before, during and upon return from parental and adoption leave to ensure it meets their needs.**

**AP 5.31 DoA to join the University Working Group on Timetabling and attend meetings in order to inform and influence University policy and practice in this area.**

**AP 5.32a DoA and HoS to review the opportunities to work part-time within WLS and to consider if these opportunities could be increased.**

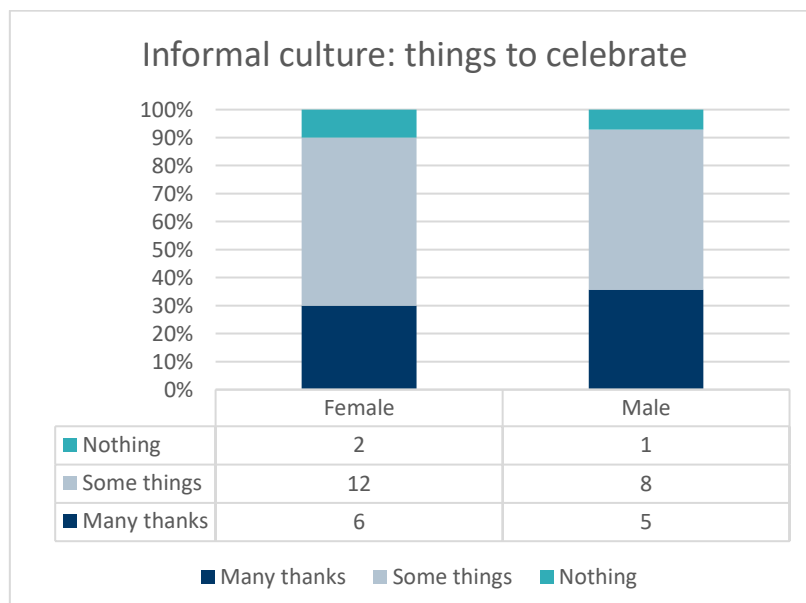
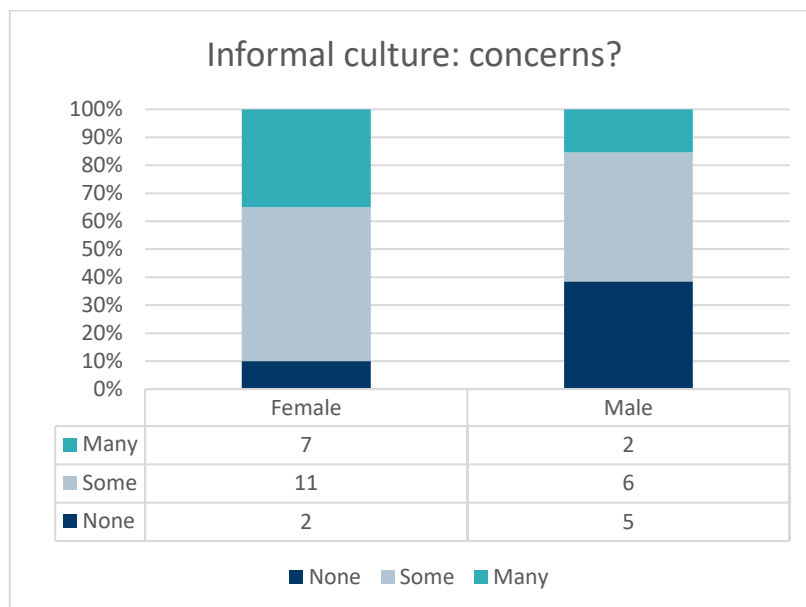
**Ap5.32b When circulating information about study leave applications on an annual basis, Exec Office to circulate information on career breaks to all staff, to further raise visibility of such opportunities.**

## ORGANISATION AND CULTURE

### (xvii) Culture

Since our last submission in 2016, WLS has implemented initiatives designed to improve the informal culture of the School. For example, the HoS sends weekly round-up emails to colleagues, which provides an opportunity to give updates and reminders of key events, congratulate colleagues for achievements, report on Faculty and University activities, and thank colleagues for contributions. The HoS also sends personal cards to colleagues who succeed significantly in an aspect of their role. WLS has re-instituted a weekly staff coffee morning, in addition to the student-staff coffee mornings and events with PGRs to celebrate viva successes. Nevertheless, further improvement is required.

In our recent staff survey, while very high percentages of both men (93%) and women (90%) reported that there were some or many things to celebrate in relation to WLS's informal culture, only 10% of women and 38% of men reported that they had no concerns at all, and 35% of women reported that they had many concerns in this respect.



One key area of concern relates the understanding of, and respect for, the complementary roles of academic and PSS colleagues. These issues are manifested in instances of poor behaviour which are negative both for the individuals concerned and for the School overall.

“ My impression is that there is a bit of a divide between PSS and Academic staff at times - not always, and not between everyone. However, there is no consistent view among all colleagues that all staff in the School are part of one team working together (and this goes both ways - whilst there are plenty of instances where academic staff may be less than respectful to PSS colleagues, there are also frustrating instances in the opposite direction). ”

We have prioritised actions to empower our PSS staff. For example, colleagues are encouraged to build positive personal relationships by participating in regular coffee mornings. This is having some success:

“ I have found social gatherings like the staff coffee and cake morning on Tuesdays and the Law School BBQ, an opportunity to talk to colleagues and break down the perceived divide between academic and admin staff. ”

In addition, there will be a single Christmas lunch for all staff groups in 2018 for the first time in several years.

Further, early discussions have taken place regarding project work on operational areas involving a mixture of staff groups (e.g. timetabling). These will provide case studies of effective collaboration, while the project outputs will in themselves reduce tension by improving the working environment.

Within the PSS team, we have prioritised the implementation of the AUA Professional Behaviours framework was introduced during 2017/18 as a means of ensuring that PSS colleagues are confident about implementing best practice and have the tools to deal with difficult situations. An Away Day was recently organised around this framework, and a programme of follow-up work and further training is being put into place.

**AP 5.33a Staff weekly coffee mornings to continue and to be publicised widely to all staff through emails from Executive Office.**

**AP 5.33b Weekly staff lunches to continue and to be publicised widely to all staff through emails from Executive Office.**

**AP 5.33c The all-staff Christmas meal to continue to be organised by the Executive Office and publicised widely to all staff through emails from Executive Office.**

**AP 5.33d Staff Annual Away-Days for academic and professional services staff to continue to be organised by the Exec Office, DoA and HoS and publicised widely to all staff.**

**AP 5.34a Staff to be consulted by Executive Office and DUG to identify any other possible social events/barriers to engagement and actions undertaken by HoS as appropriate.**

**AP 5.34b DoE/DUG/DoA to develop case studies for effective collaboration between staff groups to support closer working practices, such case studies to be reported to EDC and used to inform future departmental planning.**

**AP 5.35 EDC to create a Special Interest Group to explore how to embed the AUA Professional Behaviours into WLS and to report to EDC and MC for future action planning.**

#### (xviii) HR policies

This is an area where the rigorous application of HR policies is needed in order to underpin our position that any bullying or harassment is unacceptable. We have redoubled our focus on applying University of Warwick HR policies, including Dignity at Warwick, consistently. The HoS and DoA have regular meetings with a dedicated HR advisor to seek advice and guidance.

Initiatives to increase awareness of, and compliance with, Dignity at Warwick were agreed at a Staff Meeting in 2016-17. WLS created EDC to implement these and develop them further, and to report to Staff Meetings.

We have gained a richer understanding of concerns about bullying within the School, and thus how to address them. In general, bad behaviour is not considered to be directly gendered or always to meet a threshold which everyone agrees qualifies as “bullying”:

“ I am not aware that there are gender/equality issues in relation to bullying (though there have been issues in meetings in the past). However, I think there can be low level undermining of others, for example in meetings, or even raising of voices/hostility that needs to be addressed and eliminated quickly. ”

However, there is some evidence that women may experience the effects of such behaviour to a greater extent than men. In the staff survey, several colleagues raised concerns about their ability to speak up and challenge problematic behaviour, and they were all women (a mixture of academic and PSS staff):

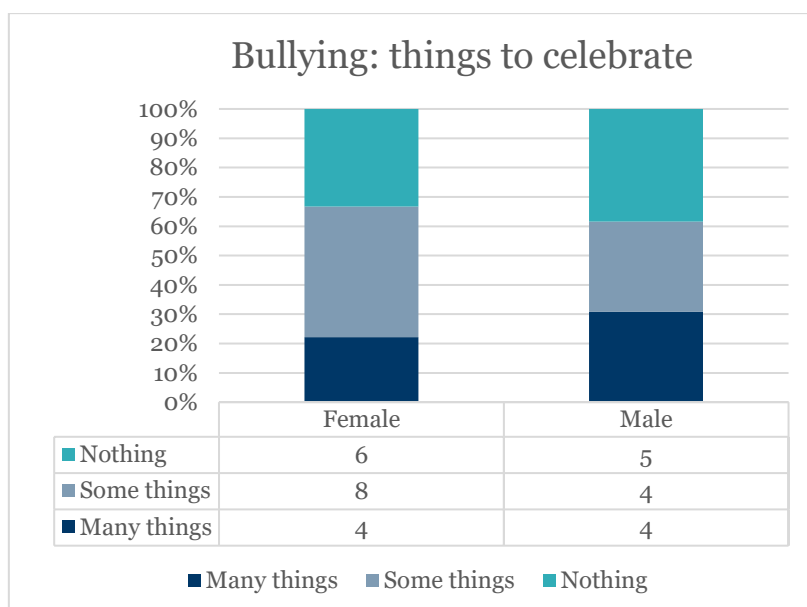
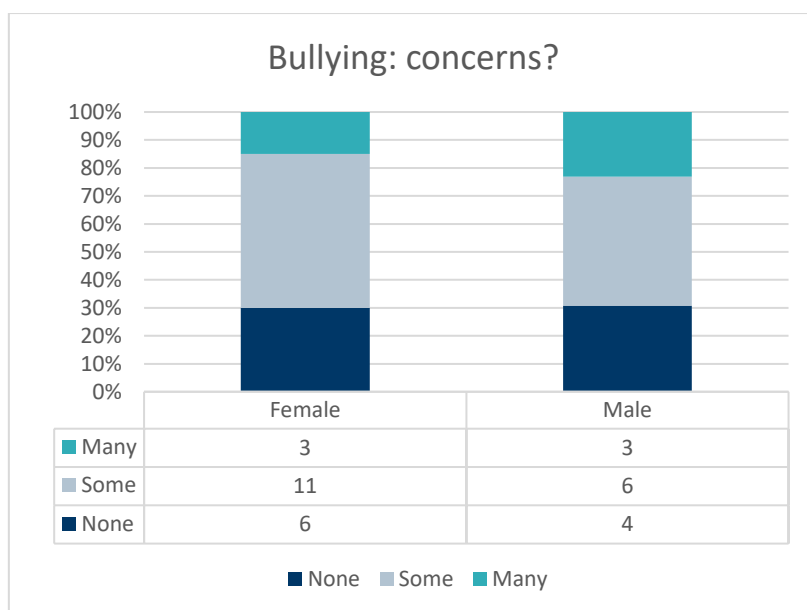
“ No obvious bullying in the general sense of the term but I feel some colleagues do not feel able to speak up for fear of being attacked verbally by the people with stronger personalities. ”

There may also be a gendered dimension to poor relationships between staff groups:

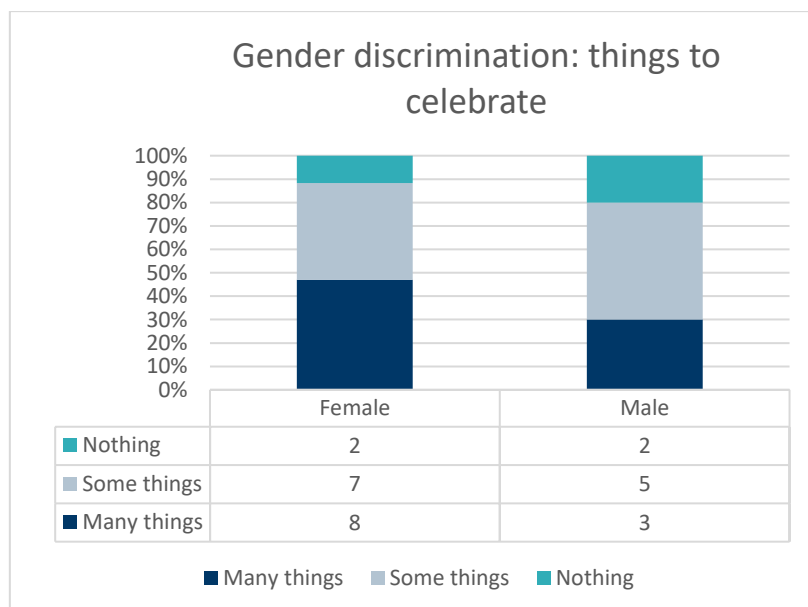
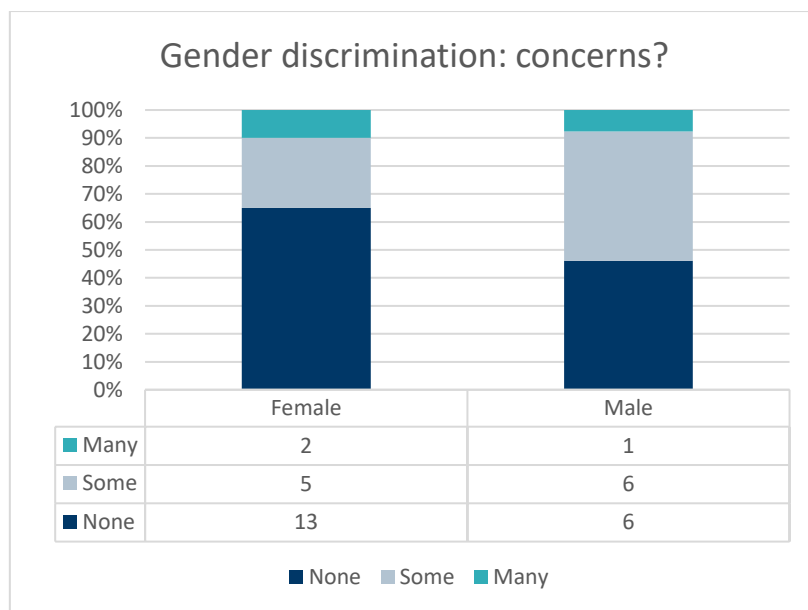
“ Some male colleagues show insufficient respect for PSS (who are mostly women). ”

In order to foster an environment where low-level concerns about behaviour can be addressed before they escalate, we will ensure that WLS has one trained Dignity at Warwick contact (AP 5.37). We will also continue to support and publicise the activities of our WLS Race Relations contact, and our three recently registered LGBTUA+ advocates. We already run periodic seminars on inclusivity and dignity issues, which build on mandatory training on Diversity in the Workplace, and we will continue this.





27% of respondents in the staff survey reported they had no concerns about bullying, with women being happier than men (30% had no concerns). 58% of respondents (60% of women) felt WLS had some or many things to celebrate.



Regarding gender discrimination, 65% of women reported they had no concerns; and 66% of colleagues who responded (75% of women) indicated that WLS had some or many things to celebrate in this respect.

Overall, staff responses do suggest an improvement in relation to experiences of bullying, gender discrimination and harassment, compared to our 2016 WLS and PULSE surveys. However, there is clearly much more work to be done. The fact that 70% of women and 69% of men reported having some or many concerns in relation to bullying, and that 54% of men had some or many concerns in relation to gender discrimination is striking and unacceptable. At a 16% response rate in the 2018 PULSE survey, experiences of bullying and harassment within WLS remain higher than the Faculty and University averages.

Table 32 Staff reporting bullying or harassment in the PULSE survey

‘I have been subjected to bullying or harassment’	
PULSE 2018 - WLS	16%
PULSE 2018 – Faculty of Social Sciences	13%
PULSE 2018 – University average	11%
PULSE 2016 - WLS	20%

WLS is clear that such behaviour will not be tolerated. We will strengthen procedures for reporting and responding to such behaviour in a timely and proportionate manner, drawing on HR support, and will work with an external consultant on ways to bring about broader cultural change, particularly in meetings and one-to-one communications. We are heartened by signs in the 2018 PULSE Survey of a growing confidence amongst colleagues to challenge and report unacceptable behaviour, which we will seek to build upon further: 43% of colleagues said they felt ‘able to speak up and challenge’, which is up 17% from the 2016 survey, and brings WLS on par with the average across the Faculty of Social Sciences.

“

The current work culture is changing, the new generation of colleagues is much more attuned, I see hope.

”

**AP 5.36a HoS/DoA to consistently and promptly investigate alleged unacceptable behaviour and to report back on the outcomes of those investigations to the individuals involved as well as HR where appropriate.**

**AP 5.36b WLS Policy on unacceptable behaviour to be disseminated to staff through emails and noticeboards with a clear process for staff to follow on reporting unacceptable conduct.**

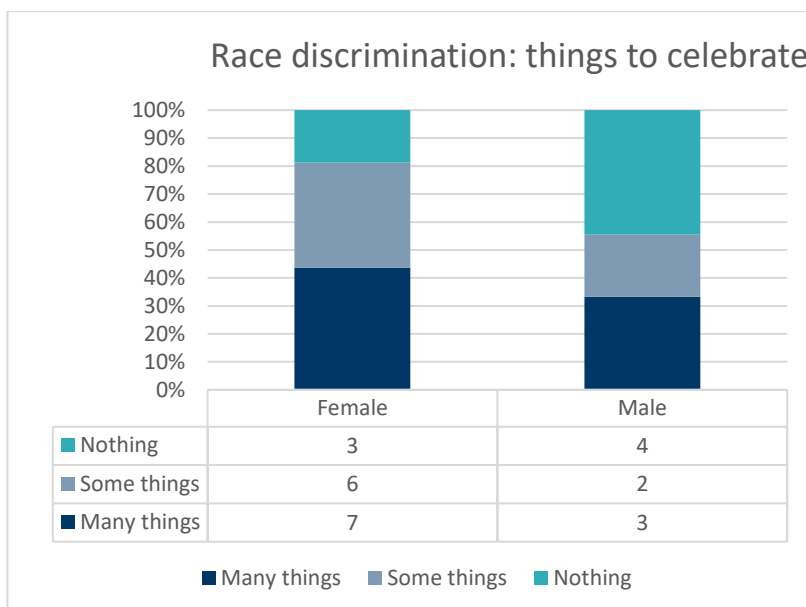
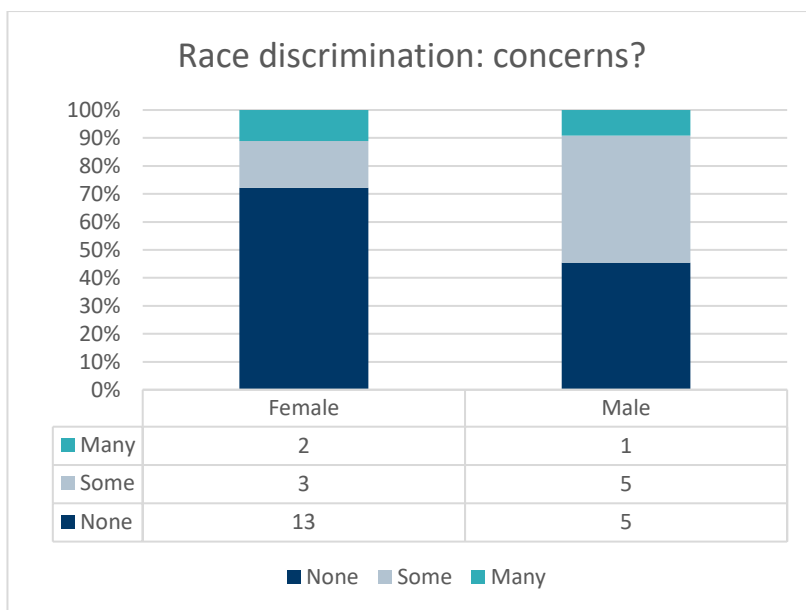
**AP 5.36c WLS will promote University-run workshops in tackling harassment and bullying in the workplace, and will hold its own event on workplace conduct.**

**AP 5.37 Ensure that WLS has trained at least one Dignity contact by March 2019.**

**AP 5.38 EDC to create a Special Interest Group to explore how best to continue to promote and uphold the Dignity at Warwick Policy and to report to EDC and MC for future action planning.**

**AP 5.39 Develop a Law Considerate Communicators Charter, drawing on existing good practice, and working with academic and PSS colleagues to outline expected behaviour relating to meetings, emails and workload.**

**AP 5.40 Commit to running a week of initiatives in WLS for staff and students to coincide with Warwick Wellbeing Week (term two) with a particular focus on Dignity and Respect Day (Tuesday). Other events throughout the week to include walking meetings, taking a lunch and encouraging staff to attend some of the University events.**

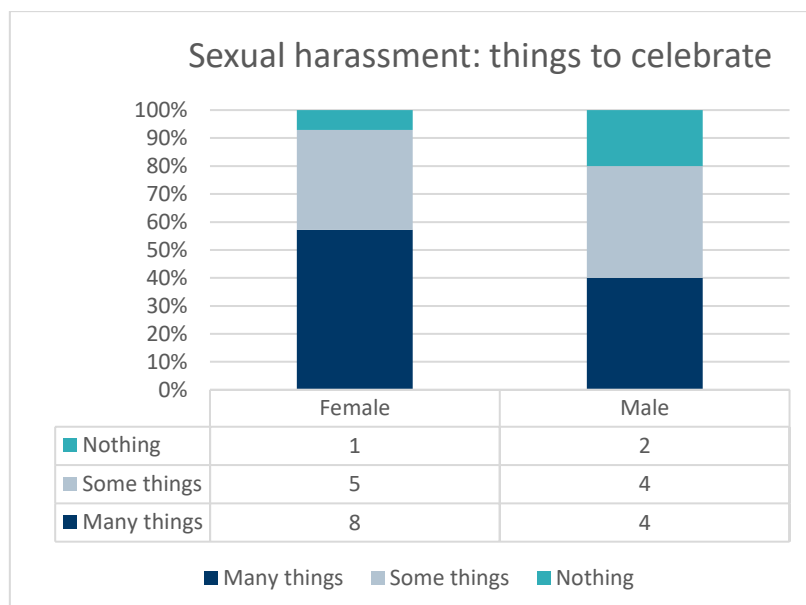
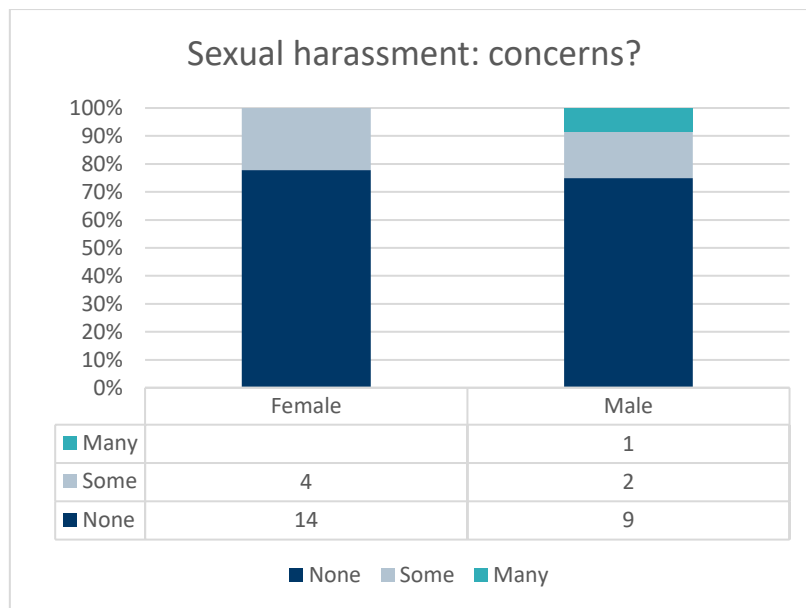


Regarding racial discrimination, particular concerns are raised. While 65% of women had no concerns about race discrimination, only 38% of males shared this view. In autumn 2017, an incident involving alleged racism occurred within WLS, which required intervention from the University. Survey results indicate that residual concerns remain.

**AP 5.41 WLS will ensure that all staff are aware of the range of behaviour that can have the effect of racial harassment or discrimination by:**

- i) Including policies on harassment and bullying in induction (AP 5.4)**
- ii) Working with Runnymede Trust to provide training to raise awareness of racial discrimination amongst WLS staff and students.**
- iii) Continuing to promote and support the activities of a WLS Race Contact to liaise with University Dignity Contacts and provide an accessible source of advice within WLS to staff and students with concerns.**
- iv) ensuring there is a very visible and robust mechanism for reporting incidents of concern within the School**

**AP5.41b EDC and HoS to run three focus groups with staff, PG and UG students in order to explore concerns around race equality and to put in place actions to address concerns**



Regarding sexual harassment, at least 90% of women reported that we have some or many things to celebrate. Nonetheless, we are concerned that 30% of women and 31% of men reported that they had at least some concern.

**AP 5.42 We will ensure that all staff are aware of the range of behaviour that can have the effect of sexual harassment by:**

- i) Including policies on harassment and bullying in induction (AP 5.4)**
- ii) Working with Coventry Women's Voices to provide training to raise awareness of sexual harassment amongst WLS staff and students (Coventry Women's Voices is an independent group of women's organisations).**
- iii) Appointing and training a WLS Sexual Harassment Contact to liaise with University Dignity Contacts and provide an accessible source of advice within WLS to staff and students with concerns.**
- iv) ensuring there is a very visible and robust mechanism for reporting incidents of concern within the School (see AP XXX).**

**(xix) Representation of men and women on committees**

Currently, a large number of leadership roles within WLS are occupied by women – HoS, DoA, DUG, DPGR, DRF, DSE, and DSWW. These positions have ex-officio roles on a number of committees, which is one reason why the proportion of women on most committees is higher than the staff demographic (54%) (Table 33). Membership of other committees (Research, Education, EDC) is by a combination of peer nomination and appointment. Gender balance is taken into account in determining membership. Leadership roles are recognised with credit under the WLS workload allocation in order to avoid an unintended burden to women of taking on such roles.

*Table 33 Committee structure within WLS 2018/19 – breakdown by role and gender.*

	Academic – FA6-FA8		Academic - Professor (FA9)		Professional & Support		Total		
	F	M	F	M	F	M	F	M	% F
<b>Appointments committee</b>	2	4	3	2	1		6	6	<b>50%</b>
<b>Education Executive Committee</b>	2	1	2	2	2		6	3	<b>67%</b>
<b>Equality and Diversity Committee</b>	2	1	1	1	6	1	9	3	<b>75%</b>
<b>Management Group</b>	1	2	3	2	2		6	4	<b>60%</b>
<b>PG Committee</b>	6	18	3	4	1		10	22	<b>31%</b>
<b>Professorial Review Group</b>			2	3			2	3	<b>40%</b>
<b>Research Committee</b>	6	4	4	2	2		12	6	<b>67%</b>
<b>UG Committee</b>	20	21	5	13	5	1	30	35	<b>46%</b>
<b>Total</b>	<b>39</b>	<b>51</b>	<b>23</b>	<b>29</b>	<b>19</b>	<b>2</b>	<b>81</b>	<b>82</b>	<b>50%</b>



(xx) Participation on influential external committees

Each year, the HoS nominates colleagues to sit on Faculty and University Committees. Where possible, vacancies are advertised to colleagues to ensure equality of opportunity. WLS's workload model includes credit for participation in major external committees.

*Table 34 Number of WLS staff who sit on Faculty and University Boards/Committees by gender 2018/19*

	Female	% F at this grade on committees	Male	% M at this grade on committees
Academic – FA6-FA8	6	30%	3	13%
Academic – Professor (FA9)	4	80%	3	23%
Professional Services	6	35%	0	0%
Total	16	37%	6	16%

22 colleagues from WLS sit on 48 different influential committees across the Faculty and University, and women are currently over-represented at all levels. The most pronounced disparity, relative to the WLS baseline, is at Professorial level and reflects the fact that two female Professors currently hold senior management roles (HoS and Academic Director for Social Sciences) that require attendance at multiple committees. Three women sit on 12, 10 and six committees each; and one man sits on eight committees.

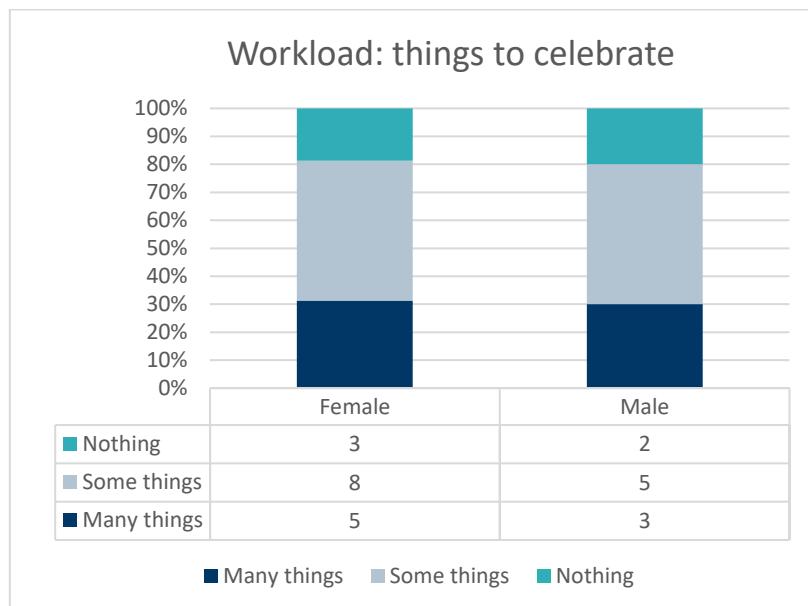
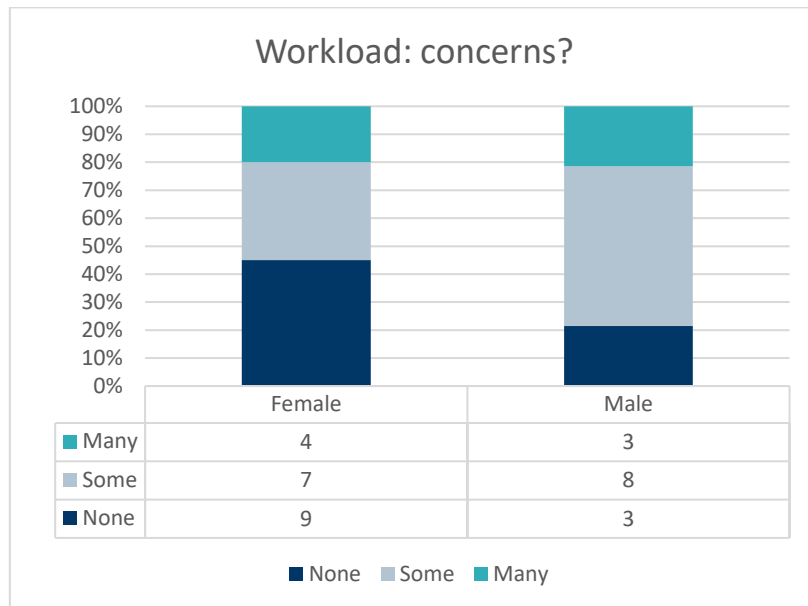
**AP 5.43a DoA and HoS to liaise with the Director of Teaching Allocation before administrative and committee roles are assigned to ensure that men and women are equally represented in key roles – both within WLS and the University - that the workload is both fairly distributed and supports the career progression of staff.**

**AP 5.43b DoA to report on the gender balance of admin post-holders, committees and committee chairs at the first EDC meeting of the Academic Year and actions to be planned to ensure (1) that people of all genders have an opportunity to take on leadership roles, and (2) that the burden of administrative work is fairly balanced.**

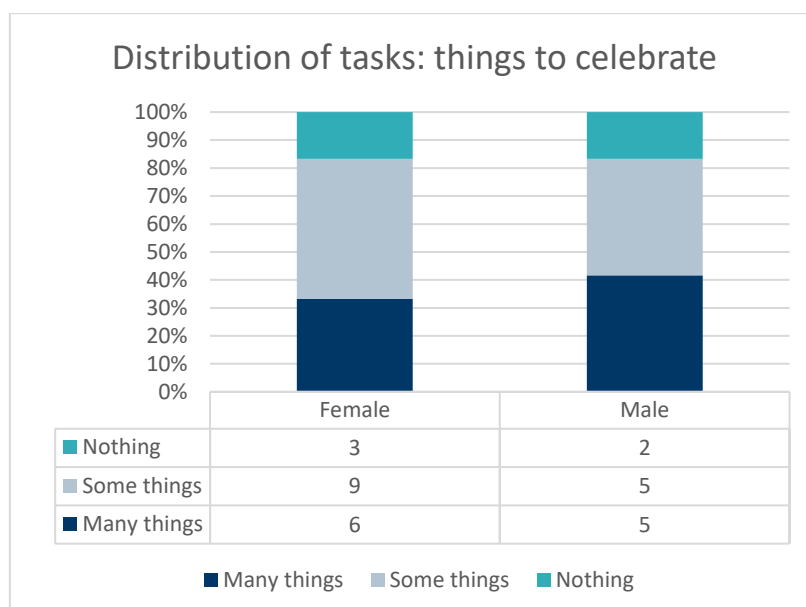
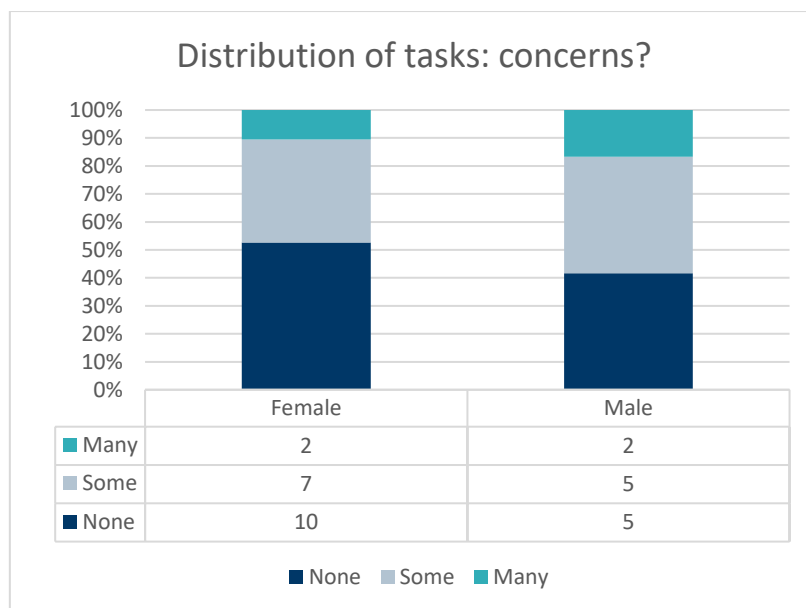
(xxi) Workload model

In 2015/16, WLS devised a new workload model to reflect transparently and fairly the full range of academic activities, which was phased into operation from 2016/17. 40% of working time is allocated for research, 40% for teaching and 20% for administration. All major administrative and pastoral roles are given credit, alongside an allowance for broader collegiality. Variations are tailored to take account of grant 'buy-out', parental leave, and part-time contracts. Colleagues' allocations are discussed with the Director of Teaching Allocation and HoS, and published to ensure transparency. Broadly speaking, this approach to workload has been positively received by colleagues.

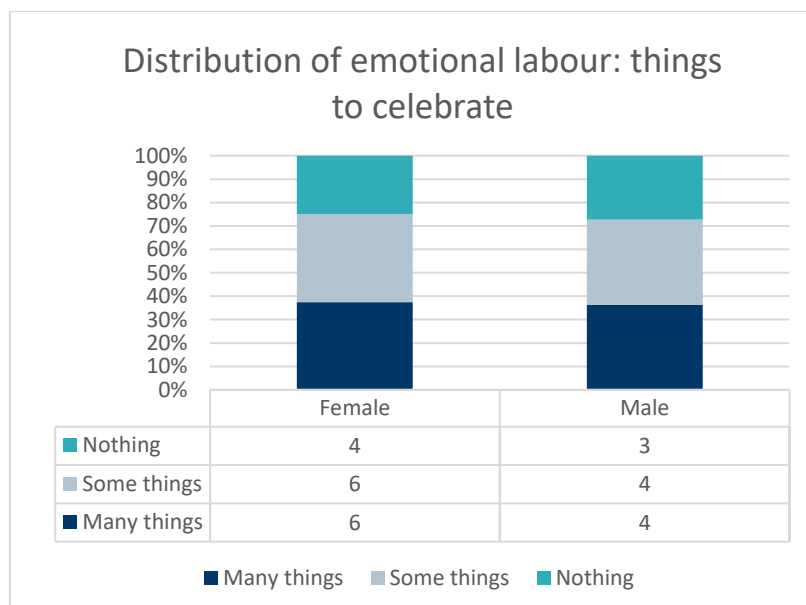
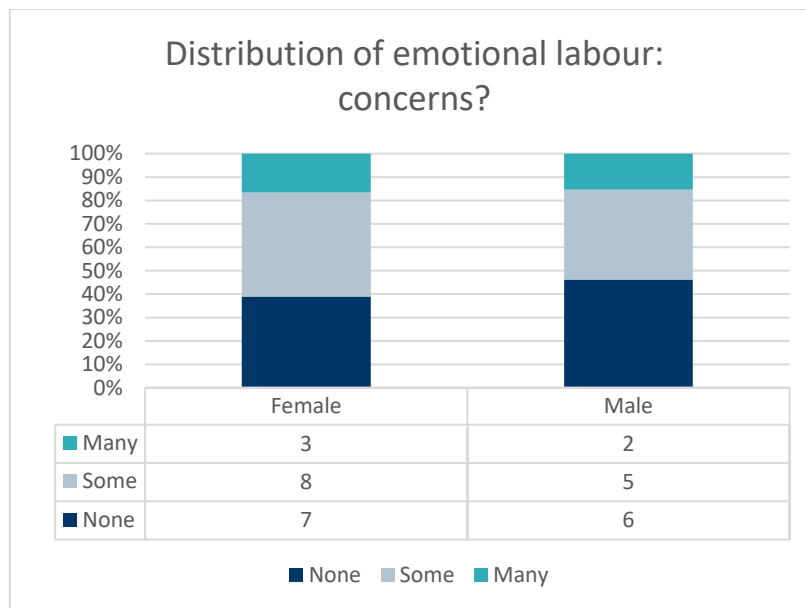
In our recent staff survey, 36% of colleagues said they had no concerns at all about their personal workload (40% of females), with 65% of women and 69% of men noting there were some or many things to celebrate.



More broadly, 53% of women and 42% of men reported having no concerns about the overall distribution of tasks, and many women and men (76% vs. 77%) felt that there are some or many things to celebrate in this respect at WLS.



Nonetheless, one area in which some concern was expressed related to the burdens of emotional labour upon female colleagues, notwithstanding efforts to reduce this via the workload model. While 60% of women reported feeling that there were some or many things to celebrate here, only 35% indicated that they had no concerns at all.



“ Those in charge of student pastoral care (as Senior Tutor etc) in the department have been women for a long time now - 10-15 years, or longer?!.... Interesting, to say the least....why are the men not undertaking these roles?” ”

In recognition of the particularly emotionally demanding work undertaken by our Director of Student Support and Wellbeing (DSSW), in 2017/18, WLS appointed a Student Services Manager to provide additional support. In 2018/19, WLS also implemented a system where each cohort of students will have a Senior Tutor for their year group, alongside individual personal tutors. These Senior Tutors will meet regularly with our DSSW to assist with supporting students and responding to their welfare needs. The DSSW is currently female, but within this Student Welfare and Support team, three colleagues are male and three are female; and of course all colleagues, regardless of

gender, are expected to perform their role as personal tutor as part of the workload allocation.

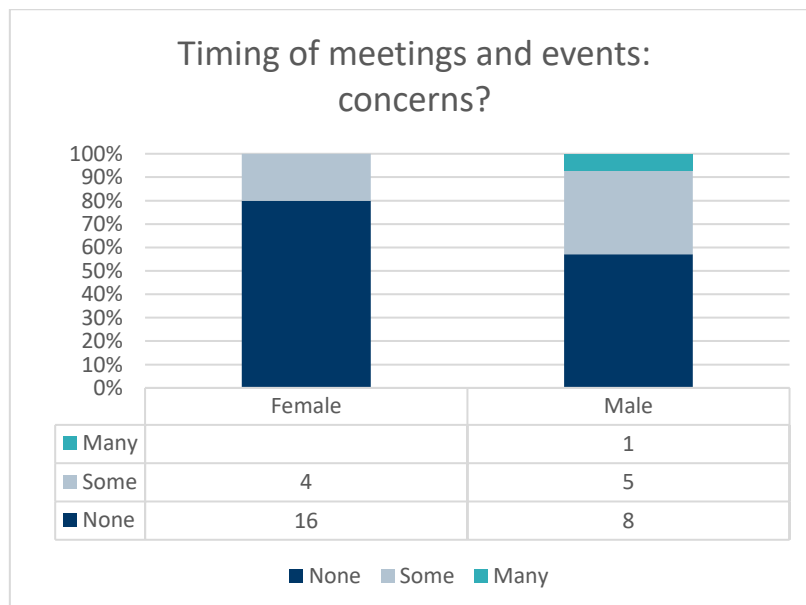
**AP 5.44 DSSW, DoA and HoS to review the provision of pastoral support and personal tutoring at WLS, and the support provided to DSSW by Year Senior Tutors and SSM, and to report to MC for future action planning.**

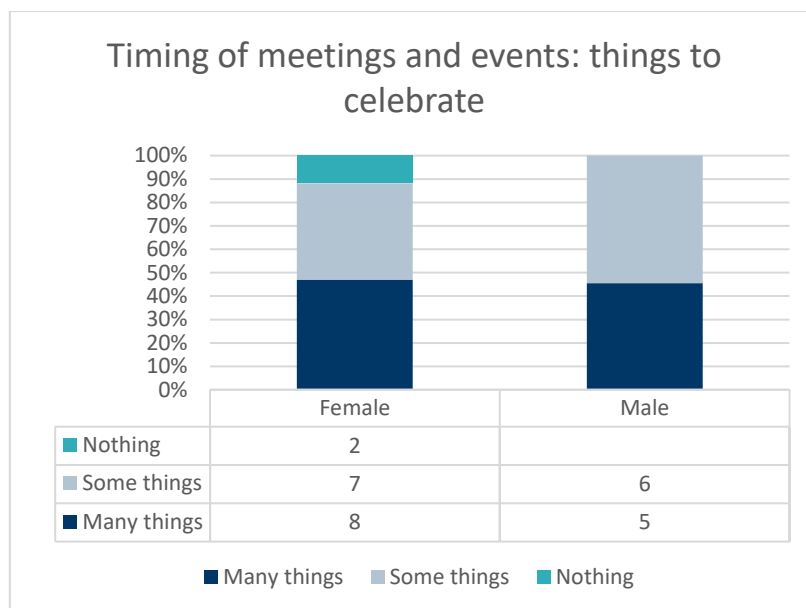
**AP 5.45a Exec Office to continue to publicise LDC training (and other help) to all academic and PSS on the 'frontline' for student support and DOA to encourage and facilitate their attendance.**

**AP5.45b Student support staff to be consulted by DSSW and DoA to identify any barriers to engagement with learning opportunities and any other support that would be desirable and actions undertaken by HoS as appropriate.**

(xxii) Timing of departmental meetings and social gatherings

WLS seeks to accommodate caring responsibilities within timetabling, and to support flexible working hours, and we endeavour to ensure that key meetings end by 4.00pm or by 4.30pm at the latest. Research seminars are conducted in lunchtimes wherever possible. By necessity, some open days take place at weekends but WLS does not expect staff who are carers to participate in these events.





In our recent staff survey, 48% of colleagues said they had no concerns about the availability of flexible working hours, with 78% indicating there were some or many things to celebrate. Meanwhile, 70% had no concerns regarding the timing of meetings and events, with higher levels of satisfaction amongst females (80% vs 54%), and 75% of respondents noted there were some or many things for WLS to celebrate.

**AP 5.46 Committee Chairs to continue to ensure that meetings are completed within 'core' working hours, with timed agendas and finishing no later than 4.30pm to maximise attendance of colleagues with caring responsibilities.**

### (xxiii) Visibility of role models

WLS aims to ensure that both male and female role models, and staff and students of different ethnicities, are reflected at events, in our publicity materials and website.

Our website and promotional materials, and social media feeds, contain images of a wide cross-section of staff within WLS, and news items feature a spread of activities.

During 2015/16-2016/2017, 47% of speakers at WLS have been female and 55% of public events have been chaired by a woman. In addition, during this period, there have been two female HoS and a number of female colleagues in other key leadership roles within WLS. Our GLOBE, COPR and Criminal Justice Centres are also directed by women.

#### *Speakers by gender 2015-2017*

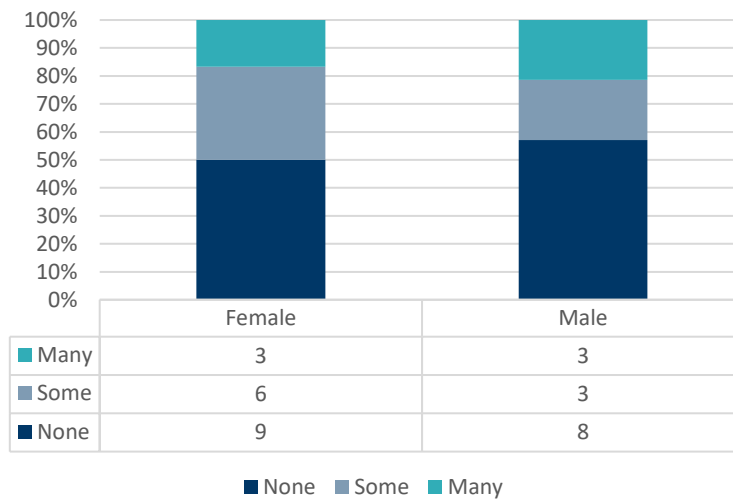
	Female	Male	% Female
<b>2015</b>	9	18	<b>33%</b>
<b>2016</b>	19	26	<b>42%</b>
<b>2017</b>	20	23	<b>47%</b>

#### *Chair of Events by gender 2015-2017*

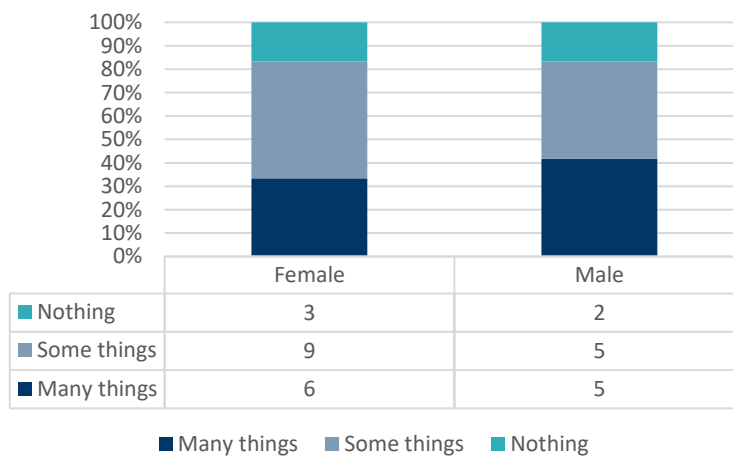
	Female	Male	% Female
<b>2015</b>	9	6	<b>60%</b>
<b>2016</b>	13	11	<b>54%</b>
<b>2017</b>	12	10	<b>55%</b>

These efforts have been appreciated by colleagues. In our recent staff survey, 52% of colleagues noted that they had no concerns in respect of the presence of a diversity of role models from a gender perspective, and 75% of colleagues (including 75% of women) reported that WLS had some or many things to celebrate in this respect.

### Presence of role models: concerns?

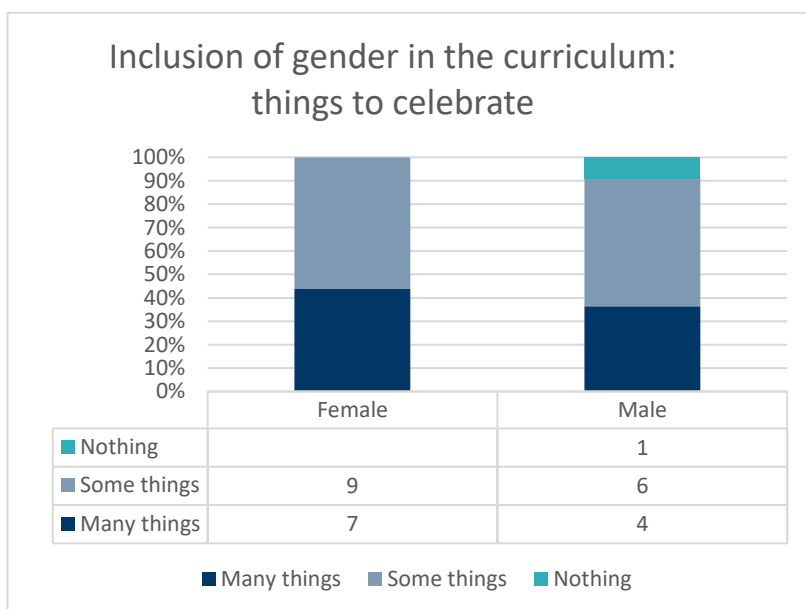
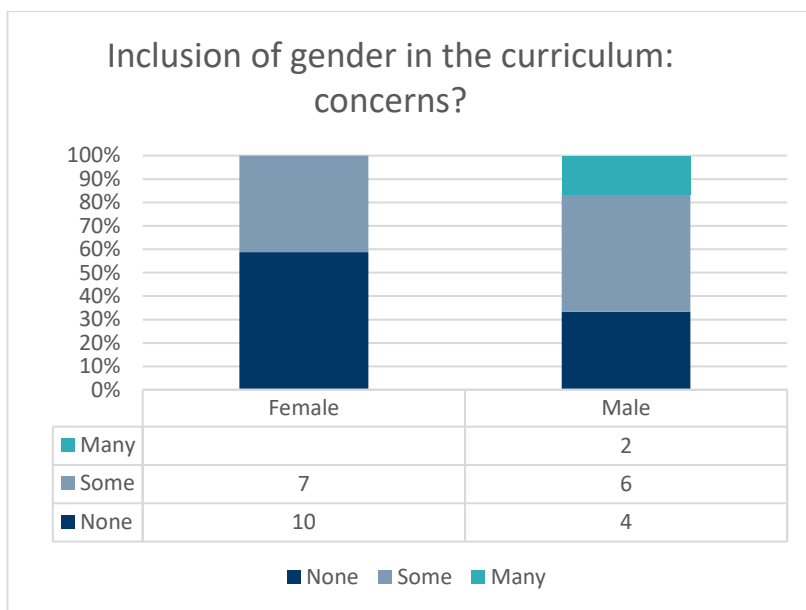


### Presence of role models: things to celebrate



“ As more women have been promoted/appointed to senior positions this has helped provide a diversity of role models.” ”





WLS is in the process of a substantial curriculum review, through which we have reflected on the inclusivity and diversity of module reading lists. This is an ongoing enterprise to diversify the curriculum. In our most recent staff survey, encouragingly, 80% of women (and 78% of men) felt there were some things or many things to celebrate in respect of the representation of gender issues and female authors on our curriculum. But it was less clear that racial and intersectional diversity had been secured, and WLS has affirmed this as a core principle informing its ongoing curriculum review process.

**AP 5.47a WLS Marketing and Communications Officer to have an intersectional audit of role models to ensure an appropriate balance is reflected, both for staff and students at WLS (to include examining our website, social media, Open Day attendees, promotional materials and website news features). Materials also to be reviewed to remove gender binary language.**

**AP 5.47b DoE to encourage all module convenors to review their reading lists to ensure they are appropriately diverse and to continue to engage in the process of curriculum review.**

#### (xxiv) Outreach activities

WLS has a very active outreach programme, coordinated by our WPO. In 2017/18 WLS engaged in ~48.5 hours of outreach activity involving over 1,000 students:

- 16 academics and PhD students (eight male, eight female) delivered over 20 hours of academic sessions to 530 year 10-12 students via summer schools and taster days;
- Four female and six male colleagues delivered the 'Writing Wrongs' Schools Programme to 47 sixth formers (77% female). 'Writing Wrongs' gives students the skills and support to create a piece of writing on social justice issues through three days of workshops and individual feedback sessions from academics and professional writers;
- The WPO delivered IAG and aspiration-raising workshops and talks in schools to over 150 students;
- Justice System workshops were introduced in April 2018, delivered by a team of 11 specially trained student ambassadors to 330 secondary school students from eight WP schools.

Priority is given to students who are eligible to receive a contextual offer from the University. 40 students enrolled in WLS with a contextual offer in 2017, with women particularly well-represented (83%, c.f. 70% female across WLS UG cohort overall).

WLS does not currently record the gender of students who participate in our 'in-school programmes' but we will do so in future, and will continue to monitor the proportion of male and female students who engage with other WLS outreach activities. Annual reports on WP activities and contextual offer holders are presented to the WP Committee and will be made available to the EDC.

In addition to our schools programmes, WLS supports a Law stream in the Warwick International Foundation Programme, and we currently have 18 UG students who were who previously participated in the WIFP. We also have a small number of students who joined WLS via other access programmes such as Pathways to Law.



*One of our UG student ambassadors leading a debate with year 10 students as part of the Justice System Workshops.*



*Summer school students presenting their Law projects to the rest of the group and members of staff from WLS*

**AP 5.48a WPO to work with Director of Admissions and the recruitment team to develop strategies to encourage UG applications from males from a WP background, including asking all school contacts to encourage male students to apply.**

**AP5.48b WPO to liaise with schools to increase participation in the Writing Wrongs Schools Project by male students wherever possible.**

**AP 5.48c WPO to collect data on the gender balance of student participation in 'in-school' WP programmes.**

**AP5.48d WPO to provide reports on equality and diversity issues associated with WP activities on an annual basis to EDC, who reports to Staff Meeting.**

Section word count: 6654

## 6. FURTHER INFORMATION

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

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

## 7. ACTION PLAN

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

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

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

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



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## ACTION PLAN

3: THE SELF ASSESSMENT PROCESS									
Ref (Priority items in red*)	Action	Rationale	Timeframe	Yr 1	Yr 2	Yr 3	Yr 4	Person Responsible	Success criteria and outcomes
SAT Workload allocation									
A3.1	Incorporate drafting of future Athena SWAN (AS) submission and implementation of Action Plan into individual staff workload allocation	The work of the EDC chair and one of the EDC members is currently included in the workload allocation but this recognition needs to be extended to all EDC staff members who are part of the AS Working Group	2018-2022					HoS	Inclusion of drafting of AS submission and implementation of the Action Plan in staff workload allocation so as to reflect the amount of work involved.
AP 3.2	Implement a system for recognising the contributions of PG and UG student members of EDC, following consultation with them on how best to do so.	The work undertaken by EDC student members at present is generously and freely given but should attract appropriate and meaningful recognition and reward.	2 0 1 8 - 2 0 2 2					DSE	PG and UG students are given appropriate and meaningful recognition of AS work undertaken as to reflect the amount of work involved.

The future of the SAT									
AP 3.3	EDC to continue to meet on a termly basis, and Athena SWAN Working Group on a monthly basis, with reports on progress to Staff Meeting.	To increase and deepen awareness of E&D issues including issues which are outside the scope of this submission and to ensure that the AS Action Plan is progressed.	EDC to meet termly (next meeting January 2019) and ASWG to monthly from December 2018					EDC Chair who will also be ASWG lead	EDC meetings will be held each term with an above the line standing item of AS Action Plan, hearing reports from the ASWG which will meet monthly.
AP 3.4	<p>To review annually, or more often as required by departures, the composition of EDC and ASWG to ensure that they continue to reflect the diversity within the School.</p> <p>HoS to appoint staff and students as appropriate to maintain balance, after taking advice from Director of Teaching Allocation to avoid overburdening staff members.</p> <p>Details of the make-up of EDC and ASWG will be included in the Annual</p>	An EDC and ASWG that reflects the diversity within the School, is fully inclusive and that visibly models gender equality ensuring that both male and female interests and perspectives are adequately represented and ensuring that female colleagues are not unduly burdened with the EDC/AS work.	2018-2022					HoS; EDC Chair; Director of Teaching Allocation	<p>An EDC and ASWG that is diverse, inclusive and representative of the School.</p> <p>A report on the make-up of the EDC and ASWG presented to Staff Committee annually.</p>

	Report on AS presented to Staff Committee.								
AP 3.5	EDC chair to email at the start of each Academic Year all staff and students inviting them to join the EDC or ASWG and ensure that new members are welcome at any time.	To ensure that all staff and students feel welcome to join the ASWG and EDC	2018-2022					EDC chair	An inclusive and welcoming EDC and ASWG that have both appointed and volunteer members
AP 3.6	The HoS and DoA to continue to sit on EDC to ensure high-level support continues.	To ensure high-level support and commitment to work of EDC.	2018-2022					DoA and HoS	An EDC whose membership continues to include HoS and DoA.
AP3.7	AS to be an 'above the line' standing item on all WLS Committee and SSLC meeting agendas	To involve entire School in implementing the AS Action Plan and to ensure that the AS Action Plan is fully integrated in WLS decision-making and future planning.	2018-2022					DoA and EDC Chair	DoA and EDC chair to disseminate relevant information on the AS submission, Action Plan and progress to the Chairs of all WLS Committees and SSLCs.  AS to be an above the line standing item on all WLS Committee and SSLC meeting agendas and each committee



									to report on progress made on relevant APs to EDC.
AP 3.8	Continue to have an AS-related session at all annual Staff Away Days.	To involve all staff (academic and professional services) in the AS Action Plan and wider E&D issues.	September 2019 and annually thereafter					DUG and DoA	The annual staff Away Day will continue to include an AS-related session.
AP 3.9	Continue to make AS submissions and Action Plans available to all staff, PG and UG students and encourage them to share comments with it EDC and ASWG.	To involve staff and students in the creative development of more inclusive practices within WLS and make a collective school responsibility.	<b>Start date:</b> December 2018					DoA and EDC Chair	AS submission to be available to all staff and students on the E&D area of the WLS website.  ASWG to be explicitly open to new membership and to comments from across the WLS staff and student body.
AP 3.10	Produce and circulate to all WLS committees and SSLCs an annual report highlighting progress with the Action Plan.	To ensure that all colleagues are aware of the progress of the Action Plan.	September 2019 and annually thereafter					EDC Chair	Annual report to all WLS committees and SSLCs on progress made on Action Plan.

AP 3.11	<p>To gather feedback from WLS students on E&amp;D and wider issues in a variety of ways, for example, by running:</p> <p>(i) WLS staff and student surveys every two years</p> <p>(ii) holding focus groups with a diverse selection of UG and PG students at least three times a year and each focus group will be asked to reflect on the culture at WLS.</p> <p>(b) Each SSLC meeting will have a standing item on E&amp;D/AS and student views on WLS culture will be gathered at this point.</p> <p>(c) The feedback will be discussed by the ASWG and reported to EDC and disseminated to staff with the AS Action Plan being revised as appropriate</p>	<p>Key areas of student concern will be identified and used to develop the AS Action Plan.</p> <p>Regular feedback from students will allow improvements in student perceptions about WLS culture, including curriculum, targeted support, role models and overall inclusivity, to be tracked over time.</p>	2018-2022					EDC, Director of Student Well Being and Director of PGT	Triannual I student focus groups and biennial staff and student surveys conducted by EDC with feedback from SSLC meetings to ensure that student feedback about E&D and wider issues is up to date and reviewed regularly by EDC and used to adapt AS Action Plan
AP 3.12	Promote the University's PULSE survey to staff and	To increase the response rates and to encourage a high rate of response so the results are	WLS Survey - August 2020 and					EDC	Target of 65% overall response rate from WLS staff

	WLS surveys to staff and students in the School.	representative of the School. In particular to raise the response rate of male colleagues, which was significantly below female colleagues in the 2018 WLS staff survey (14/37 males (38%), 20/43 females (47%), overall 43% response rate) and in the 2017 PULSE survey (36/43 (F) (84%), 21/37 (M) (57%) (57 participants).	biennially thereafter  <b>Next PULSE survey promotion start date:</b>  December 2019 and biennially thereafter						and students to future surveys.
AP 3.13	Commit to ensuring that WLS continues to have at least one PULSE champion to promote the PULSE survey and act as a point of contact.	The presence of a PULSE champion within WLS who is actively involved in all aspects of the survey to ensure that there is a main point of contact within WLS to answer questions and keep staff updated on survey progress, and that WLS is represented at University Pulse Meetings.	2018-2022					DoA	WLS has a Pulse Champion to promote the PULSE survey.
AP 3.14	Write overview of key issues emerging from WLS biennial staff and student surveys, and PULSE staff survey, to be circulated to all staff within two months of the close of surveys /	To increase and deepen awareness of E&D issues including issues which are outside the scope of this submission.	<b>Start date:</b> March 2020 (PULSE) and September 2021 (WLS survey) and biennially thereafter.					DoA and EDC chair	Reports for PULSE and WLS surveys to be circulated to all staff and presented to the next occurring WLS staff committee by DoA and EDC chair with appropriate actions discussed and implemented.

	one month of the publication of results of the PULSE survey and discussed at WLS staff committee with appropriate actions discussed and implemented.								
AP 3.15	Make Equality and Diversity web pages visible, accessible, and more reflective of the intersectional needs of WLS.	To ensure that information about E&D issues is widely disseminated to staff and students through a variety of means.	<b>Sharing of information:</b>  2018-2022  <b>WLS Athena Swan webpage Completion by:</b> March 2019					Member of EDC (responsibility to be decided at next meeting)	<p>Improved staff and student understanding of actions, policies, and procedures.</p> <p>We know we have been successful when 95% of staff and students in the WLS surveys know how to find information and WLS policies on E D &amp; I issues.</p>
AP 3.16	EDC to strategically review the Equality and Diversity web pages every six months.	Ensure that E&D webpages are up to date and fit for purpose.	<b>2018-2022</b>					EDC chair	<p>An up-to-date dynamic and effective WLS E&amp;D webpage.</p> <p>We know we have been successful when 90% of our staff and students rate our webpages positively in WLS staff and student surveys.</p>

#### 4: A PICTURE OF THE DEPARTMENT

Ref	Planned Action	Rationale	Timeframe	Yr 1	Yr 2	Yr 3	Yr 4	Committee/Office r Responsible	Success criteria and outcomes
4.1 Student data									
AP 4.1	To explore with the Centre for Lifelong Learning the possibility of expanding our part-time UG and PG provision.	To offer flexible learning opportunities to ensure that our courses are as accessible as possible to those with caring responsibilities, work commitments and medical conditions.	<p>HoS to write report to June 2019 Staff Committee after consultation with Director of the Centre for Lifelong Learning on feasibility of offering part-time Law courses.</p> <p>Subject to decision of the Staff Committee, part-time provision could be open to applicants in 2019/2020 undergraduate recruitment cycle and could enrol</p>					HoS reporting to Staff Committee.	A plan on the future of part-time provision which is supported by WLS Staff Committee by 2021

			students in September 2020.						
AP 4.2* PRIORITY	<p>(a) The WLS to establish a project to engage with marketing and recruitment data to look at ways in which we can improve the gender balance in the student population while not disadvantaging women,</p> <p>(b) Project team to review all UG recruitment materials to ensure a balance of role models and images.</p> <p>(c) Project team to promote recruitment materials specifically to potential male applicants.</p>	To work to improve the gender balance in the student population as we have fewer male undergraduates enrolled than the sector average.	Project team to explore issues and report to Staff Committee by July 2020					Director of Admissions and Recruitment Team	<p>Report by Project Team to staff committee with recommended actions to improve the gender balance in the student population.</p> <p>Review of UG recruitment materials and specific marketing to potential male applicants.</p> <p>We know we have been successful when the gender balance for UG degrees is within 5% of the sector benchmark and we understand the reasons why our courses and/or campus appear more attractive to female applicants.</p>
AP 4.3* PRIORITY	Report to Staff Committee at the end of the application cycle the proportion of males and females at each stage of the UG, PGT and PGR admissions process in order for further	To review regularly the gender balance in the student population as we have fewer male undergraduates and postgraduates enrolled than the sector average in order to inform recruitment strategies.	<b>Start date:</b> October 2019 and annually thereafter					Director of Admissions and Recruitment Team	Recruitment practices that do not act as a barrier to male applications to UG and PG courses in order to improve the gender balance in the WLS student population and bring closer to the sector average.

	recruitment policies and actions to be considered and planned as appropriate.								We will be successful when our student population gender balance across all degrees is within 5% of the sector benchmark.
AP 4.4	Director of Student Support and Wellbeing/Director of Student Experience to conduct leavers' meetings with departing UG students and review the reasons for non-continuation in order to inform support programmes and develop AS Action Plan.	Whilst non-continuation rates for UG are relatively low, understanding the reasons for each departure will enable us to better support individual students, improve student support programmes generally and enable the AS Action Plan to be developed to meet pressing issues.	<b>Start date:</b> December 2018					DSSW; DSE	<p>All students engage with leaving process. There is a 90% take-up of exit interviews</p> <p>A better understanding of the reasons for non-continuation and an improved system that offers students support when making decisions about leaving.</p>
AP 4.5* <b>PRIORITY</b>	Review the impact of initiatives to support WP UG students, in particular, the Welcome Week activities, CAP, stratified seminar groups and trained personal tutors.	Ensure that WP students are adequately supported within WLS. This is particularly important as students from non-traditional/Widening Participation (WP) backgrounds are nearly 5 times more likely to withdraw from WLS.	<b>2018-2022</b>					WPO	<p>An annual report to EDC and UG committee on WP student support and attainment.</p> <p>An UG curriculum and support system that supports WP students.</p> <p>Increased levels of satisfaction reported by WP students in surveys, focus groups and to personal tutors and SSLC.</p>

									<p>We know we have been successful when 60% of WP students in 2019 (rising to 80% in 2021) report in the WLS student survey that they are satisfied with their university experience.</p> <p>Reduce levels of non-continuation amongst WP students from 7.8% to 6.8% (national average for all students).</p>
<p>AP 4.6*</p> <p><b>PRIORITY</b></p>	<p>The UG degree performance in each year of study will continue to be tracked by gender (as well as other factors such as LPN, BAME status and country of domicile) with annual reports produced for consideration by EDC, SSLCs and UG committee to inform relevant action planning.</p>	<p>The attainment of a 'good' degree (first or 2.1) in WLS was 3-4% higher for females than males in 2015/16 and 2016/17, and higher than the sector average of 72.9% in 2016/17. The gender gap is consistent with trends across the sector (HESR 2018). However, the proportion of males achieving a good degree in 2017/18 dropped significantly at WLS. It is important that WLS tracks degree performance in each AY to enable it to respond to trends promptly and appropriately.</p>	<p><b>Start date:</b></p> <p>October 2019</p>					WPO	<p>An annual report on degree performance, in particular, noting any attainment gap as a result of gender, BAME status, LPN, country of domicile, to be considered by EDC, SSLCs and UG committees to enable strategic planning of student support and interventions.</p> <p>If the disparity between the attainment of male and female students is more than 5% of each other (with 5% broadly correlating to sector average), then the UG</p>



									committee will discuss strategies for interventionist action to address this, such targeted support on the Scholarship Development Programme (SDP).
AP 4.7	A full review of the SDP to ensure it meets the needs of students, in particular, assessing if there are any barriers to access by male students and assigning a male tutor to the SDP team to give special sessions for men.	Since 2016/17, WLS has run a Scholarship Development Programme to provide academic skill support to UG students not on track for a 1 <sup>st</sup> /2.1 result. WLS annually reviews the programme to ensure it meets the needs of all UG students but there is anecdotal concern that male students do not engage with the SDP as fully as female students and there is also a trend of lower degree attainment amongst male UG students.	<b>Start date:</b> June 2019					DSE (SDP lead)	An annual review of the SDP programme by the programme lead presented to EDC at the final meeting of the AY to allow discussion of how the Programme is meeting the needs of UG students, in particular, male students and any necessary adjustments required.  We know have been successful when 40% of the SDP cohort are male.
AP 4.8	Review all PG recruitment materials to ensure a balance of role models and images.	To work to improve the gender balance in the student population as we have fewer male postgraduates enrolled than the sector average.	2018-2022					Director of Admissions and Recruitment Team	Recruitment practices that do not act as a barrier to male applications to PG courses in order to improve the gender balance in the WLS student population and bring the student population gender

									balance within 5% of the sector benchmark (56.8%)
AP 4.9	The PGT degree performance will continue to be tracked by gender (as well as other factors such as LPN, BAME status and country of domicile) with annual reports produced for consideration by EDC, PG SSLCs and PG committee to inform relevant action planning.	On average, over the last 3 academic years 65% of females and 72% of males have achieved a distinction or merit. It is important that WLS tracks PGT degree performance to enable it to respond to trends promptly and appropriately.	<b>Start date:</b> October 2019					WPO	<p>An annual report on PGT degree performance, in particular, noting any attainment gap as a result of gender, BAME status, LPN, country of domicile, to be considered by EDC, SSLCs and PG committees to enable strategic planning of student support and interventions.</p> <p>If the disparity between the attainment of male and female students is more than 5% of each other, then the PG committee will discuss strategies to address this.</p>
AP 4.10	DPGT/PG Mentors to conduct leavers' meetings with departing PG students and review the reasons for non-continuation of PG students in order to inform support programmes and develop AS Action Plan.	Whilst non-continuation rates for PG are relatively low, understanding the reasons for each departure will enable us to better support individual students, improve student support programmes generally and enable the AS Action Plan to be developed to meet pressing issues.	<b>Start date:</b> December 2018					DPGT; PG mentors	<p>A better understanding of the reasons for non-continuation and an improved system that offers students support when making decisions about leaving.</p> <p>Maintain our high retention levels of 98%</p>

AP 4.11* PRIORITY	<p>(a) To continue to strengthen and promote the information available to potential PGR applicants, in particular, to ensure that wording and advice with regards to applications is clear.</p> <p>(b) To create a 'Demystifying the PGR application process' video which will be available on the WLS webpage.</p>	<p>Most of the PGR applicants who are declined an offer meet the academic criteria but are rejected as their research proposal is not sufficiently developed or does not match research areas of staff at WLS. Clearer guidance on the application process will allow applicant to full their potential and should increase the 'application to offer' conversion rate.</p> <p>A pilot in 2017/8 which gave applicants clearer guidance on the application process lead to an increase in successful male applicants and it is hoped that clearer and better guidance will encourage this trend and will lead, over time, to a more gender balanced PG community.</p>	<p>Review of current information available to PGR applicants by October 2019 and annually thereafter.</p> <p>Creation of a 'Demystifying the PGR application process' video by October 2020.</p>					DPGR and PG admissions team.	<p>Improved information on PGR application process to assist potential applicants.</p> <p>We know we have been successful when the percentage of PGR applications that lead to an offer increases to 40% overall (and 35% for male applicants).</p>
AP 4.12	DPGR to investigate reasons for non-enrolment and report to PG Committee to enable PG recruitment team to better identify, understand and take	The proportion of female PGR students is above the sector average. In 2017/18, this appears traceable to the poor 'accept to enrol' conversion rate for male applicants. Measures may be	2018-2022					DPGR	Increase the 'accept to enrol' conversion rate, especially for male PGR applicants, reaching an overall rate in excess of 10% by October 2020.

	measures to address potential barriers to taking up offers of PGR study, by both men and women.	needed to address any barriers to enrolment and to encourage gender equality in the PGR and PG community.							
AP 4.13* PRIORITY	<p>(a) Reinstate a biennial PGR student satisfaction survey in order to capture PhD concerns, including concerns regarding completion, in the year in which PRES does not run.</p> <p>(b) PG Mentors to promote the PGR student survey and PRES to ensure a good response rate and reliable picture of student satisfaction.</p> <p>(c) PG Mentors to draft, in conjunction with DPGR, an annual report to EDC and PG Committee summarising the results of the PGR student survey/PRES and any proposed actions.</p>	A survey of PGR student satisfaction is undertaken biennially by the University (PRES), but in intervening years, WLS will conduct an in-house survey to address any concerns, including regarding completion.	<p>PRES to run 2018, 2020, 2022</p> <p>PGR Student Satisfaction survey to run 2019, 2021, 2023</p>					PG Mentors in conjunction with DPGR	<p>(a) A yearly survey of PGR student satisfaction to capture student concerns in order to inform decision making around student support.</p> <p>(b) A response rate of 60% or more to PRES and PGR student satisfaction survey.</p> <p>(c) An annual report by PG Mentors and DPGR to EDC and PG committee summarising the results of the PGR student survey/PRES and any proposed actions.</p>

AP 4.14	<p>A budget will be given to PGR SSLC to:</p> <p>(a) create a webpage and handbook for UG and PG students with caring roles which will include helpful local resources on schooling i.e. catchment areas, local council and University support for carers; and</p> <p>(b) to run a series of events for PG and UG students with caring roles, beginning with a series of 'coffee for carers' coffee mornings in the WLS PhD kitchen, for PG and UG students with caring roles, to be developed in accordance with student demand.</p>	<p>There is feedback from staff and PGR students with caring roles who are new to WLS, that there is difficulty accessing relevant information on schooling and University support for carers, and that this causes concern.</p> <p>There is also feedback from UG students with caring roles that they feel isolated within the student body.</p>	<p>The handbook and webpage to be in place by October 2019 and revised annually thereafter.</p> <p>A pilot of 'coffee for carers' coffee mornings for PG and UG students in the PhD kitchen, to be developed in accordance with student demand, will be in place by March 2019.</p>					<p>HoS to allocate a small budget to PGR SSLC to allow the creation and updating of a webpage and handbook of useful information for carers, and to allow the pilot of coffee mornings for UG and PG students with caring roles.</p>	<p>A webpage and handbook which gives helpful information on support for staff and students with caring responsibilities will be created and shared with staff and students.</p> <p>A link to the webpage and a pdf of the handbook to be available on the E&amp;D webpage once created.</p> <p>A pilot series of 'coffee for carers' coffee mornings for UG and PG students with caring roles.</p> <p>Introduce a question for carers in the PGR survey and aim to have a satisfaction rate of 60% with regards to information and support given by WLS relevant to carers.</p>
AP 4.15	Clearer guidance will be given to UG and PG students about the	WLS has a hardship fund which is available to UG and PG students as concerns about financial issues can	Guidance to be drafted and circulated to PG					DoA	Clear guidance to UG and PG students on the availability and scope of support under

	availability of an internal hardship fund, which can be used to address caring needs.	have a detrimental impact upon their studies, wellbeing and overall satisfaction. Feedback from students is that there is a lack of knowledge about the support available from the hardship fund.	and UG students by DoA by January 2019.						the internal hardship fund to ensure all students are aware that they can apply for financial assistance for, amongst other things, short-term caring needs.  Introduce a question in the WLS student survey and aim to have 90% of respondents state they are aware of the assistance available through the WLS Hardship Fund.
AP 4.16	Consider the results of HEFCE-funded research into the UG-PG pipeline and use conclusions to inform future WLS decision-making, in particular, with regards to interventions to encourage female, BAME and students from a LPN, to consider PG study.	Research into the UG-PG pipeline will enable WLS to devise and deliver an action plan to implement the most effective interventions and increase the number of UG students who consider PG study.	A report on the results of HEFCE-funded research into the UG-PG pipeline and proposed action plan to be presented to Staff Committee by October 2020.					WPO	A research-informed action plan to encourage all UG students to consider PG study, and, in particular, to ensure that female, BAME and students from a LPN, are given appropriate support when considering PG study.  Introduce a question in the WLS student survey and aim to have 90% of respondents state they are aware of the options available for PG study at WLS.
4.2 Academic and research staff data									

AP 4.17* <b>PRIORITY</b>	<p>Continue to hold internal one-to-one leavers' meetings (academic and professional services staff members) with HoD/DoA as appropriate.</p> <p>Reports from leavers meetings and exit survey data will be evaluated annually and reported to Management Committee and EDC where an action plan to address common trends can be implemented.</p> <p>Specifically, we will investigate if there is a correlation between those leaving for better prospects and those who are identified as ready for promotion, or those on FTCs, and report any concerns to the University.</p>	<p>Both male and female staff members were more likely to leave WLS for better job prospects than any other reason (57% female leavers and 60% male leavers) (<i>Table 20</i>). The data from leavers' meetings will provide more localised information around reasons for leaving than the HR exit survey data alone.</p> <p>Data from exit surveys and leavers' meetings will be particularly useful in allowing WLS to understand any issues with promotion and career progression. Specifically, the data will enable WLS to better support all colleagues in their career progression, in particular, fixed-term staff.</p>	2018-2022					DoA/HoS	<p>Leavers' meetings with HoS/DoA offered to all leavers (academic and professional services staff) and 85% of staff accept the offer by 2020.</p> <p>Annual report to EDC and MC by HoS/DoA on outcomes of leavers' meetings and exit survey data, to inform the creation and implementation of an action plan to address common trends.</p> <p>Any concerns about University policies and procedures in relation to career progression and promotion will be fed back to the appropriate University Services to ensure HR policies are delivered in as efficient and widespread way as possible.</p>
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## 5:SUPPORTING AND ADVANCING WOMEN'S CAREERS

Ref	Planned Action	Rationale	Timeframe	Yr 1	Yr 2	Yr 3	Yr 4	Committee/Office r Responsible	Success criteria and outcomes
5.1 Key Career Transition Points: Academic Staff									
AP 5.1	<p>(a)Executive Officer to keep records of the number, grade and gender of applications, shortlisted applications and offers made at the end of each appointment cycle and feedback this data to AC at the end of each appointment cycle and provide an annual report summarising this data to EDC.</p> <p>(b) Ratios between female and males at application, shortlist and/or offer stage should remain within 20% of each other and where there is a larger discrepancy, this</p>	Establish a robust framework for oversight of staff recruitment data to ensure the accuracy of HR data and to build a detailed understanding of patterns of recruitment to different posts in the School to enable action to be taken if differences are identified in the ratio of women throughout the submission process (from submission to offer).	2018-2022					HoS and DoA reporting to EDC;AC; and MC as appropriate	<p>Report to EDC on gender balance in relation to all staff positions at the end of each year with action findings and gathered data.</p> <p><b>Success measure:</b> 100% match between HR and WLS recruitment records for the year, each updated as necessary.</p> <p>Percentage/Ratios of females at application, shortlist and offer stage for each grade remain within 20% of each other (i.e. making sure the process is fair to women) over 3 years.</p>



	<p>will be brought, by the HoS as chair of AC, to the attention of MC for discussion and action planning.</p> <p>(c) Each August, Executive Officer will compare the data on applications, shortlists and offers received from HR with data records held at School level to ensure the accuracy of each. Discrepancies will be raised by DoA with HR and records amended and updated as necessary.</p>								<p><b>We know we have been successful when</b> 60% of respondents to the biennial WLS staff survey have no concerns about recruitment.</p>
AP 5.2	<p>The cumulative balance of males and females on AC and Interview Panels should remain within 20% of each other, and we will not proceed with a single-gender interview panel. Any larger discrepancy will</p>	<p>Ensure a fair staff recruitment process by ensuring Interview Panels and AC have a balance of representation by gender.</p>	2018-2022					<p>HoS and DoA reporting to EDC; AC; and MC as appropriate</p>	<p>A balanced composition of AC and Interview Panels to facilitate a fair recruitment process</p> <p>The cumulative balance of males and females on AC and Interview Panels should</p>

	raise a red flag and will need to be justified by exceptional circumstances. In such circumstances, the HoS will give an explanation to MC.								remain within 20% of each other and HoS to give explanation to MC where, as a result of exceptional circumstances, there has been a larger discrepancy.
AP 5.3	<p>(a) Proof of successful completion of Induction Training to be submitted within the 1st month of new staff member's employment.</p> <p>(b) A link to Induction Training material to be circulated by Executive Office to all staff at start of September every year to ensure all staff are kept up to date with matters covered in Induction Training and any revisions</p>	<p>It is important that Induction Training is undertaken by new staff in a timely fashion to ensure they are supported in their new posts and have all information available to them.</p> <p>Feedback from the WLS Staff Survey suggests not all staff are up to date with matters covered by Induction Training.</p>	2018-2022					DoA	<p>All staff are familiar with current Induction Training material.</p> <p>(a) 100% of new staff complete Induction Training within their first month of employment</p> <p>(b) all staff are emailed a link to current Induction Training material at start of September each year.</p>

AP 5.4	<p>(a) Feedback on Induction Training will be gathered in the following ways:</p> <p>i) All staff will be invited to send any comments on Induction Training Materials to DoA.</p> <p>ii) New staff on probation will meet with their mentors within 1<sup>st</sup> month of employment and discuss, amongst others things, any concerns about induction (mentors to feedback to DoA).</p> <p>iii) Feedback on Induction will also be sought at first formal probation review by either HoS or DoA.</p> <p>iv) For new staff who are not on probation and have not elected to have a mentor, a meeting will be</p>	Ensure Induction Training meets the needs of new staff, incorporates the latest University guidelines and is enhanced in line with recommendations from LDC.	<p><b>Start date:</b></p> <p>June 2020 (and annually thereafter)</p>					DoA to bring to EDC	<p>Induction Training meets the needs of staff and is revised annually taking account of staff feedback, University guidelines and LDC recommendations</p> <p><b>We know we have been successful when</b> 60% of respondents to the biennial WLS staff survey have no concerns about induction.</p>
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	<p>held with HoS/DoA within 1<sup>st</sup> month of employment to discuss, amongst others things, any concerns with induction</p> <p>(b) DoA / HoS to report to final EDC meeting of academic year (or as need arises) any suggested amendments to Induction Training based upon staff feedback, review of University Guidelines and after liaison with LDC regarding additional training that might usefully be included within the Induction Training programme.</p>									
AP 5.5	<p>(a) Executive Office to promote and record compliance with the WLS requirement for all incoming staff to complete Diversity in the Workplace training.</p>	<p>Ensure all new staff complete Diversity in the Workplace training in a timely fashion and encourage all other staff to complete the Diversity in the Workplace training at their earliest opportunity</p>	2018-2022						Executive Office; DoA; EDC	<p>(a) New Staff: 90% completion of Diversity in the Workplace Training within first month of employment</p> <p>(b) All staff: target of 80% completion of Diversity in the Workplace training by September 2019 (this</p>

	<p>Cases of non-completion within two months of start of employment to be referred to HoS by Executive Office.</p> <p>(b) Executive Office to email all staff at the start of the Academic Year to encourage all staff to complete Diversity in the Workplace training at their earliest opportunity. Executive Office to record completions and send reminders as appropriate.</p> <p>(c) DoA to report completion rates to EDC at first meeting of the academic year and action taken to redress any fall in completion rates.</p>								completion rate to be maintained/increased annually)
AP 5.6* PRIORITY	HoS to keep record of promotions according to gender and grade and use	Establish a record of applications for promotions by gender and grades and put in place measures	2018-2022					DoA; HoS; MC	Record of promotions by gender and grade reviewed annually by MC, with consideration, creation and

	<p>this to review accuracy of HR data.</p> <p>HoS to share this record with MC after each promotion round has been completed.</p> <p>MC to review the gender balance of applications for promotion (successful and unsuccessful) and consider any necessary actions.</p>	to address any imbalance identified by MC						implementation of appropriate action plans.
AP5.7	<p>HoS to offer an annual 'Ready for Promotion?' session to all staff in March each year run in association with LDC to raise awareness of promotion criteria and to allow staff sufficient time to plan an application.</p>	<p>It is concerning that two females had to be approached to apply for promotion in 2018 which suggests the standard model of self-referral is not reliable.</p> <p>WLS will improve the process for identification of staff who are ready for promotion (in particular those staff who do not self-refer) and encourage all those who meet selection criteria to apply, particularly women.</p>	<p>'Ready for Promotion?' sessions to be held by March 2019 and annually thereafter.</p>					<p>HoS</p> <p>Increased staff awareness of promotion criteria through PDR discussions and annual 'Ready for Promotion?' session to encourage staff to self-refer for promotion and to assist career planning and development.</p> <p><b>We know we have been successful when</b> 50% of respondents to the biennial WLS staff survey have no concerns about promotion.</p>

		WLS will also put in place measures to prepare staff for promotion in subsequent rounds.							
AP5.8* PRIORITY	(a) DoA (DSD when in post AP 5.13) to update guidance to PDR reviewers to include information on Promotion Criteria.  (b) Discussion of career progression and promotion to be included as a standard item in PDR meetings	The DPR process will be strengthened to facilitate discussion of career progression and promotion.	PDR guidance to reviewers and PDR documentation to be updated to include promotion criteria/career planning discussion prompts by March 2020.					DoA (DSD when in post AP 5.13)	PDR guidance to reviewers and PDR documentation to include information on promotion and career progression.
AP 5.9	Regular appraisal of WLS's gender pay gap, and evaluation of progress in increasing representation of women in the highest pay quartiles through promotion, as well as a	To work towards a more balanced gender profile across all pay grades, in particular the highest pay quartiles.	2018-2022					HoS working with MC and Appointment Committee	A gender balanced profile across all pay grades in line with sector benchmark.  We know we have been successful when our gender profile is within 5% of the sector benchmark.

	more balanced gender profile across all pay grades through recruitment.								
AP 5.10	Merit Pay Sub-Committee to monitor the gender balance of nominations and awards, and report to MC on an annual basis. A record to be kept of the reasons for nominations and outcomes.	Staff need to be sure that the Merit Pay process is fair as it is based on nomination alone rather than application by staff member.	<b>Start date:</b> April 2019					Merit Pay Sub-committee	<p>An annual report to MC on Merit Pay gender balance of Merit Pay nominations and awards and a record of the reasons for each.</p> <p>We know we have been successful when an equal proportion of male and female staff members are nominated for Merit Pay awards.</p>
AP 5.11	<p>(a) A record to be kept by DoR of progress towards REF 2021 being made by all staff who are eligible for submission.</p> <p>This record to be discussed with REF</p>	It is important that staff who undertake research are adequately supported and that barriers to performance are minimised as far as possible to reduce any discrimination on the basis of gender or protected characteristics.	<b>Start date:</b> January 2019					DoR; HoS	<p>(a) A record of decisions about submissions to REF 2021 to be kept by DoR and discussed with REF Reading Group and HoS on a quarterly basis.</p> <p>(b) Actions put in place to support staff and remove any</p>



	<p>Reading Group and HoS on a quarterly basis.</p> <p>(b) Measures taken as appropriate by Research Committee, REF Group, DoR and HoS to ensure that all staff (male and female, BAME) are given support to perform to their potential in REF 2021.</p>								barriers to submission that are identified.
5.2 Career development: academic staff									
AP 5.12	Executive Office to circulate details of training opportunities to all staff on a regular basis.	Ensure that training opportunities are advertised and made available to all staff, and that their uptake is facilitated where possible to support staff progression and satisfaction.	2018-2022					Executive Office; HoS	<p>Promotion of training opportunities to all staff and action taken by HoS to facilitate their uptake where possible.</p> <p><b>We know we have been successful when</b> 75% of WLS staff respond positively to the statement in the PULSE survey that 'I believe that I have the opportunity for personal growth and</p>

									development at the University' (2018 – 70%).
AP5.13	Executive Office to keep record of successful completion by staff of mandatory online University training courses, including 'Recruitment and Selection' and the 'Diversity in the Workplace' training for staff on interview panels and to issue reminders to staff of outstanding courses.	Completion of certain online training courses is required by the University.	2018-2022					Executive Office	<p>A record of successful completions by staff of mandatory online University training courses, with reminders from Executive Office to staff of outstanding courses.</p> <p><b>We know we have been successful when 90% of WLS staff have completed the required mandatory online training courses within one year of the start of their employment or one year after the introduction of a mandatory training course (whichever is later).</b></p>
AP5.14	EDC to propose to MC the creation of a new administrative role of Director of Staff Development to promote training opportunities, manage uptake and delivery of PDR meetings	The DSD role supports staff career progression, and will ensure a more consistent approach to PDRs and development across WLS.	Report to be submitted to MC by April 2020.					EDC Chair	The consideration by MC of the proposal by EDC to create an administrative role of Director of Staff Development.

	and Peer observation of Teaching.								
AP5.15* PRIORITY	The creation of an annual sessional staff satisfaction survey to collect data to inform strategy and action planning.	It is important to understand the concerns of sessional teachers.	<b>Start date:</b> April 2019 and annually thereafter					EDC Chair	An annual survey of sessional teachers with a response rate of 50% or more which is presented by EDC chair to EDC and Staff Committee to inform future decision making.
AP5.16* PRIORITY	The creation of a formal support programme for sessional teachers arranged by DoE and DSD (AP5.13), which includes appointment of a mentor, provision of training on inclusive small group teaching methods and marking, observation of first two teaching sessions, and the provision of guidance by module convenors on all seminars/marketing tasks.	Ensure consistent training and support is provided to sessional teachers, including in relation to issue of equality and diversity	<b>Start date:</b> September 2019 and annually thereafter					DoE	<p><b>Outcome</b></p> <p>A formal support programme for sessional teachers arranged by DoE and DSD (AP 5.13) to offer training and support</p> <p><b>Target</b></p> <p>80% of respondents to the annual sessional staff satisfaction survey (AP 5.14) are satisfied with the training and support they receive in WLS.</p>

AP 5.17* PRIORITY	DoA/HoS to discuss with staff in July each year their reasons for not engaging in the PDR process, with findings to inform an annual review of the PDR process (including Reviewer training and PDR documentation) to ensure it meets the needs of staff, and, in particular, addresses any factors that affect take up differentially for men and women.	Improve the process around PDRs in order to ensure they are more responsive to the needs of staff	To be completed by March 2019 and annually thereafter					HoS; DoA	<p><b>Outcome</b></p> <p>A revised and refreshed PDR process which builds on and develops the University's model to ensure it meets the needs of WLS staff</p> <p><b>Target</b></p> <p>60% of staff engage with PDR process</p> <p>60% of respondents to the biennial WLS staff survey have no concerns about PDR process.</p>
AP 5.18* PRIORITY	(a) HoS to email all staff acting as PDR reviewers before the start of the PDR cycle to encourage them to undertake training, beyond the mandatory Diversity in the Workplace module, to assist them in performing this role.	Ensure PDR reviewers are properly trained before PDR meetings take place to ensure PDR meetings meet the needs of participants	<p><b>Start date:</b></p> <p>March 2019 and ongoing</p>					HoS; Executive Office	<p><b>Outcome</b></p> <p>A fully trained cohort of PDR reviewers to ensure that PDR is a successful process for all concerned</p>

	<p>(b) DSD (AP5.13) to run sessions for reviewers and reviewees on the PDR process.</p> <p>(c) Executive Office to maintain records of PDR reviewers who have undergone such training and to send reminders to staff who have yet to complete it.</p>								<p><b>Target</b></p> <p>80% of all PDR reviewers to have undertaken additional training beyond the mandatory Diversity in the Workplace module before commencement of PDR meetings each year</p>
AP 5.19	DPGR to email all supervisors to remind them to encourage PhD students to apply for IAS Early Career Fellowships and provide support with post-doctoral applications	Ensure that PHD students are supported in their career progression and are aware of support mechanisms in place	<p><b>Start date:</b></p> <p>November 2018 and annually thereafter.</p>					DPGR	<p><b>Outcome</b></p> <p>A PGR community that is aware of available support</p> <p><b>Target</b></p> <p>We know we have been successful when 80% of eligible PhD students apply for IAS Early Career Fellowships</p>

AP5.20	The DPGR to hold focus groups with PhD students and PhD mentors to develop the current provision of sessions for PhD students on writing skills and career support to ensure the sessions meet the needs of students	Ensure PhD students receive appropriate writing and careers support	Focus groups: Spring 2019; Programme developed Spring – September 2019; Programme run from October 2019					DPGR; PhD Mentors	<p><b>Outcome</b></p> <p>A revised series of support sessions for PhD students</p> <p><b>Target</b></p> <p><b>85% level</b> of satisfaction with support systems from PhD candidates in their annual review meetings</p>
AP5.21	PhD support sessions to be well publicised by DPGR and PhD Mentors to all PhD students to increase awareness of support mechanisms in place	Ensure that PHD students are aware of support mechanisms in place to assist their studies and career progression.	<p><b>Start date:</b></p> <p>November 2019 and ongoing</p>					DPGR and PhD mentors	Over 50% attendance at PhD support sessions
AP 5.22	(a) DSE, DUG and DPGR to continue to review and improve systems for encouraging UG academic progression, through annual sessions promoting	Encourage all UGs to consider graduate study	<p><b>Start date:</b></p> <p>November 2018 and ongoing</p>					DSE; DUG; DPGR; DoA	<p><b>Outcome</b></p> <p>(a) An annual showcase in Autumn for UGs to showcase Student Research</p>

	<p>PG level study; funding opportunities for PG study and promoting opportunities for UG level research.</p> <p>(b) DUG to ring fence a part of UG budget to support UGs presenting at conferences of UG Research (such as BCUR and ICUR) to encourage students who wish to engage with student research.</p>							<p>opportunities (URSS, ICUR, Student journals) held by DSEP.</p> <p>An annual information session on PG level study opportunities and funding available run by DPGR</p> <p>(b) A dedicated fund to assist students presenting at Conferences of UG Research (such as BCUR and ICUR).</p> <p><b>Target</b></p> <p>Improved levels of progression from UG to PG level study</p>	
AP 5.23	<p>(a) Career advice opportunities to be shared with UG and PG students on a weekly basis in a variety of forms.</p>	<p>Ensure all UG students have equal awareness of, and access to. career advice opportunities.</p>	<p><b>Start date:</b></p> <p>(a) November 2019 and weekly thereafter in term time</p>					<p>DoE; DSEP; Careers</p>	<p><b>Outcome</b></p> <p>All students to be aware of careers advice opportunities and to ensure equal access to careers services</p>

	(b) DSE, in conjunction with Careers, to record and review gender take-up of careers opportunities and report annually to Staff Committee for appropriate action planning.		(b) January 2020 and annually thereafter						<p><b>Target</b></p> <p>(a) 75% of respondents to the biennial WLS student survey have no concerns about careers guidance.</p> <p>(b) Report by DSE to Staff Committee on gendered uptake of career opportunities with disparities of more than 20% between female and male uptake of careers opportunities triggering consideration of appropriate and immediate interventions.</p>
AP 5.24	To continue to record rates and success of funding applications for funding by gender and report this to MC. Action taken by DoR and MC to ensure that all colleagues are supported in securing grant capture.	All research active staff should be supported in their application for grants and actions should be put in place where there is an imbalance in male/female rates of application and/or success in applications.	2018-2022					DoR	A gender balanced rate of application and success in grant capture with actions taken as necessary to address any lack of balance.



AP 5.25	To continue the WLS practice of a transparent buy-out calculation where funding income is secured.	All staff should be confident that the buy-out process is transparent and fair.	2018-2022					HoS	A fair and transparent buy-out calculation. Include as an additional question in the next staff survey, target is over 75% reporting no concerns
AP 5.26* PRIORITY	<p>(a) Executive Office to diarise return to work meetings with HoS / DoA as appropriate for sessional as well as permanent staff.</p> <p>(b) EDC to investigate with sessional teachers what support would help them upon returning from parental leave.</p>	As a result of the AS consultation process, it became clear that the processes for identifying any training or re-induction needs upon return from parental leave was not as robust for sessional teachers as for other staff	Report to be presented to MC by June 2020					EDC	<p><b>Outcome</b></p> <p>Sessional teachers who feel more supported following their return from parental leave.</p> <p><b>Target</b></p> <p>In the annual sessional staff survey (AP 5.14) 90% of respondents have no concerns about arrangements around parental leave.</p>
AP 5.27* PRIORITY	(a) The EDC will produce dedicated resources for induction and on our intranet which promote and explain the processes linked to parental leave and how WLS can provide support during this process.	It is important that all staff have full information about Parental Leave, Shared Parental Leave, Flexible Working and Career Breaks.	<p><b>Start date:</b></p> <p>(a) Production of resources by September 2019</p> <p>(b) December 2019 and ongoing</p>					Executive Office	<p><b>Outcome</b></p> <p>Established framework for information provision, including as part of induction, and for prospective applicants as part of recruitment process, to ensure all staff are fully informed about University policies that</p>

	(b) Information concerning support for those with caring responsibilities to be provided to all staff by Executive Office, particularly as part of Induction Training and the recruitment process, and also increased visibility of such information through the School website, emails and meetings.								support those with caring responsibilities.  <b>Target</b>  Our target is to reduce the % of respondents who state they have some or many concerns about parental and adoption leave in the biennial WLS staff survey to 20%.
AP 5.28	<p>(a) DoA to seek information from staff at WLS on use of KIT days and as appropriate on the University's policies on parental and adoption leave, and individuals' experiences of the way they are operationalised.</p> <p>(b) The EDC will produce a paper using WLS expertise in family law which will go to University led Gender Task Force that is looking into maternity leave provision across the university.</p>	<p>In the 2018 WLS Staff Survey, more women than men had concerns about parental and adoption leave within WLS (86% vs 29%).</p> <p>WLS will investigate these concerns about HR Policies and their implementation and feed back to the appropriate University Services to ensure HR policies are delivered in as efficient and widespread way as possible.</p>	<p><b>Start date of review:</b> January 2020</p> <p><b>Completion date:</b> July 2020</p>					DoA	WLS investigation into HR Policies on parental and adoption leave and their implementation, feeding back to the appropriate University Services to ensure HR policies are delivered in as efficient and widespread a way as possible

	<p>(c) A member of academic staff to be given a small amount of teaching buy-out and tasked with reporting on the specific difficulties (legal and practical) encountered with shared parental leave and reporting these to DoA. [would this not come under the task force work above]</p> <p>(d) DoA to engage proactively with central HR, co-ordinating with other Schools in the Faculty, to feedback staff comments to the University and MC in order to lobby for smoother administration regarding parental and adoption leave to bring about change at School and University level.</p>								
AP 5.29	DoA and HoS to establish a task and finish group to	Ensure that staff are reassured that implementation of parental or	<b>Start date:</b>					DoA; HoS	<b>Outcome</b>

	<p>identify ways in which to increase transparency in relation to local implementation of parental leave, including a review of the overall system of workload allocation and timetabling within WILS to ensure that it provides adequate transparency and reassurance.</p> <p>Task and Finish Group also to review provision for students with caring responsibilities and potential for additional support with timetabling, etc.</p> <p>Report by the task and finish group to be presented by HoS to EDC and MC.</p>	adoption leave is transparent and fair.	<p>April 2019</p> <p><b>Completion date:</b></p> <p>January 2020</p>						<p>Staff are reassured that the implementation of parental or adoption leave is transparent and fair and in particular that the workload allocation system that provides adequate transparency and reassurance for staff.</p> <p><b>Target</b></p> <p>75% of respondents to the biennial WLS staff survey state there are some or many things to celebrate about parental and adoption leave policies in the biennial AS survey.</p>
AP 5.30	Through returner meetings, DoA / HoS to review support provided to staff before, during and	Ensure staff taking parental or adoption leave are supported before, during and upon return from parental and adoption leave.	<p><b>Start date:</b></p> <p>April 2019</p>					DoA	<p><b>Outcome</b></p> <p>Support provided to staff before, during and upon</p>

	upon return from parental and adoption leave to ensure it meets their needs.		<b>Completion date:</b> January 2020						return from parental and adoption leave meets their needs.  <b>Target</b>  DoA to report on support provided to staff before, during and upon return from parental and adoption leave to Staff Committee where any appropriate actions will be discussed, decided and implemented.
AP 5.31	DoA to join the University Working Group on Timetabling and attend meetings in order to inform and influence University policy and practice in this area	Engage with and influence the implementation of the new central timetabling system, in order to increase and maintain flexibility for WLS staff which caring responsibilities	<b>Start date:</b> November 2019					DoA	The University Working Group on Timetabling includes Law representation to enable WLS input into University policies.
AP 5.32* <b>PRIORITY</b>	(a) DoA and HoS to review the opportunities to work part-time within WLS and to consider if these opportunities could be increased.	Ensure opportunities to work part-time are made available as far as possible and all staff are aware of the possibility of a career break/part-time working opportunities where appropriate	(a)Review completed by July 2020					DoA; HoS; Executive Office	<b>Outcome</b>  Established framework for information provision on career breaks/part-time working to all staff, including in Induction Training and at recruitment, to enable all

	(b) When circulating information about study leave applications on an annual basis, Executive Office to also circulate information on careerbreaks to all staff, to further raise visibility of such opportunities.		(b) January 2019 and annually thereafter						<p>staff to consider these opportunities.</p> <p><b>Target</b></p> <p>90% of respondents to the biennial WLS staff survey have only some or no concerns with policies relating to career breaks and part-time working in the biennial AS survey.</p>
<p>AP 5.33*</p> <p><b>PRIORITY action for PSS staff and AC</b></p>	<p>(a) Staff weekly coffee mornings to continue and to be publicised widely to all staff through emails from Executive Office</p> <p>(b) Weekly staff lunches to continue and to be publicised widely to all staff through emails from Executive Office.</p> <p>(c) The all-staff Christmas meal to continue to be</p>	Ensure there are opportunities for social interaction and team-building at WLS that meets the needs of staff, in the expectation that participating staff will mix, rather than staying in existing groups, to develop an integrated working environment in the School	2018-2022					Executive office; HoS; DUG	<p><b>Outcome</b></p> <p>An integrated working environment with diverse opportunities for staff groups to meet and mix.</p> <p><b>Target</b></p> <p>An attendance of 15 or more at the weekly coffee mornings in term-time (current attendance around 10).</p>

	<p>organised by the Executive Office and publicised widely to all staff.</p> <p>(d) Staff Annual Away-Days for academic and professional services staff to continue to be organised by the Executive Office, DoA and HoS and publicised widely to all staff through emails from Executive Office</p>								<p>75% attendance at Away Days (current attendance around 62%)</p> <p>75% attendance at Christmas Lunch (current attendance is around 60%).</p>
<p>AP 5.34*</p> <p><b>PRIORITY</b></p>	<p>(a) Staff to be consulted by Executive Office to identify any other possible social events/barriers to engagement and actions undertaken by HoS as appropriate.</p> <p>(b) DoE/DUG/DoA to develop case studies for effective collaboration between staff groups to support closer working practices (such as on issues such as timetabling</p>	Further strengthening of the collaboration between staff members of WLS.	A series of targeted actions devised by January 2020. Agreed actions to be implemented by July 2020.					HoS; DoA; DUG; DoE; EDC	A report to EDC by DoE/DUG/DoA on measures and case studies to develop effective collaboration between staff groups.

	and module allocation) such case studies to be reported to EDC and used to inform future departmental planning.								
AP 5.35	EDC to create a Special Interest Group to explore how to embed the AUA Professional Behaviours into WLS and to report to EDC and MC for future action planning	Embed the AUA Professional Behaviours framework within WLS in order to ensure the development opportunities offered to staff individually, as teams, departments or whole institutions, will allow them to realise their potential and progress their careers.	<b>Start date:</b> October 2019  <b>Finish date:</b> October 2020					EDC appointed Special Interest Group reporting to EDC and MC	<b>Outcome</b>  A report to MC by the EDC SIG on how to embed the AUA Professional Behaviours into WLS with a series of targeted actions devised by January 2020 which will embed the AUA Professional Behaviours into WLS
AP 5.36* <b>PRIORITY</b>	(a) HoS/DoA to consistently and promptly investigate alleged unacceptable behaviour, and to report back on the outcomes of those investigations to the individuals involved as well as HR where appropriate.  (b) WLS Policy on unacceptable behaviour to	It is concerning that 70% of WLS staff responded in the 2018 WLS staff survey that they had some or many concerns about bullying, harassment or discrimination.  We seek to build an integrated, respectful working environment where are staff feel confident that WLS take seriously allegations of unacceptable behaviour and are	<b>Start date:</b>  November 2018: Email to all staff with reminder of WLS policy on unacceptable behaviour and the process for reporting concerns (reminders sent regularly					Executive Office; HoS/DoA; EDC chair	Investigations of unacceptable behaviour by senior staff.  Widespread staff awareness of appropriate workplace behaviour, strategies for dealing with unacceptable conduct and consequences that follow unacceptable conduct.



	<p>be disseminated to staff through emails and noticeboards with a clear process for staff to follow on reporting unacceptable conduct.</p> <p>(c) WLS will promote University-run workshops on tackling bullying and harassment in the workplace, and will hold its own event on workplace conduct.</p>	given guidance on what constitutes unacceptable behaviour in the workplace.	<p>thereafter) and details of University-run workshops on bullying and harassment.</p> <p><b>November 2018:</b> Policy on unacceptable behaviour posted on School notice board, and details of University-run workshops on bullying and harassment.</p> <p><b>March 2019:</b> EDC chair will arrange a workshop on workplace conduct arranged for WLS staff.</p>						<p><b>Target</b></p> <p>60% of respondents to the biennial WLS staff survey have no concerns with issues of bullying, harassment or discrimination in WLS (currently 30%)</p>
AP 5.37	Ensure there is one trained Dignity Contact	The Law Dignity Contact left WLS in 2018. The University has 23 dignity contacts that any member of staff	By March 2019					HoS to seek volunteers	One Dignity Contact amongst WLS staff by March 2019.

	within WLS by March 2019.	can speak to so this has not had a direct impact upon support for WLS staff, however, it is important that a member of staff in WLS has been given appropriate training in relation to the Dignity at Warwick policy and has access to the ongoing support and confidential advice available only to Dignity Contacts from the University Equality, Diversity & Inclusion Team.							
AP 5.38	EDC to create a Special Interest Group to explore how best to continue to promote and uphold the Dignity at Warwick Policy and to report to EDC and MC for future action planning.	Ensure that the School promotes and upholds the Dignity at Warwick policy	<b>Start date:</b> March 2020  <b>Finish date:</b> EDC SIG to report by October 2020					EDC appointed Special Interest Group reporting to EDC and MC	<b>Outcome</b> A report to MC by the EDC SIG on how to ensure the School fully engages with the Dignity at Warwick policy, with a set of targeted actions by July 2020 to be put by the start of AY 2020/21  <b>Target</b> 75% of respondents to the biennial WLS staff survey state there are some or many things to celebrate with regards to policies on bullying, discrimination and harassment.

AP 5.39* PRIORITY	Develop a Law Considerate Communicators Charter, drawing on existing good practice, and working with academic and professional colleagues to outline expected behaviour relating to meetings, emails and workload.	To encourage a more collegiate culture in the WLS	By July 2019					Chair of EDC, DSD (AP 5.13) and HoS	Staff aware of existence of Charter, 50% report feeling it is a positive intervention in surveys and consultation.
AP 5.40* PRIORITY	Commit to running a week of initiatives in WLS for staff and students to coincide with Warwick Wellbeing Week (term two of Academic Year) with a particular focus on Dignity and Respect Day (Tuesday). Other events throughout the week to include walking meetings, taking a lunch and encouraging staff to attend some of the University events.	To ensure WLS staff and students feel confident that the culture of the School is respectful and inclusive and visibly prioritises wellbeing.	<b>Start date:</b>  February 2019 and annually thereafter					EDC Chair	A well-developed week-long programme of events in WLS to coincide and support Warwick Wellbeing Week in term two of the Academic Year.
AP 5.41*	WLS will ensure that all staff are aware of the range of behaviour that	We are concerned that 9% of respondents to the WLS staff							We know we have been successful when 100% of

PRIORITY	<p>can have the effect of racial harassment by undertaking actions to include:</p> <p>i) Ensuring there is always one race contact within WLS contact to liaise with University Dignity Contacts and with external organisations such as the Runnymede Trust for advice and support and assistance in raising awareness</p> <p>ii) Securing training to raise awareness of race equality issues amongst WLS staff and students either externally or through the University</p> <p>iii) ensuring there is a very visible and robust mechanism for reporting incidents of concern within the School (see AP 5.39)</p> <p>iv) including coverage of race equality issues in induction (see AP 5.4)</p>	survey (2018) have many concerns about race discrimination.							respondents to the WLS staff survey have only some or no concerns about race discrimination
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AP 5.41b* PRIORITY	EDC and HoS to run three focus groups with staff, PG and UG students in order to explore concerns around race equality and to put in place actions to address concerns	We are concerned that there are some concerns about race inequality in the department as expressed in the WLS staff survey and we would like to interrogate this further to inform future action planning	Start date: January 2019  Report to MC by July 2019					EDC and HoS	A report to MC to inform future planning on race equality
AP 5.42* PRIORITY	We will ensure that all staff are aware of the range of behaviour that can have the effect of sexual harassment by undertaking actions to include:  i) Appointing a WLS contact to liaise with University Dignity Contacts and with Coventry Women's Voices for advice and support and assistance in raising awareness (Coventry Women's Voices is an independent group of women's organisations that work with women and individuals, that have come together to ensure women's voices are heard when policy is made in Coventry)  ii) Securing training to raise awareness of sexual	We are concerned that 9% of respondents to the WLS staff survey (2018) have many concerns about sexual harassment	Start Date: January 2019					EDC and HoS	We know we have been successful when 100% of respondents to the WLS staff survey have only some or no concerns about sexual harassment

	<p>harassment amongst WLS staff and students either externally or through the University.</p> <p>iii) ensuring there is a very visible and robust mechanism for reporting incidents of concern within the School (see AP 5.39)</p> <p>iv) including coverage of gender equality issues in induction (see AP 5.4)</p>								
<p>AP 5.43*</p> <p><b>PRIORITY</b></p>	<p>(a) DoA and HoS to liaise with the Director of Teaching Allocation before administrative and committee roles are assigned to ensure that men and women are equally represented in key roles – both within WLS and the University - that the workload is fairly distributed and supports the career progression of staff</p>	<p>Continue to review and understand the operation and implications (from a gender and equality perspective) of the workload allocation model within WLS, and ensure that key roles are rotated fairly to (1) allow colleagues to demonstrate competence in many areas, (2) take on leadership roles to support career progression, (3) ensure that the burden of administrative work is fairly balanced and (4) ensure that men and women are equally represented in key roles.</p>	<p><b>Start date:</b> March 2019 and annually thereafter</p>					<p>DoA/DuG/DPGR/ Director of Teaching Allocation/EDC</p>	<p><b>Outcome</b></p> <p>A balanced representation of males and females in key roles in WLS, which does not place a disproportion burden on female colleagues and allows for career progression</p> <p><b>Target</b></p> <p>60% of respondents to the biennial WLS staff survey have no concerns with policies relating to distribution of</p>

	(b) DoA to report on the gender balance of admin post-holders, committees and committee chairs at the first EDC meeting of the Academic Year and actions to be planned to ensure (1) that people of all genders have an opportunity to take on leadership roles, and (2) that the burden of administrative work is fairly balanced								tasks in the biennial AS survey.
AP5.44	DSSW, DoA and HoS to review the provision of pastoral support and personal tutoring at WLS, and the support provided to DSSW by Year Senior Tutors and SSM, and to report to MC for future action planning.	<p>Enhance WLS policies on and provision of pastoral support and personal tutoring to ensure that responsibility for emotional labour is spread evenly across colleagues.</p> <p>In particular, examine the support provided to DSSW by Year Senior Tutors and SSM to ensure that it operates optimally.</p>	<p><b>Start date:</b></p> <p>January 2019</p> <p><b>Finish date:</b></p> <p>June 2019</p>					DSSW; HoS; DoA; MC	<p><b>Outcome</b></p> <p>A balanced sharing of the responsibility for, and delivery of, pastoral support and personal tutoring across staff to ensure an even sharing of the responsibility for emotional labour.</p> <p><b>Target</b></p> <p>60% of respondents to the biennial WLS staff survey have no concerns with policies</p>

									relating to distribution of emotional labour in WLS.
AP 5.45	<p>(a) Executive Office to continue to publicise LDC training (and other help) to all academic and administrative staff on the 'frontline' for student support and DOA to encourage and facilitate their attendance.</p> <p>(b) Student support staff to be consulted by DSSW and DoA to identify any barriers to engagement with learning opportunities and any other support that would be desirable and actions undertaken by HoS as appropriate.</p>	Ensure student support staff are well supported in their roles	<p>Consultation</p> <p><b>Start date:</b></p> <p>January 2019</p> <p><b>Finish date:</b></p> <p>June 2019</p> <p>Dissemination of LDC training opportunities:</p> <p><b>Start date:</b></p> <p>January 2019</p>					Executive Office/DoA/HoS	<p><b>Outcome</b></p> <p>A team of 'front line' student support staff that are well-supported, and fully aware of training opportunities and are helped to take advantage of them.</p> <p><b>Target</b></p> <p>70% of frontline staff undertake LDC training over a three year period.</p>
AP 5.46	Committee Chairs to continue to ensure that meetings are completed within 'core' working hours, with timed agendas and finishing no later than	To ensure a culture within WLS that responds to the needs of colleagues with caring responsibilities and enables all colleagues to attend committee meetings.	<b>2018-2022</b>					Committee chairs	All of WLS committee meetings are completed within core working hours (ending no later than 4.30 pm and beginning no earlier than 9.30 am) .



	4.30pm to maximise attendance of colleagues with caring responsibilities								
AP 5.47	<p>(a) WLS Marketing and Communications Officer to review role models to ensure an appropriate balance is reflected, both for staff and students at WLS (to include examining our website, social media, Open Day attendees, promotional materials and website news features). Materials also to be reviewed to remove gender binary language.</p> <p>(b) DoE to encourage all module convenors to review their reading lists to ensure they are appropriately diverse and to continue to engage in the process of curriculum review.</p>	Ensure that the School is promoting as diverse a culture as possible in order to ensure an enriching learning and working environment for all and to ensure that staff and students appreciate the diversity of high quality legal scholarship and have a range of role models.	<p><b>(a) Review:</b></p> <p><b>Start date:</b></p> <p>January 2020</p> <p><b>Finish date:</b></p> <p>June 2020</p> <p><b>(b) Email to staff from DoE:</b></p> <p>March 2019 and annually thereafter</p>					Marketing & Comms	A balanced representation of roles models across WLS.

AP 5.48	<p>WP Officer to work with Director of Admissions and the recruitment team to develop strategies to encourage UG applications from males from a WP background, including asking all school contacts to encourage male students to apply</p> <p>WP Officer to liaise with schools to increase participation in the Writing Wrongs Schools Project by male students wherever possible.</p> <p>WP Officer to collect data on the gender balance of student participation in 'in-school' WP programmes.</p> <p>WPO to provide reports on equality and diversity issues associated with WP activities on an annual</p>	Encourage the increased intake and retention males from WP backgrounds to UG courses to help address gender imbalance in contextual offers and to help ensure a balanced intake at UG level.	2018-2022					WPO/ Director of Admissions/Recruitment team	<p><b>Outcome</b></p> <p>A balanced UG cohort and an increased percentage of males from a WP background within the department</p> <p>An annual report to EDC on equality and diversity issues associated with WP activities.</p> <p><b>Target</b></p> <p>Percentage of contextual offers made to male applicants to increase 64% (sector average)</p> <p>The number of male students participating in the Writing Wrongs Schools Project to increase from 33% to 44% of total number of participants</p> <p>The number of male UGs participating in 'in-school' WP programmes to 44% of participants</p>
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	basis to EDC, who reports to Staff Meeting.								
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