Athena Swan Silver application form for departments

Applicant information

Name of institution	University of Warwick
Name of department	School of Law
Date of current application	January 2024
Level of previous award	Bronze
Date of previous award	June 2019
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Section	Words used
An overview of the department and its approach to gender equality	2,555
An evaluation of the department's progress and success	1,243
An assessment of the department's gender equality context	4,145
Future action plan*	
Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
Overall word count	7,943

*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 8000 words

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Advance HE
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Letter of Endorsement from the Head of School

Dear Advance HE

This Athena Swan Departmental Silver Award Application has my enthusiastic and wholehearted support. I am grateful to the numerous staff and students who have contributed to the development and production of this application, both those within the School of Law and those from the wider University community. All of the hard work and diligence employed in their engagement with Athena Swan is testament to how important the School community regards issues of equity and seeking to address inequities.

I joined the School in September 2000, was promoted to professor in October 2011, and appointed as Head of School in September 2022. An important part of the Head of School appointment process was the publication of my Vision Statement for discussion within the School, which included as my first priority to maintain and build on the ethos of the School as a professional, friendly, supportive, and respectful community. I made the commitment to keep EDI issues and the wellbeing of everyone in the School community at the forefront of all that we do, so that our approach is clear, active, and effective across all our activities.

My appointment as Head of School came in the aftermath of the Covid pandemic, when the School faced the challenge of rebuilding and strengthening the community after the disruption of the lockdowns. It was, and remains, vital that every member of the School is supported and nurtured, irrespective of their backgrounds and personal circumstances. Identifying, addressing, and removing barriers to that goal has been key to the School's success.

I prioritise EDI in my leadership of the School, seeking a diverse representation for each of our committees and groups, ensuring that EDI issues are included and discussed at every meeting, and providing the opportunity for every member of the School community to contribute and to be respected and appreciated for their contributions. I am committed to delivering the Action Plan detailed in this application, both through my own personal efforts and through my leadership of the School's dedicated and hardworking community.

I am pleased to confirm that the information presented in this application, both qualitative and quantitative, is an honest, accurate, and fair reflection of the University of Warwick School of Law.

Yours faithfully

Professor Andrew Williams
Head of the University of Warwick School of Law

Section 1: An overview of the department and its approach to gender equality

Description of the department

Established in 1968, Warwick Law School (WLS) has evolved into one of the leading law schools in the UK. Teaching standards and research quality consistently receive high ratings, and WLS maintains a strong research culture with all academic staff actively researching in their preferred areas. The WLS community (22/23) is comprised of 73 academic staff, 17 PSS, 27 sessional staff, and 1,087 students.

Figure 1. WLS Entrance

Since its establishment, WLS has developed a contextual approach to legal education that avoids treating the law as if it can be separated from other aspects of society. Students examine the impact of economic, cultural, and political change on law, and consider how it affects life beyond the courtroom and the lawyer's office, as well as studying legal judgments and statutes.

WLS' curriculum includes many modules that either focus on or include EDI issues, such as 'Comparative Human Rights', 'Gender and the Law', 'Family Law', 'Writing Human Rights', 'Theories and Histories of Human Rights', 'Women's Human Rights and Global Justice'. Staff and students studying and researching these and other associated topics enrich WLS' culture of recognising and addressing inequities.

WLS occupies all of one wing and part of an adjacent wing of the Social Sciences Building (SSB) in UoW central campus. WLS shares the SSB with the departments of Applied Linguistics, CIM, IER, Economics, Philosophy, PaIS, and Sociology, plus the PPE and FSS offices. The SSB is next to both the Library and WBS.

WLS is one of fourteen departments that comprise the FSS, and the fourth largest in both staff and student numbers. The FSS Chair meets weekly with the fourteen heads of department to discuss all issues relevant to the management of the FSS departments. The FSS Director of Administration meets fortnightly with the departments' heads of administration to coordinate professional support, to address

common administrative issues, and to be best informed when representing the FSS at UoW committees and groups.

A recent key development for WLS has been the change to the route for qualifying as a solicitor that was introduced in September 2021. The Solicitors Qualifying Exam (SQE) has now replaced the GDL (Graduate Diploma in Law) for non-law graduates and LPC (Legal Practice Course), and law degrees are therefore no longer labelled as Qualifying Law Degrees (QLDs). To recognise the opportunities afforded by this change, WLS developed new UG degrees that were introduced in October 2022, that build on WLS' traditional approach to law in context using new methods of teaching and learning suitable for the future. The degrees still provide a contextual, comparative, and international approach to the study of law, but now offer greater flexibility and more opportunities to learn skills and gain practical experience both inside and outside of the curriculum.

Governance and recognition of equality, diversity and inclusion work

WLS has a well-established governance structure, with clear remits, membership, reporting lines, frequency of meetings, and specific responsibilities for each committee. Each academic admin role has a role description detailing purpose, AWP credit, committee membership, principal duties, and a schedule of when key activities for the role take place in the academic year. Each member of PSS has a role description detailing the job purpose and their duties and responsibilities.

Figure 2.   WLS Governance Structure
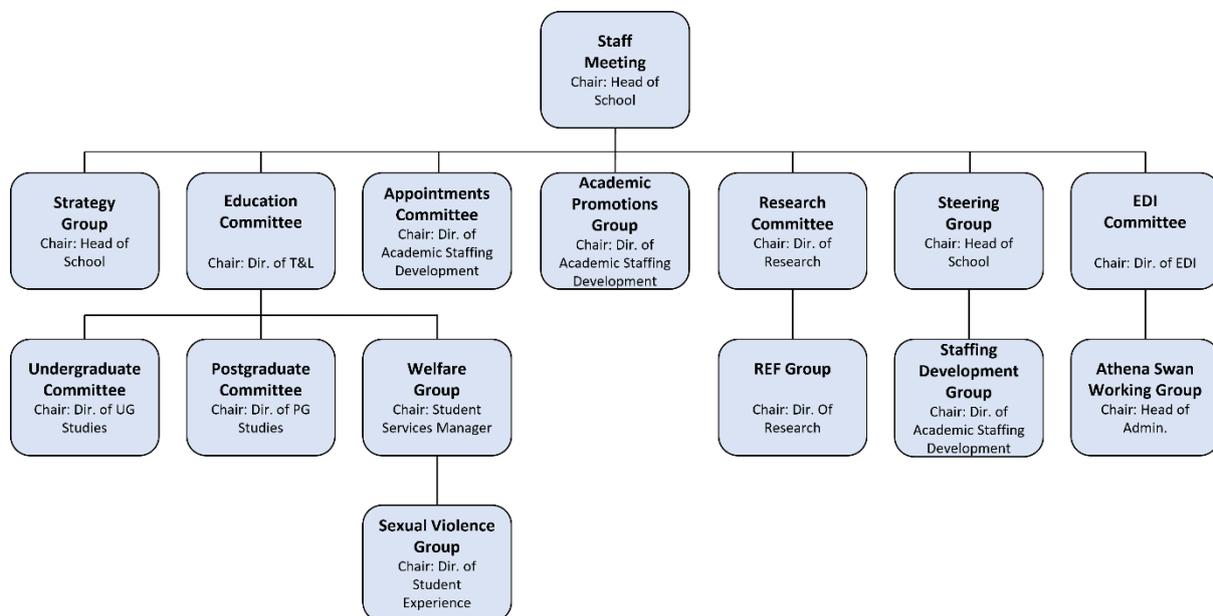
WLS has standard practices for all committees. These practices embed EDI principles in the operation of the committees and provide opportunities for EDI issues to be raised and addressed:

1.   The HoS and the HoA are ex officio members of all WLS committees.

2. Discussion of EDI issues are to be a standing item on all WLS committees. The EDIC may refer matters that arise to other WLS committees for further discussion. All WLS committees may refer EDI issues to the EDIC or the ASWG for further discussion.
3. WLS committee meetings should start no earlier than 9:30am and finish no later than 4:30pm to maximise attendance of committee members with caring responsibilities.
4. Any WLS committee meeting exceeding 90 minutes must include a 10-minute mid-meeting comfort break.
5. Any WLS committee meeting scheduled for times that includes part or all of the period from 12noon to 2pm must allow for a minimum of a 30-minute lunchbreak within the period of 12noon to 2pm. A 'working lunch' where the meeting continues but attendees can eat while attending is not an acceptable alternative.
6. All committee meetings to be conducted in accordance with UoW and WLS policies regarding dignity and respect.

The EDIC and the ASWG lead on EDI issues and report at every Staff Meeting. The EDIC Chair is also a member of the Staff Meeting, Strategy Group, Appointments Committee, Steering Group, Staffing Development Group, and ASWG, ensuring EDI remains a constant and consistent theme throughout WLS governance.

Academic staff members of the EDIC and the ASWG are credited through WLS' academic workload model, PSS members have their participation included in their role descriptions, and Student Members of the EDIC are paid at an hourly rate.

Figure 3.   WLS Recognition of EDI Work

Role	Recognition
Chair of the EDIC	220 AWP (14% FTE)
Head of School	1200 AWP (75% FTE) for the whole role, including EDIC membership
Director of Academic Staff Development	300 AWP (19% FTE) for the whole role, including EDIC membership
Deputy Director of EDI (Student Facing)	50 AWP (3% FTE) for the whole role, including EDIC membership
Deputy Director of EDI (PSS Facing)	Included in the HR Coordinator role description
Director of Student Wellbeing (UG)	180 AWP (11% FTE) for the whole role, including EDIC membership
Director of Student Experience	350 AWP (22% FTE) for the whole role, including EDIC membership
Chair of the ASWG	Included in the HoA role description
ASWG Member	75 AWP (5% FTE)
Student Members of the EDIC	Paid £15.14 per hour for EDI work (rate for 23/24)

WLS significantly increased the AWP provision for the Director of EDI in 20/21 and introduced the two Deputy Director of EDI roles in 21/22 to provide greater resource and focus for EDI within WLS.

In addition to the specific EDI roles and workload allowances listed in Figure 3, all WLS academic staff also have a collegiality allowance of 100 AWP (pro rata for part-time staff), which includes more general EDI work and membership of the EDIC.

WLS introduced an annual EDI budget of £5k in 17/18, increased to £8k in 20/21, managed by the EDIC Chair and used to support a wide range of EDI initiatives in WLS. The pandemic caused the cancellation of some in-person EDI activities, and so the budget was not fully used during 19/20-21/22. The budget is reviewed each year and increased as necessary to support the EDI work, including the Athena Swan related work, planned for the following year.

WLS is keenly engaged in the activities of the FSS Athena Swan Network, with representatives of all fourteen FSS academic departments meeting termly and staying in communication through a Network Team site to provide mutual support for Athena Swan work. The WLS HoA currently chairs and coordinates the Network.

WLS is also an active participant in the work of the FSSEDIC, which maintains oversight of all EDI activities in the FSS. Both the previous and current FSSEDIC Chairs are WLS professors.

WLS provides an annual Athena Swan report to the Board of the FSS, detailing progress against the Action Plan, progress towards the submission for the next award, and sharing of good practice. The annual reports of all three Faculties are then considered by the UoW Social Inclusion Committee.

WLS was awarded a departmental Athena Swan Bronze Award in 2018.

Figure 4.   WLS Athena Swan Award Progress
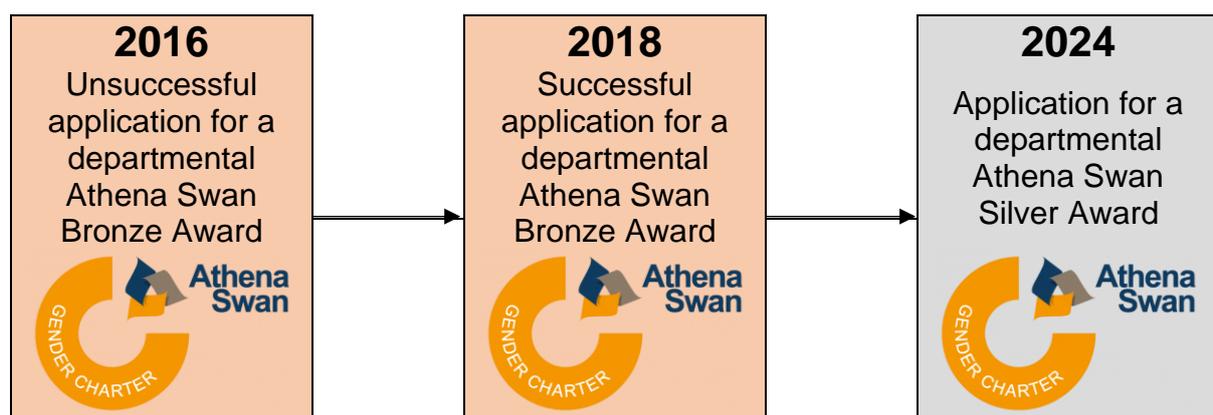
Development, evaluation and effectiveness of policies

WLS discusses the proposals for and the implementation of all new and amended policies through the relevant committees with both staff and student representatives, reporting through to the Staff Meeting. EDI principles are embedded in all

committees, with any specific EDI issues referred to the EDIC or the ASWG for further discussion. All members of the WLS community are encouraged to raise issues, EDI or otherwise, in confidence with relevant senior officers if they prefer not to raise them in a committee or larger meeting.

Figure 5. Policy Discussion 2022
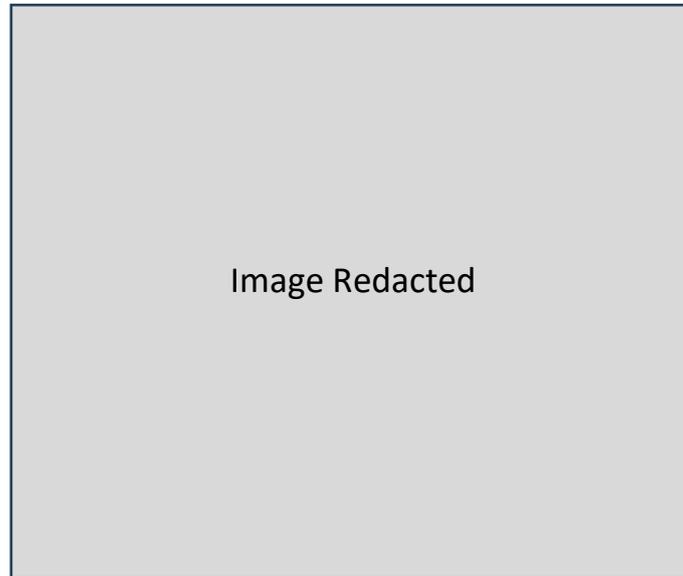
Feedback on UoW-level policies is returned by WLS staff through membership of FSS/UoW committees and groups. For example, the DTL and DUGS are members of the FSSEEC, the EDIC Chair and DSW are members of the USIC, the HoS and DAP are members of the Board of the FSS, the HoS attends weekly FSS HoDs' meetings and the HoA attends fortnightly FSS DAs' meetings. WLS also returns a variety of annual activity reports to central UoW teams with feedback on relevant areas of activity, including policy feedback.

Athena Swan self-assessment process

The entirety of the EDIC is also the SAT, with oversight of the self-assessment process. The more detailed work is carried out by the ASWG, which reports directly to the EDIC, responsible for reviewing qualitative and quantitative data, drawing conclusions from the data, and formulating action plans. The ASWG Chair is a member of the EDIC and the EDIC Chair is a member of the ASWG, ensuring clear communication and synergy between the two bodies. The EDIC meets termly, and the ASWG meets fortnightly.

Membership of the EDIC and the ASWG changes from year to year, and WLS strives to ensure that the composition remains diverse and reflects WLS' profile in relation to staff type, grades, and roles, and to student type. Staff appointments to the EDIC and the ASWG are made through academic staff workload allocation and incorporation into professional staff roles. Student members volunteer to join but are paid for their time in attending meetings and engaging with other EDI work.

The gender composition of the EDIC is 83%F:17%M and the gender composition of the ASWG is 80%F:20%M, neither of which are representative of the gender

composition of WLS. All nine student members of the EDIC are female. A more representative gender composition for both the Committee and the Group will be sought for 23/24 onwards (**AP4.2.4**).

The membership of the ASWG was opened in 22/23 to staff in other departments at the UoW who have a keen interest in EDI, and Athena Swan in particular, but do not have the opportunity to be involved in that work in their own department and would like to do so in WLS as a career development opportunity. Consequently, the FSS Executive Officer joined the ASWG.

Figure 6. Composition of the 22/23 EDIC

Name	Position(s)	Gender	Staff or Student
Redacted	Assistant Professor (T&R); Deputy Director of EDI (Student Facing)	Redacted	Staff
Redacted	HR Coordinator; Deputy Director of EDI (PSS Facing)	Redacted	Staff
Redacted	Reader (T-Focused); Director of Student Wellbeing (UG)	Redacted	Staff
Redacted	UG EDI Representative	Redacted	Student
Redacted	GTA; PGR EDI Representative	Redacted	Staff & Student
Redacted	UG EDI Representative	Redacted	Student
Redacted	HoA; ASWG Chair; FSSASN Convenor; UoW AS SAT Member	Redacted	Staff
Redacted	UG EDI Representative	Redacted	Student
Redacted	PGT EDI Representative	Redacted	Student
Redacted	UG EDI Representative	Redacted	Student
Redacted	Associate Professor (T&R); Director of Student Experience	Redacted	Staff
Redacted	UG EDI Representative	Redacted	Student
Redacted	UG EDI Representative	Redacted	Student
Redacted	Professor (T&R); EDIC Chair	Redacted	Staff
Redacted	Professor (T&R); DHoS; Director of Academic Staff Development	Redacted	Staff
Redacted	GTA; PGR EDI Representative	Redacted	Staff & Student
Redacted	Professor (T&R); HoS	Redacted	Staff
Redacted	Research Fellow	Redacted	Staff
		F 83% **M 17%**	**Staff 56%** **Students 44%**

Figure 7.   Composition of the 22/23 ASWG

Name	Position(s)	Gender	Academic or PSS
Redacted	Assistant Professor (T&R); ASWG Member 22/23	Redacted	Academic
Redacted	FSS Executive Officer; ASWG Member 22/23	Redacted	PSS
Redacted	WLS Executive Officer; ASWG Member 22/23	Redacted	PSS
Redacted	HoA; ASWG Chair 21/22-22/23; FSSASN Convenor; UoW AS SAT Member	Redacted	PSS
Redacted	Reader (T&R); ASWG Member 22/23	Redacted	Academic
Redacted	Professor (T&R); EDIC Chair; ASWG Member 20/21-22/23	Redacted	Academic
		F 83% **M 17%**	**Acad. 50%** **PSS 50%**

Figure 8.   Former Members of the ASWG

Name	Position(s)	Gender	Academic or PSS
Redacted	Professor (T&R) ASWG Member 18/19-21/22	Redacted	Academic
Redacted	HoA; ASWG Chair 18/19	Redacted	PSS
Redacted	HoA; ASWG Chair 19/20-20/21	Redacted	PSS

WLS plans to deliver and maintain gender equality activity over the coming 5-year period though the continuing activities of the EDIC. The ASWG will continue to report to the EDIC, and will implement and monitor the progress of the Athena Swan Action Plan, report on relevant data trends, and identify new initiatives to support the ongoing Athena Swan related work.

Section 2: An evaluation of the department's progress and success

2.1. Evaluating progress against the previous action plan

AP	Objective	Action	Success Criteria	Timeframe	RAG Rated Progress
Priority APs are highlighted in purple					
AP3.1	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 ASWG.	Incorporate drafting of future Athena SWAN (AS) submission and implementation of Action Plan into individual staff workload allocation.	Inclusion of drafting of AS submission and implementation of the Action Plan in staff workload allocation to reflect the amount of work involved.	2018-2022	All ASWG academic members now receive AWPs in recognition of the time required, and the number of ASWG academic staff members is increased in the year preceding an AS application to ensure their workloads remain manageable.
AP3.2	The work undertaken by EDC student members at present is generously and freely given but should attract appropriate and meaningful recognition and reward.	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.	PG and UG students are given appropriate and meaningful recognition of AS work undertaken as to reflect the amount of work involved.	2018-2022	Student members of the EDIC (which replaced the EDC) are paid for attending the EDIC, and organising and running EDI events.
AP3.3	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 continue to meet on a termly basis, and ASWG monthly, with reports on progress to Staff Meeting.	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.	Jan 2019	The EDIC (which replaced the EDC) meets termly and has Athena Swan progress as a standing item. The ASWG currently meets fortnightly, although meetings will reduce in frequency after the latest application has been submitted.
AP3.4	An EDC and ASWG that reflects the diversity within WLS, is fully inclusive and that visibly models gender equality ensuring that	To review annually, or more often as required by departures, the composition of EDC and ASWG to	An EDC and ASWG that is diverse, inclusive and representative of WLS.	2018-2022	A summary of all WLS committees, including their membership, is circulated to

	both male and female interests and perspectives are adequately represented and ensuring that female colleagues are not unduly burdened with the EDC/AS work.	ensure that they continue to reflect the diversity within WLS. HoS to appoint staff and students as appropriate to maintain balance, after taking advice from Director of Teaching Allocation to avoid overburdening staff members. Details of the make-up of EDC and ASWG will be included in the Annual Report on AS presented to Staff Committee.	A report on the make-up of the EDC and ASWG presented to Staff Committee annually.		all WLS staff at the start of each academic year. An annual report on HR-related EDI data is provided to the EDIC (which replaced the EDC) by the ASWG, including committee membership.
AP3.5	To ensure that all staff and students feel welcome to join the ASWG and EDC	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.	An inclusive and welcoming EDC and ASWG that have both appointed and volunteer members.	2018-2022	The EDIC (which replaced the EDC) and the ASWG have a mixture of appointed and volunteer members.
AP3.6	To ensure high-level support and commitment to work of EDC.	The HoS and DoA to continue to sit on EDC to ensure high-level support continues.	An EDC whose membership continues to include HoS and DoA.	2018-2022	Both the HoS and HoA (the role which replaced the DoA) are members of the EDIC (which replaced the EDC).
AP3.7	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.	AS to be an 'above the line' standing item on all WLS Committee and SSLC meeting agendas	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	2018-2022	EDI is a standing item on all WLS committees. The EDIC may refer matters that arise to other WLS committees for further discussion. All WLS committees may refer EDI issues to the EDIC or the ASWG for further discussion. Minutes of EDIC meetings are available to all staff.

			progress made on relevant APs to EDC.		
AP3.8	To involve all staff (academic and professional services) in the AS Action Plan and wider E&D issues.	Continue to have an AS-related session at all annual Staff Away Days.	The annual staff Away Day will continue to include an AS-related session.	September 2019 and annually thereafter	The annual T&L Away Day has included sessions or inclusiveness and other EDI topics, relevant to and attended by both academic staff and PSS.
AP3.9	To involve staff and students in the creative development of more inclusive practices within WLS and make a collective responsibility.	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.	AS submission to be available to all staff and students on the E&D area of the WLS website.\n\nASWG to be explicitly open to new membership and to comments from across the WLS staff and student body.	Dec 2018	The ASWG reports to the EDIC, which has a healthy student membership. The previous AS submission is publicly available.\n\nASWG membership has not been explicitly open to staff and students.
AP3.10	To ensure that all colleagues are aware of the progress of the Action Plan.	Produce and circulate to all WLS committees and SSLCs an annual report highlighting progress with the Action Plan.	Annual report to all WLS committees and SSLCs on progress made on Action Plan.	September 2019 and annually thereafter	Minutes of EDIC meetings are available to all staff, which include updates on AS progress.
AP3.11	Key areas of student concern will be identified and used to develop the AS Action Plan. 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.	To gather feedback from WLS students on E&D and wider issues in a variety of ways, for example, by running:\n(i) WLS staff and student surveys every two years\n(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.\n(b) Each SSLC meeting will have a standing item on	Triannual 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.	2018-2022	Student focus groups and surveys have been less regular than planned due to the pandemic. However, various student feedback and surveys have taken place, as well as direct feedback through the SSLCs and the student members of the EDIC, and through the 2023 Culture Survey. All of this has been used to adapt the previous AS Action Plan and to inform the new AS Action Plan.

		E&D/AS and student views on WLS culture will be gathered at this point. (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.			
AP3.12	To increase the response rates and to encourage a high rate of response so the results are representative of WLS. 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).	Promote the University's PULSE survey to staff and WLS surveys to staff and students in WLS.	Target of 65% overall response rate from WLS staff and students to future surveys.	WLS Survey - August 2020 and biennially thereafter PULSE survey promotion start date: December 2019 and biennially thereafter	The UoW paused the Pulse Staff Survey after 19/20 intending to find a new survey provider, but the pandemic delayed that process and the UoW has not yet ran a Pulse Staff Survey since 19/20. The WLSCS2023 had overall response rates of 60% for salaried staff, 11% for sessional staff, and 9% for students.
AP3.13	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.	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.	WLS has a Pulse Champion to promote the PULSE survey.	2018-2022	The UoW paused the Pulse Staff Survey after 19/20 intending to find a new survey provider, but the pandemic delayed that process and the UoW has not yet ran a Pulse Staff Survey since 19/20. Consequently, there are no Pulse Champions in WLS but the role will be reinstated when a new Pulse Staff Survey is to take place.
AP3.14	To increase and deepen awareness of E&D issues including issues which are	Write overview of key issues emerging from WLS biennial staff and student surveys, and PULSE staff survey, to	Reports for PULSE and WLS surveys to be circulated to all staff and presented to the next	March 2020 (PULSE) and September 2021 (WLS	The report and actions from the Pulse Staff Survey 19/20 was circulated to staff and discussed at a Staff Meeting.

	outside the scope of this submission.	be circulated to all staff within two months of the close of surveys / one month of the publication of results of the PULSE survey and discussed at WLS staff committee with appropriate actions discussed and implemented.	occurring WLS staff committee by DoA and EDC chair with appropriate actions discussed and implemented.	survey) and biennially thereafter.	The report and actions from the WLSCS2023 was circulated to staff and discussed at an extraordinary staff meeting focussed on Athena Swan.
AP3.15 & AP3.16	To ensure that information about E&D issues is widely disseminated to staff and students through a variety of means. Ensure that E&D webpages are up to date and fit for purpose.	Make Equality and Diversity web pages visible, accessible, and more reflective of the intersectional needs of WLS. EDC to strategically review the Equality and Diversity web pages every six months.	Improved staff and student understanding of actions, policies, and procedures. 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 EDI issues. An up-to-date dynamic and effective WLS E&D webpage. We will know we have been successful when 90% of our staff and students rate our webpages positively in WLS staff and student surveys.	Sharing of information: 2018-2022 WLS Athena Swan webpage Completion by: March 2019	The WLS publicly accessible EDI webpages were completed in 2019. They have been updated continuously since then, and a comprehensive EDI section has been added to the new Staff Intranet launched in 2023. The WLS Culture Survey does not ask whether staff and students are able to find EDI information, but does ask if they are familiar with the 'Dignity at Work' policy (85% neutral or positive for staff; 69% neutral or positive for students).
AP4.1	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.	To explore with the Centre for Lifelong Learning the possibility of expanding our part-time UG and PG provision.	A plan on the future of part-time provision which is supported by WLS Staff Committee by 2021.	Report to June 2019 Staff Committee. Subject to decision of the Staff Committee, part-time provision could be open to applicants	WLS, in liaison with CLL, determined there was insufficient demand for part-time UG or PG provision in WLS. However, part-time students on non-Law programmes are all eligible to apply for WLS module places.

				in 19/20 UG recruitment cycle.	
AP4.2 & AP4.3 & AP4.8	To work to improve the gender balance in the student population as we have fewer male undergraduates enrolled than the sector average. 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. To work to improve the gender balance in the student population as we have fewer male postgraduates enrolled than the sector average.	(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, (b) Project team to review all UG recruitment materials to ensure a balance of role models and images. (c) Project team to promote recruitment materials specifically to potential male applicants. (d) 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 recruitment policies and actions to be considered and planned as appropriate.	Report by Project Team to staff committee with recommended actions to improve the gender balance in the student population. Review of UG recruitment materials and specific marketing to potential male applicants. 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. 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. We will be successful when our student population gender balance across all degrees is within 5% of the sector benchmark.	Report to Staff Committee by July 2020 October 2019 and annually thereafter	The sector benchmark (2020) for Law UG is 34.1%M and WLS UG 22/23 is 27.5%M, a difference of 6.6%. The sector benchmark (2020) for Law PGT is 39.9%M and WLS PGT 22/23 is 27.3%M, a difference of 12.6%. The sector benchmark (2020) for Law PGR is 48.6%M and WLS PGR 22/23 is 39.7%M, a difference of 8.9%. A thorough review of WLS student recruitment practices has not identified any male-specific barriers. However, despite applications and offers to students typically being within 5% of the sector benchmark, a greater proportion of female students take up their offers and enrol.
AP4.4	Whilst non-continuation rates for UG are relatively low, understanding the reasons for each departure will enable us to	Director of Student Support and Wellbeing/Director of Student Experience to conduct leavers' meetings	All students engage with leaving process. There is a 90% take-up of exit interviews. A better	Dec 2018	Departing UG students are typically unwilling to have a leaver's meeting but have already expressed their

	better support individual students, improve student support programmes generally and enable the AS Action Plan to be developed to meet pressing issues.	with departing UG students and review the reasons for non-continuation in order to inform support programmes and develop AS Action Plan.	understanding of the reasons for non-continuation and an improved system that offers students support when making decisions about leaving.		reasons for leaving in the withdrawal application. The reasons for leaving are predominantly around physical or mental health, which is being addressed centrally by the University.
AP4.5	Ensure that WP students are adequately supported within WLS. This is particularly important as students from non-traditional/WP backgrounds are nearly 5 times more likely to withdraw from WLS.	Review the impact of initiatives to support WP UG students, in particular, the Welcome Week activities, CAP, stratified seminar groups and trained personal tutors.	An annual report to EDC and UG committee on WP student support and attainment. An UG curriculum and support system that supports WP students. Increased levels of satisfaction reported by WP students in surveys, focus groups and to personal tutors and SSLC. 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. Reduce levels of non-continuation amongst WP students from 7.8% to 6.8% (national average for all students).	2018-2022	Reports are published annually, discussed at WLS and at both faculty and institutional level, and fed into the WLS 2023 WP Strategy. Proportion of 'good degrees' by offer type, excluding 22/23 for which the MAB has delayed the results.

Within the orange cell (AP4.5 outcome):

	Contextual Offer	Standard Offer	Variance
19/20	70%	88%	-18%
20/21	91%	91%	0%
21/22	90%	92%	-2%
22/23	n/a	n/a	n/a

WP students were considered with the introduction of the new curriculum. The MSP and Law WP programme provides additional support for WP students, and further support is planned as part of the WLS Inclusive Education and WP Strategy.

					The WLS2023 Culture Survey included the intersectional data for students of who is and who is not receiving financial support. The intersectional analysis shows good results for belonging and inclusion which are comparable between the two groups, but a notable difference for dignity and respect.

	Student Receiving Financial Support	Students Not Receiving Financial Support
Belonging & Inclusion	85%	84%
Dignity & Respect	78%	84%

Continuation rates are only available for the whole cohort and are not currently broken down between WP and non-WP students.

AP4.6	The attainment of a 'good' degree (first or 2.1) in WLS was 3-4% higher for females than males in 15/16 and 16/17, and higher than the sector average	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	An annual report on degree performance, in particular, noting any attainment gap as a result of gender, BAME status, LPN, country of	Oct 2019	The UG attainment for good honours (a 1st or 2:1) has been relatively close in the past two years:

	of 72.9% in 16/17. The gender gap is consistent with trends across the sector (HESR 2018). However, the proportion of males achieving a good degree in 17/18 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.	status and country of domicile) with annual reports produced for consideration by EDC, SSLCs and UG committee to inform relevant action planning.	domicile, to be considered by EDC, SSLCs and UG committees to enable strategic planning of student support and interventions. 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 committee will discuss strategies for interventionist action to address this, such targeted support on the SDP.		<table><tr><td></td><td>F</td><td>M</td><td>Var.</td></tr><tr><td>17/18</td><td>91%</td><td>81%</td><td>+10%</td></tr><tr><td>18/19</td><td>90%</td><td>92%</td><td>-2%</td></tr><tr><td>19/20</td><td>79%</td><td>89%</td><td>-10%</td></tr><tr><td>20/21</td><td>95%</td><td>92%</td><td>+3%</td></tr><tr><td>21/22</td><td>93%</td><td>92%</td><td>+1%</td></tr></table> The UG Committee discusses the results each year and devises strategies to address any identified inequities.
AP4.7	Since 2016/17, WLS has run a Scholarship Development Programme to provide academic skill support to UG students not on track for a 1st/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.	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.	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.	Jun 2019	The Scholarship Development Programme has been discontinued in its previous form, replaced by a wide range of initiatives to assist any students who are struggling with their academic performance.
AP4.9	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	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	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	Oct 2019	The gender variance for PGT achievement of a distinction or merit has varied over the period, with the most recent results showing female students performing better than male students:

	enable it to respond to trends promptly and appropriately.	consideration by EDC, PG SSLCs and PG committee to inform relevant action planning.	and PG committees to enable strategic planning of student support and interventions. 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.		<table><tr><th></th><th>F</th><th>M</th><th>Var.</th></tr><tr><td>17/18</td><td>67%</td><td>74%</td><td>-7%</td></tr><tr><td>18/19</td><td>83%</td><td>85%</td><td>-2%</td></tr><tr><td>19/20</td><td>74%</td><td>88%</td><td>-14%</td></tr><tr><td>20/21</td><td>82%</td><td>100%</td><td>-18%</td></tr><tr><td>21/22</td><td>84%</td><td>75%</td><td>+9%</td></tr></table> The PG Committee discusses the results each year and devises strategies to address any identified inequities.
AP4.10	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.	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.	A better understanding of the reasons for non-continuation and an improved system that offers students support when making decisions about leaving. Maintain our high retention levels of 98%.	Dec 2018	Retention rates have remained high, but a system of leavers meetings has not proven possible. Nor have other methods of gathering data from non-continuation students been consistently useful. Typical issues raised from the feedback that is available are often financial.
AP4.11	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. A pilot in 2017/8 which gave applicants clearer guidance on the application process led to an increase in successful male applicants and	(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. (b) To create a 'Demystifying the PGR application process' video which will be available on the WLS webpage.	Improved information on PGR application process to assist potential applicants. 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).	Review of current information available to PGR applicants by Oct 2019 and annually thereafter. Creation of a 'Demystifying the PGR application process' video by Oct 2020.	The information available to prospective PGR applicants has been strengthened and promoted. The percentage of PGR applications that lead to an offer have increased, but not yet to the level aimed for: <table><tr><th></th><th>F</th><th>M</th><th>Total</th></tr><tr><td>17/18</td><td>23%</td><td>22%</td><td>22%</td></tr><tr><td>18/19</td><td>41%</td><td>27%</td><td>33%</td></tr><tr><td>19/20</td><td>32%</td><td>41%</td><td>36%</td></tr><tr><td>20/21</td><td>50%</td><td>25%</td><td>35%</td></tr><tr><td>21/22</td><td>50%</td><td>46%</td><td>47%</td></tr><tr><td>22/23</td><td>36%</td><td>29%</td><td>33%</td></tr></table>

	it is hoped that clearer and better guidance will encourage this trend and will lead, over time, to a more gender balanced PG community.				
AP4.12	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 needed to address any barriers to enrolment and to encourage gender equality in the PGR and PG community.	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.	Increase the 'accept to enrol' conversion rate, especially for male PGR applicants, reaching an overall rate in excess of 10% by October 2020.	2018-2022	The percentage of PGR applications that lead to an enrolment have increased, exceeding the 10% target by 2020:

The percentage of PGR applications that lead to an enrolment have increased, exceeding the 10% target by 2020:

	F	M	Total
17/18	7%	3%	5%
18/19	9%	7%	7%
19/20	10%	14%	12%
20/21	22%	7%	13%
21/22	17%	16%	16%
22/23	12%	3%	8%

AP4.13	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.	(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. (b) PG Mentors to promote the PGR student survey and PRES to ensure a good response rate and reliable picture of student satisfaction. (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.	(a) A yearly survey of PGR student satisfaction to capture student concerns in order to inform decision making around student support. (b) A response rate of 60% or more to PRES and PGR student satisfaction survey. (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.	PRES to run 2018, 2020, 2022 PGR Student Satisfaction survey to run 2019, 2021, 2023	PRES ran biennially in 2017, 2019, and 2021 (one year different to what was anticipated in the Action Plan), and the results are considered and discussed at PG Committee and Education Committee. The results are not considered at EDIC as the results are not analysed by gender or other intersectional characteristics. The response rate was increasing towards the target until 2021, the reduction in response rate believed to be in part a consequence of the pandemic:

					Year	Rate
					2017	44%
					2019	50%
					2021	37%
AP4.14	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. There is also feedback from UG students with caring roles that they feel isolated within the student body.	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.	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.

A link to the webpage and a pdf of the handbook to be available on the E&D webpage once created.

A pilot series of 'coffee for carers' coffee mornings for UG and PG students with caring roles.

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. | The handbook and webpage to be in place by Oct 2019 and revised annually thereafter.

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 Mar 2019. | New staff and PGR students are signposted to the support available for carers, and details are included in the Staff Intranet and the PGR handbook and webpages.

The 'coffee for carers' initiative did not start due to the pandemic, and there does not appear to be an appetite to do so post-pandemic.

The WLS 2023 Culture Survey had responses to staff to "The School provides staff with support around all types of caring leave" at 73% positive or neutral and "The timing of School meetings and events takes into consideration those with caring responsibilities" at 81% positive or neutral. |
| AP4.15 | WLS has a hardship fund which is available to UG and PG students as concerns about financial issues can 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 | 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. | Clear guidance to UG and PG students on the availability and scope of support under the internal hardship fund to ensure all students are aware that they can apply for financial assistance for, amongst other things, short-term | Guidance to be circulated to PG and UG students by Jan 2019. | Clear guidance for the WLS student hardship fund has made available on the WLS online student hub and included in the student handbooks that are circulated annually. |

		available from the hardship fund.		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.		The next iteration of the WLS Culture Survey (Students) will include a question in the Wellbeing section regarding the awareness of hardship funds.
AP4.16	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.	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.	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.	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.	The UoW has introduced an annual 'Undergraduate to Postgraduate Study Fair', which is heavily promoted by the FSSRO and by all academic departments, including WLS.\n\nThe pipeline report has not been presented at a Staff Meeting, but will form part of the WLS Strategic Review in 23/24.
AP4.17	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) (Table 20). The data from leavers' meetings will provide more localised information around reasons for leaving than the HR exit survey data alone. 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	Continue to hold internal one-to-one leavers' meetings (academic and professional services staff members) with HoD/DoA as appropriate. 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. Specifically, we will investigate if there is a correlation between those leaving for better prospects	Leavers' meetings with HoS/DoA offered to all leavers (academic and professional services staff) and 85% of staff accept the offer by 2020. 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. Any concerns about UoW policies and procedures in relation to career progression and promotion	2018-2022	All WLS staff leavers are offered an exit interview with the HoS or HoA. The uptake is less than the target of 85%, but typically due to the leaver expressing that they have no issues they wish to discuss. All issues raised in the exit interviews that do take place are discussed with the relevant WLS office-holders and with HR.

	WLS to better support all colleagues in their career progression, in particular, fixed-term staff.	and those who are identified as ready for promotion, or those on FTCs, and report any concerns to the University.	will be fed back to the appropriate UoW Services to ensure HR policies are delivered in as efficient and widespread way as possible.		
AP5.1	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).	(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. (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 will be brought, by the HoS as chair of AC, to the attention of MC for discussion and action planning. (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	Report to EDC on gender balance in relation to all staff positions at the end of each year with action findings and gathered data. Success measure: 100% match between HR and WLS recruitment records for the year, each updated as necessary. 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. We know we have been successful when 60% of respondents to the biennial WLS staff survey have no concerns about recruitment.	2018-2022	The responsibility for maintaining the WLS HR records has now passed from the Executive Officer to the HR Coordinator. The WLS HR records and UoW central HR records were reconciled in preparation for the 2023 AS application, with no outstanding discrepancies. An annual report on HR-related EDI data is provided to the EDIC (which replaced the EDC) by the ASWG, including staff recruitment. The proportion of females at the shortlisting stage are all within 20% of the proportion at the application stage. However, the proportion appointed has been outside the 20% target maximum variation from the proportion shortlisted for academic staff in 17/18, 19/20, and 21/22, and for PSS in 17/18, 18/19, and 20/21.

					amended and updated as necessary.	

The nested statistics table in the green progress cell:

		Applications	Shortlisted	Appointed
Academic Staff	17/18	42%	56%	33%
	18/19	47%	57%	56%
	19/20	37%	33%	83%
	20/21	39%	50%	67%
	21/22	40%	63%	90%
	22/23	48%	53%	55%
PSS	17/18	58%	71%	50%
	18/19	73%	69%	100%
	19/20	68%	57%	50%
	20/21	60%	62%	100%
	21/22	65%	64%	60%
	22/23	82%	88%	75%

In the WLSCS2023, 86% of staff respondents were positive or neutral that "Decisions about appointments in the School are made fairly".

| AP5.2 | Ensure a fair staff recruitment process by ensuring Interview Panels and AC have a balance of representation by gender. | 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. | A balanced composition of AC and Interview Panels to facilitate a fair recruitment process. The cumulative balance of males and females on AC and Interview Panels should 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. | 2018-2022 | Appointments Committee is 40%F:60%M in 22/23 and 50%F:50%M in 23/24.

All interview panels for the past several years have been a gender mix, with no large discrepancies between F and M. |
|---|---|---|---|---|---|

AP5.3	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. Feedback from the WLS Staff Survey suggests not all staff are up to date with matters covered by Induction Training.	(a) Proof of successful completion of Induction Training to be submitted within the 1st month of new staff member's employment. (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.	All staff are familiar with current Induction Training material. (a) 100% of new staff complete Induction Training within their first month of employment (b) all staff are emailed a link to current Induction Training material at start of September each year.	2018-2022	All staff are informed of their Induction Training requirements, and sent periodic reminders when not completed in a timely fashion. 100% of new staff complete their Induction Training requirements within their first four weeks of employment. All staff are sent reminders twice a year regarding their outstanding training requirements.
AP5.4	Ensure Induction Training meets the needs of new staff, incorporates the latest University guidelines and is enhanced in line with recommendations from LDC.	(a) 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 1st 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.	Induction Training meets the needs of staff and is revised annually taking account of staff feedback, UoW guidelines and LDC recommendations. We know we have been successful when 60% of respondents to the biennial WLS staff survey have no concerns about induction.	Jun 2020 (and annually thereafter)	Induction Training requirements are updated regularly, with both new and current staff informed of any new requirements. The WLS 2023 Culture Survey did not include any questions regarding staff induction as the question would only be pertinent to a very small number of respondents. However, new staff are asked for feedback on their induction and the feedback for the past two years has all been positive. Potential changes to induction processes are discussed within the Staffing Development Group ahead of the usual staff intake in September of each year.

		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 1st month of employment to discuss, amongst other things, any concerns with induction (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.			
AP5.5	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.	(a) Executive Office to 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. (b) Executive Office to email all staff at the start of the Academic Year to encourage all staff to complete Diversity in the	(a) New Staff: 90% completion of Diversity in the Workplace Training within first month of employment. (b) All staff: target of 80% completion of Diversity in the Workplace training by September 2019 (this completion rate to be maintained/increased annually).	2018-2022	All new staff are provided with an induction plan with all mandatory training courses, which includes the requirement for the 'Warwick Principles and Social Inclusion' and 'Unconscious Bias' training courses to be completed by week 4 of employment. Completion rate for new staff in the past two years has been 87%. The 'Diversity in the Workplace' training has been replaced by the 'Warwick Principles and Social

					Inclusion' training. Current completion rates for the entire staff population are 47% for academic staff and 85% for PSS.
		Workplace training at their earliest opportunity. Executive Office to record completions and send reminders as appropriate. (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.			
AP5.6	Establish a record of applications for promotions by gender and grades and put in place measures to address any imbalance identified by MC	HoS to keep record of promotions according to gender and grade and use this to review accuracy of HR data. HoS to share this record with MC after each promotion round has been completed. MC to review the gender balance of applications for promotion (successful and unsuccessful) and consider any necessary actions.	Record of promotions by gender and grade reviewed annually by MC, with consideration, creation and implementation of appropriate action plans.	2018-2022	A comprehensive record of academic promotions, including EDI data, is maintained by the HR Coordinator and is reviewed annually by the Staffing Development Group to inform action plans.
AP5.7	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. 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.	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.	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. We know we have been successful when 50% of respondents to the biennial WLS staff survey have no concerns about promotion.	'Ready for Promotion?' sessions to be held by March 2019 and annually thereafter.	'Academic Promotions Explained' events are now held annually by the UoW, led by the Provost and a senior member of HR, with the 2022 events having taken place on 14th and 19th October 2022. Notification of these events is accompanied by an invitation from the DASD, on behalf of the Academic Promotions Panel, for individual conversations to explore the issue of academic promotion.

	WLS will also put in place measures to prepare staff for promotion in subsequent rounds.			
AP5.8	The PDR process will be strengthened to facilitate discussion of career progression and promotion.	(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.	PDR guidance to reviewers and PDR documentation to include information on promotion and career progression.	PDR guidance to reviewers and PDR documentation to be updated to include promotion criteria/career planning discussion prompts by Mar 2020	The UoW has been conducting a review of the PDR process ahead of its relaunch in summer 2023. WLS has fed into that review process, emphasising the need to include more content regarding promotion and progression, but is prepared to provide its own additional content if the relaunched process does not include it.
AP5.9	To work towards a more balanced gender profile across all pay grades, in particular the highest pay quartiles.	Regular appraisal of WLS' 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.	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.	2018-2022	The Sector Benchmark for Law academic staff is 52.5%F 47.5%M. WLS worked towards and achieved a comparable gender profile in 20/21 and 21/22, with more recent female academic appointments taking the 22/23 profile beyond the Benchmark.
AP5.10	Staff need to be sure that the Merit Pay process is fair as it is based on nomination alone	Merit Pay Sub-Committee to monitor the gender balance of nominations and awards,	An annual report to MC on Merit Pay gender balance of Merit Pay nominations and	Apr 2019	UoW discontinued the Merit Pay process during the pandemic, replacing it with

Table within AP5.9 comment cell:

	F	M
17/18	41%	59%
18/19	46%	54%
19/20	46%	54%
20/21	55%	45%
21/22	53%	47%
22/23	58%	42%

	rather than application by staff member.	and report to MC on an annual basis. A record to be kept of the reasons for nominations and outcomes.	awards and a record of the reasons for each. We know we have been successful when an equal proportion of male and female staff members are nominated for Merit Pay awards.		'Thank-You Payments' awarded to all FA1-FA8a staff, so 100% of all genders are in receipt of the payments. A replacement to the Merit Pay process is to be introduced by UoW in late 2023.
AP5.11	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.	(a) 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. (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.	(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. (b) Actions put in place to support staff and remove any barriers to submission that are identified.	Jan 2019	All decisions were discussed and recorded by the REF Group, including all issues regarding support and inclusion.
AP5.12	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.	Executive Office to circulate details of training opportunities to all staff on a regular basis.	Promotion of training opportunities to all staff and action taken by HoS to facilitate their uptake where possible. We know we have been successful when 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 development at the University' (2018 – 70%).	2018-2022	Training opportunities are circulated to all staff on a regular basis, with reminders sent for all mandatory training. From 22/23, all professional staff have access to a WLS professional development fund for external training opportunities. The response to "the School supports my career

					development" in the WLS 2023 Culture Survey was 82% positive or neutral.
AP5.13	Completion of certain online training courses is required by the University.	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.	A record of successful completions by staff of mandatory online University training courses, with reminders from Executive Office to staff of outstanding courses. 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).	2018-2022	The UoW has introduced a new HR system, SuccessFactors, which includes a module that will maintain all of the staff training records and automatically remind staff of any outstanding training. The implementation of this module has been delayed but is expected to be available by the end of 2025.
AP5.14	The DSD role supports staff career progression and will ensure a more consistent approach to PDRs and development across WLS.	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 observation of Teaching.	The consideration by MC of the proposal by EDC to create an administrative role of Director of Staff Development.	Report to be submitted to MC by Apr 2020.	The role of Director of Academic Staff Development (DASD) was created in 2022, as was the new Staffing Development Group that is chaired by the DASD. The DASD has been allocated 300 AWPs (19% FTE).
AP5.15	It is important to understand the concerns of sessional teachers.	The creation of an annual sessional staff satisfaction survey to collect data to inform strategy and action planning.	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.	Apr 2019 and annually thereafter	Sessional teachers were formally recognised as staff by the UoW in 20/21, and since then have been included in all staff surveys.

AP5.16	Ensure consistent training and support is provided to sessional teachers, including in relation to issue of equality and diversity	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/marking tasks.	A formal support programme for sessional teachers arranged by DoE and DSD (AP 5.13) to offer training and support 80% of respondents to the annual sessional staff satisfaction survey (AP 5.14) are satisfied with the training and support they receive in WLS.	Sep 2019 and annually thereafter	Since 20/21, all sessional staff have the hours to undertake a suite of mandatory training courses included in their contracts. The courses include Security and Information Management, Health and Safety, Finance, and EDI. The suite of courses is reviewed and refreshed annually.
AP5.17	Improve the process around PDRs in order to ensure they are more responsive to the needs of staff	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.	A revised and refreshed PDR process which builds on and develops the University's model to ensure it meets the needs of WLS staff. 60% of staff engage with PDR process. 60% of respondents to the biennial WLS staff survey have no concerns about PDR process.	Mar 2019 and annually thereafter	The UoW's PDR process was paused during the pandemic and PDCs introduced instead. The UoW has been conducting a review of the PDR process ahead of its relaunch in summer 2023. Uptake of the 2022 PDC process for academic staff was 64%. Of the 27 who did not participate, 4 did not because they were leaving the UoW. Excluding these 4, the uptake was 68%. Uptake of the 2022 PDC process for PSS was 84%. Of the 3 who did not participate, 2 did not because they were leaving the UoW. Excluding these 2, the uptake was 94%. In 2023 the PDR process was made mandatory for all staff by the University.

					In the WLSCS2023, 28% of staff respondents disagreed that "I receive useful feedback on my career development through the PDR process", with 72% either agreeing or having no opinion.
AP5.18	Ensure PDR reviewers are properly trained before PDR meetings take place to ensure PDR meetings meet the needs of participants	(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. (b) DSD (AP5.13) to run sessions for reviewers and reviewees on the PDR process. (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.	A fully trained cohort of PDR reviewers to ensure that PDR is a successful process for all concerned. 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	Mar 2019 and ongoing	The UoW has been conducting a review of the PDR process ahead of its relaunch in summer 2023. The relaunch is expected to include new mandatory training for reviewers. The UoW has introduced a new HR system, SuccessFactors, which includes a module that will maintain all of the staff training records and automatically remind staff of any outstanding training. The implementation of this module has been delayed but is expected to be available by the end of 2025.
AP5.19	Ensure that PhD students are supported in their career progression and are aware of support mechanisms in place	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	A PGR community that is aware of available support. We know we have been successful when 80% of eligible PhD students apply for IAS Early Career Fellowships.	Nov 2018 and annually thereafter	The proportion of eligible PhD students that have applied for IAS Early Career Fellowships is below the 80% target threshold. However, some of the eligible PhD students secured other post-PhD employment and so chose not to apply for an IAS Early Career Fellowship. With hindsight, this action point

					should have focused on ensuring there is no gender bias in the success rates of the applicants:

	Total No. of Applications	Female Success	Male Success
17/18	2	50%	n/a
18/19	3	33%	n/a
19/20	3	50%	0%
20/21	4	50%	50%
21/22	1	n/a	0%
22/23	2	0%	n/a

In addition, more resource and attention has been deployed to providing PGR career support across the range of post-PhD options.

AP5.20	Ensure PhD students receive appropriate writing and careers support	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	A revised series of support sessions for PhD students. 85% level of satisfaction with support systems from PhD candidates in their annual review meetings	Focus groups: Spring 2019; Programme developed Spring – Sep 2019; Programme run from Oct 2019	The intended series of support sessions did not go ahead due to the Covid pandemic. However, post-pandemic WLS has introduced annual writing masterclasses and dedicated support form a professional writing consultant.
AP5.21	Ensure that PhD students are aware of support mechanisms in place to assist their studies and career progression.	PhD support sessions to be well publicised by DPGR and PhD Mentors to all PhD students to increase awareness of support mechanisms in place	Over 50% attendance at PhD support sessions	Nov 2019 and ongoing	The annual PhD induction session includes details of support mechanisms and careers activities. All other support sessions are well publicised, and the PGR SSLC are asked for input on

					topics for the sessions. Unfortunately, attendance at the sessions is not monitored.
AP5.22	Encourage all UGs to consider graduate study	(a) 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. (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.	(a) An annual showcase in Autumn for UGs to showcase Student Research opportunities (URSS, ICUR, Student journals) held by DSEP. An annual information session on PG level study opportunities and funding available run by DPGR (b) A dedicated fund to assist students presenting at Conferences of UG Research (such as BCUR and ICUR). Improved levels of progression from UG to PG level study	Nov 2018 and ongoing	The annual careers programme includes events promoting PG studies to UG students. Funding is now provided for travel and accommodation for WLS UG research conferences in the UK. The level of progression from UG to PGT within WLS had steady improvement, which then increased dramatically as a consequence of the pandemic but has decreased in 23/24 following the industrial action in 22/23:

	F	M	F%
18/19	4	5	9
19/20	10	1	11
20/21	9	4	13
21/22	14	7	21
22/23	6	6	12
23/24	2	4	6

AP5.23	Ensure all UG students have equal awareness of, and access to. career advice opportunities.	(a) Career advice opportunities to be shared with UG and PG students on a weekly basis in a variety of forms. (b) DSE, in conjunction with Careers, to record and	All students to be aware of careers advice opportunities and to ensure equal access to careers services. (a) 75% of respondents to the biennial WLS student	(a) November 2019 and weekly thereafter in term time (b) January 2020 and	The careers support for all students, including UG, was enhanced in 2023 with a significant increase in the support from the Senior Careers Consultant.

		review gender take-up of careers opportunities and report annually to Staff Committee for appropriate action planning.	survey have no concerns about careers guidance. (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.	annually thereafter	A series of careers workshops run through each academic year, with a member of academic staff appointed as the Careers Liaison to work with the Senior Careers Consultant. Data is not kept on the gendered uptake of career opportunities.
AP5.24	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.	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.	A gender balanced rate of application and success in grant capture with actions taken as necessary to address any lack of balance.	2018-2022	No gender imbalance has been identified in the rates of research grant applications and successes. All academic staff are encouraged to attend sessions supporting research grant applications, and strong support is provided by the Research Manager for all research grant applicants.
AP5.25	All staff should be confident that the buy-out process is transparent and fair.	To continue the WLS practice of a transparent buy-out calculation where funding income is secured.	A fair and transparent buy-out calculation. Include as an additional question in the next staff survey, target is over 75% reporting no concerns	2018-2022	The policy for funded buy-out of academic staff time has been changed by the University from a departmental policy to an institutional policy for implementation in 23/24, and so the proposed question in the Culture Survey was moot and not included.
AP5.26	As a result of the AS consultation process, it became clear that the processes for identifying any training or re-	(a) Executive Office to diarise return to work meetings with HoS / DoA as	Sessional teachers who feel more supported following their return from parental leave. In the annual	Jun 2020	No sessional staff have taken parental leave in the time since the last AS Action Plan, but the procedures for return

	induction needs upon return from parental leave was not as robust for sessional teachers as for other staff	appropriate for sessional as well as permanent staff. (b) EDC to investigate with sessional teachers what support would help them upon returning from parental leave.	sessional staff survey (AP 5.14) 90% of respondents have no concerns about arrangements around parental leave.		from parental leave are now the same for sessional staff as it is any other staff.
AP5.27	It is important that all staff have full information about Parental Leave, Shared Parental Leave, Flexible Working and Career Breaks.	(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. (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.	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 support those with caring responsibilities. 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%.	(a) Production of resources by September 2019 (b) December 2019 and ongoing	New WLS staff are advised of the relevant policies during their induction. Staff are reminded of and signposted to the relevant policies when appropriate, links to the policies are included in the Staff Intranet, and the WLS HR Coordinator advises staff on an individual basis regarding the policies. The WLS 2023 Culture Survey, "The School provides staff with support around all types of caring leave" had a 73% positive or neutral response from staff.
AP5.28	In the 2018 WLS Staff Survey, more women than men had concerns about parental and adoption leave within WLS (86% vs 29%). 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	(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. (b) The EDC will produce a paper using WLS expertise in family law which will go to	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.	Jan 2020 to Jul 2020	Concerns regarding the HR policies for the various types of parental leave have been raised and discussed with HR.

	efficient and widespread way as possible.	University led Gender Task Force that is looking into maternity leave provision across the university. (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] (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.			
AP5.29	Ensure that staff are reassured that implementation of parental or adoption leave is transparent and fair.	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 WILS to ensure that it provides	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. 75% of respondents to the biennial WLS staff survey	Apr 2019 to Jan 2020	The task and finish group operated in 19/20, resulting in greater transparency, an overhaul of the academic workload system, and greater embedding of EDI principles in WLS' management and operations. The WLS 2023 Culture Survey, "The School provides staff with support around all

		adequate transparency and reassurance. Task and Finish Group also to review provision for students with caring responsibilities and potential for additional support with timetabling, etc. Report by the task and finish group to be presented by HoS to EDC and MC.	state there are some or many things to celebrate about parental and adoption leave policies in the biennial AS survey.		types of caring leave" had a 73% positive or neutral response from staff and "Workloads in the School are allocated fairly" had a 66% positive or neutral response from staff.
AP5.30	Ensure staff taking parental or adoption leave are supported before, during and upon return from parental and adoption leave.	Through returner 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.	Support provided to staff before, during and upon return from parental and adoption leave meets their needs. 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.	Apr 2019 to Jan 2020	Returner meetings for staff on any form of parental leave are discussed in advance of leave and scheduled for the return. Where possible, a reduced teaching load or a phased return is put in place for the returner.
AP5.31	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	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	The University Working Group on Timetabling includes Law representation to enable WLS input into University policies	Nov 2019	WLS was represented on the UoW Working Group on Timetabling and participated in policy development. The Group has now been disbanded.
AP5.32	Ensure opportunities to work part-time are made available as far as possible and all staff are aware of the possibility of a	(a) DoA and HoS to review the opportunities to work part-time within WLS and to consider if these	Established framework for information provision on career breaks/part-time working to all staff, including in Induction Training and at	(a) Review completed by July 2020	Academic staff seeking to move from a full-time to part-time role, or to change part-time hours, are advised on the possibilities.

	career break/part-time working opportunities where appropriate	opportunities could be increased. (b) When circulating information about study leave applications on an annual basis, Executive Office to also circulate information on career breaks to all staff, to further raise visibility of such opportunities.	recruitment, to enable all staff to consider these opportunities. 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.	(b) January 2019 and annually thereafter	Wherever possible, PSS roles are advertised with the option for part-time appointments, and with encouragement for applicants seeking a part-time role.
AP5.33 & AP5.34	Ensure there are opportunities for social interaction and teambuilding 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 Further strengthening of the collaboration between staff members of WLS.	(a) Staff weekly coffee mornings to continue and to be publicised widely to all staff through emails from Executive Office (b) Weekly staff lunches to continue and to be publicised widely to all staff through emails from Executive Office. (c) The all-staff Christmas meal to continue to be organised by the Executive Office and publicised widely to all staff. (d) Staff Annual Away-Days for academic staff and PSS to continue to be organised by the Executive Office, DoA and HoS and publicised widely to all staff through emails from Executive Office.	An integrated working environment with diverse opportunities for staff groups to meet and mix. An attendance of 15 or more at the weekly coffee mornings in term-time (current attendance around 10). 75% attendance at Away Days (current attendance around 62%) 75% attendance at Christmas Lunch (current attendance is around 60%). A report to EDC by DoE/DUG/DoA on measures and case studies to develop effective collaboration between staff groups.	2018-2022 A series of targeted actions devised by January 2020. Agreed actions to be implemented by July 2020.	The weekly coffee mornings ceased as a consequence of the pandemic, and the post-pandemic rise in hybrid working has hampered in-person meeting opportunities. Away Day attendance (both the School Conference and the T&L Away Day) has increased, with recent attendance from academic staff not on Study Leave at around 77%. The Christmas lunch was not held during the pandemic, but reintroduced in 2022 with the highest attendance at the event to date of 75 staff, including 78% of all non-sessional staff.

		(e) Staff to be consulted by Executive Office to identify any other possible social events/barriers to engagement and actions undertaken by HoS as appropriate. (f) 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 and module allocation) such case studies to be reported to EDC and used to inform future departmental planning.			
AP5.35	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.	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	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	Oct 2019 to Oct 2020	WLS decided not to use the AUA Professional Behaviours Framework but has instead introduced a PSS Professional Development Fund and a series of other professional development opportunities for PSS.
AP5.36	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	(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 be disseminated to staff	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.	Nov 2018 to Mar 2019	In the WLS 2023 Culture Survey, 7% of staff and 3% of students had experienced bullying in WLS in the previous 12 months, and 89.5% of staff and 87.2% of students were positive or neutral on their satisfaction with how bullying and harassment are addressed.

	allegations of unacceptable behaviour and are given guidance on what constitutes unacceptable behaviour in the workplace.	through emails and noticeboards with a clear process for staff to follow on reporting unacceptable conduct. (c) WLS will promote University-run workshops on tackling bullying and harassment in the workplace and will hold its own event on workplace conduct.	60% of respondents to the biennial WLS staff survey have no concerns with issues of bullying, harassment or discrimination in WLS (currently 30%)		
AP5.37	The Law Dignity Contact left WLS in 2018. The University has 23 dignity contacts that any member of staff 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 EDI Team.	Ensure there is one trained Dignity Contact within WLS by March 2019.	One Dignity Contact amongst WLS staff by March 2019.	Mar 2019	The UoW's 'Dignity Champions' were replaced by 'EDI and Wellbeing Champions', which in turn were replaced with 'Social Inclusion Champions'. There are currently four Social Inclusion Champions in WLS (3F, 1M).
AP5.38	Ensure that the School promotes and upholds the Dignity at Warwick policy	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.	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. 75% of respondents to the biennial WLS staff survey state there are some or many things to celebrate	Mar 2020 to Oct 2020	The WLS 2023 Culture Survey had a positive or neutral response for staff of 85% for "I am familiar with the University's 'Dignity at Warwick' policy", 75% for "School management is active in tackling issues around dignity and respect", and 75% for "I am satisfied with how dignity and respect are addressed in the School".

			with regards to policies on bullying, discrimination and harassment.		
AP5.39	To encourage a more collegiate culture in the WLS.	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.	Staff aware of existence of Charter, 50% report feeling it is a positive intervention in surveys and consultation.	Jul 2019	A Communications Etiquette was developed as the 'Law Considerate Communications Charter' and is highlighted to new staff and included in the Staff Intranet.
AP5.40	To ensure WLS staff and students feel confident that the culture of the School is respectful and inclusive and visibly prioritises wellbeing.	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.	A well-developed week-long programme of events in WLS to coincide and support Warwick Wellbeing Week in term two of the Academic Year.	Feb 2019 and annually thereafter	The pandemic disrupted plans for Warwick Wellbeing Week, and the initiative is now a well-established University-wide initiative that WLS signposts staff and students to.
AP5.41 AP5.42	We are concerned that 9% of respondents to the WLS staff survey (2018) have many concerns about race discrimination. 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.	WLS will ensure that all staff are aware of the range of behaviour that can have the effect of racial harassment by undertaking actions to include: 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	We know we have been successful when 100% of respondents to the WLS staff survey have only some or no concerns about race discrimination. We know we have been successful when 100% of respondents to the WLS staff survey have only some or no concerns about sexual harassment.	2019	The UoW's Dignity Contacts have been replaced by Social Inclusion Champions, of which there are four in the WLS as of 22/23. The UoW has introduced Report and Support for all members of the community to report any incidents of concern, and this process is highlighted to all new staff and students.

	We are concerned that 9% of respondents to the WLS staff survey (2018) have many concerns about sexual harassment.	and support and assistance in raising awareness. ii) Securing training to raise awareness of race equality issues amongst WLS staff and students either externally or through the University iii) ensuring there is a very visible and robust mechanism for reporting incidents of concern within the School (see AP 5.39) iv) including coverage of race equality issues in induction (see AP 5.4) 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 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.		The response to "I have experienced behaviour in the School in the past 12 months that did not respect my rights and dignity" in the 2023 WLS Culture Survey was 81% (staff) and 86% (students) positive or neutral, with 19% staff and 14% students reporting that they have experienced behaviour that did not respect their rights and dignity.

		ii) Securing training to raise awareness of sexual harassment amongst WLS staff and students either externally or through the University. iii) ensuring there is a very visible and robust mechanism for reporting incidents of concern within the School (see AP 5.39) iv) including coverage of gender equality issues in induction (see AP 5.4),			
AP5.43	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.	(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 (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	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. Target 60% of respondents to the biennial WLS staff survey have no concerns with policies relating to distribution of tasks in the biennial AS survey.	Mar 2019 and annually thereafter	The WLS committee membership, across all WLS committees, for 22/23 is 36%F 64%M. The WLS 2023 Culture Survey had a positive or neutral response from staff of 66% for "Workloads in the School are allocated fairly", 75% for "The School supports my career development", and 66% for "My current workload is manageable".

		administrative work is fairly balanced			
AP5.44	Enhance WLS policies on and provision of pastoral support and personal tutoring to ensure that responsibility for emotional labour is spread evenly across colleagues. In particular, examine the support provided to DSW by Year Senior Tutors and SSM to ensure that it operates optimally.	DSW, DoA and HoS to review the provision of pastoral support and personal tutoring at WLS, and the support provided to DSW by Year Senior Tutors and SSM, and to report to MC for future action planning.	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. 60% of respondents to the biennial WLS staff survey have no concerns with policies relating to distribution of emotional labour in WLS.	Jan 2019 to Jun 2019	The response to "workloads in the School are allocated fairly" in the 2023 WLS Culture Survey by staff was 81% positive or neutral.
AP5.45	Ensure student support staff are well supported in their roles	(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. (b) Student support staff to be consulted by DSW 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.	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. 70% of frontline staff undertake LDC training over a three-year period.	Jan 2019 to Jun 2019	All PSS within the Student Support Team undertake the appropriate training to support the face-to-face with students aspect of their roles.
AP5.46	To ensure a culture within WLS that responds to the needs of colleagues with caring responsibilities and enables all	Committee Chairs to continue to ensure that meetings are completed within 'core' working hours, with timed agendas and	All WLS committee meetings are completed within core working hours (ending no later than 4:30pm and	2018-2022	All WLS committees observe the standard practice of starting no earlier than 9:30am and finishing no later than 4:30pm.

	colleagues to attend committee meetings.	finishing no later than 4.30pm to maximise attendance of colleagues with caring responsibilities.	beginning no earlier than 9:30am).		
AP5.47	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.	(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. (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.	A balanced representation of roles models across WLS.	Jan 2020 to Jun 2020	Gendered language has been removed from all promotional materials and a diverse range of staff and students used in the images that support WLS activities.
AP5.48	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.	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. WPO to liaise with schools to increase participation in the Writing Wrongs Schools Project by male students wherever possible.	A balanced UG cohort and an increased percentage of males from a WP background within WLS. An annual report to EDC on equality and diversity issues associated with WP activities. Percentage of contextual offers made to male applicants to increase 64% (sector average).	2018-2020	The gender split of the WP students in the UG cohort is a slightly higher proportion of female students compared with the overall UG population (72%F:28%M for 22/23).

The red cell in AP5.48 contains the following table:

	F	M
18/19	80.4%	19.6%
19/20	79.2%	20.8%
20/21	74.4%	25.6%
21/22	74.6%	25.4%
22/23	74.6%	25.4%

		WPO to collect data on the gender balance of student participation in 'in-school' WP programmes. WPO to provide reports on equality and diversity issues associated with WP activities on an annual basis to EDC, who reports to Staff Meeting.	The number of male students participating in the Writing Wrongs Schools Project to increase from 33% to 44% of total number of participants. The number of male UGs participating in 'in-school' WP programmes to 44% of participants.		An annual WP report is provided to EDIC and other WLS committees, identifying and seeking to address issues for the WP cohorts. The number of male students participating in the Writing Wrongs Schools Project was 21% in 19/20, n/a in 20/21 (project activities cancelled due to Covid), and 22% in 21/22. Although this is less than the target of 44% from the 2019 Action Plan, it is closer to the overall proportion of male students and the proportion of male WP students. Unfortunately the data for the gender split of contextual offers and the data for participation in in-school WP programmes is not available.

2.2. Evaluating success against department's key priorities

The Action Plan from the 2019 Athena Swan application and award was comprised of 81 separate APs (see table in 2.1). A subsequent review of that Action Plan by the ASWG has concluded that it was more detailed than was necessary, with some duplication and overlap of the APs and some Success Criteria too specific. Of the 81 APs included in the Action Plan, 93% of the APs have been rated as green or amber, with 7% of the APs rated as red. The five APs within the Action Plan that were identified as key priorities (highlighted in purple in the table in 2.1) have all been rated as green.

Figure 9.   RAG Rating of Previous Action Plan
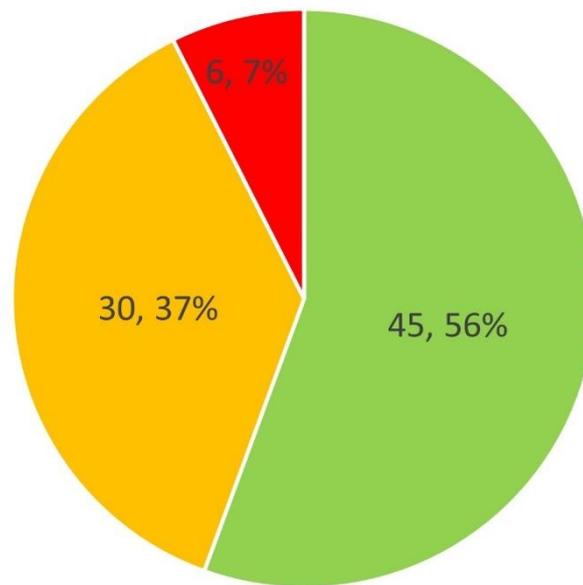
However, the key priorities for WLS have evolved since the previous Athena Swan application and award. Two further key priorities were identified after the previous Action Plan was written and added to the five from that Action Plan. The first, regarding the academic pipeline, was in recognition of the gender disparity at the senior academic staff level compared with earlier stages of the pipeline. The second, regarding sense of community, was in recognition of one of the negative effects of the Covid pandemic. Successful progress has been made for each of the seven priorities.

Key Priority 1: AP3.1

Objective from 2019: 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 ASWG.

Progress: All ASWG academic members now receive AWPs in recognition of the time required, and the number of ASWG academic staff members is increased in the year preceding an AS application to ensure their workloads remain manageable.

Additional Information: The ASWG academic members each receive 75 AWP (5% FTE) per academic year, and the AWP for the Director of EDI has increased to 220 AWP (14% FTE) in recognition of the increased workload for this role (see Figure 3: WLS Recognition of EDI Work).

Key Priority 2: AP5.1

Objective from 2019: 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).

Progress: The responsibility for maintaining the WLS HR records has now passed from the Executive Officer to the HR Coordinator. The WLS HR records and UoW central HR records were reconciled in preparation for the 2023 AS application, with no outstanding discrepancies. An annual report on HR-related EDI data is provided to the EDIC (which replaced the EDC) by the ASWG, including staff recruitment. The proportion of females at the shortlisting stage are all within 20% of the proportion at the application stage. However, the proportion appointed has been outside the 20% target maximum variation from the proportion shortlisted for academic staff in 17/18, 19/20, and 21/22, and for PSS in 17/18, 18/19, and 20/21. In the WLSCS2023, 86% of staff respondents agreed with or had no opinion that "Decisions about appointments in the School are made fairly".

Key Priority 3: AP5.2

Objective from 2019: Ensure a fair staff recruitment process by ensuring Interview Panels and AC have a balance of representation by gender.

Progress: Appointments Committee is 40%F:60%M in 22/23 and 50%F:50%M in 23/24. All interview panels for the past several years have been a gender mix, with no large discrepancies between F and M.

Additional Information: Longlisting and shortlisting is conducted independently by each panel member before the panel meets to discuss, so that all opinions can be given equal consideration and not be influenced by other panel members.

Key Priority 4: AP5.32

Objective from 2019: 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.

Progress: Academic staff seeking to move from a full-time to part-time role, or to change part-time hours, are advised on the possibilities. Wherever possible, PSS roles are advertised with the option for part-time appointments, and with encouragement for applicants seeking a part-time role.

Key Priority 5: AP5.36

Objective from 2019: 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 given guidance on what constitutes unacceptable behaviour in the workplace.

Progress: In the WLS 2023 Culture Survey, 7% of staff and 3% of students had experienced bullying in WLS in the previous 12 months, and 89.5% of staff and 87.2% of students were positive or neutral on their satisfaction with how bullying and harassment are addressed.

Additional Information: Reducing occurrences of bullying and harassment, and dealing with them appropriately when they do occur, continues to be a priority for the WLS, both for staff and for students. This is also a priority at the institutional level, and the UoW has introduced the Report and Support framework to address and support this area. Improving the proportions of staff and students who are satisfied with how bullying and harassment are addressed in included in our latest Action Plan (**AP4.1.5**).

Key Priority 6: AP n/a

Objective from 2020: Improve the academic pipeline, which in 2017/18 showed a significant drop-off between PGR studies and non-professorial academic staff posts for females progressing through the pipeline.

Progress: Steady progress has been made over the past several years through a greater proportion of female academic staff appointments (see A2.3.2) and a greater proportion of female academic staff promoted to professor (see A2.3.3). By 2022/23, the academic pipeline has significantly improved at the 'Academic Staff excluding Professors' stage and somewhat improved at the 'Professors' stage.

Figure 10. Academic Pipeline
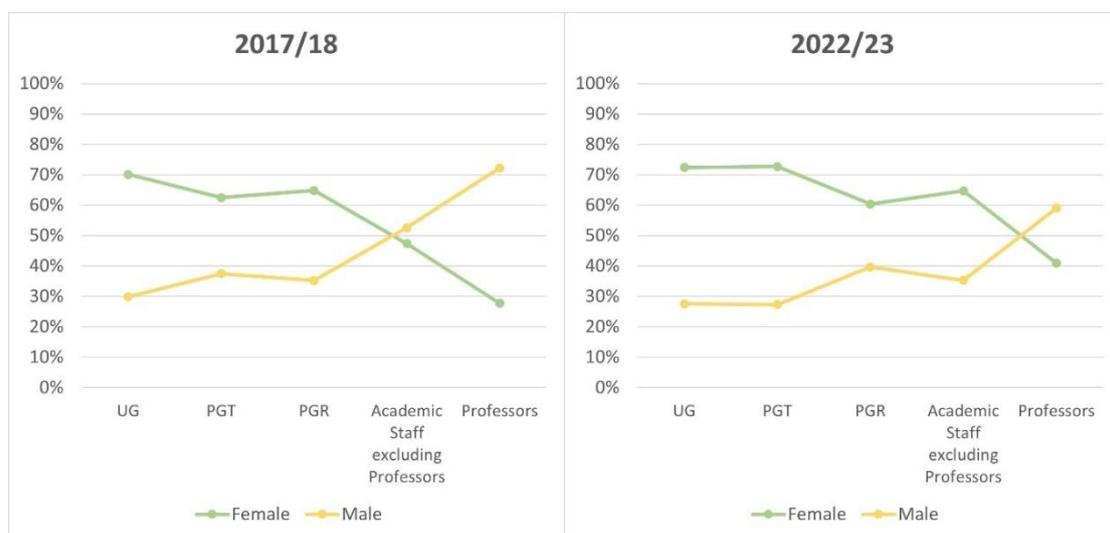
Data is produced using a snapshot taken on 1st October of each year

Key Priority 7: AP n/a

Objective from 2021: To improve the sense of community within the WLS, particularly for new staff.

Progress: The 'Belonging and Inclusion' section of the 2023 WLS Culture Survey was 88.4% positive or neutral overall for all staff, a significant improvement from the Pulse staff survey in 2019/20 and exceeding the target of 80%. An intersectional analysis of those results identified the staff groups with the greatest deviation from the average, most notably for non-white staff.

Figure 11. Belonging and Inclusion

	Positive or Neutral	Negative
All Staff	88.4%	11.6%
Academic Staff	86.8%	13.2%
PSS	93.2%	6.8%
Female Staff	85.2%	14.8%
Male Staff	94.4%	5.6%
White Staff	93.0%	7.0%
Non-White Staff	79.9%	20.1%
Staff with a Religion or Belief	89.7%	10.3%
Staff without a Religion or Belief	90.9%	9.1%
Staff with Caring Responsibilities	86.8%	13.2%
Staff without Caring Responsibilities	90.5%	9.5%

Data provided from the 2023 WLS Culture Survey

For the non-white group of staff, the responses to most of the 'Belonging and Inclusion' questions were in line with other staff. The exceptions were 'I feel that professional services staff are valued in the School' and 'I feel that academic (GTA and STP) staff are valued in the School', which both garnered a greater negative response. Actions seeking to address this have been included in the Action Plan (**AP4.1.1**).

Section 3: An assessment of the department's gender equality context

3.1. Culture, inclusion and belonging

3.1.1. Culture Evolution

The WLS results from the UoW Pulse staff survey in 2019/20 raised a range of concerns, including gendered and role-based patterns of dissatisfaction, low morale, and incidents of bullying and harassment. Adding to the concerns regarding the culture within the WLS was the effect of the Covid pandemic. WLS established a working group in August 2020 to address these issues, and a report from the working group was circulated to all WLS staff and discussed at the EDIC in November 2020, where potential drivers for staff dissatisfaction were explored.

The EDIC concluded that many of the problems of inappropriate behaviour were in the past, but that WLS should identify and challenge any further examples of the same or similar behaviours and attitudes that may occur. It was hoped that the negative effects of the Covid pandemic on WLS culture would diminish and cease in the post-pandemic period, but it was recognised that proactivity would be necessary to generate the desired positive culture.

The working group recommended, and the EDIC agreed, that further data should be sought to better understand the issues and formulate a strategy to address them. An independent external partner with extensive experience of working within UoW and more broadly in the UK HE sector, HEdSpace Consulting Ltd, was appointed to conduct a series of interviews and workshops with colleagues in Autumn 2021. This activity concluded with a comprehensive written report from HEdSpace that was circulated to all WLS staff and discussed at an all-staff meeting in early 2022.

The report highlights were as follows:

> The starting foundation is positive: the School was described by many as an environment that was often open and collegiate, with a dynamic, vibrant and active research community and supportive inter-personal relationships. Despite this, however, interviewees highlighted that there were significant issues within the School that needed to be addressed.
>
> The pivotal theme in our findings relates to ***culture and behaviours*** and this provides the overarching context for consideration of all other findings set out in this report. Interviewees described a culture within the School where critical and robust academic debate is prized, but where this is arguably extending into wider patterns of unhelpful behaviour that breach the boundaries of respectful communication, notably in the context of meetings where there appears to be a sense of permissiveness around norms of discussion. We discuss a number of compounding factors in our report, including how these behaviours are not felt by staff to be visibly and consistently acknowledged, challenged and resolved, and, crucially, how many staff may not feel able to speak up and intervene due to fear and lack of confidence. Our recommendations in relation to this theme are focused on how the School

may be able to start creating a *psychologically safe* workplace environment where staff trust and respect one another, feel safe to contribute and challenge, and are well-equipped to constructively handle conflict.

Following discussion of the report and interrogation of the Pulse survey data, it was concluded that the issues identified were most keenly felt by female colleagues within WLS. It was determined that a series of actions and initiatives were necessary to improve cultures and behaviours, and a sense of inclusion and belonging.

3.1.2. Standard Meeting Practices

A set of Standard Practices were formulated and incorporated into all committee and team meetings:

- The Head of School and the Head of Administration are ex officio members of all WLS committees and groups.
- Discussion of EDI issues are a standing item on all Law School committees. The EDIC may refer matters that arise to other Law School committees and/or groups for further discussion. All WLS committees and groups may refer EDI issues to the EDIC or the ASWG for further discussion.
- WLS committee and group meetings should start no earlier than 9:30am and finish no later than 4:30pm to maximise attendance of members with caring responsibilities.
- Any WLS committee or group meeting exceeding 90 minutes must include a 10-minute mid-meeting comfort break.
- Any WLS committee or group meeting scheduled for times that includes part or all of the period from 12noon to 2pm must allow for a minimum of a 30-minute lunchbreak within the period of 12noon to 2pm. A 'working lunch' where the meeting continues but attendees can eat while attending is not an acceptable alternative.
- All committee and group meetings to be conducted in accordance with the University and WLS policies regarding dignity and respect.

The majority of committees and team meetings during 2022 continued to be conducted online, to facilitate flexibility for those with caring responsibilities. Each meeting started with the committee chair or leader of the meeting reminding everyone of the WLS standard practices, and the Dignity at Warwick policy was highlighted:

We expect all members of the University to recognise their responsibilities to:

- Behave in a way that respects the rights and dignity of others.
- Treat others fairly.
- Display courtesy and good manners in every interaction appreciating that individuals have different styles and expectations.
- Value differences in others and the contribution they make.
- Work and study within the University on a co-operative basis.
- Demonstrate a commitment to upholding the University's policies on Equality, Diversity & Inclusion.

Colleagues were reminded to be professional and courteous in the manner in which they participate in the meeting, to raise a virtual hand and wait to be called upon to contribute to the meeting, not to interrupt or talk over others, and not to dominate the time available for the meeting but to allow others to participate equally.

This recognition of and adherence to the Standard Practices and the emphasis on dignity at work has continued since 2022 into the return of in-person committees and other meetings.

3.1.3. Enhancing Culture

3.1.3.1. EDI-Focused Training Series

WLS has introduced an EDI-focused training series, covering a range of EDI-related issues intended to raise awareness and enhance inclusiveness within WLS. A session focused on neurodivergence was held on 29/06/23 and a session focused on hidden disabilities was held on 11/07/23, both facilitated by experienced external partners. Staff and students are also encouraged to take up the opportunities of the UoW's EDI-related training, most recently with the roll-out of Active Bystander training across the institution.

WLS intends to continue with the EDI-focused training series, with the choice of specific topics to be influenced by data gathered through the WLS Culture Survey and other issues raised by the WLS community (**AP4.2.6**).

3.1.3.2. Say My Name

The Say My Name project is led by one of the WLS academic staff in collaboration with CVEP, a central initiative at UoW dedicated to cultivating a secure and inclusive environment for both students and staff.

> *The Say My Name project promotes respectful interactions around names. Creating a culture of inclusivity within a diverse learning community means developing practical skills and systems at both individual and institutional level. This will ensure that students and staff can use the name they prefer and have that name respected.*

Staff and students in WLS are encouraged to engage with the project by creating an audio name badge, then creating a name pronunciation guide, and then embedding both in their email signature and profile. This initiative is particularly useful in promoting inclusiveness for those staff and students from outside of the UK and from minority cultures and heritage.

3.1.3.3. Student Welcome Week

EDI training has been embedded in the WLS programme of events held in Welcome Week at the start of each academic year, both as an integral part of each session and also with sessions dedicated to specific EDI topics. For example, the 2023 programme included "Diversity Within the WLS Community", "Adapting to Life and Study in the UK", and "Learning About the Diversity of Warwick Law Community".

3.1.3.4. Social Impact Careers Programme

WLS introduced the Social Impact Careers Programme for 23/24, a series of student careers events intended to expand access and reduce the inequity of careers opportunities that had previously provided an advantage to those students from more affluent backgrounds and with better personal connections, and to emphasise the importance of a social impact career.

Figure 12. Social Impact Careers Programme Brochure
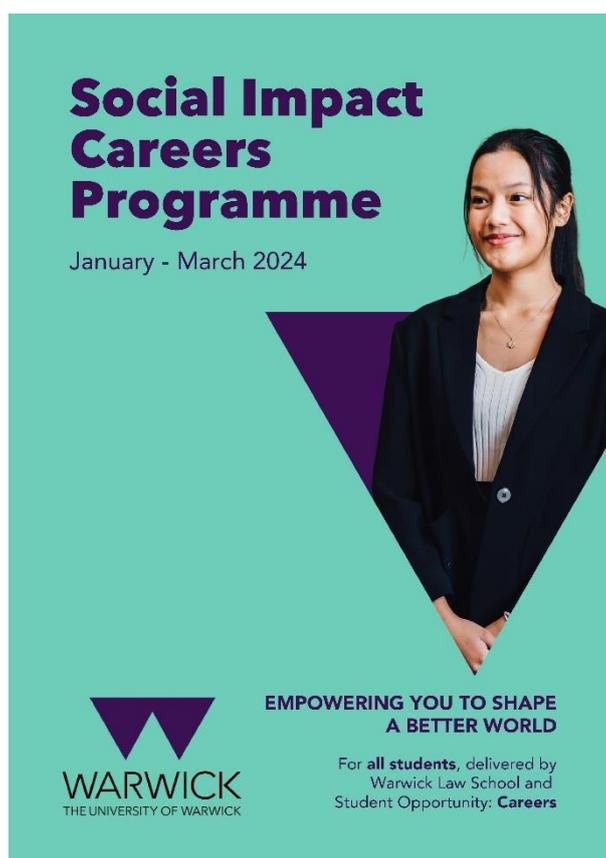
"Social impact careers" span all sectors, not just the non-profit. They positively affect society - locally, nationally, or globally. A "social impact job" is one in which you put your strengths to work in a way that is aligned with your purpose and contributes to achieving the United Nations' Sustainable Development Goals. The UK's social-impact ecosystem has grown considerably. Prestigious, challenging, creative and impactful new social impact career pathways have emerged. Your first step is discovering what social issues you are passionate about. Human rights? Health care? Climate change? Legal issues? Attending our events will help you realise those passions, along with the skills you have that are the tools to address those issues. Come discover graduate schemes, work experience, research and voluntary opportunities in the Judiciary, Charities, NGOs, Government, Civil Service, the Police, International Organisations, Chambers, Education & Social Services.

3.1.3.5. Support

The EDIC has developed and implemented resources to support staff over the course of their professional lives. Recently introduced guidance, advice, and other forms of support is focussed on bereavement, caring, and chronic illness, and with plans to introduce further support on infertility and menopause in due course.

The EDIC and the Research Committee will be seeking input from the whole of the WLS community, but particularly from early career research staff, on other areas that would benefit from additional support (**AP4.2.9**).

3.1.3.6. PSS Professional Development Fund

WLS academic staff have an annual personal allowance to support their professional development in research, teaching, and administration. This allowance has been in place for a considerable number of years, increasing periodically to account for inflation and other cost increases. The allowance for 23/24 is £1200 per person plus access to a departmental research support fund of £35k for requests for more significant expenditure. The lack of equivalent support for PSS professional development was identified as inequitable by WLS, with a greater adverse effect for female staff due to the predominance of female PSS. It may also be a contributing factor to the perception of a them-and-us culture within WLS between academic staff and PSS.

In 21/22 WLS introduced the PSS Professional Development Fund, which provides an annual budget of £1500 for each member of PSS to use for their professional development. Since its introduction, the PSS Professional Development Fund has been used by WLS PSS for a variety of purposes including external training courses, professional accreditation, attendance at national conferences and networking events, and employment of temporary staff to relieve workload and allow time to engage with professional development during standard work hours.

3.1.4. Enhancing Community

3.1.4.1. Research Seminars

An online research seminar series was conducted during the Covid pandemic to keep the research community engaged and promote interaction between research colleagues. The schedule of in-person research seminars in term-time was reintroduced for 22/23, following the disruption of the Covid pandemic.

All staff are invited and the seminars are scheduled weekly in term-time and within standard working hours on Wednesday lunchtimes to ensure those staff with caring responsibilities are provided with as much opportunity to attend as possible. Food and drink are provided to make the seminars as welcoming as possible. All staff are invited to suggest seminar topics and speakers, intended to ensure the full breadth of the WLS academic staff's interests are catered for.

The research seminar series will continue, with new academic staff encouraged to suggest seminar topics and speakers as early in their WLS career as possible so that they can feel the series is inclusive of them.

3.1.4.2. Writing Retreats

A three-day Writing Retreat was trialled in July 2023, at a dedicated facility in North Yorkshire. This was partly to provide an opportunity for focussed and intense writing without the distractions of the usual day-to-day activities, but also as a vehicle for enhancing the WLS community. All WLS staff were invited to apply for a place, with particular encouragement for junior academic staff (who are predominantly female). PSS were also encouraged to apply, to support and recognise the value of their non-academic work in writing reports and progressing projects, and to enhance the cohesiveness of the WLS community by bringing academic staff and PSS together.

The July 2023 Writing Retreat was attended by nine WLS staff. The cohort was eight academic staff and one PSS, comprised of six female and three male staff. Of the eight academic staff, six were at the early career stage, one mid-career, and one professor.

Figure 13. Writing Retreat July 2023

Images Redacted
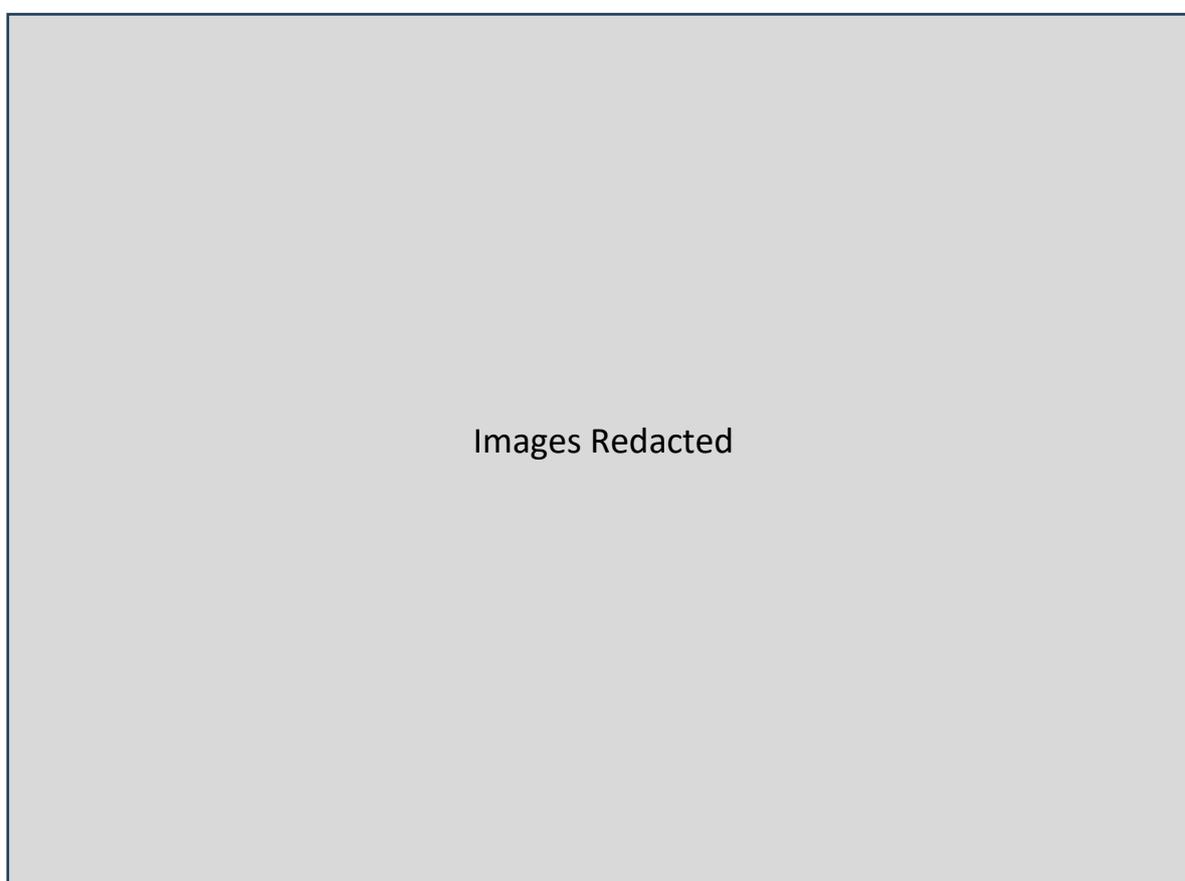
Feedback from the attendees was overwhelmingly positive, and all attendees stressed the value of getting to know their colleagues better in a relaxed and nurturing environment.

Following the success of the first WLS Writing Retreat, WLS plans for the Retreat to be an annual event and expand to two per year if there is sufficient demand. Encouragement will continue to be given to early career academic staff and PSS,

and priority given to those staff who have not attended a previous WLS Writing Retreat (**AP4.1.3**).

The second Retreat has been scheduled for April 2024. The cohort will be eight academic staff and two PSS, comprised of five female and five male staff. Of the eight academic staff, five are at the early career stage, one mid-career, and two professors, and the cohort is a mixture of returning staff and staff engaging in their first WLS Writing Retreat. A third Retreat has been scheduled for July 2024.

3.1.4.3. Staff Christmas Lunch

Following the post-pandemic resumption of in-person activities, WLS sought opportunities for the whole of the community to come together. The reintroduction of a Staff Christmas Lunch was identified as one such opportunity, but to enhance the event to be as inclusive as possible.

The event was scheduled for the lunchtime on Friday of the last week of the Autumn term, 09/12/22, to provide the greatest opportunity for staff with children and other caring responsibilities to attend. A venue suitable for the exclusive use of WLS was identified to ensure everyone could be together. All staff were encouraged to attend, with particular encouragement for new academic staff, PSS, and sessional staff.

72 staff attended the 2022 Staff Christmas Lunch, comprised of a proportional mix of academic staff, PSS, and sessional staff. Following that success, the event was repeated in 2023 with 74 staff attending and a similar proportional mix.

In addition to continuing the Staff Christmas Lunches, other opportunities for the whole of the community to come together on social occasions are to be sought (**AP4.1.4**).

3.1.4.4. Decolonising our Curriculum

As part of the efforts to decolonise the curriculum, the WLS Decolonise our Curriculum project was launched in 2019.

In 2020, WLS embarked on a yearlong project with UG students who held focus groups in order to craft their vision of what a decolonised law school would look like. Several WLS academic staff considered decolonisation both within the context of their research and also their teaching and pedagogy. WLS recruited a master's Student in 2020 to talk to staff and students about their experiences, and a PhD seminar series was conducted in 21/22 on how we can decolonise the core law curriculum.

Figure 14. Banner for the Decolonising our Curriculum Project Website

3.1.4.5. Black History Month

WLS introduced the annual Black History Month Lecture in 2020, held in October of each year as part of the celebrations of Black Culture and raising awareness of issues affecting the Black community.

- 2020: Dexter Dias QC and Rob Berkerly MBE
- 2021: Dr Tlaleng Mofokeng
- 2022: Dr Eddie Bruce-Jones
- 2023: Professor Toni Williams and Emma Austin

Figure 15. Black History Month WLS Annual Lecture Poster

Since 2021, Warwick Law School and the student society BASE Law (Black And State Educated Law) have collaborated with Warwick's student collective black [untitled] in the creation of the Black Arts Showcase, a celebration of Black creatives in honour of Black History Month. The event provides an open floor for Black musicians, performers, poets, rappers, DJs, and visual artists to come together during an October night to share their art with the Warwick Law School community.

3.1.4.6. BASE Law Support and Engagement

WLS supports and engages with the BASE Law UoW student society. The aim of BASE Law is to create a community of state educated and/or "BAME" students interested in pursuing a career in law. This means tailoring events that acknowledge the nuances of the state-educated and "BAME" experience in the legal industry as well as at university.

3.1.4.7. International Women's Day

For IWD2022, WLS created and curated a gallery of women and groups who have championed women, and who have inspired students and staff in their academic or professional lives. All WLS students and staff were invited to make contributions to the gallery ahead of IWD2022, and all members of the WLS community were invited to browse through the gallery on the day of IWD2022 to learn more about the inspirational women and groups who had been nominated.

Figure 16. IWD2022 Gallery Banner

The IWD2023 theme was 'DigitALL: Innovation and Technology for Gender Equality', which highlights the need to bridge the gender gap and access opportunities in digital education for women and girls. Students in WLS ran fundraising events on campus in support of 50 women and girls in Nigeria to have access to digital education.

3.1.4.8. PGT Scholarships

To increase the intake of PGT students from underrepresented communities, WLS has financed the introduction of targeted PGT scholarships to the WLS LLM programmes.

WLS has introduced the Women of Pakistan LLM Scholarship, a WLS-funded PGT scholarship available every two years to one female Pakistani applicant as a full-fee scholarship.

WLS has introduced the Thai LLM Scholarship, a WLS-funded PGT scholarship available each year to two Thai applicants as a half-fee scholarship.

3.1.4.9. PGR International Student Financial Support

In recognition of the rising costs facing international students and the barriers that presents to accessing postgraduate study, additional financial support was introduced by WLS in 2020. A fund is available to all WLS PGR students to claim reimbursement of their UK Student Visa costs and Immigration Healthcare Surcharge costs.

This funding has been incorporated into WLS' annual operating budget to be available for the foreseeable future.

3.1.4.10. Women Academics in Law

WAIL is a forum for female academic staff in WLS to meet and network, raising and addressing issues that inequitably affect female academic staff. There is a termly WAIL event, usually a brunch or lunch, to discuss specific issues around women's progression and other academic processes. The WAIL brunch in March 2023 was in support of the students raising funds for women and girls in Nigeria.

3.1.5. Progress

Work to enhance culture, inclusion, and belonging in WLS has been ongoing for several years, with greater focus in the post-Covid pandemic period. Progress has been achieved, as evidenced by the 2023 WLS Culture Survey which had a positive or neutral assessment for the belonging and inclusion section for 88.4% of staff and 83.0% of students.

This is above the 80% target for each group that we had aimed for, but does include some questions within that section that were less positive than others. The intersectional analyses of the results also highlighted certain groups of students and staff for whom belonging and inclusion is less positive.

Figure 17. Belonging and Inclusion

	Positive or Neutral	Negative
All Staff	88.4%	11.6%
Academic Staff	86.8%	13.2%
PSS	93.2%	6.8%
Female Staff	85.2%	14.8%
Male Staff	94.4%	5.6%
White Staff	93.0%	7.0%
Non-White Staff	79.9%	20.1%
Staff with a Religion or Belief	89.7%	10.3%
Staff without a Religion of Belief	90.9%	9.1%
Staff with Caring Responsibilities	86.8%	13.2%
Staff without Caring Responsibilities	90.5%	9.5%
All Students	83.0%	17.0%
UG Students	80.2%	19.8%
PGT Students	91.2%	8.8%
PGR Students	84.8%	15.2%
Female Students	83.1%	16.9%

Male Students	84.2%	15.8%
White Students	87.8%	12.2%
Non-White Students	81.1%	18.9%
Students with a Religion or Belief	80.1%	19.9%
Students without a Religion or Belief	87.1%	12.9%

Data provided from the 2023 WLS Culture Survey

It is recognised that there is still more work to be done to build on the successes to date and improve in this area, and that a higher target for future Culture Surveys should be set (**AP4.3.3**).

3.2. Key priorities for future action

3.2.1. Improved Sense of Community

Improving the sense of community, belonging, and inclusion is key to the future success of WLS. Although good progress has been made in this area in recent years, improving it further remains a key priority.

For staff, WLS seeks to bring the separate groups of academic staff, sessional staff, and PSS closer together as one cohesive staff cohort and enhance the sense of community. In particular, finding ways for new staff to feel part of the community and to be recognised and respected for their contributions to the community.

For students, WLS seeks to improve the student experience and enhance the feeling of belonging and inclusion for all students, irrespective of their backgrounds and characteristics. This will include the recognition of the differences between individual students and groups of students, and removing barriers to their inclusion in the WLS community.

Addressing bullying and harassment is key to building a stronger community. In the WLS 2023 Culture Survey, 7% of staff and 3% of students had experienced bullying in WLS in the previous 12 months, and 89.5% of staff and 87.2% of students were positive or neutral on their satisfaction with how bullying and harassment are addressed. This is also a priority at the institutional level, and the UoW has introduced the Report and Support framework to address and support this area, which WLS fully engages with.

There are a variety of initiatives that have already been introduced and gained some measure of success, which are to be continued and expanded. There are also new initiatives to be introduced and trialled.

Specific actions are included in the Action Plan, AP4.1.1-4.1.7.

3.2.2. Addressing and Reducing Inequities

The Gender Equity section of the WLS 2023 Culture Survey had a positive or neutral response for 82.4% staff and 91.5% students. In spite of the high overall results, the staff results were less positive for the specific questions "the rate people progress in the School is not affected by their gender" (71.9% positive or neutral) and "the School is committed to achieving gender balance in leadership positions" (78.9% positive or neutral).

A gendered intersectional analysis identified that female staff responded less positively than male staff, with only 63.2% of female staff positive or neutral to "the rate people progress in the School is not affected by their gender" and 71.1% to "the School is committed to achieving gender balance in leadership positions".

Addressing and reducing these inequities, and others, in WLS is a key priority.

Specific actions are included in the Action Plan, AP4.2.1-4.2.9.

3.2.3. Enhanced Culture Survey

The WLS 2023 Culture Survey has been integral in identifying which areas of culture are working well and which require attention, and the intersectional analysis has been particularly useful in analysing where there is unevenness in WLS culture and practice. However, the usefulness of the Culture Survey could be enhanced.

A more regular frequency for the Culture Survey would allow issues to be identified sooner and action plans to be adapted more swiftly. The Covid pandemic caused the Culture Survey to be paused for longer than was ideal, but ensuring the survey runs every two years in the future, with the next one in 2025, would enhance its usefulness. It will be important to keep the questions the same as the previous culture, or as close as possible, to allow for trend analyses over time. New questions should be in addition to those that were used previously.

The intersectional analysis for staff would be more comprehensive if it included questions on the length of time in WLS, to permit analysis that distinguishes between staff that are relatively new to WLS and those who have been in WLS for longer. The questions should include the length of time in UoW to capture data for those PSS who have worked in other UoW departments before joining WLS.

The intersectional analysis for students would be more comprehensive if it included questions for PGT students to distinguish between the group who have progressed from UG to PGT studies within WLS and the group who engaged in UG studies elsewhere before joining WLS for their PGT studies.

The data gathered in the Culture Survey and the analyses of that data will be of more use if they represent a greater proportion of WLS. Emphasising the importance of contributing to the survey and other initiatives will be needed to increase the return rates from staff and students.

Specific actions are included in the Action Plan, AP4.3.1-4.3.3.

Section 4: Future action plan

<table>
<tr><td colspan="5">**4.1.   Priority 1: Improved Sense of Community**</td></tr>
<tr><td>**Objective**</td><td>**Action**</td><td>**Person/Group Responsible**</td><td>**Timeframe**</td><td>**Success Criteria**</td></tr>
<tr><td>4.1.1.   To improve the sense of belonging and inclusion within WLS.</td><td>To continue the enhancing culture initiatives that are already in place, and to identify and try new initiatives.</td><td>EDIC</td><td>Starting in 2024 and progress measured by the WLS Culture Survey in 2025, 2027, and 2029.</td><td>Meeting or exceeding the following increasing targets for the Belonging and Inclusion section of the WLS Culture Survey, both for the overall cohorts and also for each intersectional group:

	Staff	Students
2025	80%	80%
2027	85%	85%
2029	90%	90%
</td></tr>
<tr><td>4.1.2.   To appoint a PSS Student Experience Officer for WLS whose remit includes enhancing the culture of the student community.</td><td>To make a business case to the UoW for the creation of a new post, a PSS Student Experience Officer.</td><td>HoA</td><td>23/24-24/25</td><td>Approval by the UoW for the creation of a new post of PSS Student Experience Officer, and the successful appointment to that post.</td></tr>
<tr><td>4.1.3.   Build on the success of the first WLS Writing Retreat in enhancing the staff community.</td><td>Schedule annual WLS Writing Retreats, and increase to two per year if there is sufficient demand.</td><td>Director of Research and Research Manager</td><td>2024 onwards</td><td>WLS Writing Retreats to be held at least once per year. Attendees at each retreat to include at least one PSS. Academic attendees at each retreat to be at least half early career and staff new to WLS.</td></tr>
<tr><td>4.1.4.   To find opportunities similar to the Staff Christmas</td><td>Identify opportunities for informal all-staff events.</td><td>HoS</td><td>2024 onwards</td><td>At least two informal all-staff events to be held each year.</td></tr>
</table>

Lunch for the whole of the staff community to come together informally.				
4.1.5. To enhance the sense of WLS staff as being one community rather than several separate communities.	Reorganise the People webpages on the WLS website so that the staff community is represented as a single community.	HoA and Digital Communications Officer	23/24	Launch of the new People webpages on the WLS website.
4.1.6. To reduce instances of bullying and harassment, and to improve the community's satisfaction with how instances are dealt with.	To promote a positive culture through continuous emphasis of the WLS community values, and to address each and every reported instance of bullying and harassment within WLS. To ensure that all students and staff are aware of the UoW Report and Support programme, and that awareness of the programme and the value of engaging with it is constantly emphasised.	HoS and Steering Group	Starting in 2024 and progress measured by the WLS Culture Survey in 2025, 2027, and 2029. A briefing on Report and Support to be included in a Staff Meeting in 23/24, and details of the programme included in staff inductions from 24/25 onwards.	Meeting or exceeding the following increasing targets for the Bullying and Harassment section of the WLS Culture Survey, both for the overall cohorts and also for each intersectional group: **Experiencing Instances** |	Staff	Students | |---|---|---| | 2025 | 90% | 90% | | 2027 | 92% | 92% | | 2029 | 95% | 95% | **Dealing With Instances** |	Staff	Students | |---|---|---| | 2025 | 90% | 90% | | 2027 | 92% | 92% | | 2029 | 95% | 95% |
4.1.7. Maintain the 100% positive or neutral response rate	All PSS requests for flexible working to be discussed, negotiated, and accommodated.	HoA	2024 onwards	The responses to "WLS enables flexible working" for PSS in the WLS Culture Survey to remain

to "WLS enables flexible working" for PSS.	All PSS adverts to specify the range and scope of the various flexible working options available within WLS.			100% positive or neutral in all culture surveys.

4.2. Priority 2: Addressing and Reducing Inequities

Objective	Action	Person/Group Responsible	Timeframe	Success Criteria
4.2.1. To improve gender equity within the WLS community.	To continue the addressing and reducing inequities initiatives that are already in place, and to identify and try new initiatives.	HoS and Director of EDI	Starting in 2024 and progress measured by the WLS Culture Survey in 2025, 2027, and 2029.	Meeting or exceeding the following increasing targets for the Gender Equity section of the WLS Culture Survey, both for the overall cohorts and also for each intersectional group: <table><tr><td></td><td>Staff</td><td>Students</td></tr><tr><td>2025</td><td>85%</td><td>92%</td></tr><tr><td>2027</td><td>90%</td><td>94%</td></tr><tr><td>2029</td><td>95%</td><td>95%</td></tr></table>
4.2.2. To evolve the academic pipeline so that senior academic posts are a continuation of the gender split of the earlier stages of the pipeline.	Proactive support for professorial promotion cases. Unconscious bias training for all WLS engaged in academic staff recruitment.	HoS and Director of Academic Staff Development	2024-2028	The academic pipeline to evolve so that senior academic posts are a continuation of the gender split of the earlier stages of the pipeline by 2028.
4.2.3. To ensure gender balance in the WLS leadership.	To manage the appointment of staff to senior leadership roles through a gendered lens.	HoS and Director of Academic Staff Workload	2024-2028	The balance of the academic members of the WLS Steering Group to be no more than one member more for either gender.
4.2.4. To improve the gender representation of the EDIC.	Appropriate potential EDIC members to be identified and encouraged to engage with the committee.	Director of EDI and Director of Academic Workload	2024-2028	The gender balance of the EDIC to be within 20% of the gender balances of the student and staff communities.
4.2.5. To improve the gender diversity of pastoral and pastoral-related academic admin roles in WLS.	All academic admin roles to be presented as options to each member of academic staff ahead of each academic workload	HoS, Director of EDI, Director of Academic Workload, and	2024-2028	To achieve at least 40% male staff in pastoral and pastoral-related academic admin roles in WLS.

	planning cycle. Annual EDI review of the draft academic workload allocations.	Director of Academic Staff Development		
4.2.6. To ensure female and male students are equally able to achieve the same academic results, and that they equally realise that potential.	To target student attainment gaps and direct additional resources to rectify them.	Director of T&L, Director of UG Studies, and Director of PG Studies.	2024-2028	The difference in female and male student attainment at each of the UG, PGT, and PGR levels to be within 10%.
4.2.7. To raise awareness of EDI-related issues within the WLS community.	To continue the EDI-focused training series, with the choice of specific topics to be influenced by data gathered through the WLS Culture Survey and other issues raised by the WLS community	Director of EDI	2024-2028	Minimum of two EDI-focused workshops or briefing sessions held per year.
4.2.8. A longitudinal study to investigate how students are experiencing our WP support over the student life cycle.	Recruit the paid student cohort to engage in the study, and conduct surveys and focus groups to inform the study.	Director of Widening Participation and WP Officer	2024-2028	Student cohort identified, minimum of two surveys completed per year, minimum of three focus groups conducted per year, and all student participants paid for their engagement.
4.2.9. Identify and implement additional support for staff and students in WLS with personal circumstances negatively impacting their professional and personal lives.	To develop, publish, and circulate additional guidance for staff on common circumstances negatively impacting their professional and personal lives. To determine what resources would assist with the identified issues and allocate an appropriate budget to provide those resources.	EDIC, Research Committee, and HoA	2024-2026	Additional guidance, advice, resources, and other support for infertility and menopause to be developed, published, and circulated in WLS by the end of 24/25. Other areas that would benefit from additional support identified by the end of 24/25, and that support to be developed, published, and circulated in WLS by the end of 25/26.

4.3. Priority 3: Enhanced Culture Survey				
Objective	**Action**	**Person/Group Responsible**	**Timeframe**	**Success Criteria**
4.3.1. To increase and standardise the frequency of the WLS Culture Survey.	The WLS Culture Survey is to run every two years.	ASWG	2025 for the next WLS Culture Survey, and every 2 years thereafter	The next WLS Culture Survey runs in the Spring term of 2025, with results and analysis made available to the WLS community by the end of the 24/25 academic year.
4.3.2. To build on the existing question base but to expand the survey to include greater intersectionality and granularity.	Inclusion of additional questions regarding length of time in WLS for staff and course progression for students in the next survey, plus other additional questions as identified by the WLS community.	ASWG	2025	Trend analyses included in the next WLS Culture Survey analyses for the repeat questions. Biannual review of the Culture Survey prior to each launch.
4.3.3. Improved return rate for the WLS Culture Survey.	A campaign to the WLS community to emphasise the importance of the WLS Culture Survey, linking it to the direct consequence of how actions and initiatives are determined within the WLS.	ASWG	2025, 2027, and 2029.	Meeting or exceeding the following increasing return rate targets for the WLS Culture Survey: 		Staff	Students
---	---	---
2025	60%	10%
2027	65%	15%
2029	70%	20%	

Appendix 1: Culture survey

A1.1. Culture survey data (staff)

Response Rates

The Culture Survey was conducted in February 2023, and so the population is slightly different from the figures derived using the usual census date of 1st October

Intersectional Data
Analysed with respondents who identify as female on the left in green and respondents who identify as male on the right in orange.

What is your age bracket?

Age	Percentage
18-24	0%
25-29	8%
30-34	5%
35-39	24%
40-44	18%
45-49	11%
50-54	3%
55-59	18%
60-64	3%
65 or over	0%
PNTS	11%

What is your age bracket?

Age	Percentage
18-24	0%
25-29	6%
30-34	0%
35-39	22%
40-44	28%
45-49	22%
50-54	11%
55-59	0%
60-64	6%
65 or over	6%
PNTS	0%

How would you describe your ethnicity or ethnic background?

Ethnicity	Percentage
Arab	0%
Asian	13%
Black	5%
White	63%
Any other ethnic background	3%
Mixed or multiple ethnic backgrounds	8%
PNTS	8%

How would you describe your ethnicity or ethnic background?

Ethnicity	Percentage
Arab	6%
Asian	11%
Black	0%
White	83%
Any other ethnic background	0%
Mixed or multiple ethnic backgrounds	0%
PNTS	0%

What is your religion or belief?

Religion	Percentage
No religion (including atheist)	39%
Buddhist	0%
Christian	29%
Hindu	0%
Jewish	3%
Muslim	3%
Sikh	5%
PNTS	16%
Other	5%

What is your religion or belief?

Religion	Percentage
No religion (including atheist)	61%
Buddhist	0%
Christian	17%
Hindu	0%
Jewish	0%
Muslim	6%
Sikh	6%
PNTS	6%
Other	6%

How would you describe your sexual orientation?

Asexual 0% | Bisexual 0% | Gay or lesbian 0% | Heterosexual or straight 84% | Queer 3% | PNTS 13% | Other 0%

Do you have an impairment, health condition or learning difference that has a substantial or long-term impact on your ability to carry out day-to-day activities?

Yes 11% | No 84% | PNTS 5%

Do you have any caring responsibilities?

Yes, for a child or children 34% | Yes, for a spouse or partner 0% | Yes, for an elderly person or persons 11% | Yes, for another vulnerable person or persons 5% | No 42% | PNTS 8%

How would you describe your sexual orientation?

Asexual 0% | Bisexual 0% | Gay or lesbian 6% | Heterosexual or straight 83% | Queer 0% | PNTS 11% | Other 0%

Do you have an impairment, health condition or learning difference that has a substantial or long-term impact on your ability to carry out day-to-day activities?

Yes 33% | No 67% | PNTS 0%

Do you have any caring responsibilities?

Yes, for a child or children 42% | Yes, for a spouse or partner 11% | Yes, for an elderly person or persons 5% | Yes, for another vulnerable person or persons 0% | No 37% | PNTS 5%

Employment Data
Analysed with respondents who identify as female on the left in green and respondents who identify as male on the right in orange.

What is your contract type? (female, green)

Academic (teaching & research)	Academic (teaching-focused)	Academic (research-focused)	Academic (STP)	Academic (GTA)	Professional Services: Grades 1-5	Professional Services: Grades 6-9	Unitemp	PNTS
45%	16%	3%	3%	3%	21%	11%	0%	0%

What is your contract type? (male, orange)

Academic (teaching & research)	Academic (teaching-focused)	Academic (research-focused)	Academic (STP)	Academic (GTA)	Professional Services: Grades 1-5	Professional Services: Grades 6-9	Unitemp	PNTS
61%	11%	0%	0%	6%	11%	11%	0%	0%

What are your working hours? (female, green)

Salaried Full-Time	Salaried Part-Time	Sessional Hourly-Paid	PNTS
89%	5%	5%	0%

What are your working hours? (male, orange)

Salaried Full-Time	Salaried Part-Time	Sessional Hourly-Paid	PNTS
83%	11%	6%	0%

What are the terms of your contract? (female, green)

Permanent Indefinite Open-Ended	Temporary Fixed-Term	PNTS
82%	18%	0%

What are the terms of your contract? (male, orange)

Permanent Indefinite Open-Ended	Temporary Fixed-Term	PNTS
89%	6%	6%

Belonging and Inclusion

Analysed with respondents who identify as female on the left in the green box and respondents who identify as male on the right in the orange box.

Gender Equality

Analysed with respondents who identify as female on the left in the green box and respondents who identify as male on the right in the orange box.

Work-Life Balance
Analysed with respondents who identify as female on the left in the green box and respondents who identify as male on the right in the orange box.
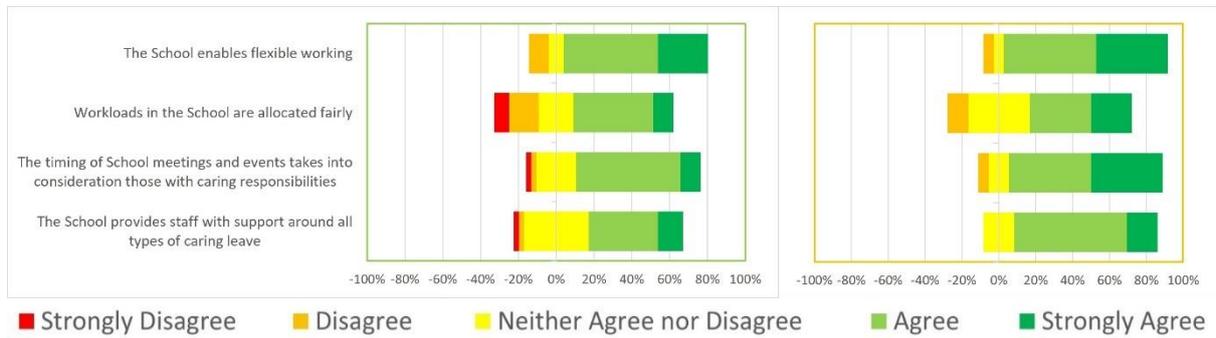

Hybrid Working
Analysed with respondents who identify as female on the left in the green box and respondents who identify as male on the right in the orange box.
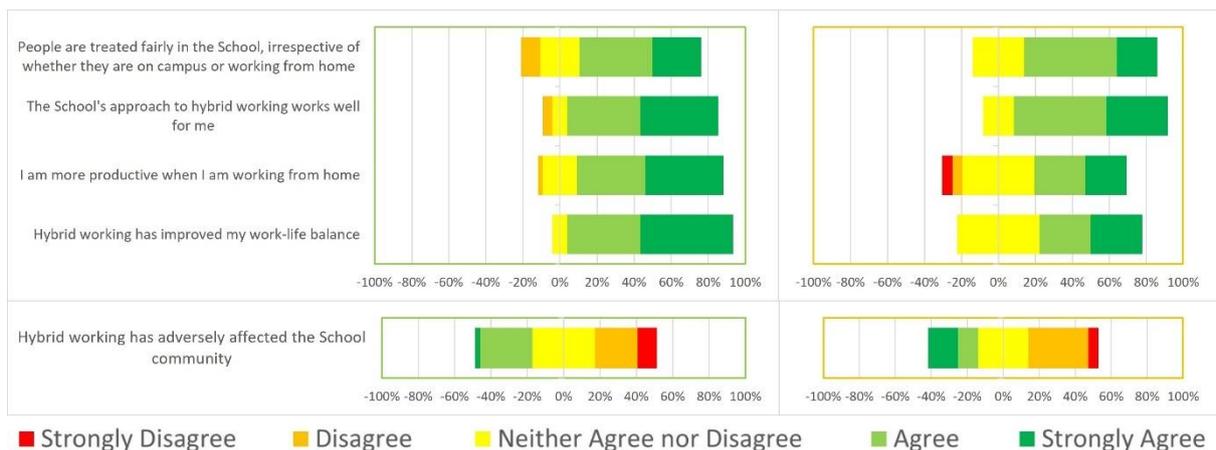
(please note that this key is reversed for some questions so that dark green is always the most positive response and red is always the most negative response)

Dignity and Respect

Analysed with respondents who identify as female on the left in the green box and respondents who identify as male on the right in the orange box.
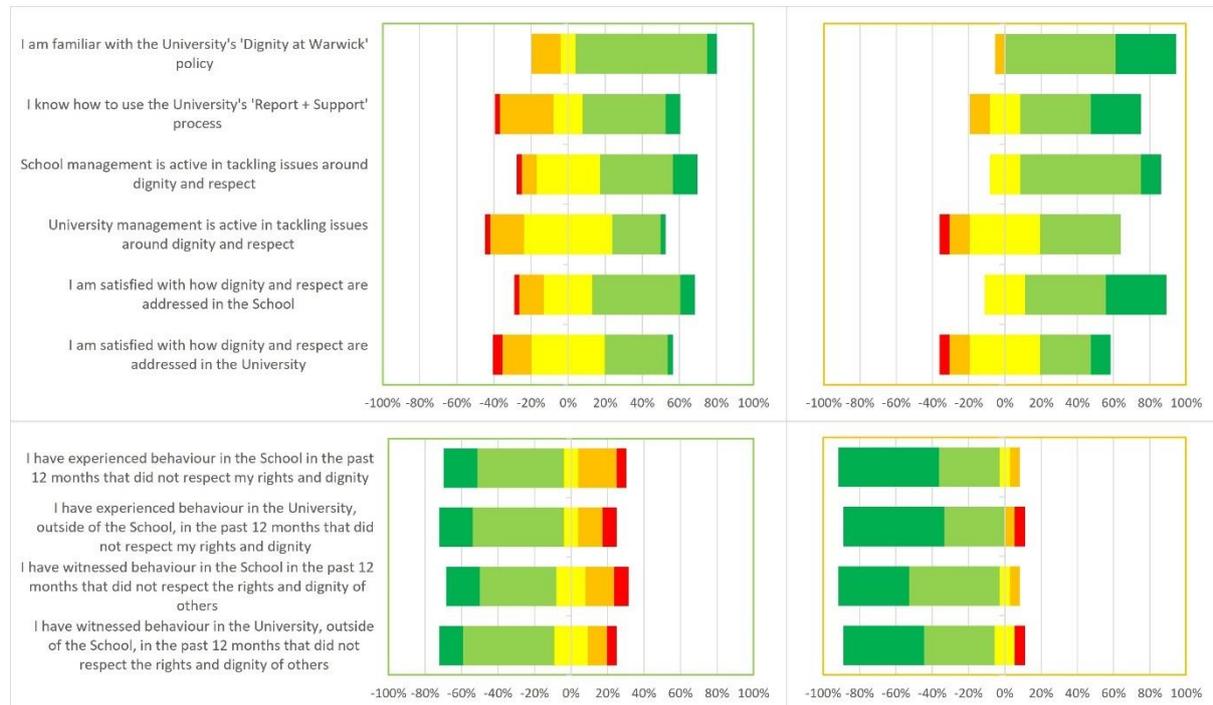

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

(please note that this key is reversed for some questions so that dark green is always the most positive response and red is always the most negative response)

Wellbeing

Analysed with respondents who identify as female on the left in the green box and respondents who identify as male on the right in the orange box.
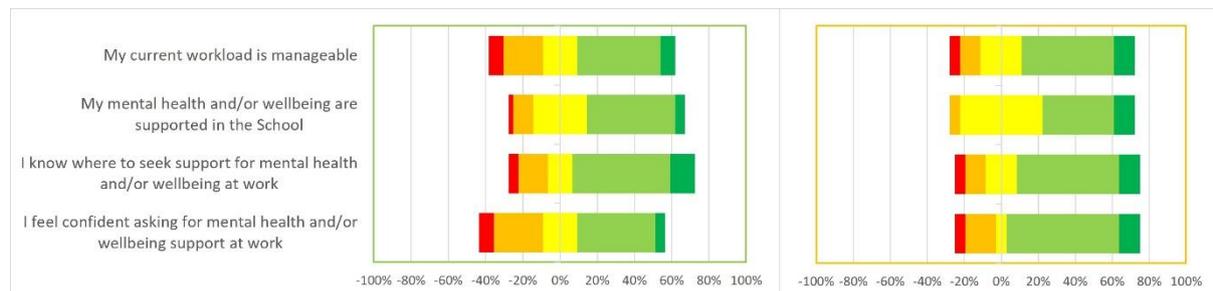

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

Bullying and Harassment
Analysed with respondents who identify as female on the left in the green box and respondents who identify as male on the right in the orange box.
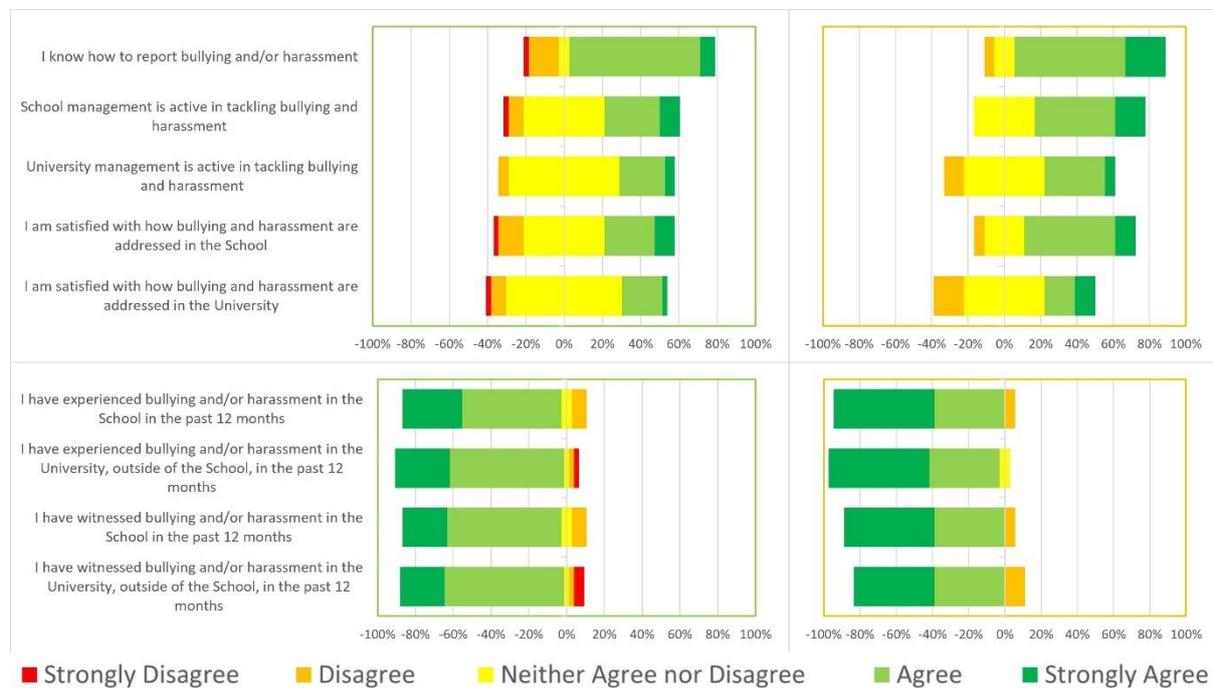
(please note that this key is reversed for some questions so that dark green is always the most positive response and red is always the most negative response)

Career Development
Analysed with respondents who identify as female on the left in the green box and respondents who identify as male on the right in the orange box.
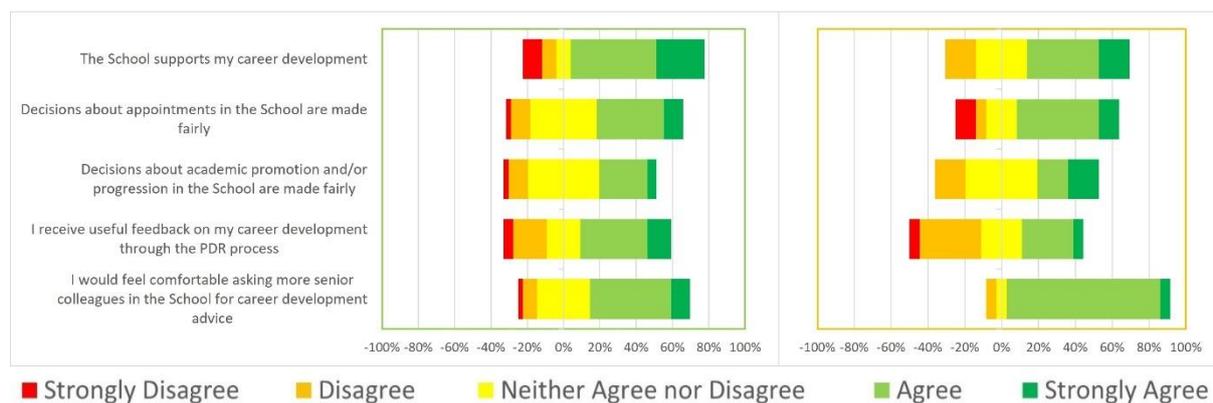
A1.2. Culture survey data (students)

Response Rates

The Culture Survey was conducted in February 2023, and so the population is slightly different from the figures derived using the usual census date of 1st October

Intersectional Data
Analysed with respondents who identify as female on the left in green and respondents who identify as male on the right in orange.

What is your age bracket?

Left chart (green):
Age	Percentage
16-17	0%
18-19	42%
20-21	28%
22-25	17%
26-29	10%
30 or over	3%
PNTS	1%

What is your age bracket?

Right chart (orange):
Age	Percentage
16-17	0%
18-19	26%
20-21	37%
22-25	21%
26-29	11%
30 or over	5%
PNTS	0%

Do you have an impairment, health condition or learning difference that has a substantial or long-term impact on your ability to carry out day-to-day activities?

Left chart (green):
Response	Percentage
Yes	18%
No	72%
PNTS	10%

Do you have an impairment, health condition or learning difference that has a substantial or long-term impact on your ability to carry out day-to-day activities?

Right chart (orange):
Response	Percentage
Yes	16%
No	84%
PNTS	0%

How would you describe your ethnicity or ethnic background?

Left chart (green):
Ethnicity	Percentage
Arab	3%
Asian	42%
Black	15%
White	29%
Any other ethnic background	3%
Mixed or multiple ethnic backgrounds	6%
PNTS	3%

How would you describe your ethnicity or ethnic background?

Right chart (orange):
Ethnicity	Percentage
Arab	0%
Asian	53%
Black	16%
White	21%
Any other ethnic background	0%
Mixed or multiple ethnic backgrounds	11%
PNTS	0%

How would you describe your sexual orientation?

Asexual	Bisexual	Gay or lesbian	Heterosexual or straight	Queer	PNTS	Other
0%	15%	6%	69%	3%	7%	0%

Do you have any caring responsibilities?

Yes, for a child or children	Yes, for a spouse or partner	Yes, for an elderly person or persons	Yes, for another vulnerable person or persons	No	PNTS
1%	1%	4%	1%	89%	3%

What is your religion or belief?

No religion (including atheist)	Buddhist	Christian	Hindu	Jewish	Muslim	Sikh	PNTS	Other
40%	4%	28%	8%	0%	13%	0%	3%	4%

How would you describe your sexual orientation?

Asexual	Bisexual	Gay or lesbian	Heterosexual or straight	Queer	PNTS	Other
5%	0%	16%	74%	0%	0%	5%

Do you have any caring responsibilities?

Yes, for a child or children	Yes, for a spouse or partner	Yes, for an elderly person or persons	Yes, for another vulnerable person or persons	No	PNTS
0%	0%	5%	0%	89%	5%

What is your religion or belief?

No religion (including atheist)	Buddhist	Christian	Hindu	Jewish	Muslim	Sikh	PNTS	Other
53%	0%	26%	5%	0%	16%	0%	0%	0%

Study Data

Analysed with respondents who identify as female on the left in green and respondents who identify as male on the right in orange.


What is the level of your programme of study? (female)
- Undergraduate: 67%
- Postgraduate Taught: 22%
- Postgraduate Research: 11%
- PNTS: 0%

What is the level of your programme of study? (male)
- Undergraduate: 68%
- Postgraduate Taught: 16%
- Postgraduate Research: 16%
- PNTS: 0%

Are you a full-time or part-time student? (female)
- Full-Time: 100%
- Part-Time: 0%
- PNTS: 0%

Are you a full-time or part-time student? (male)
- Full-Time: 100%
- Part-Time: 0%
- PNTS: 0%

Do you receive a stipend or any other financial support, except for a student loan, to assist you with your living costs? (female)
- Yes: 25%
- No: 69%
- PNTS: 6%

Do you receive a stipend or any other financial support, except for a student loan, to assist you with your living costs? (male)
- Yes: 53%
- No: 42%
- PNTS: 5%

Belonging and Inclusion

Analysed with respondents who identify as female on the left in the green box and respondents who identify as male on the right in the orange box.


Gender Equality

Analysed with respondents who identify as female on the left in the green box and respondents who identify as male on the right in the orange box.

Wellbeing

Analysed with respondents who identify as female on the left in the green box and respondents who identify as male on the right in the orange box.

Dignity and Respect

Analysed with respondents who identify as female on the left in the green box and respondents who identify as male on the right in the orange box.

Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree
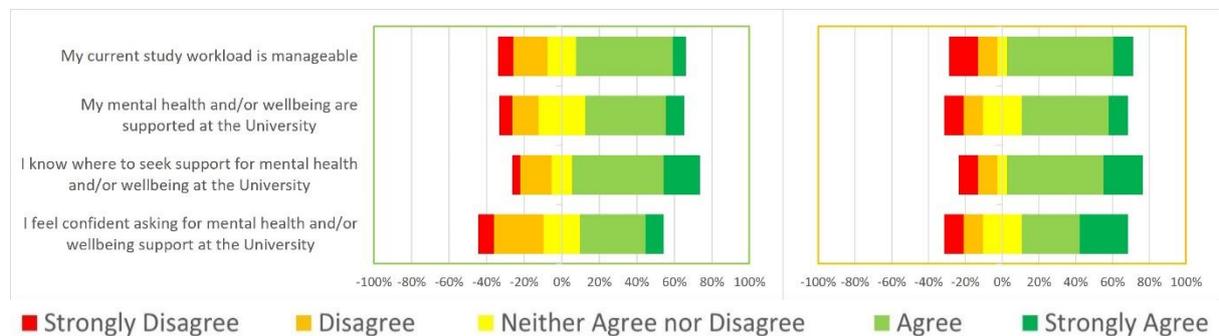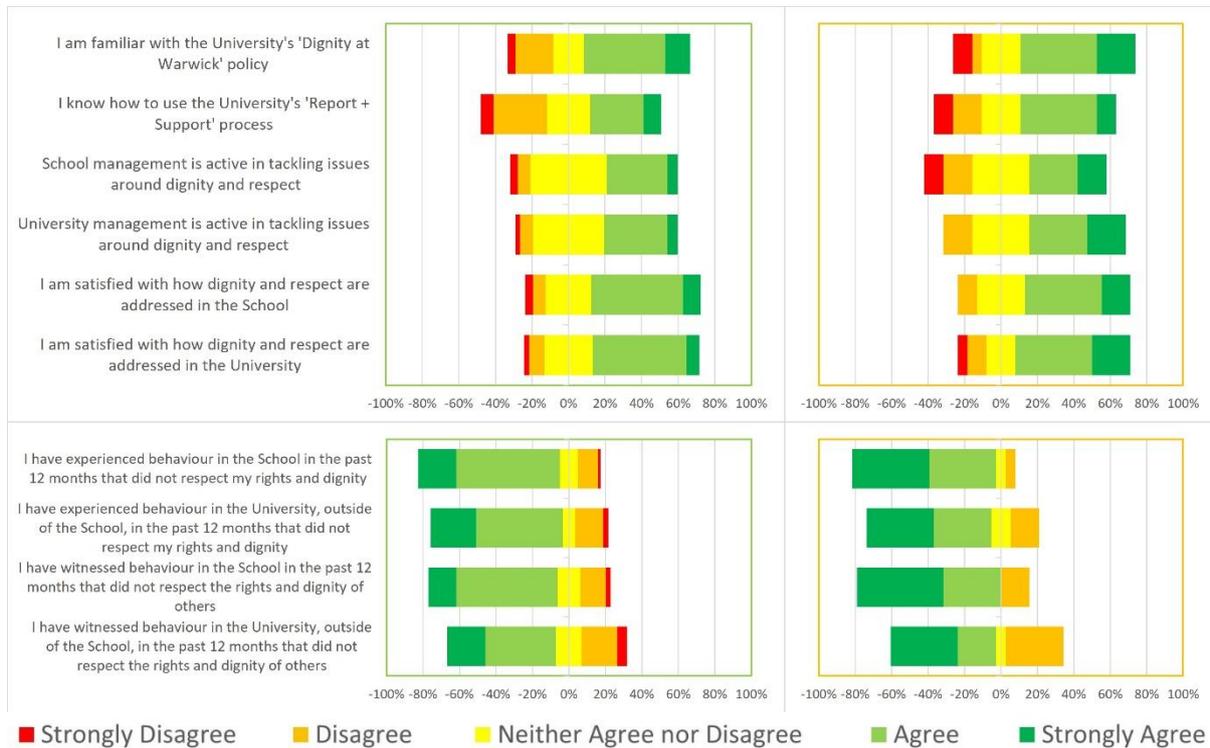
(please note that this key is reversed for some questions so that dark green is always the most positive response and red is always the most negative response)

Bullying and Harassment

Analysed with respondents who identify as female on the left in the green box and respondents who identify as male on the right in the orange box.



Strongly Disagree ■ Disagree ■ Neither Agree nor Disagree ■ Agree ■ Strongly Agree
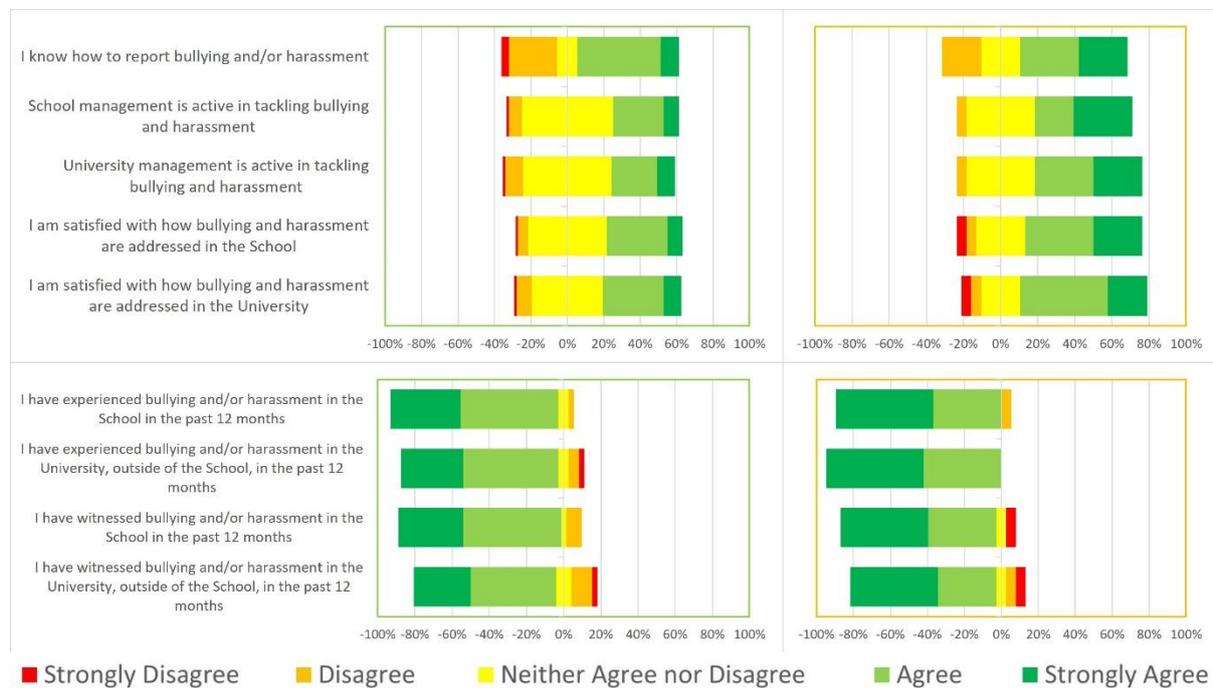
(please note that this key is reversed for some questions so that dark green is always the most positive response and red is always the most negative response)

Appendix 2: Data tables

A2.1. Students

A2.1.1 Student Population

	UG Population								
	Total	**Female**		**Male**		**NB**		**PNTS**	
	No.	No.	%	No.	%	No.	%	No.	%
17/18	835	584	70%	249	30%	1	0%	1	0%
18/19	836	583	70%	250	30%	1	0%	2	0%
19/20	842	594	71%	245	29%	1	0%	2	0%
20/21	917	643	70%	269	30%	3	0%	2	0%
21/22	930	659	71%	266	29%	3	0%	2	0%
22/23	908	656	72%	250	28%	2	0%	0	0%

	PGT Population								
	Total	**Female**		**Male**		**NB**		**PNTS**	
	No.	No.	%	No.	%	No.	%	No.	%
17/18	89	55	62%	33	37%	0	0%	1	1%
18/19	97	65	67%	31	32%	0	0%	1	1%
19/20	85	61	72%	23	27%	0	0%	1	1%
20/21	96	68	71%	28	29%	0	0%	0	0%
21/22	111	76	68%	35	32%	0	0%	0	0%
22/23	121	88	73%	33	27%	0	0%	0	0%

	PGR Population								
	Total	**Female**		**Male**		**NB**		**PNTS**	
	No.	No.	%	No.	%	No.	%	No.	%
17/18	54	35	65%	19	35%	0	0%	0	0%
18/19	52	35	67%	17	33%	0	0%	0	0%
19/20	57	34	60%	23	40%	0	0%	0	0%
20/21	58	34	59%	24	41%	0	0%	0	0%
21/22	69	39	57%	30	43%	0	0%	0	0%
22/23	58	35	60%	23	40%	0	0%	0	0%

	Total Student Population								
	Total	**Female**		**Male**		**NB**		**PNTS**	
	No.	No.	%	No.	%	No.	%	No.	%
17/18	978	674	69%	301	31%	1	0%	2	0%
18/19	985	683	69%	298	31%	1	0%	3	0%
19/20	984	689	70%	291	30%	1	0%	3	0%
20/21	1071	745	70%	321	30%	3	0%	2	0%
21/22	1110	774	70%	331	30%	3	0%	2	0%
22/23	1087	779	72%	306	28%	2	0%	0	0%

UG Population

PGT Population

PGR Population

Total Student Population

Total Student Population 2022/23 (1087 students)

UG (908 students)

PGT (121 students)

PGR (58 students)

Law (3 year)

Law and Sociology

Law with Study Abroad

Law with French Law

Law (4 year)

Law with Humanities

Law with German Law

Law with Social Sciences

International Commercial Law

International Economic Law

Int. Corporate Governance and Financial Regulation

International Development

Advanced Legal Studies

PhD

A2.1.2 Student Recruitment

		UG Applications to Enrolments							
		Female		**Male**		**NB**		**PNTS**	
		No.	**%**	**No.**	**%**	**No.**	**%**	**No.**	**%**
17/18	Applications	2202	66%	1134	34%	1	0%	0	0%
	Offers	1455	67%	717	33%	1	0%	0	0%
	Enrolments	185	67%	92	33%	1	0%	0	0%
18/19	Applications	2317	66%	1206	34%	0	0%	1	0%
	Offers	1323	67%	642	33%	0	0%	1	0%
	Enrolments	187	70%	78	30%	1	0%	0	0%
19/20	Applications	2242	67%	1078	33%	1	0%	1	0%
	Offers	1376	70%	594	30%	1	0%	0	0%
	Enrolments	187	72%	72	28%	1	0%	0	0%
20/21	Applications	1887	66%	966	34%	2	0%	0	0%
	Offers	1309	67%	634	33%	2	0%	0	0%
	Enrolments	225	69%	101	31%	2	0%	0	0%
21/22	Applications	2009	69%	887	31%	1	0%	0	0%
	Offers	1048	70%	451	30%	1	0%	0	0%
	Enrolments	217	72%	83	28%	0	0%	0	0%
22/23	Applications	2527	67%	1230	33%	0	0%	0	0%
	Offers	928	68%	427	32%	0	0%	0	0%
	Enrolments	208	74%	72	26%	0	0%	0	0%

UG Applications to Enrolments

UG Applications

UG Offers
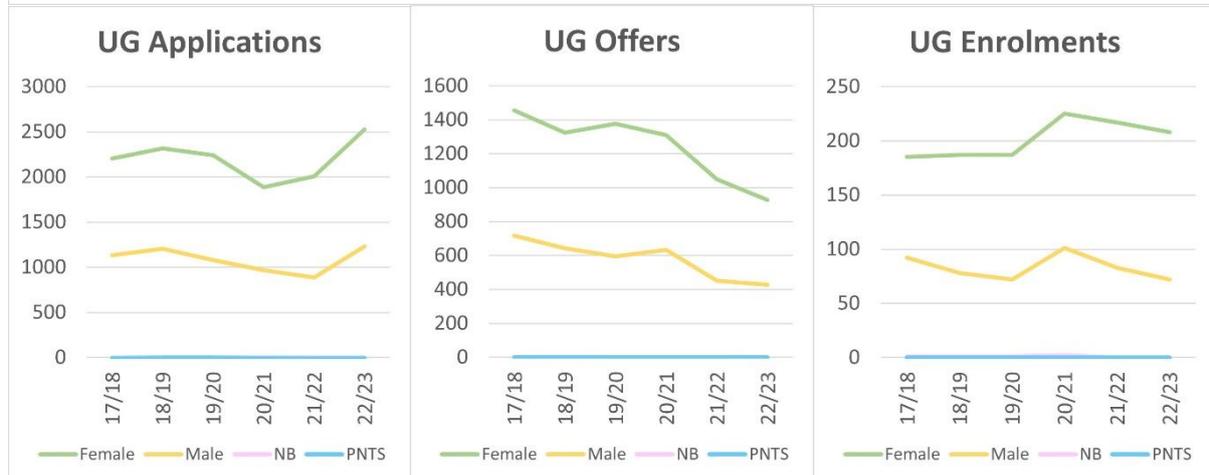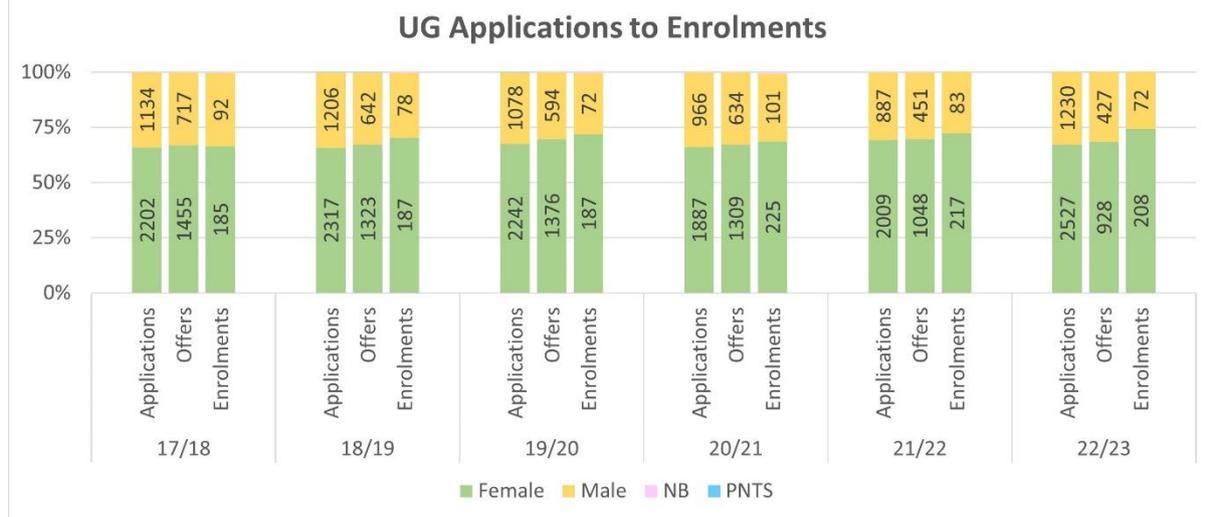
UG Enrolments

		PGT Applications to Enrolments							
		Female		Male		NB		PNTS	
		No.	%	No.	%	No.	%	No.	%
17/18	Applications	271	62%	167	38%	0	0%	1	0%
	Offers	188	64%	107	36%	0	0%	1	0%
	Enrolments	53	62%	32	37%	0	0%	1	1%
18/19	Applications	330	66%	170	34%	0	0%	0	0%
	Offers	238	66%	121	34%	0	0%	0	0%
	Enrolments	62	67%	30	32%	0	0%	1	1%
19/20	Applications	381	68%	176	32%	0	0%	0	0%
	Offers	245	70%	106	30%	0	0%	0	0%
	Enrolments	61	74%	21	26%	0	0%	0	0%
20/21	Applications	492	67%	242	33%	1	0%	0	0%
	Offers	297	69%	131	31%	0	0%	0	0%
	Enrolments	67	71%	28	29%	0	0%	0	0%
21/22	Applications	477	64%	267	36%	0	0%	0	0%
	Offers	339	65%	184	35%	0	0%	0	0%
	Enrolments	71	68%	34	32%	0	0%	0	0%
22/23	Applications	550	65%	294	35%	1	0%	0	0%
	Offers	402	68%	186	32%	0	0%	0	0%
	Enrolments	87	73%	33	27%	0	0%	0	0%

PGT Applications to Enrolments

PGT Applications

PGT Offers
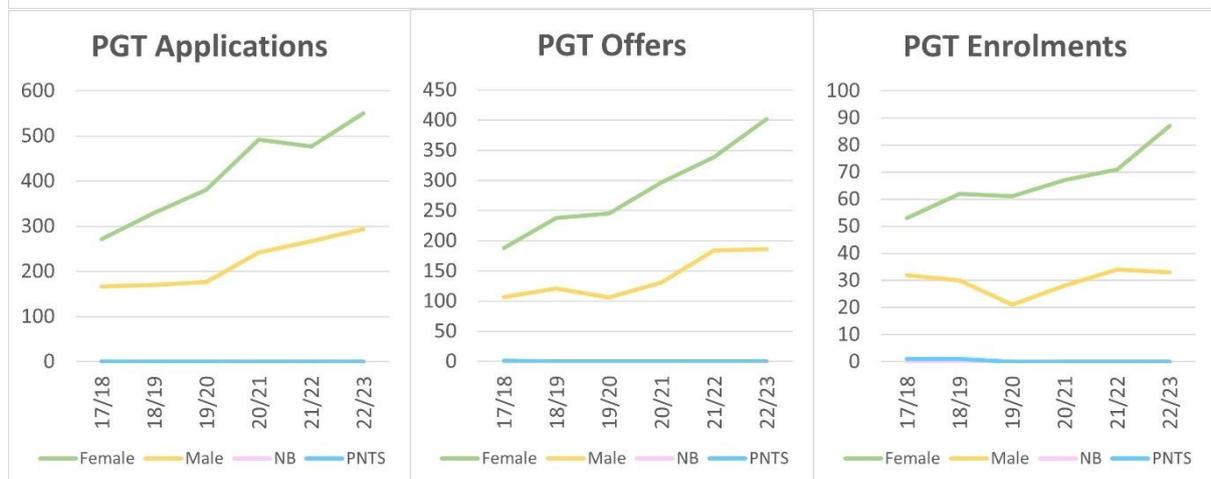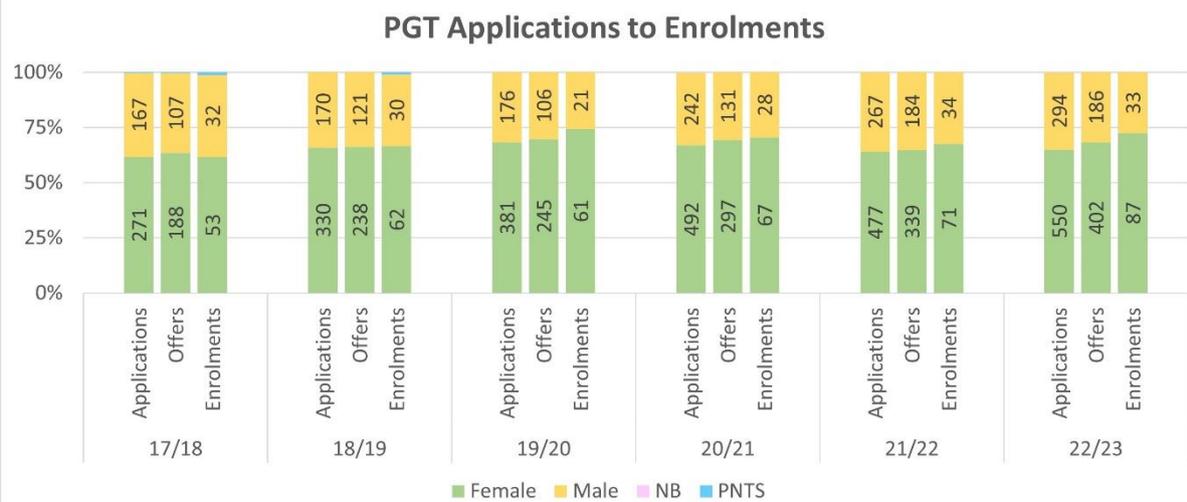
PGT Enrolments

		PGR Applications to Enrolments							
		Female		Male		NB		PNTS	
		No.	%	No.	%	No.	%	No.	%
17/18	Applications	75	46%	86	53%	0	0%	1	1%
	Offers	17	47%	19	53%	0	0%	0	0%
	Enrolments	5	63%	3	37%	0	0%	0	0%
18/19	Applications	69	43%	92	57%	0	0%	0	0%
	Offers	28	53%	25	57%	0	0%	0	0%
	Enrolments	6	50%	6	50%	0	0%	0	0%
19/20	Applications	73	53%	66	47%	0	0%	0	0%
	Offers	23	46%	27	54%	0	0%	0	0%
	Enrolments	7	44%	9	56%	0	0%	0	0%
20/21	Applications	46	39%	71	61%	0	0%	0	0%
	Offers	23	56%	18	44%	0	0%	0	0%
	Enrolments	10	67%	5	33%	0	0%	0	0%
21/22	Applications	46	47%	50	52%	1	1%	0	0%
	Offers	23	50%	23	50%	0	0%	0	0%
	Enrolments	8	50%	8	50%	0	0%	0	0%
22/23	Applications	58	50%	58	50%	1	0%	0	0%
	Offers	21	53%	17	44%	1	3%	0	0%
	Enrolments	7	78%	2	22%	0	0%	0	0%

PGR Applications to Enrolments

PGR Applications

PGR Offers

PGR Enrolments
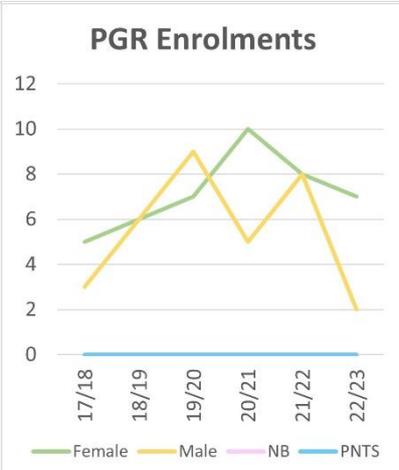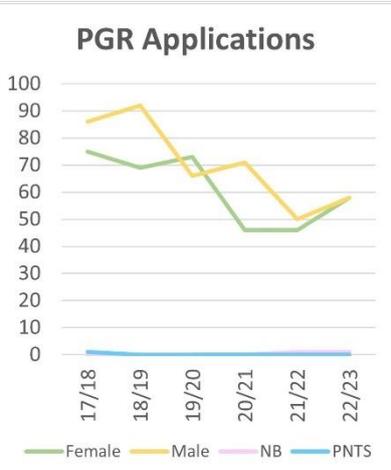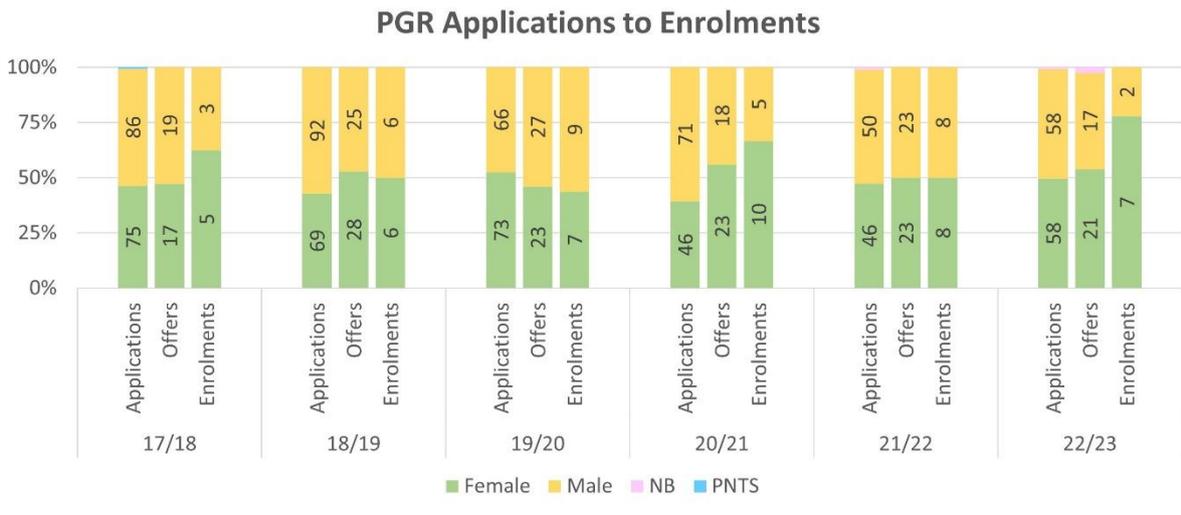
A2.1.3 UG Student Degree Attainment

		UG Student Attainment					
		Female		Male		Other	
		No.	%	No.	%	No.	%
17/18	1st	26	15%	12	17%	-	-
	2:1	134	76%	44	64%	-	-
	2:2	16	9%	13	19%	-	-
	3rd	-	-	-	-	-	-
18/19	1st	22	13%	4	6%	-	-
	2:1	132	77%	53	76%	1	100%
	2:2	18	10%	12	17%	-	-
	3rd	-	-	1	1%	-	-
19/20	1st	34	20%	14	19%	-	-
	2:1	117	69%	52	70%	-	-
	2:2	18	11%	8	11%	-	-
	3rd	1	1%	-	-	-	-
20/21	1st	56	29%	16	20%	-	-
	2:1	124	65%	58	72%	-	-
	2:2	10	5%	7	9%	-	-
	3rd	-	-	-	-	-	-
21/22	1st	32	17%	11	15%	1	33%
	2:1	147	77%	58	77%	2	67%
	2:2	12	6%	6	8%	-	-
	3rd	1	1%	-	-	-	-

UG Student Attainment

UG Students Proportion Achieving a 1st

UG Students Proportion Achieving a 1st or 2:1
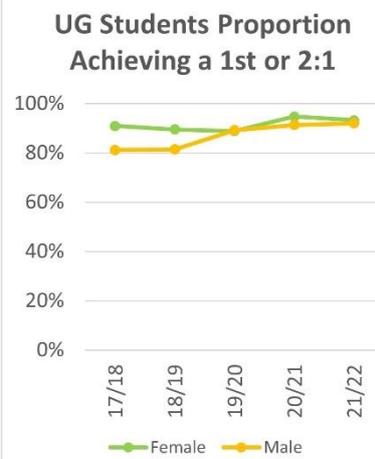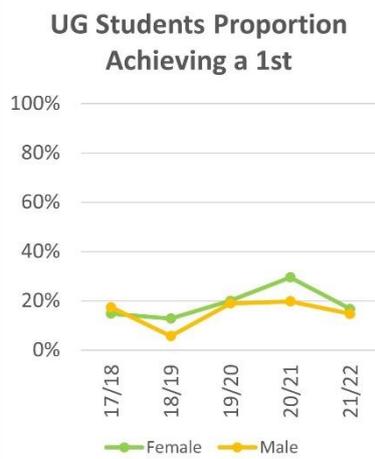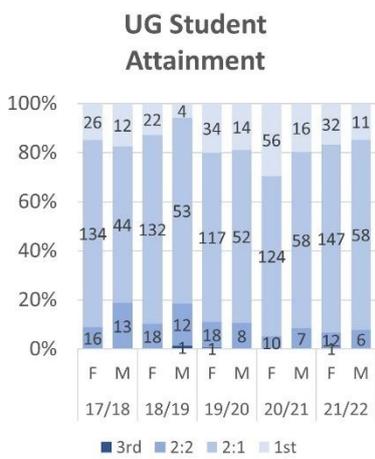
A2.1.4 PGT Student Degree Attainment

		PGT Student Attainment					
		Female		Male		Other	
		No.	%	No.	%	No.	%
17/18	Distinction	10	17%	5	14%	-	-
	Merit	30	50%	21	60%	-	-
	Pass	20	33%	19	26%	-	-
18/19	Distinction	12	26%	5	19%	-	-
	Merit	26	57%	18	67%	-	-
	Pass	8	17%	4	15%	-	-
19/20	Distinction	10	17%	6	23%	-	-
	Merit	33	57%	17	65%	-	-
	Pass	15	26%	3	12%	-	-
20/21	Distinction	23	40%	8	40%	-	-
	Merit	24	42%	12	60%	-	-
	Pass	10	18%	-	-	-	-
21/22	Distinction	13	22%	6	25%	-	-
	Merit	36	62%	12	50%	-	-
	Pass	9	16%	6	25%	1	100%

PGT Student Attainment

PGT Student Proportion Achieving a Distinction

PGT Student Proportion Achieving Dist. or Merit
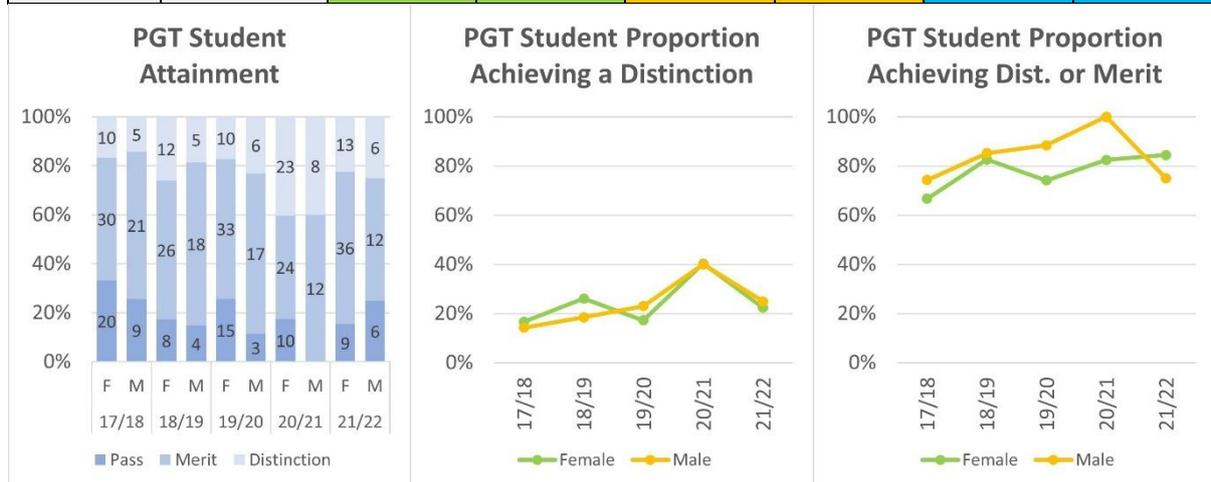
A2.1.5 PGR Student Degree Attainment

|			PGR Student Attainment					
			Female		Male		Other	
			No.	%	No.	%	No.	%
17/18	First Attempt	No/Minor corrections	3	50%	3	50%	-	-
		Major corrections	-	-	1	17%	-	-
	Sub-sequent Attempt	No/Minor corrections	2	33%	2	33%	-	-
		Major corrections	-	-	-	-	-	-
	Other		1	17%	-	-	-	-
18/19	First Attempt	No/Minor corrections	6	100%	4	80%	-	-
		Major corrections	-	-	-	-	-	-
	Sub-sequent Attempt	No/Minor corrections	-	-	-	-	-	-
		Major corrections	-	-	1	20%	-	-
	Other		-	-	-	-	-	-
19/20	First Attempt	No/Minor corrections	6	75%	2	100%	-	-
		Major corrections	-	-	-	-	-	-
	Sub-sequent Attempt	No/Minor corrections	2	25%	-	-	-	-
		Major corrections	-	-	-	-	-	-
	Other		-	-	-	-	-	-
20/21	First Attempt	No/Minor corrections	2	67%	2	67%	-	-
		Major corrections	-	-	-	-	-	-
	Sub-sequent Attempt	No/Minor corrections	1	33%	1	33%	-	-
		Major corrections	-	-	-	-	-	-
	Other		-	-	-	-	-	-
21/22	First Attempt	No/Minor corrections	-	-	1	50%	-	-
		Major corrections	1	12%	-	-	-	-
	Sub-sequent Attempt	No/Minor corrections	4	50%	1	50%	-	-
		Major corrections	2	25%	-	-	-	-
	Other		1	12%	-	-	-	-

A2.2. All staff

A2.2.1 All Staff Population

Figure 18. Total Staff Population 22/23 by Number

	Female		Male	
	No.	**%**	**No.**	**%**
Academic Staff	42	58%	31	42%
PSS	14	82%	3	18%
Sessional Staff	15	56%	12	44%
Total	71	61%	46	39%
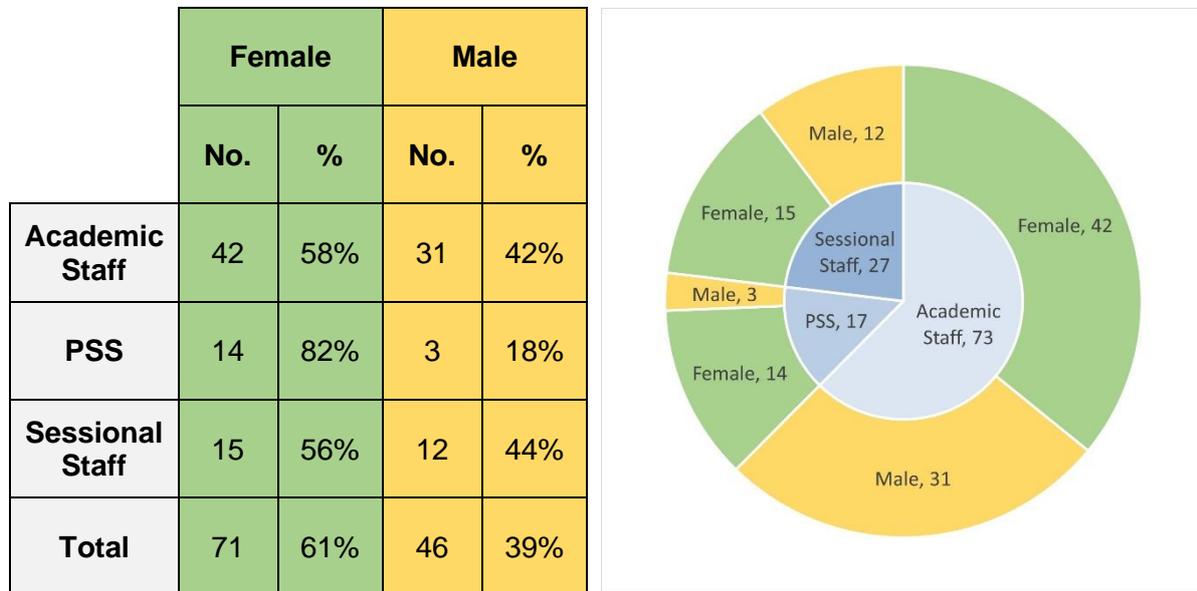
Data is produced using a snapshot taken on 1st October 2022

Figure 19. Total Staff Population 22/23 by FTE

	Female		Male	
	FTE	**%**	**FTE**	**%**
Academic Staff	40.1	58%	29.5	42%
PSS	13.3	82%	3.0	18%
Sessional Staff	2.7	55%	2.2	45%
Total	56.1	62%	34.7	38%
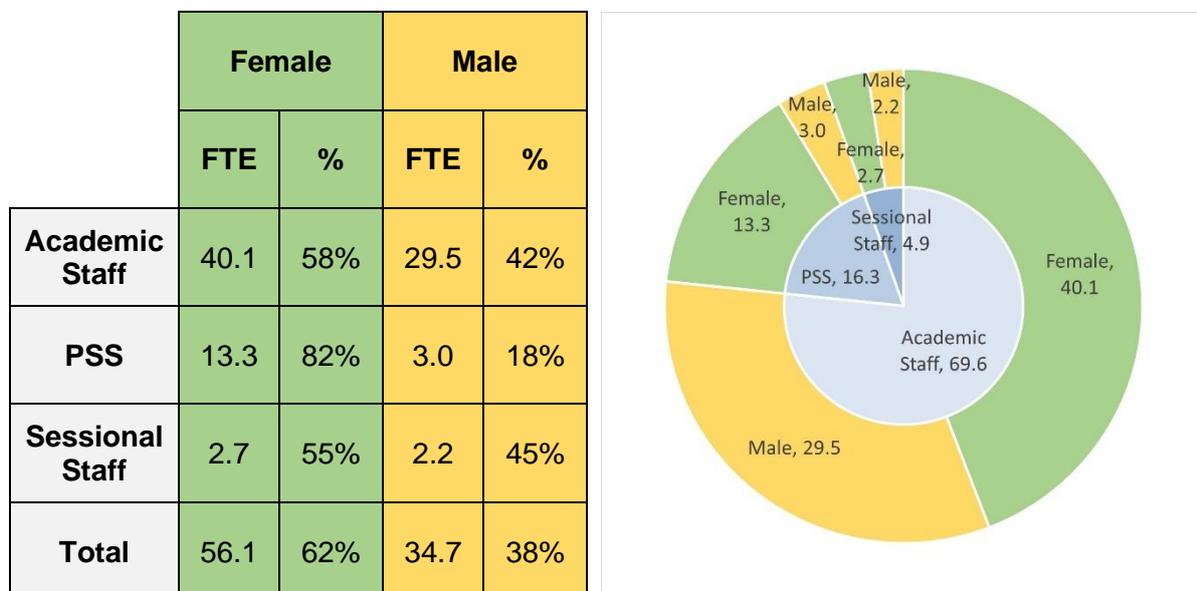
*Data is produced using a snapshot taken on 1st October 2022*

Figure 20. Total Staff Population excluding Sessional Staff

		17/18	18/19	19/20	20/21	21/22	22/23
		No.	No.	No.	No.	No.	No.
Academic Staff	F	23	26	28	35	36	42
	M	33	31	33	29	32	31
PSS	F	15	17	16	14	13	14
	M	3	3	3	3	2	3
Total Staff excluding Sessional Staff	F	38	43	44	49	49	56
	M	36	34	36	32	34	34
	All	74	77	80	81	83	90

Data is produced using a snapshot taken on 1st October of each year

Figure 21. Total Staff Population excluding Sessional Staff
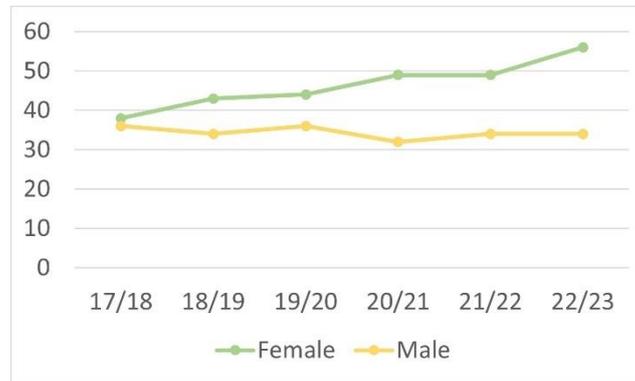
Data is produced using a snapshot taken on 1st October of each year

Figure 22. Total Staff Population excluding Sessional Staff 22/23 by Number and by FTE
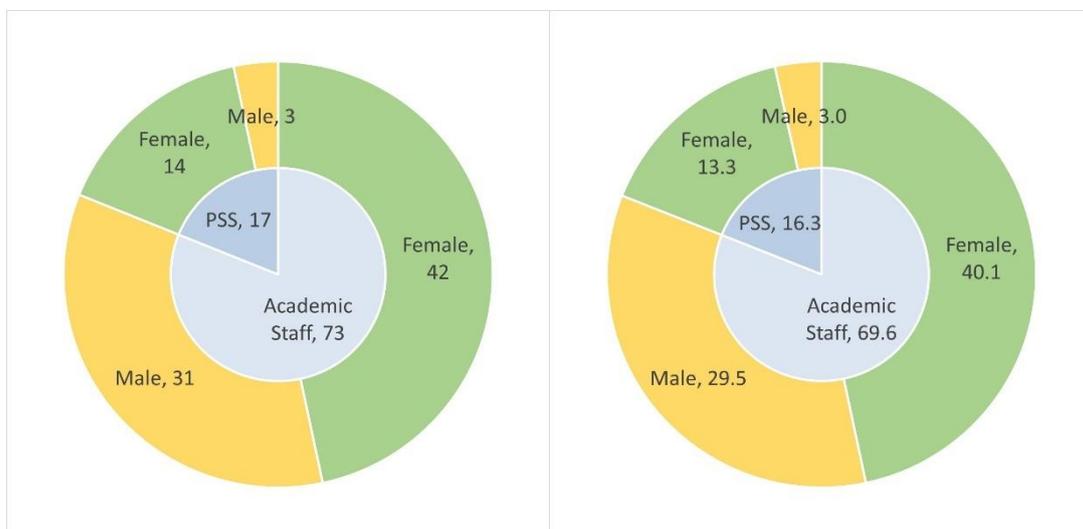
Data is produced using a snapshot taken on 1st October 2022

A2.3. Academic staff

A2.3.1 Academic Staff Population

Figure 23. Academic Staff by Contract Function and Type

				17/18 No.	18/19 No.	19/20 No.	20/21 No.	21/22 No.	22/23 No.
T&R	FA9	Professor	F	5	5	6	6	6	9
			M	12	11	13	11	12	12
	FA8a	Reader	F	2	2	4	2	4	3
			M	1	1	1	2	3	2
	FA8	Associate Professor	F	6	7	7	6	5	6
			M	9	11	10	9	9	9
	FA7	Assistant Professor	F	5	6	4	6	7	7
			M	8	5	5	4	5	4
	Total T&R		**F**	**18**	**20**	**21**	**20**	**22**	**25**
			M	**30**	**28**	**29**	**26**	**29**	**27**
			All	**48**	**48**	**50**	**46**	**51**	**52**
T-Focused	FA9	Professor / Professorial Teaching Fellow	F	0	0	0	0	0	0
			M	1	1	1	1	1	1
	FA8a	Reader / Principal Teaching Fellow	F	0	0	0	1	1	1
			M	0	0	0	0	0	0
	FA8	Associate Professor / Principal Teaching Fellow	F	3	3	2	2	2	2
			M	0	1	1	1	1	1
	FA7	Assistant Professor / Senior Teaching Fellow	F	0	0	1	3	4	3
			M	0	0	0	0	0	0
	FA7	Assistant Professor / Senior Teaching Fellow (fixed-term)	F	0	0	0	0	1	0
			M	0	0	0	0	0	0
	FA6	Teaching Fellow	F	1	1	2	3	1	1
			M	0	0	1	0	0	0
	FA6	Teaching Fellow (fixed-term)	F	1	2	2	4	2	6
			M	2	1	1	1	1	2
	Total T-Focused		**F**	**5**	**6**	**7**	**13**	**11**	**13**
			M	**3**	**3**	**4**	**3**	**3**	**4**
			All	**8**	**9**	**11**	**16**	**14**	**17**
R-Focused	FA6	Research Fellow (fixed-term)	F	0	0	0	2	3	2
			M	0	0	0	0	0	0
	FA5	Research Assistant (fixed-term)	F	0	0	0	0	0	2
			M	0	0	0	0	0	0
	Total R-Focused		**F**	**0**	**0**	**0**	**2**	**3**	**4**
			M	**0**	**0**	**0**	**0**	**0**	**0**
			All	**0**	**0**	**0**	**2**	**3**	**4**
Total Academic Staff			**F**	**23**	**26**	**28**	**35**	**36**	**42**
			M	**33**	**31**	**33**	**29**	**32**	**31**
			All	**56**	**57**	**61**	**64**	**68**	**73**

Data is produced using a snapshot taken on 1st October of each year

Figure 24. Academic Staff Population Overview

	Female		Male	
	No.	%	No.	%
17/18	23	41%	33	59%
18/19	26	46%	31	54%
19/20	28	46%	33	54%
20/21	35	55%	29	45%
21/22	36	53%	32	47%
22/23	42	58%	31	42%
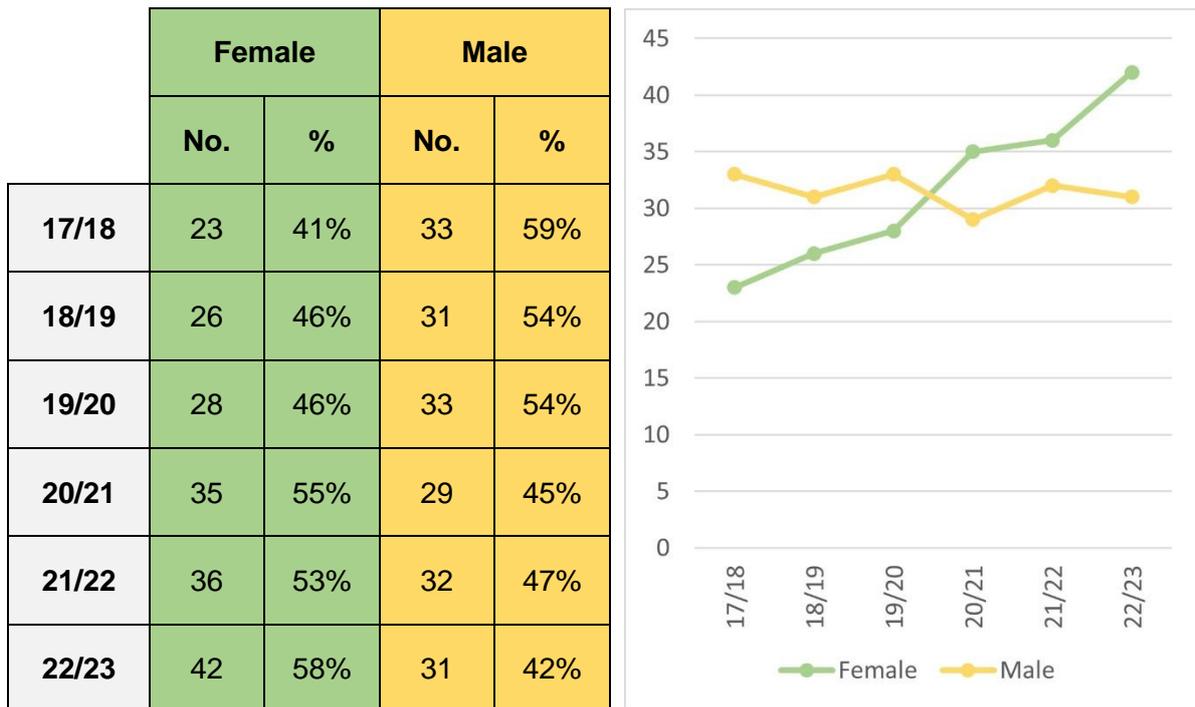
Data is produced using a snapshot taken on 1st October of each year

Figure 25. Academic Staff by Proportion of Grade
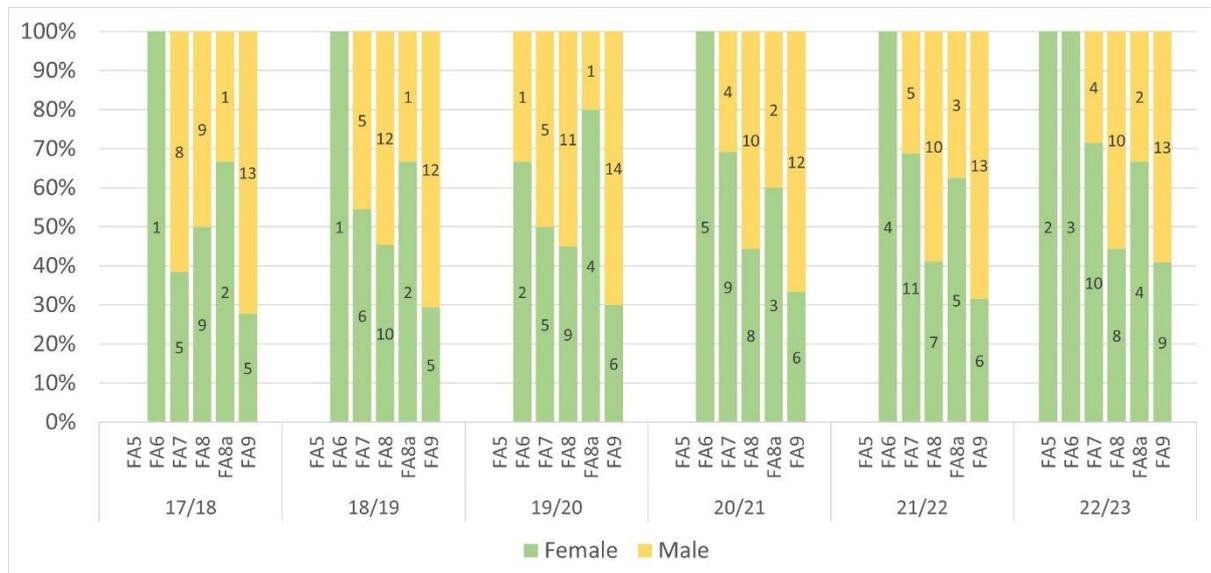
Data is produced using a snapshot taken on 1st October of each year

Figure 26. Academic Staff by Contract Function and Grade

Academic T&R Staff

(FA7 Assistant Professor, FA8 Associate Professor or FA8a Reader, FA9 Professor — Female/Male by year 17/18–22/23)

Academic T-Focused Staff

(FA6 Teaching Fellow; FA7 Assistant Professor or Senior Teaching Fellow; FA8/FA8a Associate Professor or Reader or Principal Teaching Fellow; FA9 Professor or Professorial Teaching Fellow — Female/Male by year 17/18–22/23)

Academic R-Focused Staff

(FA5 Research Assistant; FA6 Research Fellow — Female/Male by year 17/18–22/23)

Data is produced using a snapshot taken on 1st October of each year

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A2.3.2 Academic Staff Recruitment

Figure 27. Academic Staff Recruitment

		17/18		18/19		19/20		20/21		21/22		22/23	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Applications	Female	87	42%	109	47%	110	37%	20	39%	66	40%	148	48%
	Male	116	56%	113	48%	181	61%	30	59%	95	57%	153	50%
	PNTS	5	2%	11	5%	7	2%	1	2%	5	3%	6	2%
	Total	208		233		298		51		166		307	
Shortlisted	Female	9	56%	13	56%	4	33%	5	50%	20	63%	25	53%
	Male	7	44%	8	35%	8	67%	5	50%	11	34%	21	47%
	PNTS	0	0%	2	9%	0	0%	0	0%	1	3%	1	0%
	Total	16		23		12		10		32		47	
Appointed	Female	1	33%	5	56%	5	83%	2	67%	9	90%	6	55%
	Male	2	67%	4	44%	1	17%	1	33%	1	10%	5	45%
	PNTS	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Total	3		9		6		3		10		11	
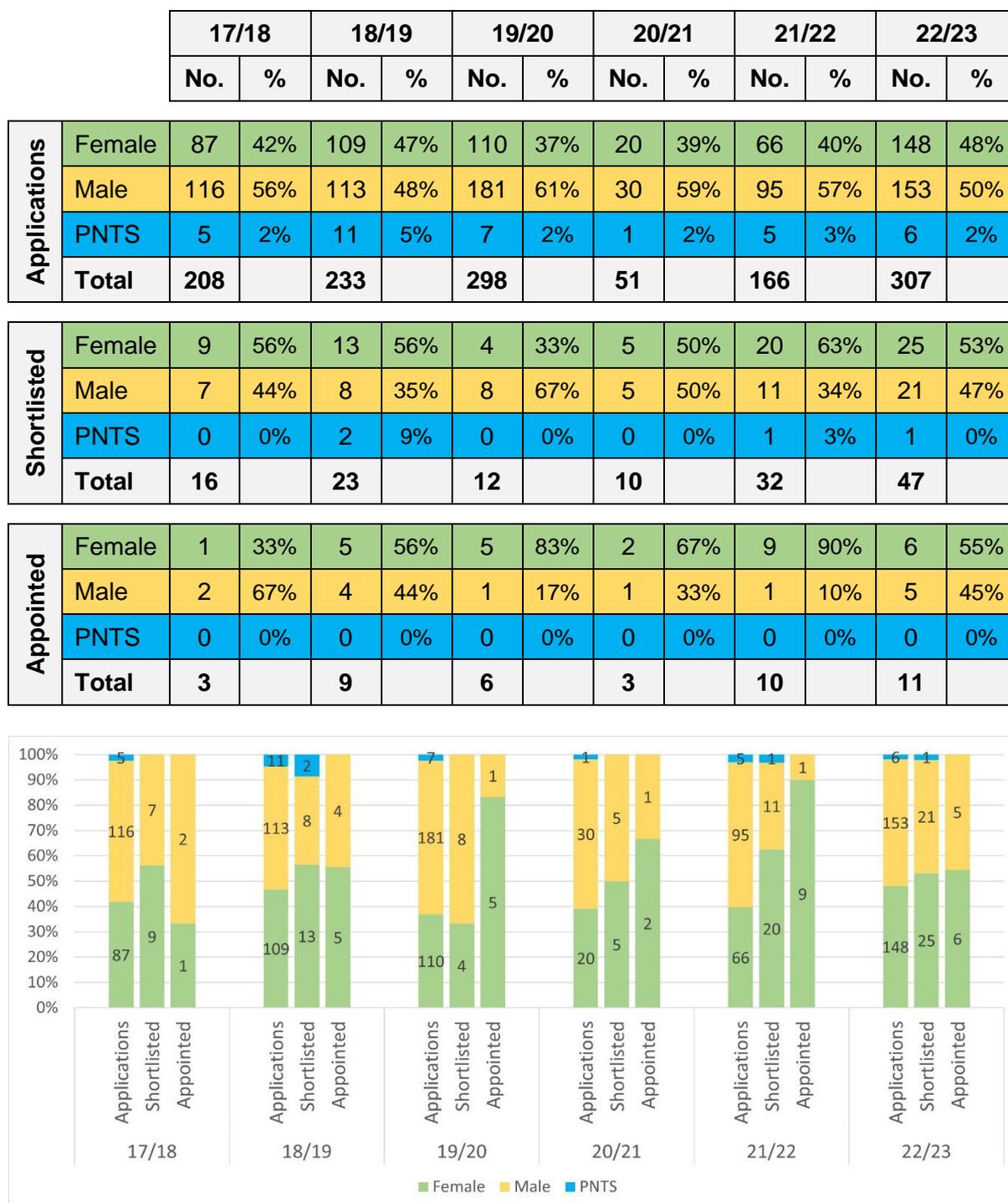
Data is produced using a snapshot taken on 1st October of each year

A2.3.3 Academic Staff Promotion

**Figure 28. Academic Staff Promotions**
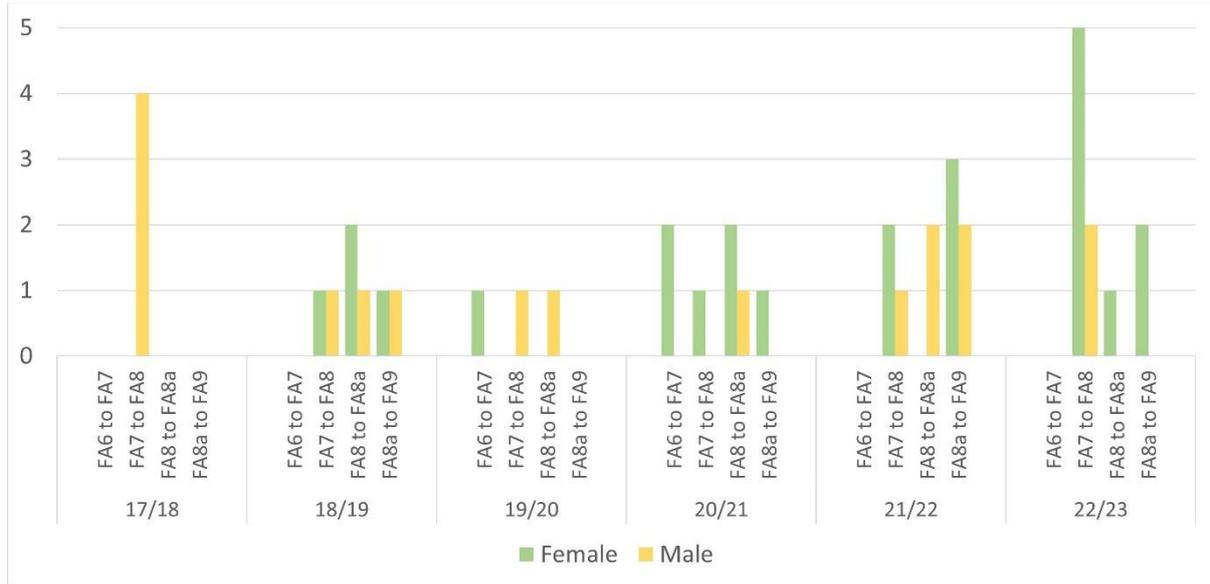
A2.3.4 Academic Pipeline

Figure 29. Academic Pipeline
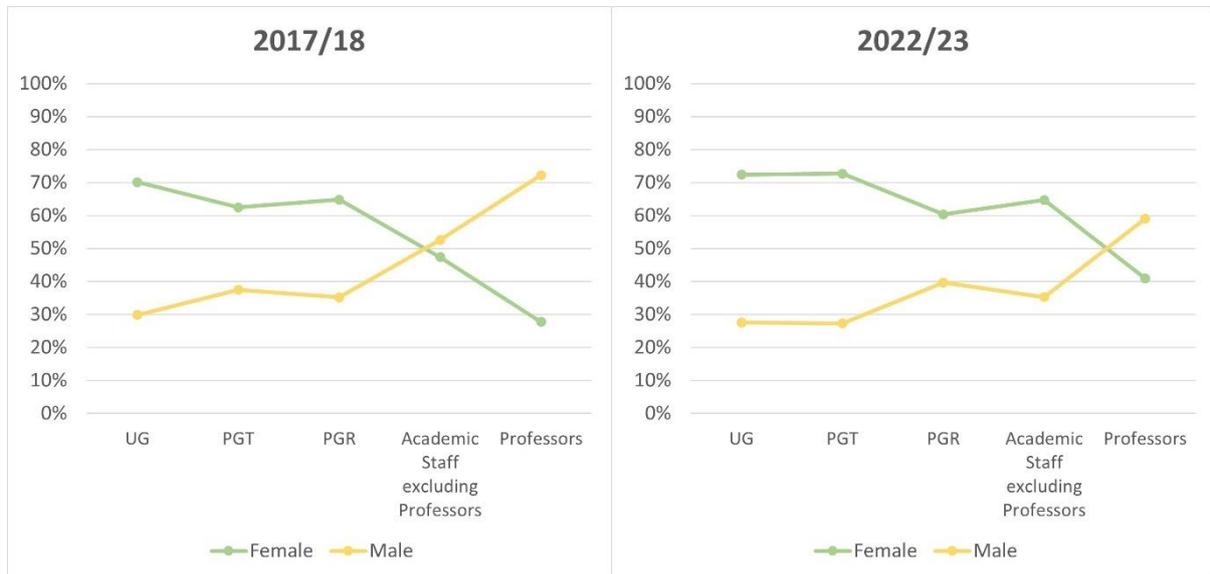
*Data is produced using a snapshot taken on 1ˢᵗ October of each year*

A2.3.5 Gender Pay Gap for Academic Staff

Figure 30. FA9 Average Gross Salary

	Female	Male	Variance
17/18	£89,656	£87,220	+2.8%
18/19	£94,414	£89,841	+5.1%
19/20	£90,950	£91,389	-0.5%
20/21	£90,573	£90,516	+0.1%
21/22	£91,712	£92,094	-0.4%
22/23	£88,231	£94,760	-6.9%
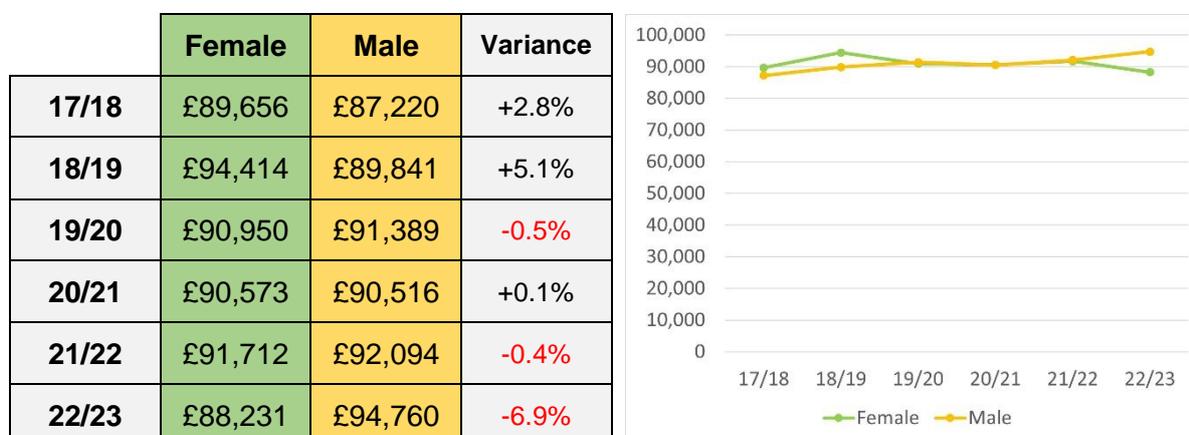
Data is produced using a snapshot taken on 1st October of each year

Figure 31. FA8/8a Average Gross Salary

	Female	Male	Variance
17/18	£55,607	£56,178	-1.0%
18/19	£57,646	£56,277	+2.4%
19/20	£58,589	£57,108	+2.6%
20/21	£59,405	£56,924	+4.4%
21/22	£60,470	£58,522	+3.3%
22/23	£58,303	£60,259	-3.2%
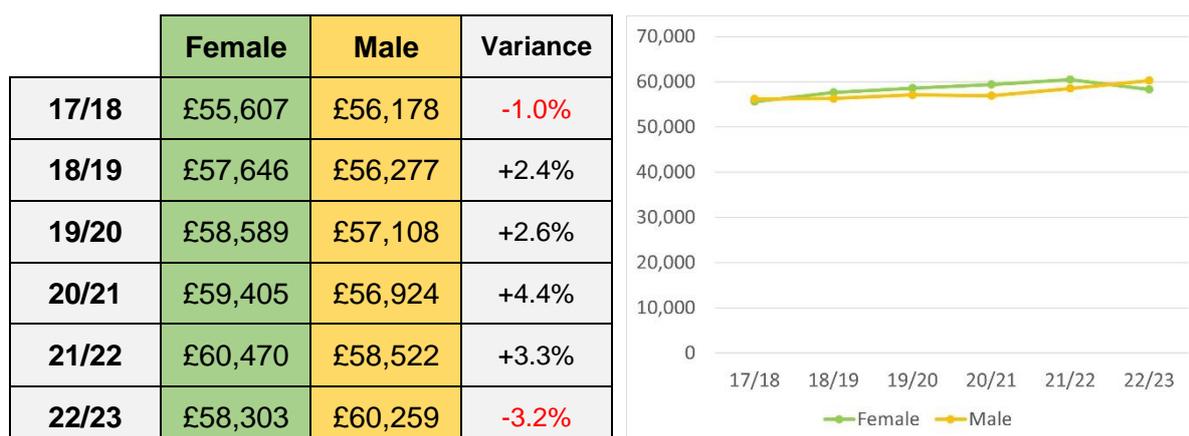
Data is produced using a snapshot taken on 1st October of each year

Figure 32. FA7 Average Gross Salary

	Female	Male	Variance
17/18	£43,749	£43,605	+0.3%
18/19	£45,938	£43,546	+5.5%
19/20	£46,750	£44,331	+5.5%
20/21	£47,109	£45,397	+3.8%
21/22	£47,403	£46,389	+2.2%
22/23	£47,674	£48,943	-2.6%
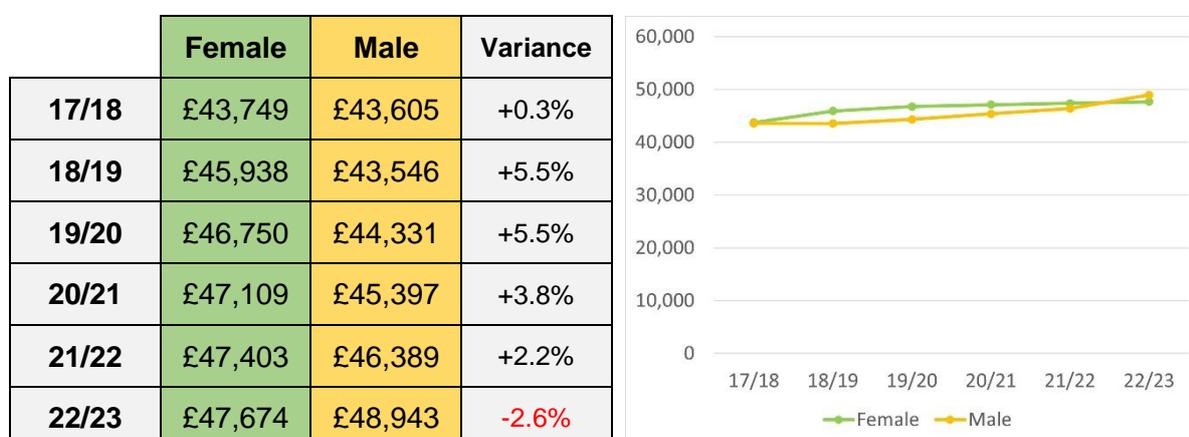
Data is produced using a snapshot taken on 1st October of each year

A2.4. PSS

A2.4.1 PSS Population

Figure 33. PSS Population Overview

	Female		Male	
	No.	**%**	**No.**	**%**
17/18	15	83%	3	17%
18/19	17	85%	3	15%
19/20	16	84%	3	16%
20/21	14	82%	3	18%
21/22	13	87%	2	13%
22/23	14	82%	3	18%
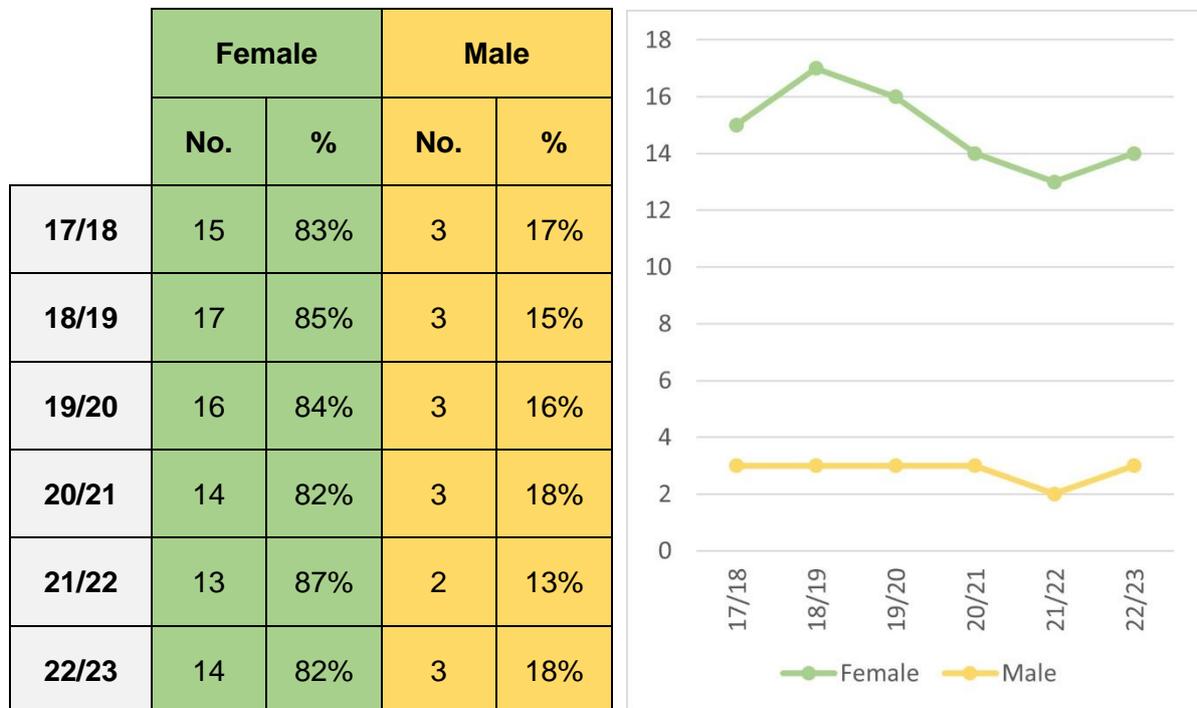
Data is produced using a snapshot taken on 1st October of each year

Figure 34. PSS by Proportion of Grade
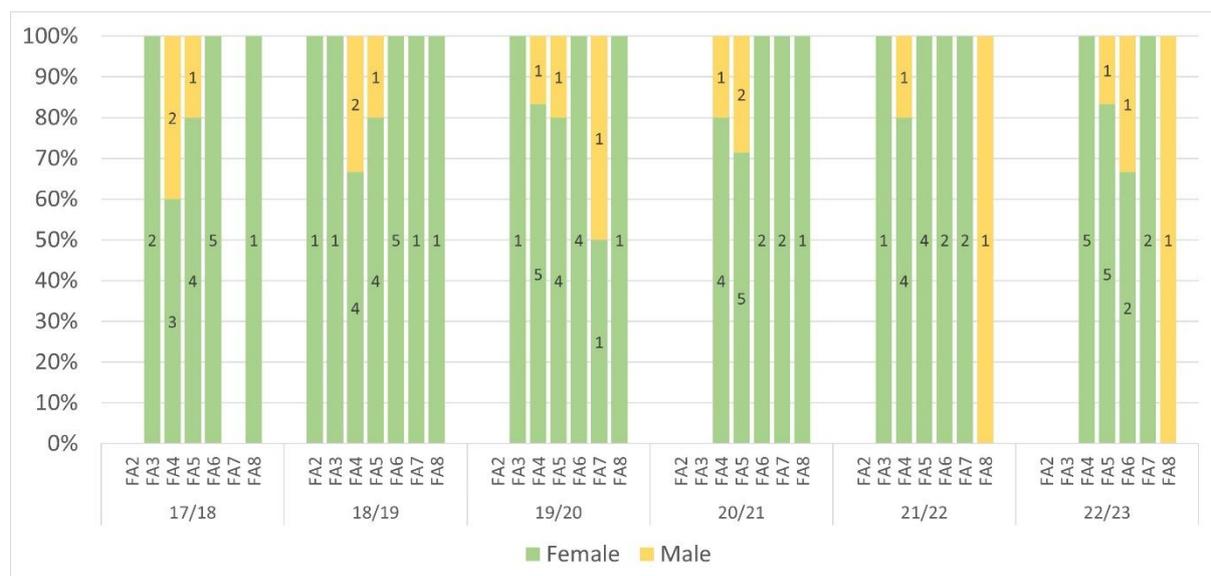
Data is produced using a snapshot taken on 1st October of each year

A2.4.2 PSS Structure

Figure 35. PSS Organogram
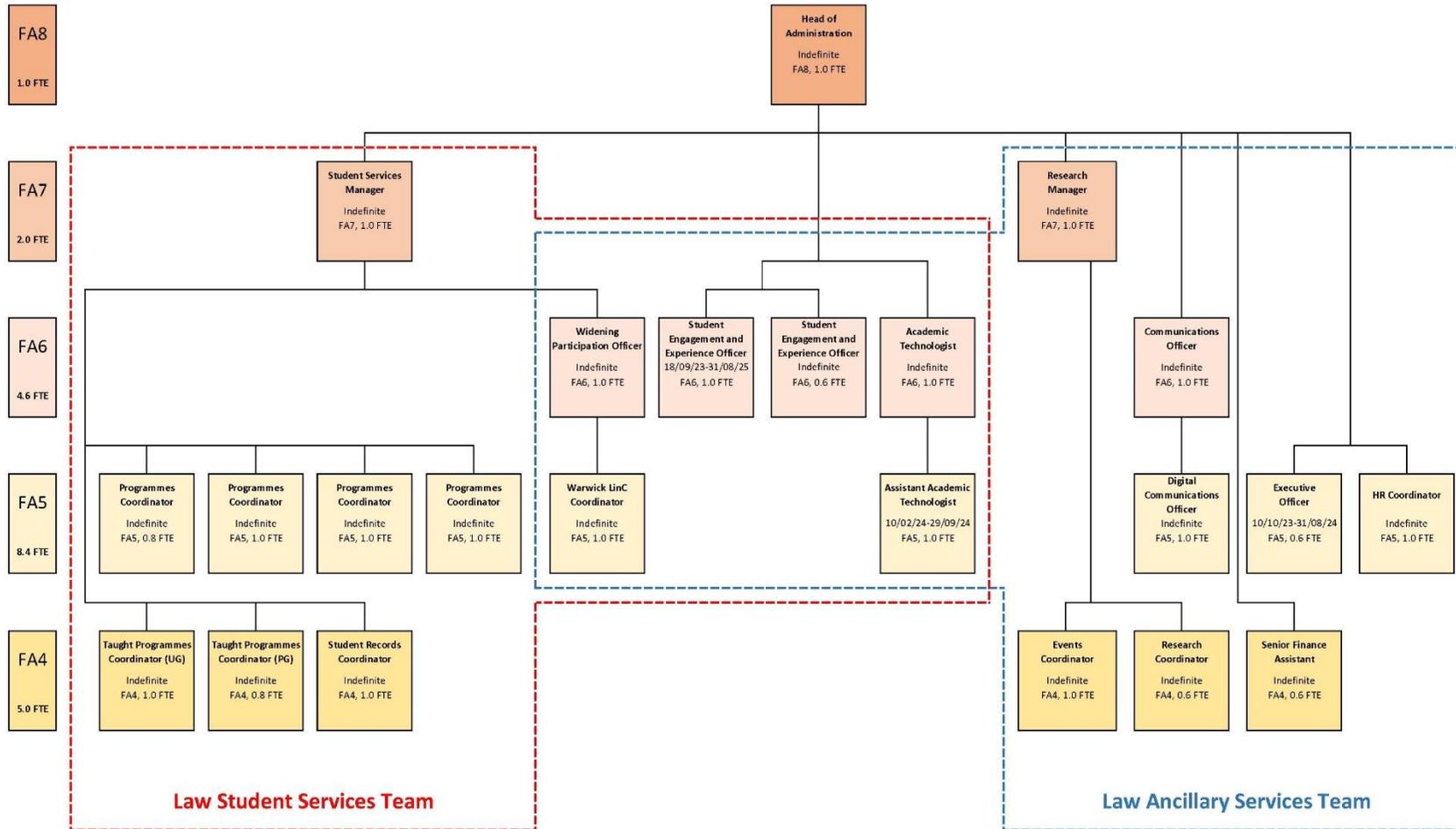
Data is produced using a snapshot taken on 14th January 2024

A2.4.3 PSS Recruitment

Figure 36. PSS Recruitment

|		17/18		18/19		19/20		20/21		21/22		22/23	
		No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Applications	Female	59	58%	69	73%	26	68%	40	60%	40	64%	75	82%
	Male	41	41%	26	27%	11	29%	27	40%	21	34%	15	16%
	PNTS	1	1%	0	0%	1	3%	0	0%	1	2%	2	2%
	Total	101		95		38		67		62		92	
Shortlisted	Female	10	71%	11	69%	4	27%	8	62%	9	64%	23	88%
	Male	4	29%	5	31%	2	29%	5	38%	5	36%	3	12%
	PNTS	0	0%	0	0%	1	14%	0	0%	0	0%	0	0%
	Total	14		16		7		13		14		26	
Appointed	Female	2	50%	3	100%	1	50%	2	100%	3	60%	6	75%
	Male	2	50%	0	0%	1	50%	0	0%	2	40%	2	25%
	PNTS	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
	Total	4		3		2		2		5		8	
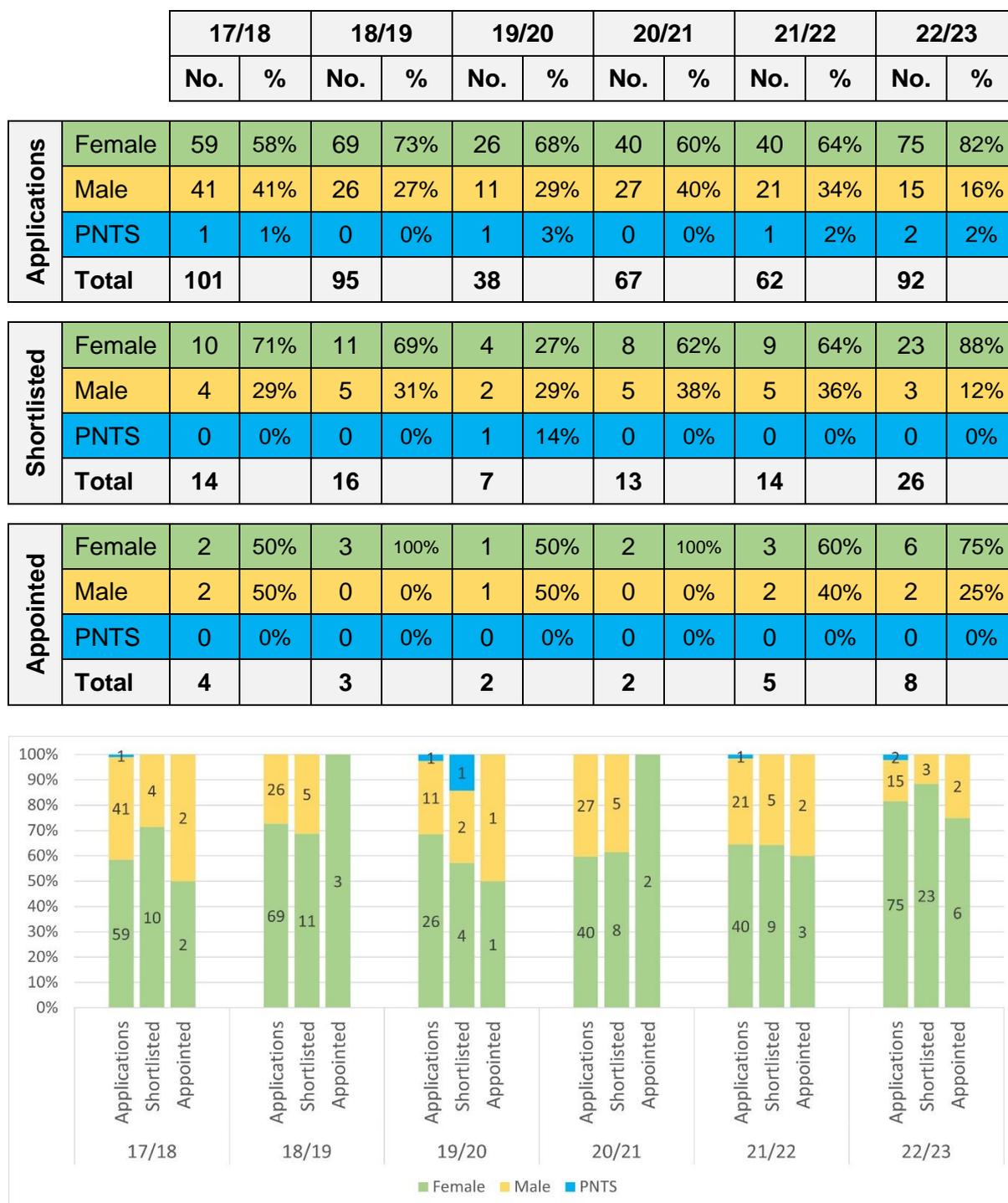
Data is produced using a snapshot taken on 1st October of each year

A2.5. Sessional staff

Figure 37. Sessional Staff Population

| | By Number | | | | By FTE | | | |
| | Female | | Male | | Female | | Male | |
	No.	%	No.	%	FTE	%	FTE	%
17/18	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
18/19	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
19/20	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
20/21	17	53%	15	47%	3.4	58%	2.5	42%
21/22	21	60%	14	40%	3.6	51%	3.4	49%
22/23	15	56%	12	44%	2.7	55%	2.2	45%

Data is produced using a snapshot taken on 1st October of each year

No data is available for 17/18-19/20 as PGR students engaged in teaching, who are the majority of the sessional staff, were not formally recognised as staff by the UoW until 20/21

A2.6. Research

Figure 38. Research Centre Directors 22/23

	Female		Male	
	No.	%	No.	%
CHRP	0	0%	2	100%
CJC	1	50%	1	50%
CCLS	1	50%	1	50%
GLOBE	1	50%	1	50%
COPR	2	100%	0	0%
CELPA	0	0%	2	100%
Total	5	42%	7	58%
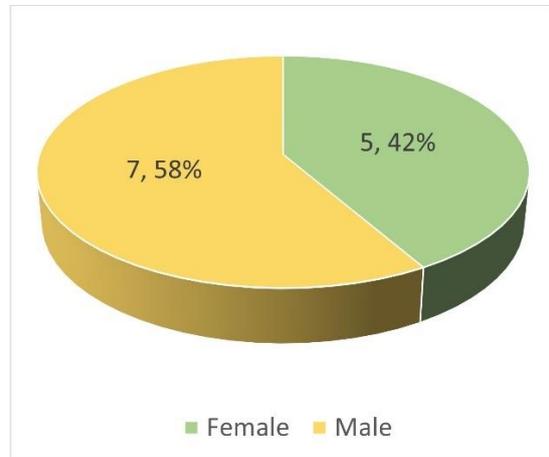
Figure 39. Research Seminar Speakers

	Female		Male	
	No.	%	No.	%
17/18	11	42%	15	58%
18/19	14	48%	15	52%
19/20	7	58%	5	42%
20/21	8	53%	7	47%
21/22	13	68%	6	32%

Figure 40. REF Outputs

REF2021: WLS

Outputs, 41, 33%
FTE, 19.2, 39%
Outputs, 83, 67%
FTE, 29.8, 61%

■ Female ■ Male

Assistant Professors

Outputs, 8, 57%
FTE, 5, 56%
Outputs, 6, 43%
FTE, 4, 44%

Associate Professors

Outputs, 11, 29%
FTE, 6, 35%
Outputs, 27, 71%
FTE, 11, 65%

Readers

Outputs, 8, 57%
FTE, 2, 50%
Outputs, 6, 43%
FTE, 2, 50%

Professors

Outputs, 12, 21%
FTE, 4.2, 25%
Outputs, 44, 79%
FTE, 12.8, 75%
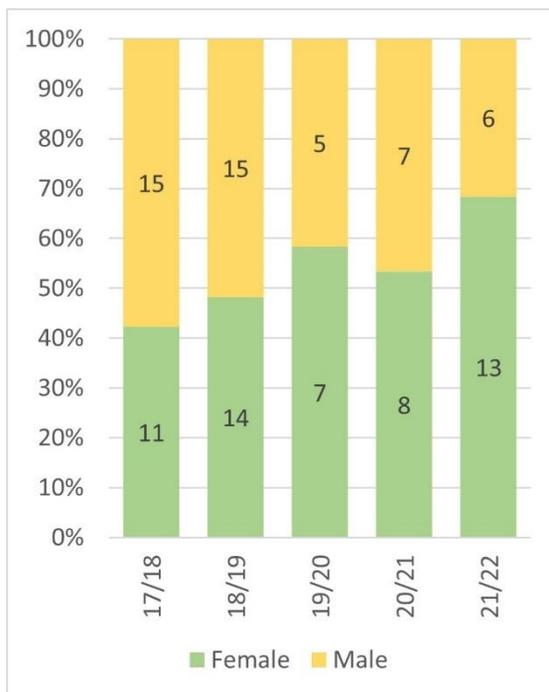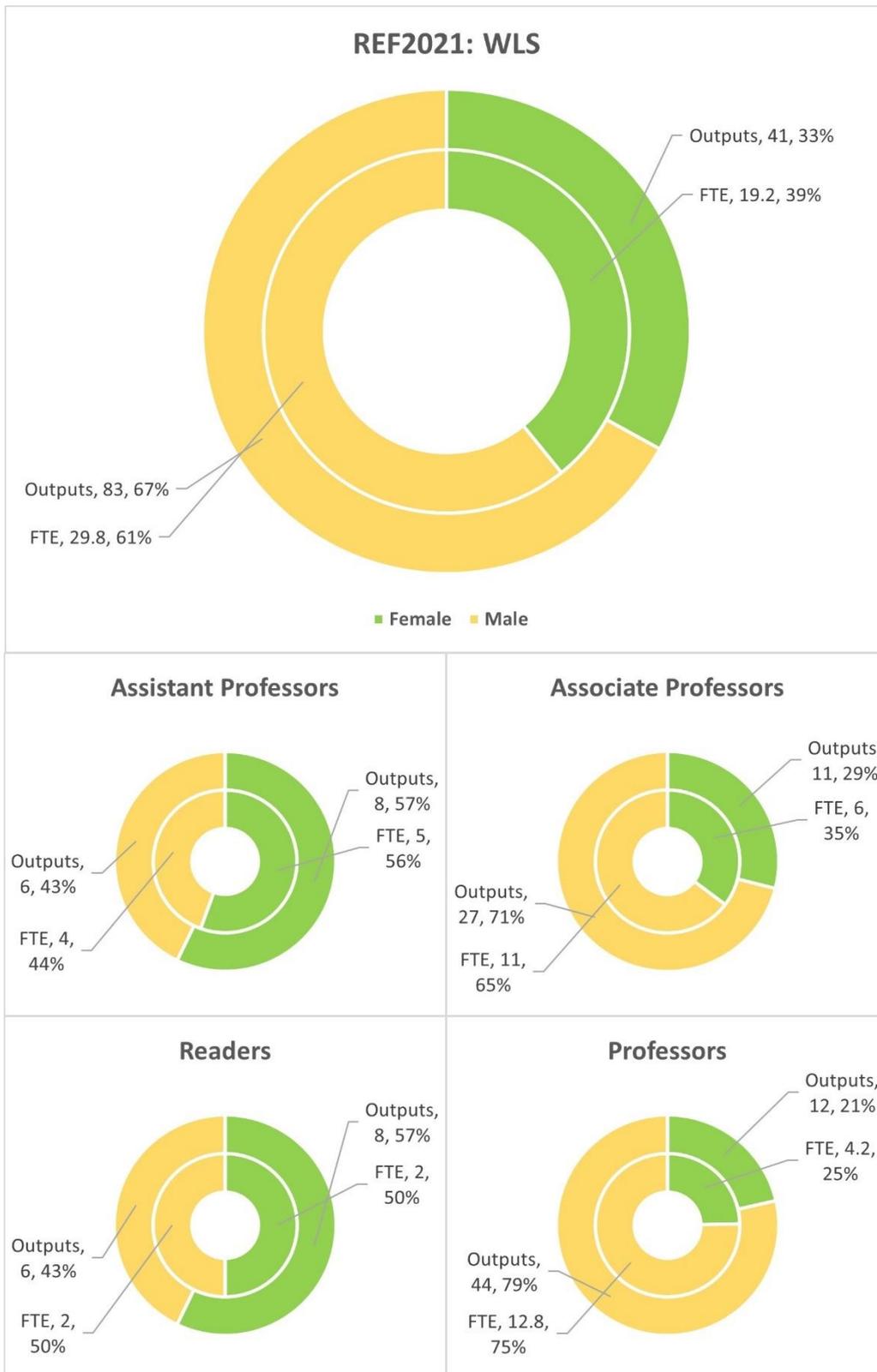
A2.7. Governance

**Figure 41. Committee Membership 22/23**
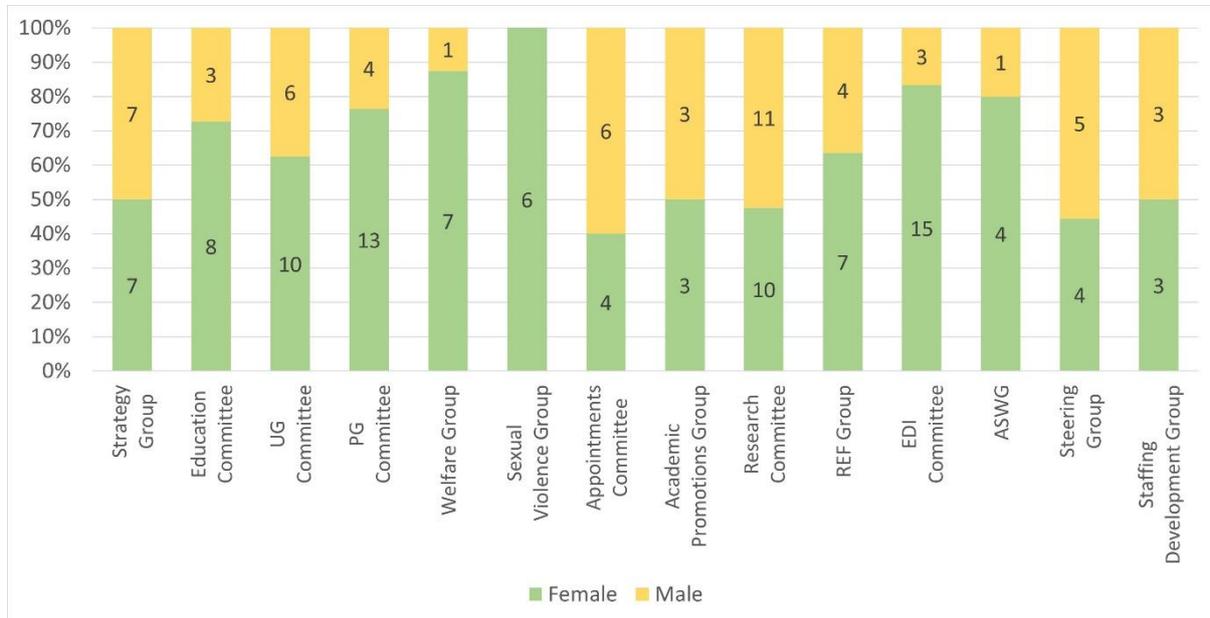
Figure 42. Academic Admin Roles
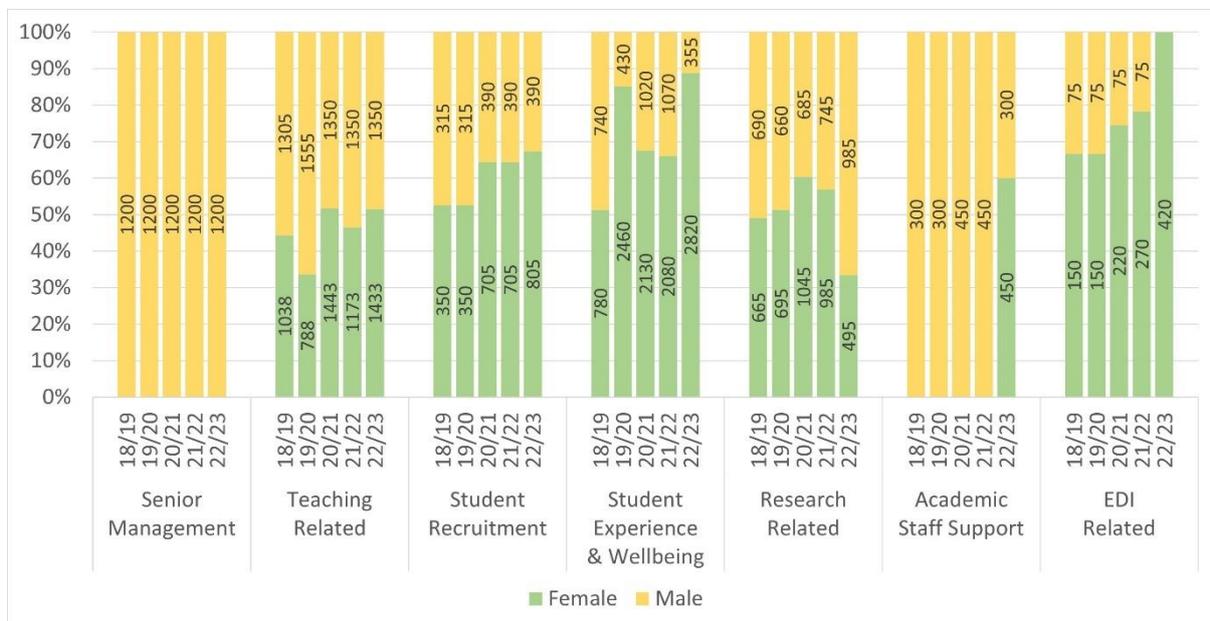
Figures calculated using the AWPs for the various roles within each category

Appendix 3: Glossary of acronyms, initialisms, and other abbreviations

AC	Appointments Committee
APP TE	Academic and Professional Pathway for Teaching Excellence
AS	Athena Swan
ASWG	Athena Swan Working Group
AWP	Academic Workload Points
BAME	Black, Asian, and Minority Ethnic
BASE Law	Black And State Educated Law (WLS student society)
BCUR	British Conference of Undergraduate Research
CAP	Career and Academic Progression programme
CCLS	Centre for Critical Legal Studies (WLS research centre)
CELPR	Centre for Ethics, Law and Public Affairs (WLS research centre)
CHRP	Centre for Human Rights in Practice (WLS research centre)
CIM	Centre for Interdisciplinary Methodologies (UoW academic department)
CJC	Criminal Justice Centre (WLS research centre)
CLL	Centre for Lifelong Learning (UoW academic department)
COPR	Centre for Operational Police Research (WLS research centre)
CVEP	Community Values Education Programme
DA	Department Administrator (umbrella term that includes HoAs)
DAP	Director of Academic Practice
DHoS	Deputy Head of School
DoA	Director of Administration (precursor to Head of Administration)
DASD	Director of Academic Staff Development
DoE	Director of Education (precursor to Director of Teaching and Learning)
DoR	Director of Research
DPGR	Director of Postgraduate Research
DPGT	Director of Postgraduate Taught
DSD	Director of Staff Development
DSE	Director of Student Experience
DSW	Director of Student Wellbeing
DTL	Director of Teaching and Learning
DUGS	Director of Undergraduate Studies
EDC	Equality and Diversity Committee (precursor to the EDIC)
EDI	Equality, Diversity, and Inclusion
EDIC	Equality, Diversity, and Inclusion Committee
F	Female
FSS	Faculty of Social Sciences
FSSASN	Faculty of Social Sciences Athena Swan Network
FSSEDIC	Faculty of Social Sciences Equality, Diversity, and Inclusion Committee
FSSEEC	Faculty of Social Sciences Executive Education Committee

FSSRO	Faculty of Social Sciences Recruitment Officer
FT	Full-Time
FTC	Fixed-Term Contract
FTE	Full-Time Equivalent
GDL	Graduate Diploma in Law
GLOBE	Centre for Law, Regulation, and Governance of the Global Economy (WLS research centre)
GTA	Graduate Teaching Assistant
HESA	Higher Education Statistics Agency
HESR	Higher Education Statistical Report
HoA	Head of Administration
HoD	Head of Department (umbrella term that includes HoSs)
HoS	Head of School
HR	Human Resources (UoW central administration department)
IAS	Institute of Advanced Study (UoW academic department)
ICUR	International Conference of Undergraduate Research
IER	Institute for Employment Research (UoW academic department)
KIT Days	Keeping In Touch Days
LA	Leave of Absence
LARA	Leave to Accept a Research Award
LDC	Learning and Development Centre (precursor to LMD)
LinC	Law in the Community
LLB	Batchelor of Laws (UG degree)
LLM	Master of Laws (PGT degree)
LMD	Leadership and Management Development (UoW central administration department)
LPC	Legal Practice Course
LPN	Low Participation Neighbourhood
M	Male
MAB	Marking and Assessment Boycott
MC	Management Committee (precursor to Steering Group)
NB	Non-Binary
PaIS	Politics and International Studies (UoW academic department)
PDC	Personal Development Conversation
PDR	Personal Development Review
PGR	Postgraduate Research
PGT	Postgraduate Taught
PNTS	Prefer Not To Say
PPL	Politics, Philosophy and Law (interdisciplinary UG programme)
PRES	Postgraduate Research Experience Survey
PSS	Professional Services Staff
PT	Part-Time
PTES	Postgraduate Taught Experience Survey
PTO	Professional, Technical, and Operational
QLD	Qualifying Law Degree

R-Focused	Research-Focused
RA	Research Assistant
REF	Research Excellence Framework
RF	Research Fellow
RIS	Research and Impact Services (UoW central administration department)
SAT	Self-Assessment Team
SDP	Scholarship Development Programme
SPA	Strategic Planning and Analytics (UoW central administration department)
SQE	Solicitors Qualifying Exam
SRF	Senior Research Fellow
SSB	Social Sciences Building
SSGC	Social Sciences Grand Challenge
SSLC	Student-Staff Liaison Committee
STF	Senior Teaching Fellow
STP	Sessional Teaching Payroll
T-Focused	Teaching-Focused
T&L	Teaching and Learning
T&R	Teaching and Research
TF	Teaching Fellow
UG	Undergraduate
UoW	University of Warwick
URSS	Undergraduate Research Support Scheme
USIC	University Social Inclusion Committee
VAM	Variable Monthly Payroll
WAIL	Women Academics in Law
WARF	Warwick Academic Returners Fellowship
WBS	Warwick Business School (UoW academic department)
WLS	Warwick Law School (UoW academic department)
WLSCS2023	Warwick Law School Culture Survey 2023
WP	Widening Participation
WPO	Widening Participation Officer