

# ATHENA SWAN INSTITUTIONAL SILVER RENEWAL APPLICATION

## UNIVERSITY OF WARWICK

|                                |  |                      |
|--------------------------------|--|----------------------|
| <b>Name of institution</b>     | University of Warwick  |                      |
| <b>Date of application</b>     | May 2018   |                      |
| <b>Award Level</b>             | <b>Silver Renewal</b>  |                      |
| <b>Date joined Athena SWAN</b> | 2009   |                      |
| <b>Current award</b>           | <b>Date: April 2013</b>  | <b>Level: Silver</b> |
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IMAGE 1: Warwick's Women in Academia workshop – participants in discussion groups



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## GLOSSARY

|                 |   |
|-----------------|---|
| <b>Academic</b> | In some places we write “Academic Staff” to mean those on a Teaching and Research (T&R) contract, whereas all T&R, Teaching Only and Research Only staff could be called “academics”.   |
| <b>AHSSBL</b>   | <b>Arts, Humanities, Social Science, Business and Law Departments</b>   |
| <b>AP/2013</b>  | <b>Action Plan 2013</b> is the Action Plan Reference of the Institutional Silver Submission 2013  |
| <b>AP/2016</b>  | <b>Action Plan 2018</b> is the Action Plan Reference of this Institutional Silver Renewal Submission  |
| <b>AS</b>       | <b>Athena SWAN</b>  |
| <b>CEDAR</b>    | <b>Centre for Educational Development, Appraisal and Research</b>   |
| <b>D&amp;IN</b> | <b>Diversity and Inclusion Network Group</b> – recently rebranded from Equality and Diversity   |
| <b>D&amp;IT</b> | <b>Diversity and Inclusion Team</b> – recently rebranded from Equality and Diversity Team   |
| <b>PDR(s)</b>   | <b>Personal Development Review(s)</b> - These are annual reviews made available for all staff   |
| <b>ECRs</b>     | <b>Early Career Researchers</b>   |
| <b>EDC</b>      | <b>Equality and Diversity Committee</b> – formal University Committee that reports to Senate and Council.   |
| <b>GTF</b>      | <b>Gender Task Force</b>  |
| <b>HEI(s)</b>   | <b>Higher Education Institution(s)</b>  |
| <b>HoDs</b>     | <b>Heads of Department</b>  |
| <b>HR</b>       | <b>Human Resources</b>  |
| <b>IPLM</b>     | <b>International Programme in Leadership and Management of Higher Education</b>   |
| <b>KIT</b>      | <b>Keep in Touch Days</b>   |
| <b>LDC</b>      | <b>Learning and Development Centre</b> is the staff-training unit for the University and offers provision for all staff groups.   |
| <b>PAIS</b>     | <b>Politics and International Studies</b>   |
| <b>PGCTSS</b>   | <b>Postgraduate Certificate in Transferable Skills in Science</b>   |
| <b>PGR</b>      | <b>Postgraduate Research</b>  |
| <b>PGT</b>      | <b>Postgraduate Taught</b>  |
| <b>PSS</b>      | <b>Professional and Support Staff</b>   |
| <b>PULSE</b>    | <b>PULSE</b> is the University’s Staff Engagement Survey, conducted regularly to identify staff views on a range of university and employment issues. Last carried out in 2018 and prior to that in 2016 and 2013.                                    |
| <b>PVCs</b>     | <b>Pro Vice Chancellor(s)</b>   |
| <b>REF</b>      | <b>Research Excellence Framework</b>  |
| <b>RG</b>       | <b>Russell Group</b>  |
| <b>RIS</b>      | <b>Research and Impact Services</b> is the central University administrative function dedicated to supporting the continued growth in research capacity and maximising the impact of that research through knowledge transfer and related activities. |
| <b>RO</b>       | <b>Research Only</b>  |
| <b>RPNG</b>     | <b>Returning Parents Network Group (now renamed to Working Parents Group – WPG)</b>   |
| <b>RTLPL</b>    | <b>Research Team Leaders’ Programme</b>   |
| <b>SAT</b>      | <b>Self-Assessment Team</b> – Institutional Athena working group  |
| <b>STEMM</b>    | <b>Science, Technology, Engineering, Mathematics and Medicine</b>   |
| <b>T&amp;R</b>  | <b>Academic staff performing Teaching and Research</b>  |
| <b>TO</b>       | <b>Teaching Only</b>  |
| <b>VC</b>       | <b>Vice Chancellor</b>  |
| <b>WAMP</b>     | <b>Warwick Administrative Management Programme</b>  |

|             |   |
|-------------|---|
| <b>WAN</b>  | <b>Warwick Athena Network Group</b> - informal group representatives for all staff working on Athena submissions 'Athena Champions'. Shares best practice, identify gender related issues and the link between departments and the formal University Athena Steering Group (WASG) |
| <b>WAcN</b> | <b>Women's Academic Network</b>   |
| <b>WASG</b> | <b>Warwick Athena Steering Group</b> – The strategic Athena Group that reports to EDC.  |
| <b>WBS</b>  | <b>Warwick Business School</b>  |
| <b>WIM</b>  | <b>Warwick Introduction to Management</b>   |
| <b>WLP</b>  | <b>Warwick Leadership Programme</b>   |
| <b>WMG</b>  | <b>Warwick Manufacturing Group</b>  |
| <b>WP</b>   | <b>Widening Participation</b>   |
| <b>WPM</b>  | <b>Warwick Preparing to Manage</b>  |
| <b>WSP</b>  | <b>Warwick Shadowing Programme</b>  |
| <b>WWI</b>  | <b>Warwick Women's Institute</b>  |
| <b>XMaS</b> | <b>X-Ray Magnetic Scattering</b> – a beamline facility located at the European Synchrotron Radiation Facility in Grenoble, France.  |

**KEY TO ACTIONS:**

The Action Plan is split by section as defined in the submission form and actions are displayed using a 'traffic light' pattern, to indicate prioritization from Red (highest priority) to Green (important, typically monitoring and reviewing actions).

|                             |                                  |                              |
|-----------------------------|----------------------------------|------------------------------|
| <b>HIGH PRIORITY ACTION</b> | <b>MID-RANGE PRIORITY ACTION</b> | <b>LOWER PRIORITY ACTION</b> |
|-----------------------------|----------------------------------|------------------------------|

## 1. LETTER OF ENDORSEMENT FROM THE VICE-CHANCELLOR

Recommended word count: Silver: 500 words

Athena SWAN Team  
Equality Challenge Unit  
First Floor  
Westminster Tower  
3 Albert Embankment  
London  
SE1 7SP

15 May 2018

Dear Athena SWAN manager

### **Commitment to the Athena SWAN Charter principles**

When I began my role as Vice Chancellor just over two years ago, one of the first commitments that I made was to address the gender imbalance across the institution. Warwick has done incredibly well over our first fifty years; sitting in the top ten of most league tables. But the institution has grown unevenly, and that has to be addressed from the top.

My first task was to constitute a new Executive Board. Previously the senior management team had two women out of thirteen. Now my seven direct reports are five women and two men. For the first time in fifty years, our Provost (or previously, Deputy-Vice-Chancellor) is a woman. For the first time, our Registrar is a woman. For the first time, our Pro-Vice-Chancellor for Research is a woman. We have our first woman Group Finance Director. For the first time for a long time, our Secretary to Council is a woman; and our Pro-Vice-Chancellor for Education is a man.

These are all outstanding colleagues who earned their roles in open competition. We have though had a clear eye on securing a different balance from that which we have had before. This top down change has other aspects. We recently appointed a Chancellor: again, for the first time, a woman. We have four chairs of faculty; for the first time, two are women. We have the highest proportion of women as heads of academic departments. For the first time, this spring we had a Senate meeting with more women than men in the room, and this was openly and directly noted in the meeting.

This top down change has spread through the leadership positions of the university, but there is more to do. We have revised our promotions criteria on the basis of the work of our Gender Task Force, and this year for the first time, more women have been promoted to Professor than men. We have in our governing Council a commitment that the independent membership will be constructed 50:50 on a gender basis. We are currently at 8:6 male to female, but over the course of the next year, aim to achieve 7:7.

Much of this is about the top end of the institution: our senior managers, our governors, our heads of department, our professors. One of the other first things that I did on becoming Vice-Chancellor was to commit and deliver to paying the living wage foundation rate something, that as an institution, we had not done before. Two thirds of our lowest quartile paid staff are women and of course intersectionality is a strong feature here. It has been expensive, as I have also committed that we do not outsource key services such as retail, security, cleaning and conferences, and we run a significant commercial operation; but in terms of equalities, it has been the right thing to do.

We have much more to do, as this submission demonstrates. Our gender pay gap is too high. Our gendered ratios for staff is in the wrong place. We have though made a strong and high profile (within the institution) start, and have a platform for spreading this good work, and a series of actions we are all committed to delivering. It is this that we are submitting to you. We need support here, in validating that which we have done – all of the above sits outside our last institutional Athena Swan plan – and that which we plan to do.

*The information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the University of Warwick.*

Yours sincerely

A handwritten signature in black ink, appearing to read 'Stuart Croft'.

**Professor Stuart Croft**

**Vice-Chancellor and President**

**WORD COUNT: 598**

## 2. DESCRIPTION OF THE INSTITUTION

Recommended word count: Silver 500 words

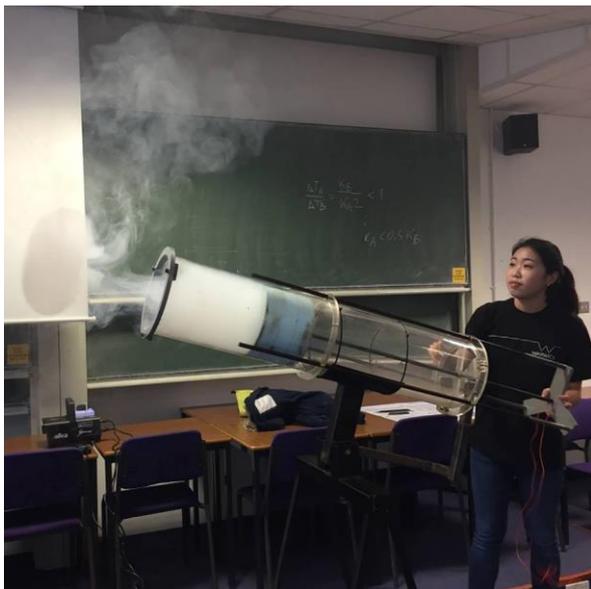
### *(i) Information on where the institution is in the Athena SWAN process*

Warwick is committed to advancing gender equality, having achieved Bronze Institutional Award (2010), and Silver (2013). Warwick's journey has reflected the Award's journey with our initial focus on all STEMM departments (**Table 2.1**).

The central commitment and focussed support (including financial) was then extended to our largest Faculty - Social Sciences, where all Departments are now engaged with AS, and more recently to the Faculty of Arts (**AP/2018/2.1**). All departments will continue receiving central support to ensure progression along their AS journeys (**AP/2018/2.2**).

Warwick is a research-intensive university, with 25,600 full time students, 2,800 academic and research staff and 3,700 PSS. 53.28% of Warwick's workforce are female.

### **IMAGE 2: Engaging STEMM students in outreach (March 2017)**



Pro-Chancellor / Vice-Chair of Council, Viki Cooke, and Pro-Vice-Chancellor Pam Thomas facilitated the 2016 Women in Academia Workshops, attended by female academics from all the faculties and spanning the career stages. An outcome was the published Gender Statement of Intent, endorsed by senior management, committing to embedding E&D at the heart of Warwick's Strategy. The Provost led the 2017 Women in Academia Workshop, subsequently establishing the GTF to develop the strategy and take a multi-faceted approach to implementation.

**IMAGE 3: Women in Academia Workshop, group discussions/suggestions board (February 2016)**



The GTF has been consulted on Warwick's Academic Promotion Review; Gender Pay Gap Report; and engaged with the international PLOTINA project (**sections 5.3, 7**), to promote gender balance and inclusion in research, innovation and training. (**AP/2018/2.3**).

**IMAGE 4: Members of the PLOTINA Project**



**ACTION: AP/2018/2.1: Embed current good practice, securing a commitment (by start of 2019) to move to the next level of award for each department in line with their submission rounds.**

**ACTION: AP/2018/2.2: Engage with and extend central support and good practice to departments in the Faculty of Arts to achieve AS Bronze awards by 2020.**

**ACTION: AP/2018/2.3: The GTF to contribute to the PLOTINA Project on research gender equality in Higher Education within the UK and Europe - particular importance in the context of BREXIT.**

**TABLE 2.1: Departments with, and working towards, Athena SWAN Awards**

| Department  | Level of Award Achieved | Intending to Submit May 2018         | Intending to Submit November 2018 |
|---|-------------------------|--------------------------------------|-----------------------------------|
| <b>FACULTY OF SCIENCE</b>   |                         |                                      |                                   |
| Chemistry   | Silver                  |                                      |                                   |
| Physics   | Silver                  |                                      | Gold                              |
| Computer Science  | Bronze                  |                                      |                                   |
| Engineering   | Bronze                  |                                      | Silver                            |
| Life Sciences   | Bronze                  | Silver                               |                                   |
| Statistics  | Bronze                  |                                      |                                   |
| Mathematics   | Bronze                  |                                      |                                   |
| Psychology  | Bronze                  |                                      |                                   |
| Warwick Manufacturing Group (WMG)   | Bronze                  |                                      |                                   |
| <b>FACULTY OF MEDICINE</b>  |                         |                                      |                                   |
| Warwick Medical School  | Bronze                  |                                      | Silver                            |
| <b>FACULTY OF SOCIAL SCIENCES</b>   |                         |                                      |                                   |
| Warwick Business School (WBS)   | Bronze                  | Outcome of Silver submission pending |                                   |
| Centre for Educational Development, Appraisal and Research (CEDAR)  | Bronze                  |                                      |                                   |
| Sociology   | Bronze                  |                                      |                                   |
| Philosophy  | Bronze                  |                                      |                                   |
| Economics   |                         | Bronze                               |                                   |
| Politics and International Studies (PAIS)   |                         | Bronze                               |                                   |
| Centre for Applied Linguistics  |                         |                                      | Bronze                            |
| Centre for Teacher Education  |                         |                                      | Bronze                            |
| Law   |                         |                                      | Bronze                            |
| Institute for Employment Research   |                         |                                      | Bronze                            |
| Centre for Educational Studies  |                         |                                      | Bronze                            |
| <b>Major departments such as History within the Faculty of Arts are starting their AS work and are proposing to submit for awards in 2019</b> |                         |                                      |                                   |

(ii) *Information on teaching and research focus*

Warwick’s reputation for excellence in T&R innovation is first-rate. Our success has been built on exceptional academic and research standards, earning a unique reputation for combining excellence, creativity and intellectual rigour with agility, professionalism and sustainability.

We are

- 9<sup>th</sup> - The Complete University Guide 2019
- 8<sup>th</sup> - The Guardian 2018 league tables
- 3rd most targeted UK university by top 100 graduate employers (The Graduate Market in 2018)
- 7th among UK research universities in Research Excellence Framework (2014) with 87% of Warwick’s research being ‘world leading’ or ‘internationally excellent’.

Our ambition is to make Warwick an employer of choice for all. We must ensure that our community and culture are diverse and welcoming for everyone. As part of our commitment to a fair working environment, we have critically analysed our policies and procedures so that they are fair and advantageous to our workforce. Diversity and ‘Widening Participation’ are now fully embedded within our structures. Whilst we have the structural building blocks for embedding a culture of inclusion and diversity, respect and dignity, we are acutely aware that there is still a need to ensure that this important cultural change reaches into the experience and behaviours of all our staff and students. Warwick has zero tolerance on harassment and will ensure all staff and students have bystander intervention training. **(AP/2018/2.4)**

We have adopted the principle that the E&D values of our strategic partners (e.g. shadowing programme from Monash University, Australia), must at least match our standards - an important criterion when engaging in partnership **(AP/2018/2.5 and AP/2018/2.6)**.

**TABLE 2.2: The Values of Warwick University\***

|   |   |  |
|---|---|--|
| <p style="text-align: center;"><b>PURSUIT OF EXCELLENCE</b></p> <p><i>Excellence is a given. We strive to be the best across our core research and teaching, as well as in everything that supports what we do. We also strive to do even better next time!</i></p> | <p style="text-align: center;"><b>COMMUNITY</b></p> <p><i>Ours is a lively university community that encourages and challenges ideas, promotes dignity, respect, health and wellbeing, and makes Warwick welcoming.</i></p> | <p style="text-align: center;"><b>AMBITION AND DRIVE</b></p> <p><i>Our success is driven by the desire of our staff and students to challenge convention, create something new, and play their part in shaping the future.</i></p> |
| <p style="text-align: center;"><b>ENTERPRISING</b></p> <p><i>We’re forward-looking, fast-moving, flexible and free-thinking, quick to explore new ideas, to exploit fresh opportunities and to take well considered risks.</i></p>                                  | <p style="text-align: center;"><b>ACCESSIBLE</b></p> <p><i>We’ve always believed in widening participation, in being open, friendly, easy to work with as equal partners, and as non-hierarchical as possible.</i></p>      | <p style="text-align: center;"><b>GLOBAL PERSPECTIVE</b></p> <p><i>Our cosmopolitan outlook and identity enrich our thinking and inform our quest for global relevance and world-class impact.</i></p>                             |

\* Warwick is currently working on Vision 2030 and will be publishing a refreshed set of values later in 2018. Core to these is **Inclusion**, embodying accessibility, equality and diversity for all our many communities.

**ACTION: AP/2018/2.4: Through Institute for Advanced Teaching and Learning (IATL) and Wellbeing deliver locally, but centrally resourced, to staff and students (2018-2019) bystander intervention training/module.**

**ACTION: AP/2018/2.5: Formalise (in 2019) a process for assessing the values and Equality and Diversity standards of partner institutions where our staff and students go to work on our behalf.**

**ACTION: AP/2018/2.6: To act as critical friend to Monash for the Athena SWAN (SAGE) submission.**

(iii) *The number of staff. Present data for academic and professional and support staff separately.*

*Staff data are taken from the HR PSe System database at a census point of 1<sup>st</sup> August 2017. Analysis of data is discussed more fully in **Section 4**, the data in this section give the picture of overall numbers. Data are based on actual Headcount. Benchmarking data are taken from the Equality Challenge Unit: Equality in Higher Education: Statistical Report 2016 plus data from the HESA online database (Heidi,) which are stated as FPE.*

**TABLE 2.3: Warwick staff numbers (as at 01.08.2017)**

| Staff Category                           | Female      | Male        | Total       | Female Percentage |
|--|-------------|-------------|-------------|-------------------|
| Academic Staff (Research and Teaching)   | 319         | 744         | 1063        | 30%               |
| Clinical Staff                           | 30          | 54          | 84          | 36%               |
| Research Only Staff                      | 318         | 477         | 795         | 40%               |
| Teaching Only Staff                      | 229         | 246         | 475         | 48%               |
| Professional and Support Staff – 1a to 5 | 1671        | 821         | 2492        | 67%               |
| Professional and Support Staff – 6 to 9  | 791         | 604         | 1395        | 57%               |
| Other – non FA grade                     | 13          | 32          | 45          | 29%               |
| <b>Total Staff*</b>                      | <b>3371</b> | <b>2978</b> | <b>6349</b> | <b>53%</b>        |

*\*Warwick does not outsource services, such as cleaning, security, retail and conference roles and therefore this is reflected in the high numbers of PSS staff at grades FA1A – FA5*

IMAGE 5: Warwick staff population by category (2016/17)

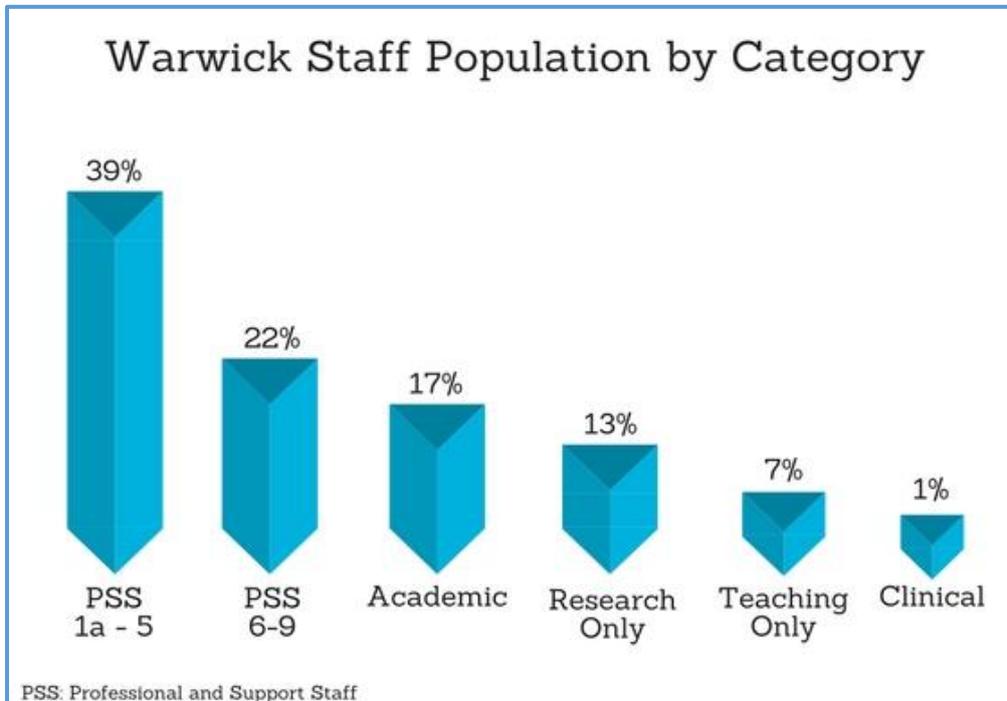
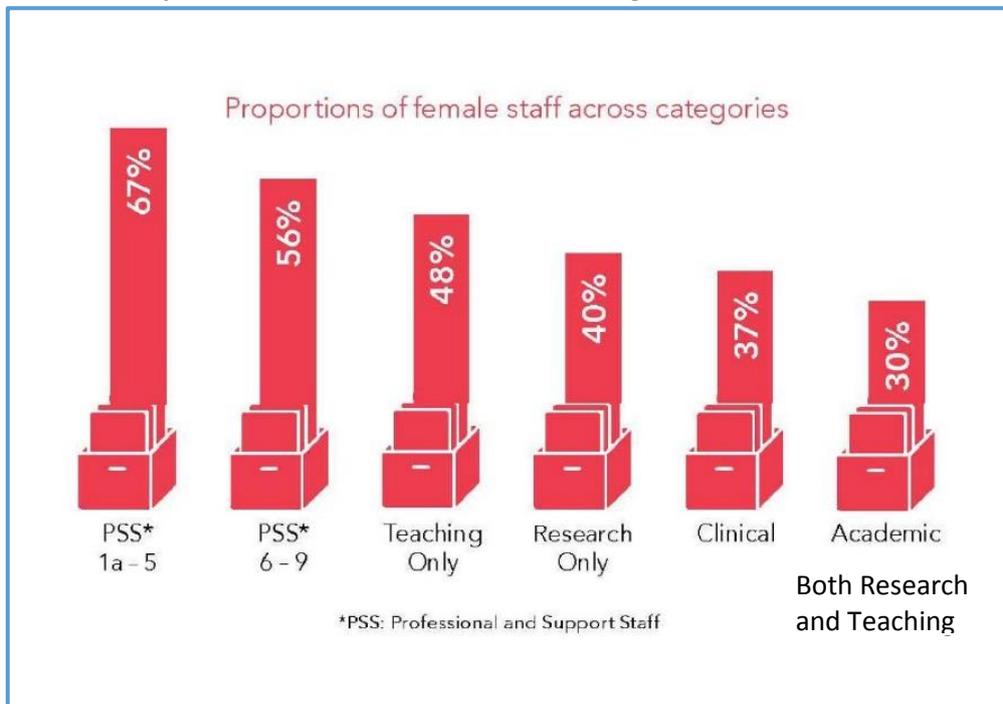
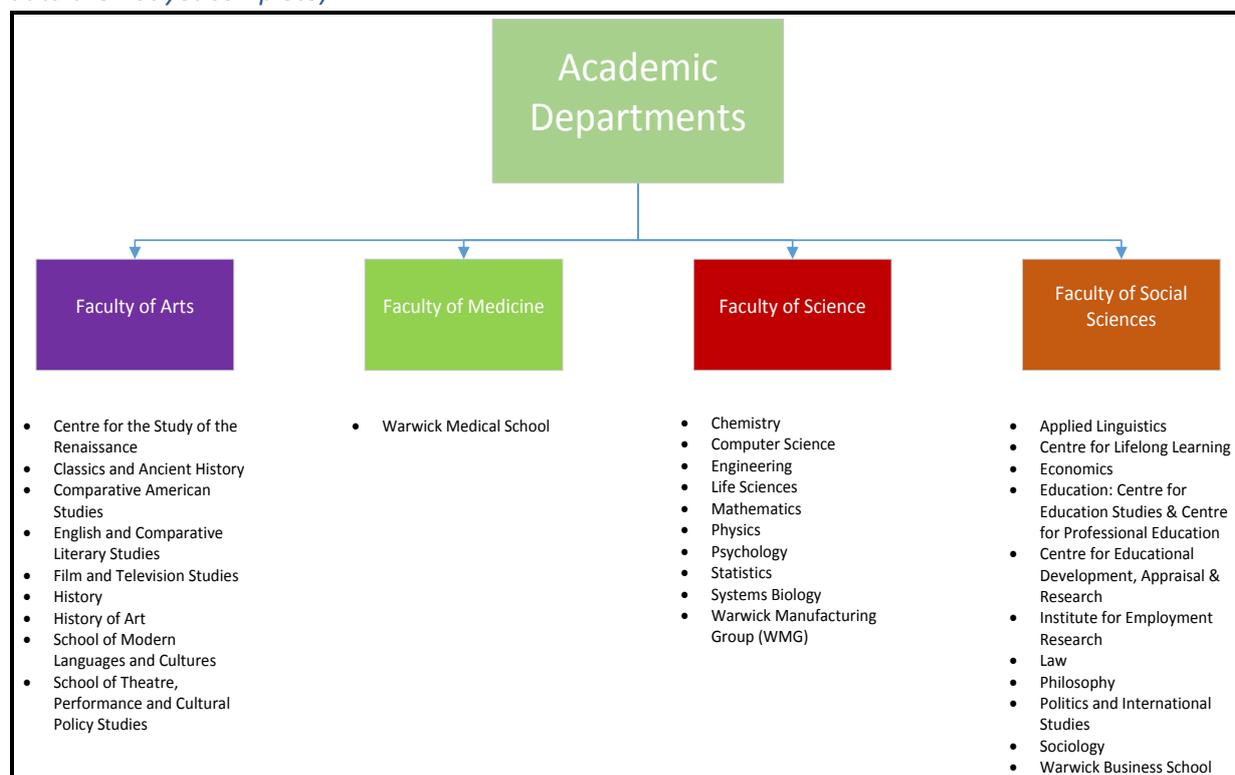


IMAGE 6: Proportion of female staff across the categories (2016/17)



(iv) Total number of departments and total number of students

**IMAGE 7: Faculties (Arts, Medicine, Science and Social Sciences) and 31 academic departments there are ongoing changes at the time of submission, with several small departments being formed for which data are not yet complete)**



*In Table 2.5, Warwick end of Quarter 1 student data are presented up to 2017/2018 data. Benchmarking data are sourced from the HESA online database (Heidi), which are end-of-year rather than Q1 figures). 'First Degree and 'Other Undergraduate' categories combined to form the 'Undergraduate' category.*

Approximately one-third of our students are from 150 overseas countries (**Table 2.4**). We are the university-of-choice for over 45 international governments/sponsoring bodies. 60% of students are UK (46.6% female), 11% EU (48.6% female), and 29% overseas (52.6% female).

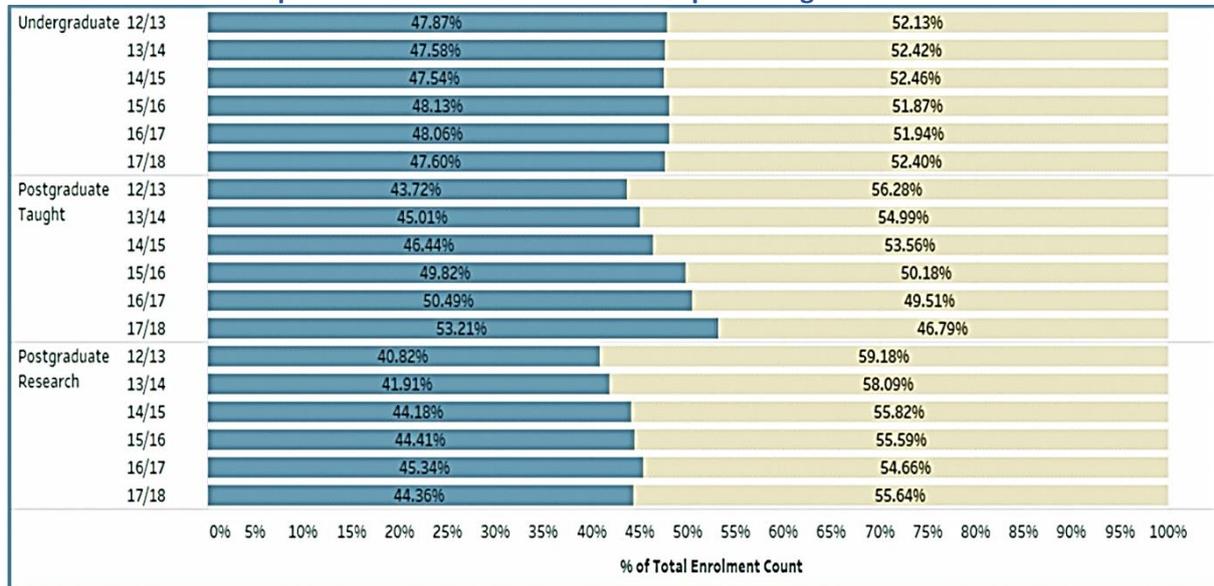
**TABLE 2.4: Home/EU/Overseas student data split by gender for 2017 (Quarter 1 data) 16-17 student population**

| Mode of Attendance Name | Level of Study    | Faculty         | Fees Status / Student Gender |             |             |             |             |             | Grand Total  |
|-------------------------|-------------------|-----------------|------------------------------|-------------|-------------|-------------|-------------|-------------|--------------|
|                         |                   |                 | Home/EU                      |             | Home/UK     |             | Overseas    |             |              |
|                         |                   |                 | Female                       | Male        | Female      | Male        | Female      | Male        |              |
| Full-time               | Undergraduate     | Arts            | 104                          | 41          | 1408        | 837         | 53          | 15          | 2458         |
|                         |                   | Medicine        | 12                           | 12          | 340         | 268         | 20          | 14          | 666          |
|                         |                   | Other           |                              |             | 238         | 58          |             |             | 296          |
|                         |                   | Science         | 141                          | 233         | 1407        | 2990        | 268         | 377         | 5416         |
|                         |                   | Social Sciences | 519                          | 484         | 1152        | 1139        | 1030        | 810         | 5134         |
|                         | Postgrad Taught   | Arts            | 16                           | 7           | 32          | 30          | 87          | 20          | 192          |
|                         |                   | Medicine        | 2                            | 2           | 11          | 4           | 3           | 2           | 24           |
|                         |                   | Other           | 2                            | 0           | 97          | 13          | 2           | 1           | 115          |
|                         |                   | Science         | 38                           | 91          | 79          | 136         | 490         | 483         | 1317         |
|                         |                   | Social Sciences | 90                           | 105         | 341         | 226         | 1127        | 553         | 2442         |
|                         | Postgrad Research | Arts            | 37                           | 14          | 52          | 30          | 29          | 19          | 181          |
|                         |                   | Medicine        | 15                           | 2           | 35          | 28          | 20          | 10          | 110          |
|                         |                   | Other           |                              |             |             | 1           | 3           | 2           | 6            |
|                         |                   | Science         | 111                          | 160         | 226         | 434         | 110         | 188         | 1229         |
|                         |                   | Social Sciences | 44                           | 66          | 71          | 59          | 160         | 110         | 510          |
| Part-time               | Undergraduate     | Arts            |                              |             | 1           | 2           |             |             | 3            |
|                         |                   | Medicine        |                              |             | 0           |             |             |             | 0            |
|                         |                   | Other           | 4                            |             | 327         | 74          | 2           | 1           | 408          |
|                         |                   | Science         |                              |             | 23          | 265         |             |             | 288          |
|                         |                   | Social Sciences |                              |             | 3           | 2           |             |             | 5            |
|                         | Postgrad Taught   | Arts            | 3                            | 4           | 8           | 10          |             | 1           | 26           |
|                         |                   | Medicine        | 64                           | 42          | 294         | 246         | 26          | 35          | 707          |
|                         |                   | Other           | 16                           | 3           | 114         | 30          | 2           | 1           | 166          |
|                         |                   | Science         | 4                            | 4           | 53          | 166         | 62          | 92          | 381          |
|                         |                   | Social Sciences | 33                           | 63          | 472         | 742         | 289         | 670         | 2269         |
|                         | Postgrad Research | Arts            | 2                            | 2           | 20          | 13          | 0           | 0           | 37           |
|                         |                   | Medicine        | 2                            | 2           | 22          | 8           |             | 2           | 36           |
|                         |                   | Other           | 2                            |             | 4           | 3           |             | 0           | 9            |
|                         |                   | Science         |                              | 2           | 5           | 27          | 2           | 7           | 43           |
|                         |                   | Social Sciences | 14                           | 11          | 40          | 39          | 10          | 10          | 124          |
| <b>Grand Total</b>      |                   |                 | <b>1275</b>                  | <b>1350</b> | <b>6875</b> | <b>7880</b> | <b>3795</b> | <b>3423</b> | <b>24598</b> |

Undergraduate numbers (**Figures 2.1 and 2.2**) are broadly similar. Both PGT and PGR student numbers have increased for females. PGT students are predominantly in WMG, WBS and Economics; not offset by large female cohorts elsewhere. These Departments have all engaged with AS (**Table 2.1**), having an obvious impact with an improvement to >50% females consistently at PGT since

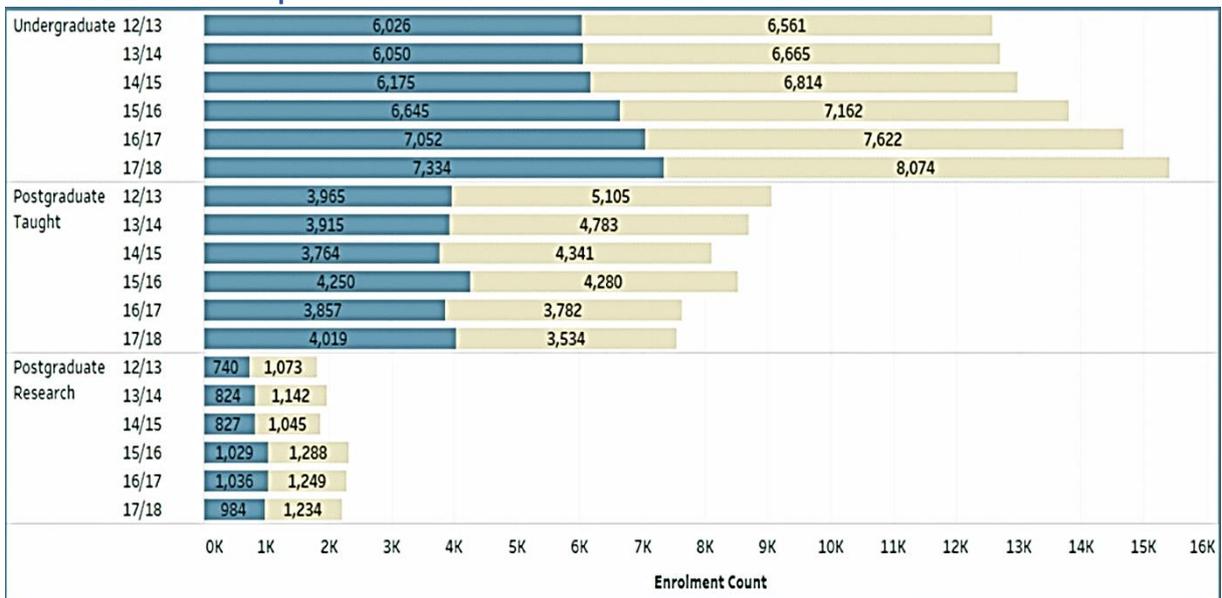
2014-15. AS principles are being embedded to support and maintain the improvement aligned with our institutional approach.

**FIGURE 2.1: Warwick quarter 1 student data – shown in percentages**



**Student Gender**  
■ Male  
■ Female

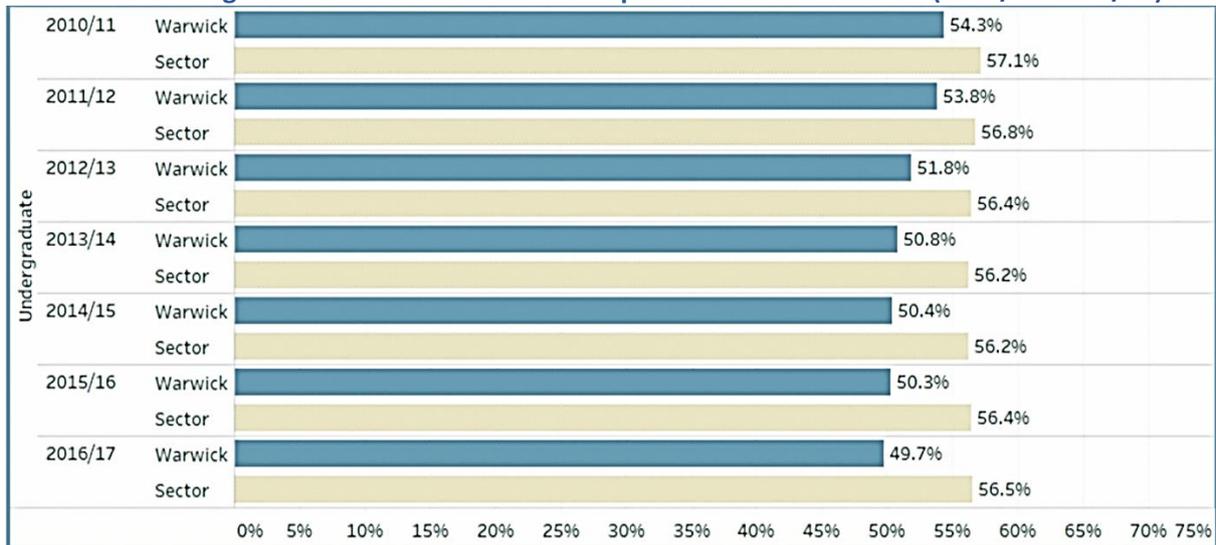
**FIGURE 2.2: Warwick quarter 1 student data – shown in actual numbers**



**Provider Groups**  
■ Warwick  
■ Sector

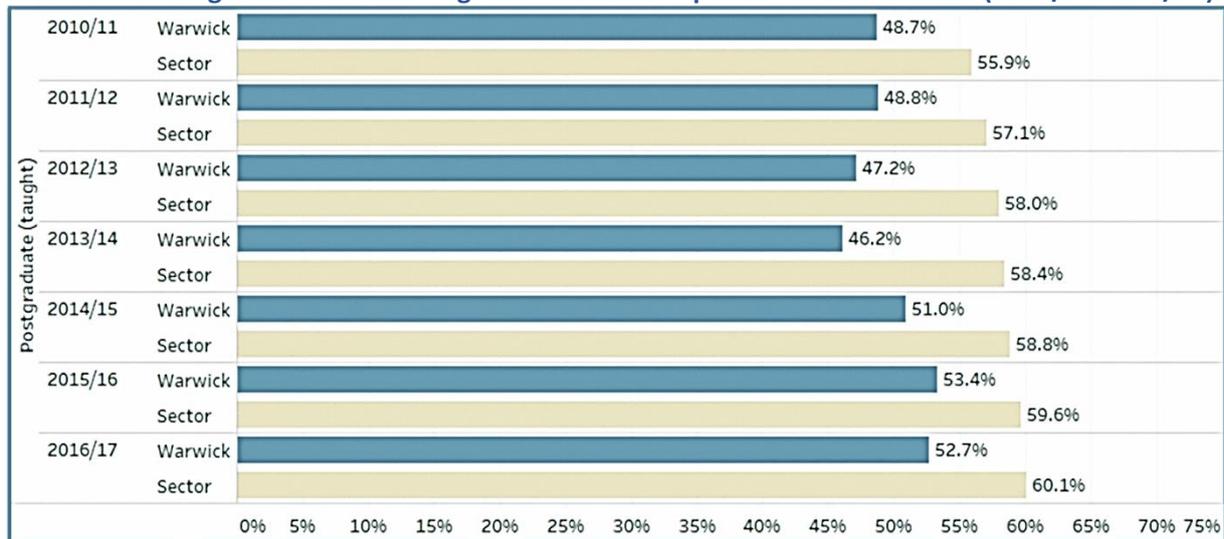
Whilst undergraduate female numbers have fallen slightly, and in the sector, (Figure 2.3), we have continued to grow our female PGT (Figure 2.4) and PGR population (Figure 2.5). The PGR proportion of females has risen at a faster rate (+1.4%) than the sector (+0.9%). We will maintain this trend through enhanced provision e.g. 4-year training by the Centres for Doctoral Training.

**FIGURE 2.3 Undergraduate female numbers – comparison with the sector – (2010/11-2016/17)**



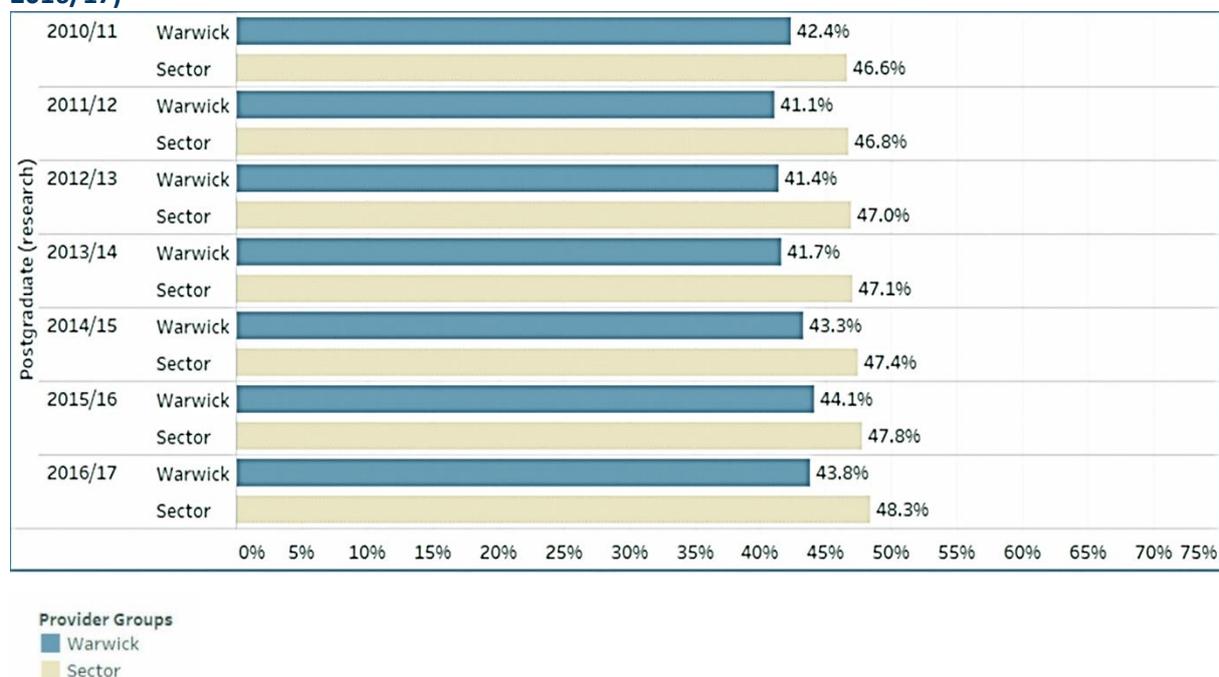
Provider Groups  
 Warwick  
 Sector

**FIGURE 2.4: Postgraduate female taught numbers – comparison with the sector (2010/11-2016/17)**



Provider Groups  
 Warwick  
 Sector

**FIGURE 2.5: Postgraduate female research numbers – comparison with the sector (2010/11-2016/17)**



(v) List and sizes of science, technology, engineering, maths and medicine (STEMM) and arts, humanities, social science, business and law (AHSSBL) departments. Present data for academic and support staff separately

**TABLE 2.5: Faculty of Arts – staff/student profile**

| Name of Department                             |   | Academic Staff | Research Only Staff | Teaching Only Staff | Technicians | Professional & Support Staff | Total PG Students | Total UG Students |
|--|---|----------------|---------------------|---------------------|-------------|------------------------------|-------------------|-------------------|
| Centre for Renaissance Studies                 | F | -              | 2                   | -                   | -           | 1                            | 6                 | -                 |
|  | M | -              | 2                   | -                   | -           | 0                            | 1                 | -                 |
| Classics and Ancient History                   | F | 8              | 3                   | 1                   | -           | 3                            | 10                | 118               |
|  | M | 5              | 5                   | 1                   | -           | 0                            | 9                 | 72                |
| English and Comparative Literary Studies       | F | 16             | 3                   | 3                   | 2           | 5                            | 60                | 381               |
|  | M | 27             | 2                   | 2                   | 0           | 2                            | 26                | 102               |
| Film and Television Studies                    | F | 4              | 2                   | 1                   | -           | 4                            | 18                | 69                |
|  | M | 7              | 1                   | 2                   | -           | 4                            | 8                 | 51                |
| History  | F | 20             | 10                  | 8                   | -           | 5                            | 43                | 467               |
|  | M | 20             | 4                   | 1                   | -           | 5                            | 35                | 483               |
| History of Art                                 | F | 3              | 1                   | 2                   | -           | 3                            | 8                 | 88                |
|  | M | 4              | 0                   | 1                   | -           | 0                            | 4                 | 8                 |
| Liberal Arts                                   | F | 1              | -                   | 4                   | -           | 3                            | -                 | 41                |
|  | M | 1              | -                   | 5                   | -           | 1                            | -                 | 17                |
| School of Modern Languages and Cultures        | F | 13             | 9                   | 36                  | -           | 11                           | 15                | 327               |
|  | M | 13             | 2                   | 6                   | -           | 3                            | 12                | 129               |
| Theatre, Performance & Cultural Policy Studies | F | 6              | 1                   | 2                   | 0           | 4                            | 101               | 69                |
|  | M | 10             | 0                   | 2                   | 1           | 2                            | 17                | 40                |

**TABLE 2.6: Faculty of Science – staff/student profile**

| Name of Department            |   | Academic Staff | Research Only Staff | Teaching Only Staff | Technicians | PSS | Total PG Students | Total UG Students |
|-------------------------------|---|----------------|---------------------|---------------------|-------------|-----|-------------------|-------------------|
| Chemistry                     | F | 6              | 21                  | 2                   | 7           | 19  | 84                | 241               |
|                               | M | 25             | 53                  | 8                   | 12          | 2   | 132               | 297               |
| Computer Science              | F | 5              | 2                   | 1                   | 0           | 12  | 57                | 79                |
|                               | M | 29             | 11                  | 4                   | 2           | 4   | 122               | 501               |
| Engineering                   | F | 10             | 9                   | 4                   | 1           | 25  | 48                | 217               |
|                               | M | 53             | 54                  | 12                  | 18          | 26  | 173               | 901               |
| Life Sciences                 | F | 15             | 52                  | 4                   | 31          | 36  | 224               | 500               |
|                               | M | 46             | 48                  | 7                   | 29          | 18  | 181               | 285               |
| Mathematics                   | F | 9              | 9                   | 3                   | -           | 16  | 43                | 230               |
|                               | M | 65             | 42                  | 5                   | -           | 3   | 148               | 759               |
| Physics                       | F | 6              | 11                  | 3                   | 2           | 16  | 41                | 131               |
|                               | M | 48             | 65                  | 0                   | 11          | 7   | 111               | 513               |
| Psychology                    | F | 9              | 3                   | 4                   | 0           | 8   | 85                | 323               |
|                               | M | 15             | 1                   | 0                   | 1           | 1   | 29                | 64                |
| Statistics                    | F | 8              | 5                   | 3                   | 0           | 3   | 26                | 189               |
|                               | M | 25             | 3                   | 3                   | 2           | 1   | 65                | 424               |
| Research Technology Platforms | F | 1              | --                  | --                  | 55          | 44  | -                 | -                 |
|                               | M | 0              | --                  | --                  | 44          | 13  | -                 | -                 |
| WMG                           | F | 13             | 20                  | 24                  | 3           | 111 | 709               | 29                |
|                               | M | 35             | 72                  | 59                  | 29          | 105 | 851               | 194               |

**TABLE 2.7: Faculty of Medicine – staff/student profile**

| Name of Department     |   | Academic Staff | Research Only Staff | Teaching Only Staff | Clinical | Technicians | Professional & Support Staff | Total PG Students | Total UG Students |
|------------------------|---|----------------|---------------------|---------------------|----------|-------------|------------------------------|-------------------|-------------------|
| Warwick Medical School | F | 37             | 101                 | 36                  | 83       | 12          | 128                          | 216               | 358               |
|                        | M | 64             | 71                  | 27                  |          | 6           | 37                           | 137               | 305               |

\* =MBChB students only

**TABLE 2.8: Faculty of Social Science – staff/student profile**

| Name of Department                         |   | Academic Staff | Research Only Staff | Teaching Only Staff | Technicians | Professional & Support Staff | Total PG Students | Total UG Students |
|--|---|----------------|---------------------|---------------------|-------------|------------------------------|-------------------|-------------------|
| Centre for Applied Linguistics             | F | 9              | 4                   | 7                   | 0           | 10                           | 94                | 72                |
|  | M | 8              | 0                   | 4                   | 1           | 2                            | 24                | 10                |
| CEDAR                                      | F | 0              | 4                   | -                   | -           | 3                            | 9                 | -                 |
|  | M | 1              | 2                   | -                   | -           | 0                            | 1                 | -                 |
| Centre for Interdisciplinary Methodologies | F | 5              | 1                   | 1                   | 2           | 6                            | 66                | -                 |
|  | M | 6              | 1                   | 2                   | 1           | 1                            | 33                | -                 |
| Centre for Lifelong Learning               | F | 2              | 2                   | 15                  | -           | 23                           |                   |                   |
|  | M | 1              | 0                   | 10                  | -           | 6                            |                   |                   |
| Economics                                  | F | 15             | 3                   | 13                  | 0           | 30                           | 149               | 435               |
|  | M | 44             | 2                   | 38                  | 4           | 1                            | 159               | 763               |
| Centre for Education Studies               | F | 10             | 4                   | 5                   | -           | 7                            | 182               | 36                |
|  | M | 8              | 3                   | 0                   | -           | 0                            | 53                | 3                 |
| Centre for Teacher Education               | F | -              | -                   | 19                  | 2           | 13                           |                   |                   |
|  | M | -              | -                   | 4                   | 1           | 5                            |                   |                   |
| Institute for Employment Research          | F | 0              | 13                  | -                   | 1           | 6                            | 6                 | -                 |
|  | M | 1              | 9                   | -                   | 0           | 1                            | 3                 | -                 |
| School of Law                              | F | 19             | -                   | 5                   | 1           | 17                           | 77                | 550               |
|  | M | 30             | -                   | 5                   | 0           | 3                            | 37                | 237               |
| Philosophy                                 | F | 4              | 2                   | 3                   | -           | 6                            | 16                | 317               |
|  | M | 16             | 2                   | 2                   | -           | 0                            | 54                | 370               |
| Politics & International Studies           | F | 19             | 12                  | 4                   | 0           | 15                           | 117               | 323               |
|  | M | 37             | 8                   | 11                  | 1           | 4                            | 128               | 214               |
| Sociology                                  | F | 15             | 2                   | 3                   | -           | 6                            | 48                | 169               |
|  | M | 9              | 4                   | 3                   | -           | 0                            | 19                | 38                |
| Warwick Business School                    | F | 42             | 14                  | 15                  | 3           | 163                          | 1,185             | 851               |
|  | M | 124            | 11                  | 29                  | 3           | 48                           | 1,087             | 932               |
| Warwick Foundation Studies                 | F | 2              | -                   | 13                  | -           | 3                            |                   |                   |
|  | M | 0              | -                   | 8                   | -           | 1                            |                   |                   |

**TABLE 2.9 Warwick staff numbers, by gender, race, and job category**

|              |                       | Female       |              |            | Male         |              |              | BME Percentage |
|--------------|-----------------------|--------------|--------------|------------|--------------|--------------|--------------|----------------|
|              |                       | BME          | White        | Unknown    | BME          | White        | Unknown      |                |
| UK           | Teaching and Research | 24           | 157          | 6          | 54           | 381          | 13           | 12.3%          |
|              | Research Only         | 34           | 121          | 10         | 24           | 184          | 13           | 15.0%          |
|              | Teaching Only         | 16           | 159          | 9          | 28           | 166          | 10           | 11.3%          |
|              | PSS                   | 227          | 1,906        | 55         | 114          | 1,165        | 47           | 9.7%           |
|              | <b>Subtotal</b>       | <b>301</b>   | <b>2,343</b> | <b>80</b>  | <b>220</b>   | <b>1,896</b> | <b>83</b>    | <b>10.6%</b>   |
| Non UK       | Teaching and Research | 23           | 107          | 14         | 53           | 241          | 26           | 16.4%          |
|              | Research Only         | 41           | 107          | 8          | 115          | 123          | 22           | 37.5%          |
|              | Teaching Only         | 17           | 40           | 1          | 22           | 36           | 3            | 32.8%          |
|              | PSS                   | 104          | 178          | 11         | 57           | 60           | 7            | 38.6%          |
|              | <b>Subtotal</b>       | <b>185</b>   | <b>432</b>   | <b>34</b>  | <b>247</b>   | <b>460</b>   | <b>58</b>    | <b>30.5%</b>   |
| <b>Total</b> | <b>486</b>            | <b>2,775</b> | <b>114</b>   | <b>467</b> | <b>2,356</b> | <b>141</b>   | <b>15.0%</b> |                |

33 Staff member's UK/Non UK status was unknown

**TABLE 2.10 Total female PSS across all departments: including Admin, AHSSBL, STEMM**

| Grade | 2013 |       | 2014 |       | 2015 |       | 2016 |       | 2017 |       |
|-------|------|-------|------|-------|------|-------|------|-------|------|-------|
|       | BME  | White |
| 1     | 101  | 377   | 101  | 383   | 92   | 364   | 96   | 366   | 119  | 407   |
| 2     | 15   | 152   | 13   | 150   | 11   | 142   | 14   | 123   | 13   | 115   |
| 3     | 24   | 265   | 25   | 275   | 32   | 251   | 44   | 241   | 46   | 246   |
| 4     | 43   | 331   | 42   | 349   | 46   | 346   | 45   | 367   | 49   | 364   |
| 5     | 19   | 165   | 23   | 168   | 22   | 189   | 27   | 206   | 38   | 236   |
| 6     | 25   | 235   | 27   | 243   | 30   | 260   | 33   | 262   | 38   | 315   |
| 7     | 11   | 223   | 17   | 233   | 16   | 245   | 21   | 248   | 21   | 266   |
| 8     | 4    | 70    | 5    | 76    | 6    | 79    | 7    | 93    | 10   | 100   |
| 9     | 0    | 18    | 1    | 19    | 1    | 23    | 1    | 25    | 1    | 29    |

**TABLE 2.11: Total male PSS across all departments: including Admin, AHSSBL, STEMM**

| Grade | 2013 |       | 2014 |       | 2015 |       | 2016 |       | 2017 |       |
|-------|------|-------|------|-------|------|-------|------|-------|------|-------|
|       | BME  | White |
| 1     | 35   | 156   | 32   | 145   | 32   | 92    | 35   | 130   | 41   | 140   |
| 2     | 13   | 101   | 15   | 121   | 20   | 11    | 15   | 119   | 15   | 121   |
| 3     | 6    | 90    | 7    | 94    | 7    | 32    | 8    | 105   | 9    | 98    |
| 4     | 17   | 132   | 15   | 137   | 17   | 46    | 17   | 151   | 18   | 159   |
| 5     | 15   | 138   | 16   | 142   | 14   | 22    | 18   | 163   | 22   | 166   |
| 6     | 14   | 126   | 21   | 134   | 30   | 30    | 38   | 161   | 37   | 183   |
| 7     | 7    | 147   | 8    | 158   | 11   | 16    | 16   | 180   | 18   | 189   |
| 8     | 8    | 77    | 5    | 80    | 5    | 6     | 6    | 98    | 6    | 115   |
| 9     | 1    | 39    | 2    | 32    | 2    | 1     | 1    | 36    | 1    | 32    |

The Runnymede Trust report on Black Female Professors (2017) noted Warwick as more diverse than our comparators. Next is to understand whether career progress for female/BME differs from either female or BME alone. For academic and PSS intersectionality (**Tables 2.10 and 2.11**) the same question arises (**AP/2018/2.8, AP/2018/2.9**). Linking to our Race Charter Mark SAT. (**AP/2018/2.10**).

**ACTION: AP/2018/2.7: Further investigation (during 2018) of the gender split between T&R staff, benchmarked by gender and funder.**

**ACTION: AP/2018/2.8: Understand for academics how intersectionality for female/BME relates to career progress for female only and BME only (2018).**

**ACTION: AP/2018/2.9: Understand for PSS how intersectionality for female/BME relates to career progress for female only and BME only (2018).**

**ACTION: AP/2018/2.10: Formalise the work (cross representation and joint working) across the AS and RACE Charter work so that there is no omission, duplication and both can support the actions agreed (2019).**

**WORD COUNT FOR SECTION 2 (500): 701**

**WORDCOUNT (max 12,500): 1,299**

### 3 THE SELF-ASSESSMENT PROCESS

Recommended word count: Silver: 1000 words

#### (vi) a description of the self-assessment team

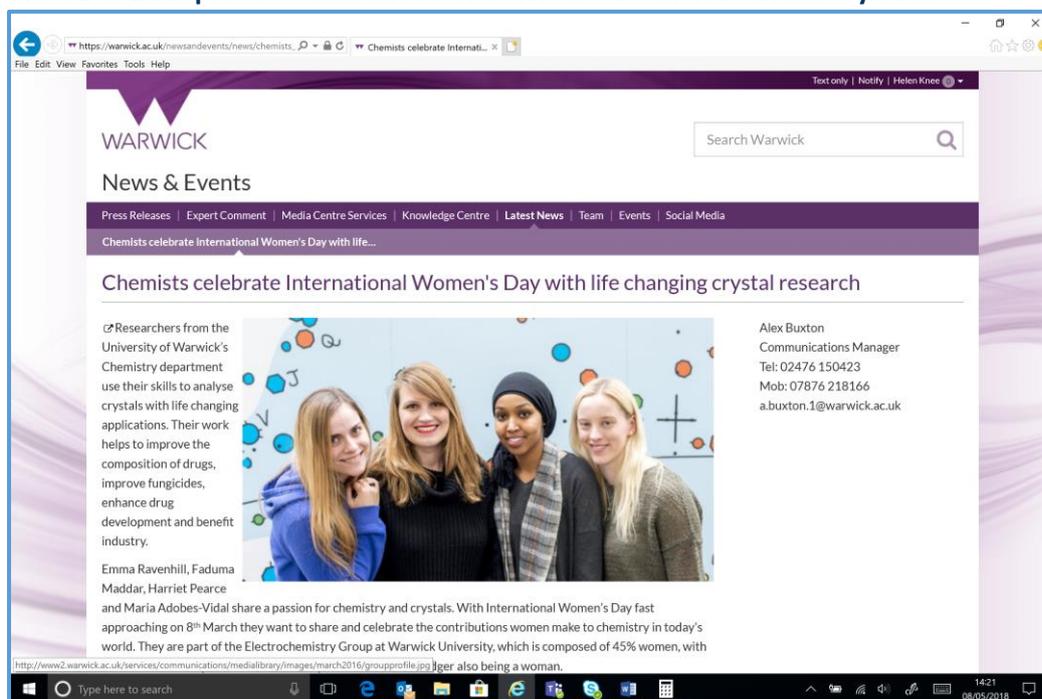
Following our Silver award the SAT was expanded from 9-24 members, to ensure a comprehensive representation (**Table 3.1**) of the staff-student community (different career stages and varying work-life circumstances across a range of roles/grades), and to ensure that the necessary range of expertise/experience was present. The membership comprises 10 PSS, 12 Academics (including 2 ECRs) and 2 student members, and has intersectionality (female/BME) for the first time.

From 2018 additional resource (0.3% FA9) was allocated to support institutional level activity and sharing good practice.

The primary remit of the SAT is to:

- Address gender inequalities
- Encourage sharing of best practice - both within and outside the university
- Consider innovative means of providing sustainable academic careers for females
- Support and advise departments applying for AS awards and steer the institutional submission
- Initiate/undertake appropriate staff surveys
- Monitor, evaluate and challenge the impact of AS actions
- Provide an Annual AS Report on progress
- Communicate activities across the University

#### IMAGE 8: Examples of communication activities - Women in Chemistry events



**TABLE 3.1: Athena Self-Assessment Team**

| NAME                   | ROLE WITHIN UNIVERSITY AND SAT   | HOW APPOINTED TO THE SAT:<br>NOMINATED, KEY TO ROLE AND/OR VOLUNTEER   |
|------------------------|--|--|
| Claire Algar (F)       | Equality, Diversity and Inclusion Officer<br>Full Time; Single parent with 2 daughters   | Key to Role, Athena support within job description<br>Athena Panellist<br>Stonewall <b>Ally of the Year (West Midlands) 2018</b> |
| Sandra Beaufoy (F)     | Equality, Diversity and Inclusion Manager<br>Full Time; Married with 2 sons<br>Caring responsibilities for mother, 83 years                | Key to Role, Athena support within job description<br>Athena Panellist   |
| Gary Bending (M)       | Professor in Life Sciences<br>Full Time; Married with 3 children   | Nominated by Faculty Chair (Science)<br>Departmental AS experience from School of Life Sciences (Bronze).                        |
| Paul Blagburn (M)      | Head of Widening Participation<br>Full Time; Married with 2 children   | Key to Role (Outreach)   |
| Elisabeth Blagrove (F) | Teaching Fellow, Psychology<br>Full Time; Caring responsibilities for chronically-ill mother.  | Volunteer, Teaching specialism (TO)<br>Departmental AS experience from Psychology (Bronze)                                       |
| Michelle Brown (F)     | Senior PA(PVC), Executive Office<br>Full Time; Single parent, 2 children   | Administrative support to SAT Team.<br>Experience as a mature and part-time former student at Warwick                            |
| Jo Collingwood (F)     | Reader, School of Engineering<br>Full Time; One daughter   | Nominated by Faculty Chair (Science)<br>AS lead for Engineering (Bronze), Chair of Gender Taskforce.                             |
| Ric Crossman (M)       | Senior Teaching Fellow, Department of Statistics<br>Full Time  | Nominated by Faculty (Science),<br>Teaching specialism (TO)<br>Departmental AS Experience (Bronze)                               |
| Trudie Donnelly (F)    | Organisation Development Director<br>Full Time Single parent with 2 children   | Key to Role (Learning and Development)   |
| Emily Dunford (F)      | Full-time Postgraduate Officer, Warwick SU.<br>Former Warwick BA and MA student.<br>No dependents.<br>Postgraduate Early Career Researcher | Nominated by Warwick SU  |
| Sean Gallagher (M)     | Administrative Officer, Analytics, Strategy and Policy<br>Full Time  | Key to Role (Analytics)<br>Nominated by SPA  |
| Helen Knee (F)         | Project Support<br>Full time secondee; married with 2 children   | Nominated by the Registrar<br>Key to equality and diversity role (0.3)   |
| David Leadley (M)      | Professor of Physics and Head of Department.<br>Full Time, married with two children.<br>Data Analysis Sub-group (Academic)                | IoP JUNO Champion Lead for the Physics Department.   |

|                             |   |   |
|-----------------------------|---|---|
| Gillian McGrattan (F)       | Director of People Group<br>Full Time<br>One son  | Key to Role<br>Athena Experience  |
| Leona Morton (F)            | Research Development Manager (Science and Engineering), Research & Impact Services<br>Full Time; one son aged 1 yr, expecting second child April 2018 (Mat Leave) | Key to Role<br>Volunteer  |
| Matt Nudds (M)              | Professor of Philosophy and Chair of the Board of Faculty of Social Sciences<br>Full Time.<br>Data Analysis Sub-group (Academic)                                  | Nominated by Faculty of Social Sciences<br>AS experience from Philosophy (Bronze).                                      |
| Rachel Sandby-Thomas (F)    | Registrar, Executive Office<br>Full Time<br>Overall responsibility for Professional and Support staff   | Key to Role   |
| Kate Seers (F)              | Professor & Director of Warwick Research in Nursing<br>Full Time; Dual Career Couple; 2 sons, 1 still dependent as at University                                  | Volunteer<br>Departmental AS experience from Warwick Medical School (Bronze).<br>Leader of Warwick's work on Menopause. |
| Sharifah Sekalala (F)       | Assistant Professor, School of Law<br>Full time: Dual career couple, one child.<br>Early Career Researcher<br>Data Analysis sub-group (Academic)                  | Nominated by Faculty of Social Sciences<br>Athena Experience: Athena Panel Reviewer                                     |
| Roger Singleton Escofet (M) | Research Strategy and Development Manager, Research & Impact Services.<br>Data Analysis sub-group (PSS)   | Key to Role. Research support to EPSRC Inclusion Matters call.  |
| Pam Thomas (F)<br>Chair     | Professor and Pro-Vice-Chancellor (for Research)<br>Academic Lead for Diversity and Inclusion<br>Full Time; Married with 1 son                                    | <b>Chair</b><br>Key to Role   |
| Vasiliki Totsika (F)        | Associate Professor, CEDAR and CES<br>Full Time; Married with 2 children, 5 and 8 years   | Nominated by Faculty (Social Science);<br>Departmental Athena Experience (CEDAR, Bronze)                                |
| Charikleia Tzanakou (F)     | Postdoctoral Research Fellow, Politics<br>Full Time; Married<br>Early Career Researcher   | Key to Role<br>PLOTINA Researcher (Gender)<br>Athena Experience; Athena Panel Observer                                  |
| Hope Worsdale (F)           | President of the Students' Union  | Undergraduate Student Representative  |

*(vii) an account of the self-assessment process*

To not overburden individual SAT member, sections of this submission were allocated. Contributions are recognised in PDRs, Merit Pay/Senior Salary Review meetings and promotion bids.

The SAT met monthly since February 2016 to support the departmental and institutional work/submissions. Meetings were structured by an agenda:

- Joining up the diversity agenda
- Analysing data

- Individual sections/requirements of the award – additional expert attendees
- Evaluating and challenging progress
- Communicating progress with the Warwick community, celebrating success.

**TABLE 3.2: Summary of SAT meetings and key outcomes since feedback from 2016 submission**

| Date   | No of Attendees | Key Outcomes  |
|--|-----------------|---|
| <b>WRITTEN FEEDBACK RECEIVED FROM ECU ON 2016 SILVER SUBMISSION RENEWAL – SILVER AWARD GRANTED FOR ONE YEAR WITH A REQUIREMENT TO RE-SUBMIT IN ONE YEARS TIME ADDRESSING FEEDBACK.</b> |                 |   |
| 22/06/2017   | 12              | <ul style="list-style-type: none"> <li>• feedback received from ECU and resubmission</li> </ul>   |
| 24/08/2017   | 15              | <ul style="list-style-type: none"> <li>• Review of SAT Membership – Registrar be invited to join group</li> <li>• Ideas/actions to address shortfalls on last submission</li> <li>• Communication Strategy.</li> </ul>  |
| 12/09/2017   | 19              | <ul style="list-style-type: none"> <li>• Where improvements could be made.</li> <li>• overview of the new HR system</li> <li>• Formulation of sub-data groups</li> </ul>  |
| 10/10/2017   | 16              | <ul style="list-style-type: none"> <li>• gender pay gap</li> <li>• complexities of fixed term contracts</li> <li>• promotion criteria</li> <li>• Gender Taskforce</li> <li>• EPSRC Inclusion bid</li> <li>• Data analysis</li> <li>• Menopause event scheduled for March 2018</li> <li>• ECU feedback on recent submissions</li> </ul>  |
| 12/10/2017   | 25              | <ul style="list-style-type: none"> <li>• James Lush (ECU) - Beacon Initiatives and SMART Action Plans</li> </ul>  |
| 09/11/2017   | 15              | <ul style="list-style-type: none"> <li>• data analysis and potential actions</li> <li>• Maternity Support</li> <li>• Allocation of sections on submission</li> </ul>  |
| 09/01/2018   | 19              | <ul style="list-style-type: none"> <li>• 5 Year Planning – Gender Profiles</li> <li>• Data analysis</li> <li>• Next REF</li> <li>• EPSRC Inclusion bid</li> </ul>   |
| 06/02/2018   | 12              | <ul style="list-style-type: none"> <li>• Career Mum’s Workshops</li> <li>• Data analysis</li> <li>• Project Plan and Timeline</li> </ul>  |
| 20/03/2018   | 14              | <ul style="list-style-type: none"> <li>• PULSE results</li> <li>• Annual Athena Report</li> <li>• Trans section</li> </ul>  |
| 10/04/2018   | 10              | <ul style="list-style-type: none"> <li>• Submissions</li> <li>• 2018PULSE survey results</li> </ul>   |
| 11/05/2018   | 11              | <ul style="list-style-type: none"> <li>• Submissions strategy – decision that Computer Science (CS) delay despite loss of Bronze status: reflecting reality that CS are in Strategy Renewal with a plan for significant expansion. AS work needs to inform gender-balanced staff recruitment for this against a challenging national landscape for CS (EPSRC report Taking</li> </ul> |

| Date | No of Attendees | Key Outcomes   |
|------|-----------------|--|
|      |                 | action to promote equality, diversity and inclusion across ICT (2018)). SAT steer - better for CS to formulate a thoughtful, well-purposed and impactful AS strategy in this context rather than rushing to renew. |

AS documentation is published on the SAT webpage. SAT sub-groups analyse the institutional data. Email correspondence used extensively to reduce impact on workload and maximise engagement.

Wider consultation of our AS work via internal networks:

- PULSE - staff survey
- AS Network
- Faculty AS Groups engage with academic staff
- ED&IN and fortnightly ED&I Newsletter
- EDC
- GTF
- Staff Network Groups
- Steering/Senate/Council

**PULSE** is used to evaluate our culture and processes and runs every two/three years. Warwick set up 5 Working Groups to address weak areas identified in the 2016PULSE and will repeat this for 2018PULSE once the preliminary results (received March 2018) have been analysed, with resulting actions incorporated into the AS Action Plan, which is a live document.

The 2016PULSE survey received 3,705 (out of 5,854) responses giving a 63% response rate, whereas for the 2018PULSE survey, 4,800 responses were received (out of 6,477), giving our highest ever response rate of 74%.

An external company (ORC), facilitates the survey and provides benchmarking against the sector. Our overall employee engagement score was 72% (2016) and 71% (2018), is on par or slightly higher than other RG Universities and considerably higher than private and public-sector norms.

**IMAGE 9: Snapshot of top and lowest scoring questions from the 2016PULSE staff survey**

|  <b>TOP 3</b><br>HIGHEST SCORING QUESTIONS: | % POSITIVE |  <b>LOWEST 3</b><br>LOWEST SCORING QUESTIONS: | % POSITIVE |
|--|------------|--|------------|
| <b>Q3.</b> I understand how my work contributes to the objectives of my department   | <b>85%</b> | <b>Q17.</b> The University's academic promotion procedures are transparent   | <b>22%</b> |
| <b>Q4.</b> I understand how my work contributes to the success of the University   | <b>83%</b> | <b>Q16.</b> The University's academic promotion procedures are fair  | <b>24%</b> |
| <b>Q2.</b> I am clear about what I am expected to achieve in my job  | <b>82%</b> | <b>Q55.</b> I am able to speak up and challenge the way things are done in the University  | <b>29%</b> |

From an initial view of the 2018PULSE results, 12 out of the 20 questions answered scored higher than in 2016. Two of our most improved areas were in key themes identified for improvement – ‘*how much you feel you can speak up and challenge how things are done*’, and ‘*how fair you consider the academic promotions processes to be*’. Other improvements were in job satisfaction, beliefs that senior leaders are open and honest in communications, and the opportunity for personal development and growth.

Responses to ‘engagement’ questions – measure how connected and committed staff feel to Warwick as an employer - have remained largely static, but there has been a fall in the proportion of people who feel a strong sense of belonging to the University, which will be considered in any future PULSE action plans. We will continue to celebrate what is working well, but more importantly, identify areas where we need to make changes or try a new approach.

**IMAGE 10: Snapshot of most improved, top and lowest scoring questions (2018PULSE staff survey)**

|  <b>TOP 3 MOST IMPROVED QUESTIONS:</b> | VARIANCE FROM PREVIOUS SURVEY |  <b>TOP 3 HIGHEST SCORING QUESTIONS:</b> | % POSITIVE |
|---|-------------------------------|---|------------|
| <b>Q13.</b> I am able to speak up and challenge the way things are done at the University                               | +15                           | <b>Q2.</b> I am proud to work for the University  | <b>82%</b> |
| <b>Q6.</b> Senior University leaders are open and honest in their communications with staff                             | +9                            | <b>Q8.</b> My line manager supports me when needed  | <b>77%</b> |
| <b>Q1.</b> I am satisfied in my job   | +5                            | <b>Q15.</b> I am treated with fairness and respect at the University  | <b>74%</b> |

|  <b>LOWEST 3 LOWEST SCORING QUESTIONS:</b> | % LOWER                      |
|---|------------------------------|
| Q11 – I believe that my PDR assists me with my longer term career development   | 37% (but up by 4% from 2016) |
| Q10 – The university manages change effectively (new question for 2018)   | 33%                          |
| Q14 – The university’s academic promotions procedures are fair  | 33% (but up by 9% from 2016) |

AS is embedded into everyday business so departments have ED&I standing agenda within which AS is considered.

External consultation on our AS activities include:

- Regional AS Network
- Participation in external events/critical friends: e.g. Southampton, Aston, RG Equality Forum, Diamond Light Source, University College Dublin, Medical and Dental School’s Advisory Group
- Overseas institutions, e.g. University of Monash, Australia.
- West Midlands Higher Education Equal Opportunities Network.

Since 2012, an on-line Institutional AS Annual Report has been produced to inform on progress, new initiatives and to celebrate success. The Annual Report is also presented at formal University Committees.

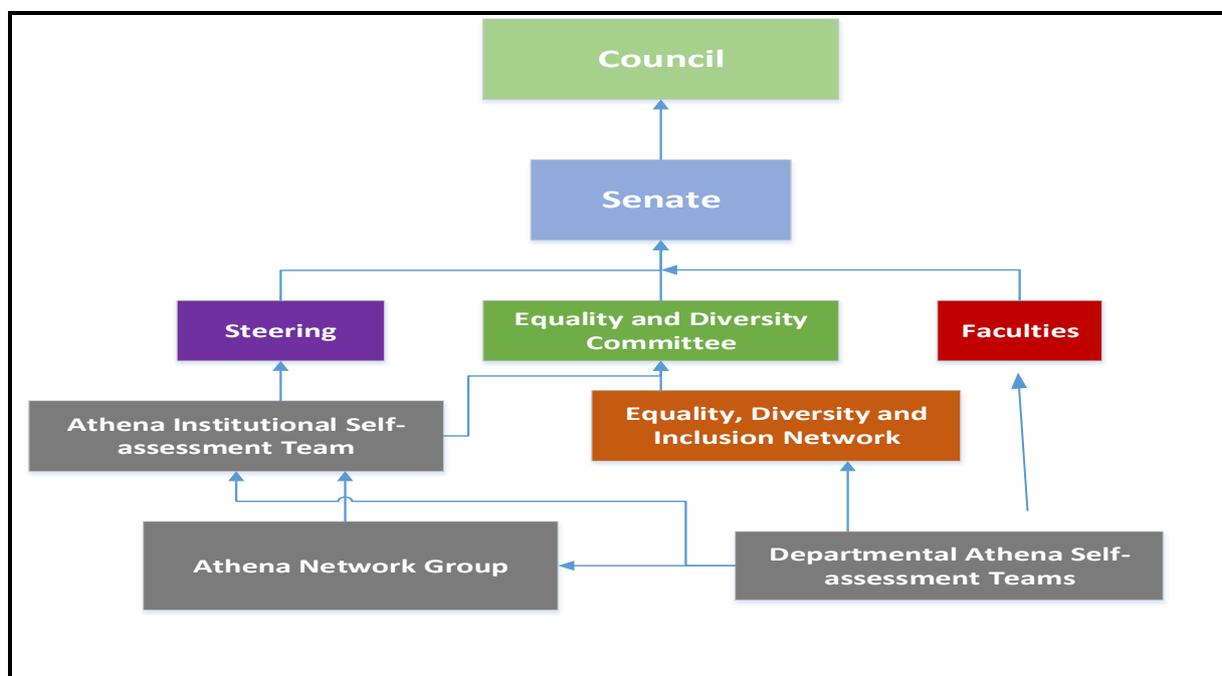
**IMAGE 11: Celebrating success - Sociology colleagues attend the AS awards ceremony, intranet news story, January 2018**



The SAT group chaired by Professor Pam Thomas, PVC (Research) includes Faculty representatives, Human Resources, Research and Impact Services and the ED&I Team. It provides strategy and oversight of University-wide AS activities. It is the conduit between University committees to advance AS issues, formally reporting to the EDC, which is a joint committee of Senate and Council.

WAN is an informal group of '**Departmental Athena Champions**', meeting monthly, to share best practice on AS specific and intersectional initiatives. WAN is extremely proactive in encouraging and guiding our AHSSBL departments to begin their AS journey and engage with experienced STEMM departments. Membership of this group continues to grow as more departments engage with the process.

IMAGE 12: Governance structure for Athena



*(viii) Plans for the future of the self-assessment team*

The SAT will meet bi-monthly after submission to monitor, evaluate and determine impact of the AP and to challenge/support/assesses (through surveys and presentations) the impact of new initiatives **(AP/2018/3.1)**. SAT members will lead areas of the AP, which will be recorded and published internally and inform the AS Annual Report **(AP/2018/3.2)**. WAN will continue to meet monthly with departments/faculties working towards AS status/renewal. Central resources and support will be targeted at the Faculty of Arts to accelerate their AS journey, culminating in AS submissions **(AP/2018/2.1)**.

Whilst a core membership is retained for continuity and transfer of responsibility for the AP, membership will be reviewed annually, to ensure fresh ideas and expansion in numbers of staff with in-depth AS knowledge and buy-in. Staff volunteers are always welcomed **(AP/2018/3.3)**.

**ACTION AP/2018/3.1: SAT members to continue to meet every two months to monitor, evaluate and determine impact of the action plans (university and departmental) across the university and ensure new central initiatives are aligned with our AS goals.**

**ACTION AP/2018/3.2: Continue production of AS Annual Report and AS Termly Newsletter.**

**ACTION: AP/2018/3.3: Review annually SAT membership to ensure a diverse and representative group, whilst maintaining continuity.**

**WORD COUNT FOR SECTION 3 (1,000): 913**

**WORDCOUNT FOR FULL DOCUMENT (12,500): 2,212**

#### 4. A PICTURE OF THE INSTITUTION

Recommended word count: Silver: 3000 words

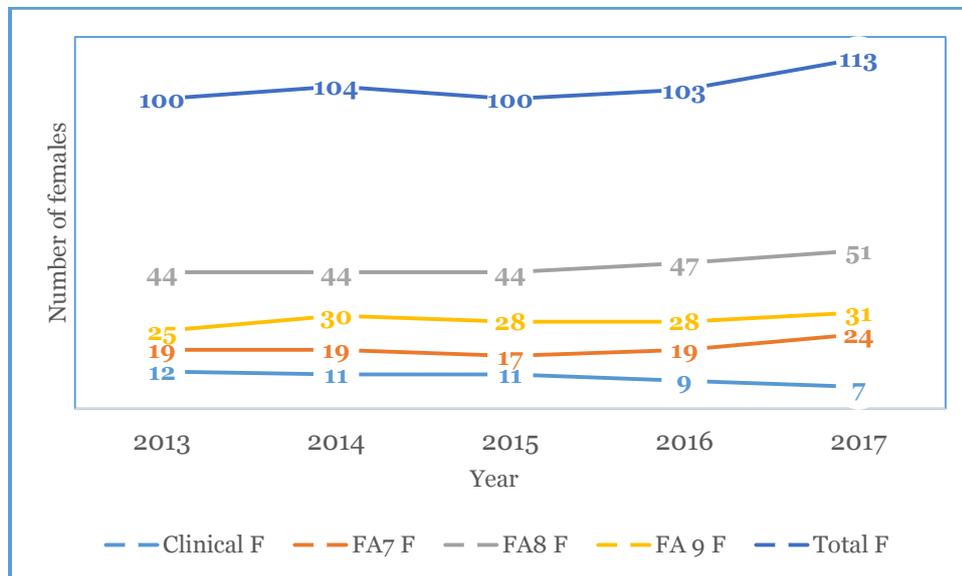
##### 4.1. Academic and research staff data

###### (i) Academic and research staff by grade and gender

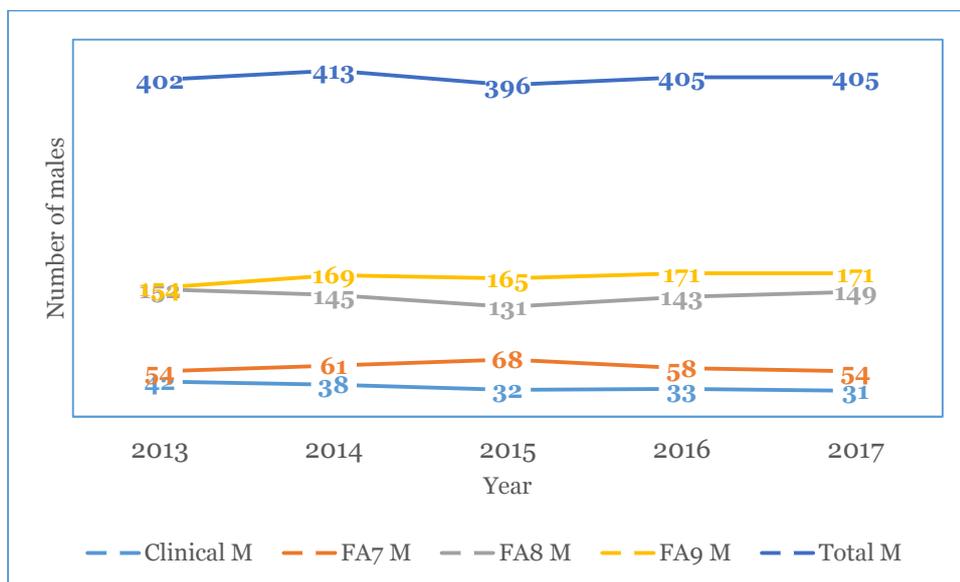
There has been an increase in the number and percentage of female academics in both AHSSBL and STEMM over the period (**Figures 4.1-4.4**). STEMM female numbers have increased from 100 to 113 (+13% of self-population) against an almost static (although historically much larger) population of males (402 to 405, +0.7%). In AHSSBL, the increase is from 185 to 205 (+11% of self-population) compared with +9% for males. We observe that whilst progress is limited in shifting the gender balance overall, our trends are now positive. In the next period, our ambition is to accelerate this rate of change both by widening the pool from which we recruit (recognising that our traditional “RG” pool is finite) and by continuing to improve career progression and working conditions.

**Figures 4.1 and 4.2** also show that numbers of both female and male clinical staff have declined in the period, more rapidly for males. The difference has risen because proportionally more males, who were appointed at the inception of WMS (10 years ago), have reached retirement age during the period. There has also been a shift in discipline area over time that has led to the general drop in clinical staff numbers. We are satisfied that there is not a gender issue to examine further in these data.

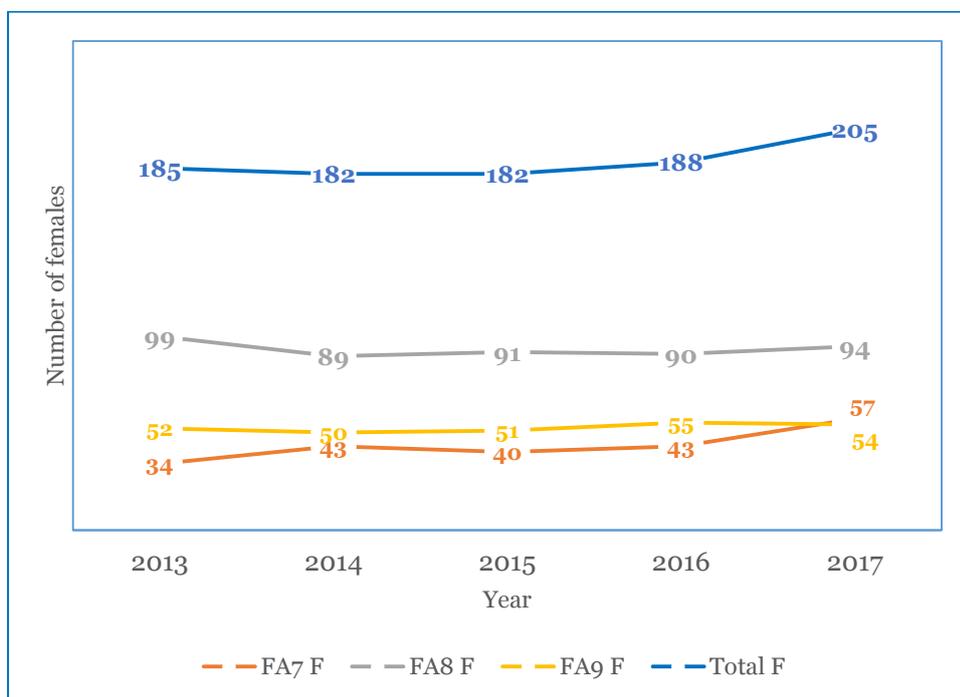
**FIGURE 4.1: Numbers of academic and clinical female staff by level in STEMM**



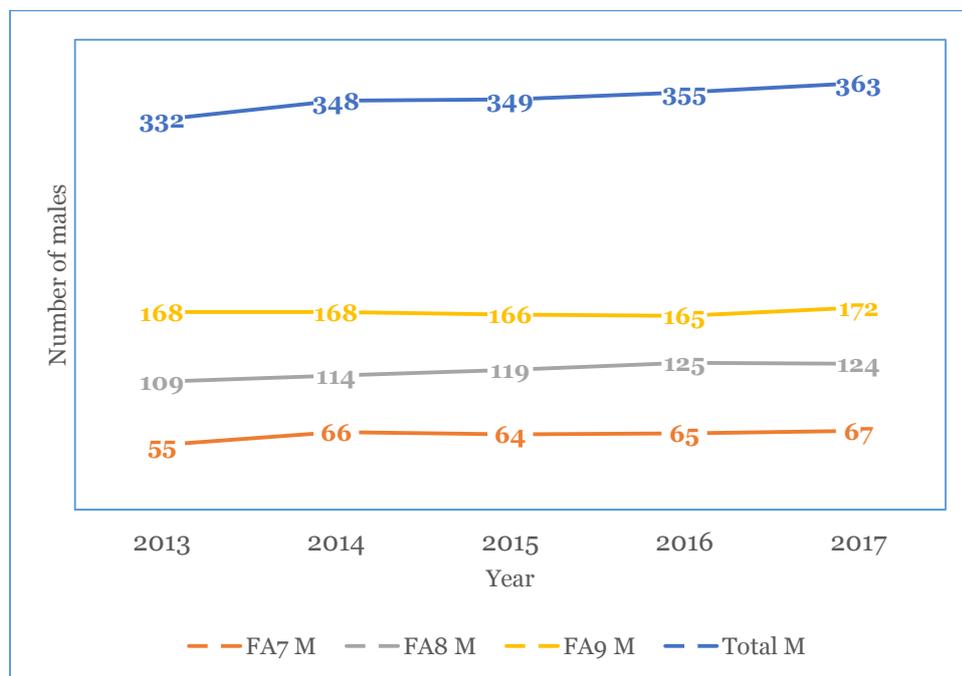
**FIGURE 4.2: Numbers of academic and clinical male staff by level in STEMM**



**FIGURE 4.3: Numbers of female academic staff by level in AHSSBL**



**FIGURE 4.4: Numbers of male academic staff by level in AHSSBL**



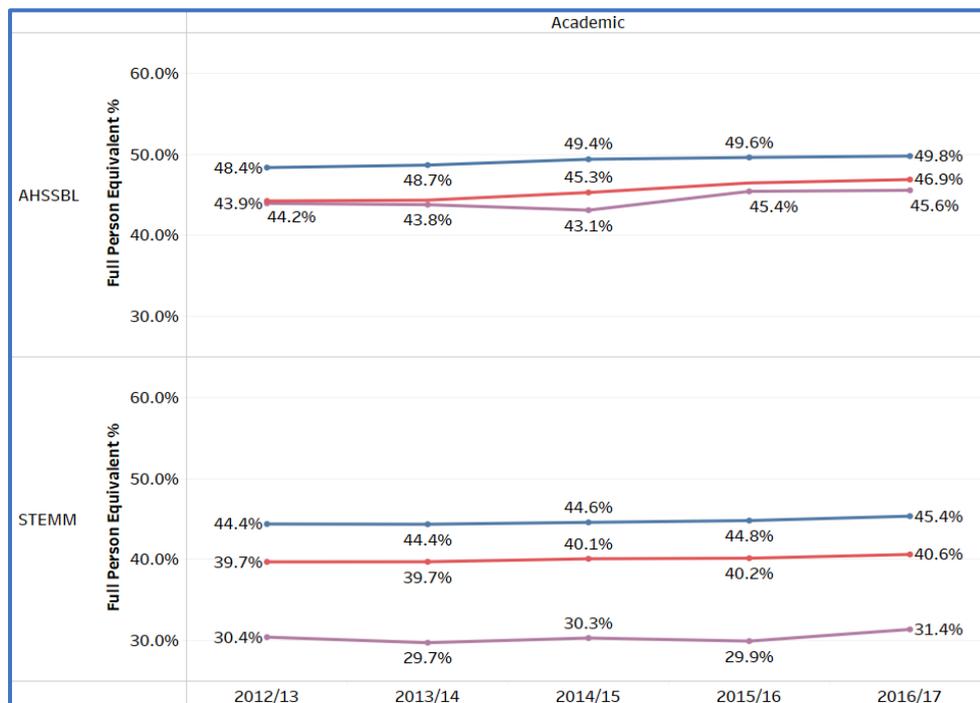
We are below the RG average for percentage of females in STEMM (**Figure 4.5**) and this is a matter of concern to us particularly in the context of an institutional strategy (to be published, 2018) to grow STEMM proportionately faster than non-STEMM over the next 10-15 years. We recognize that our low base arises in part from our particular discipline mix (currently large mathematical and engineering sciences, small medical and allied disciplines). However, we are determined to improve the gender balance and will keep this intention uppermost as we embark on our strategic planning for STEMM expansion, including new interdisciplinary areas related to environmental/bio sciences. **(AP/2018/4.1)**

AHSSBL is slightly below the RG average (**Figure 4.5**) for female academics by percentage. We observe from **Figure 4.3** that there has been a sharp upturn in the number of FA7 Assistant Professors (+23 since 2013), which is the largest increase per grade in AHSSBL. This is improving the population at the start of the pipeline and will feed through to increased numbers of senior females given proactive work to nurture the careers and retain these staff.

We are realistic in understanding that FA7 progression to FA9 across *all* disciplines may require eight years to impact on numbers of FA9 because of the promotion timeline both here (FA7-8 is 5 years' probation as standard, FA8+ requires +3 years minimum) and elsewhere. To achieve our plan of accelerating progress, we must proactively encourage our female staff to seek promotion (at all stages) *at the earliest opportunity* rather than holding back to “fly the bar”. This requires action by HoDs, mentors and Promotions committees to ensure this fast-tracking **(AP/2018/4.2)**.

Our School of Engineering has piloted a change in recruitment from 2018 by additionally advertising academic-related posts as an Educational Partner with the Women’s Engineering Society, to see if this impacts the diversity of applicants **(AP/2018/4.3)**

**FIGURE 4.5: Percentage of academic female staff in STEMM and AHSSBL compared with RG and the sector**

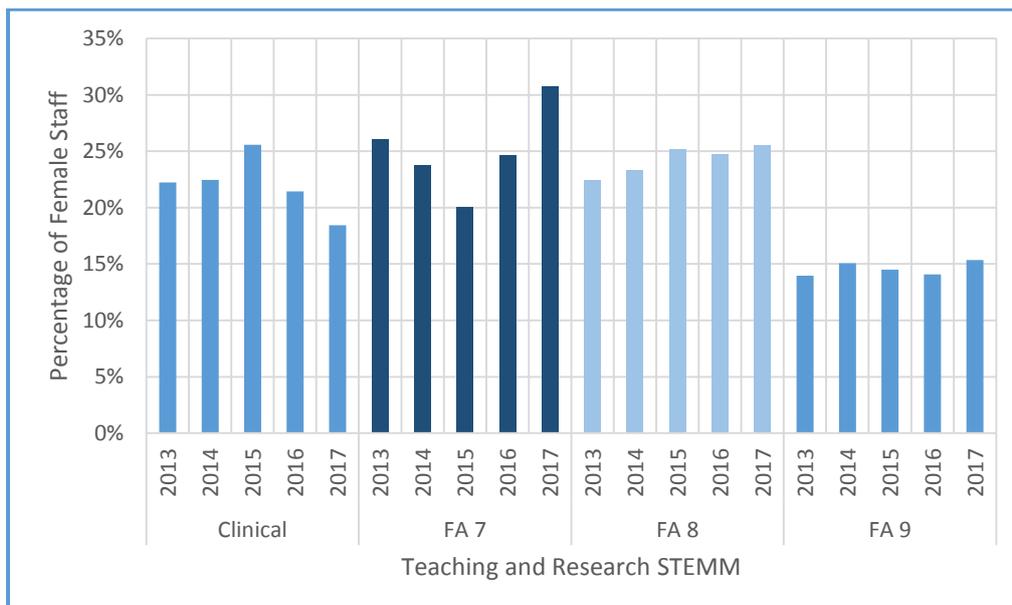


**HEI Comparison Group**

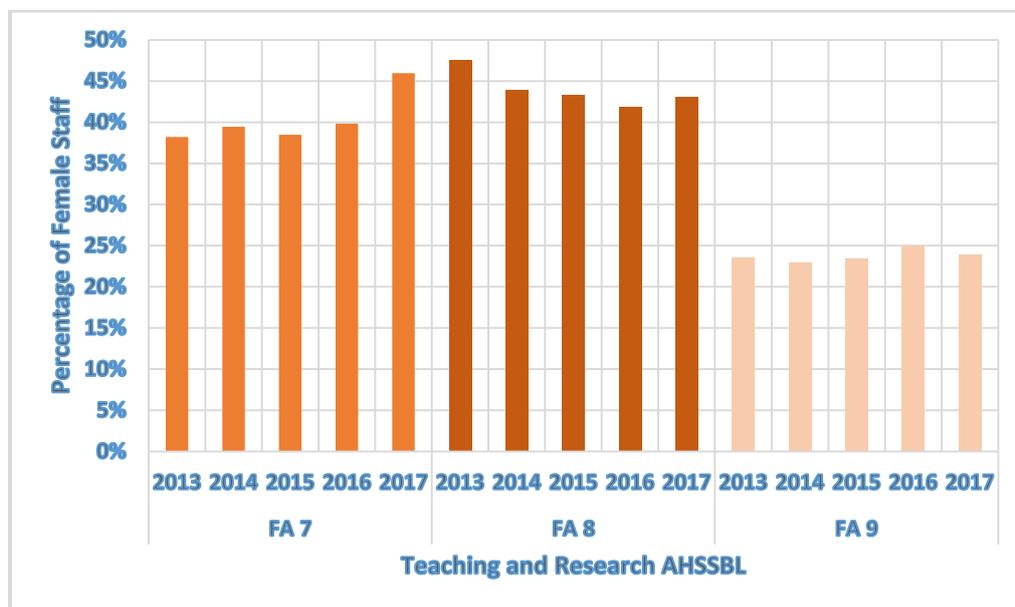
- Russell Group
- Warwick
- Sector

For the purposes of benchmarking against the sector and RG, Figure 4.5 uses Full Person Equivalent (FPE) from HESA

**FIGURE 4.6: Proportion of female staff in Teaching and Research roles in STEMM by grade**

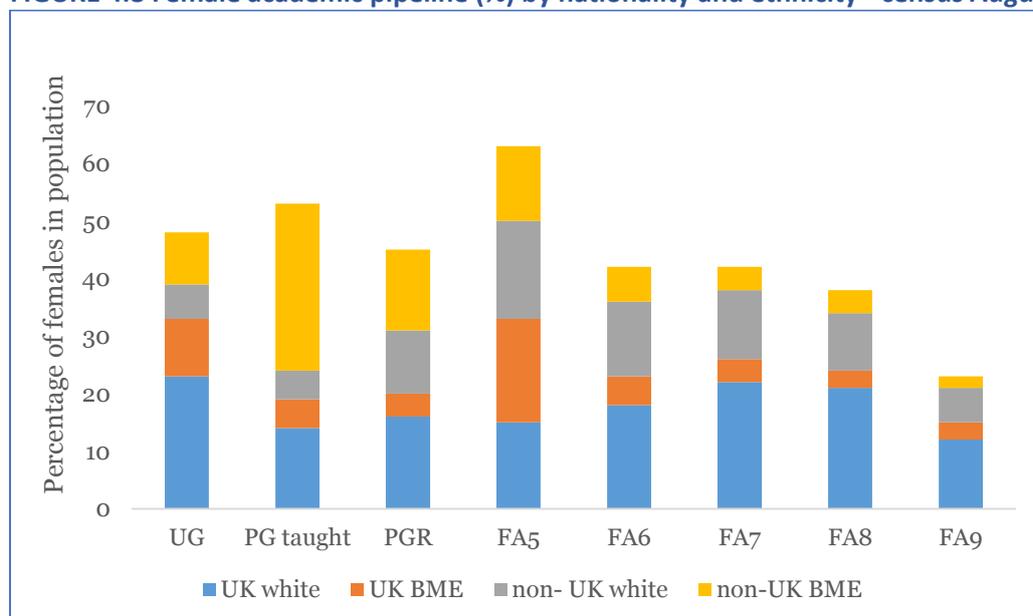


**FIGURE 4.7: Proportion of female staff in Teaching and Research roles in AHSSBL by grade**

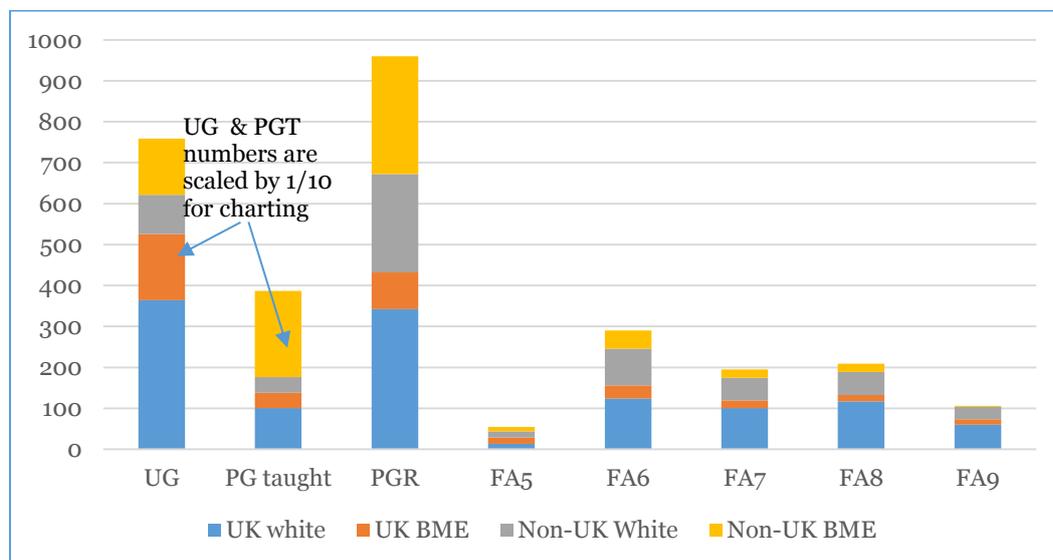


Figures 4.6 and 4.7 break down all female academics by grade from FA7-FA9. Figures 4.8-4.9 go further in showing intersectionality nationality and ethnicity by percentage or number. They also include the UG, PGT and PGR figures to show how the academic pipeline relates to the student base. Figures 4.10 and 4.11 are the equivalents for males.

**FIGURE 4.8 Female academic pipeline (%) by nationality and ethnicity - census August 2017**



**Figure 4. 9 Female academic pipeline (number) by nationality and ethnicity - census August 2017**



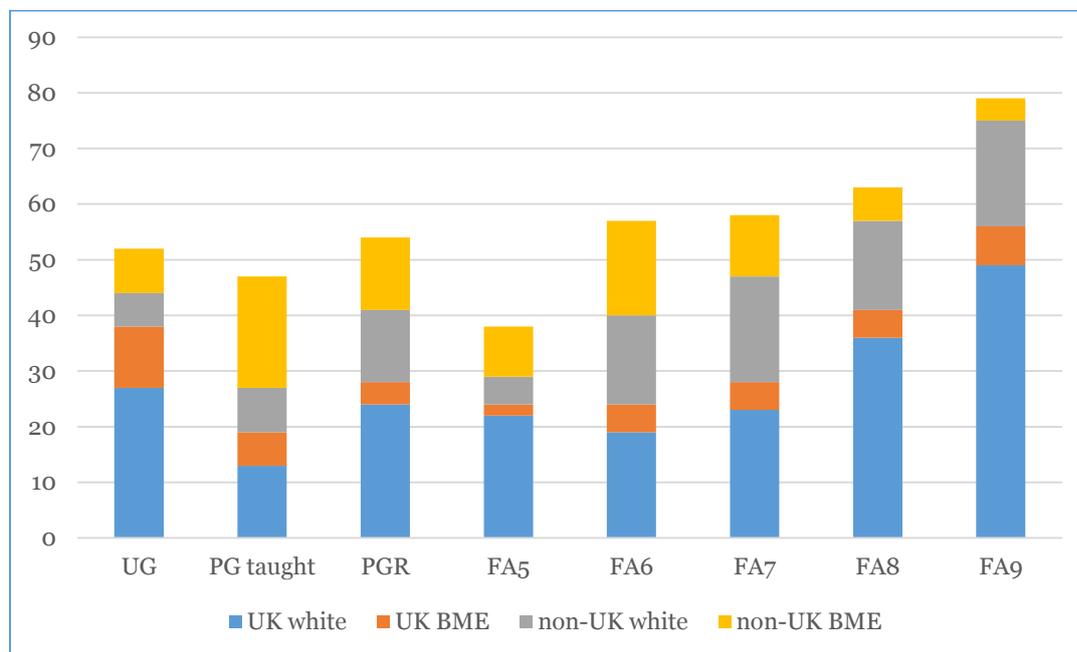
The female pipeline data show that there is good translation from PGR to FA5 and FA6 researcher and post-doctoral levels by percentage (**Figure 4.8**) although the number at FA5 is small reflecting that we have few researchers of either gender (**Figure 4.11** for males) at this pre-doctoral level, so we are satisfied that this is not a gender issue.

Progression from post-doctoral FA6 to FA7 maintains the percentage of females although the number here declines. FA8 progression shows differently for percentage (decline) and numbers (increase) but FA9 is lower for both. By contrast, the male pipeline shows steady increase from FA7-FA9 in both percentage and number in the population.

Comparison of pipelines clearly show that the major female issue occurs after passing the appointment hurdle at FA7 to move through FA8 and then attain FA9 at scale. This requires both (a) appointing a larger number of females at FA7 in the first place; here, attention should also be paid to maintaining the percentage of BME female from FA6; (b) ensuring they pass probation to attain FA8, although very few staff of either gender fail to do this; (c) accelerating and ensuring the promotion pathway for females through to FA9. We have taken actions on (a) as already discussed to appoint more females at FA7 and a new promotion process (described in Section 5) is being rolled out, which is designed to pull through more females to FA9.

Our female intersectionality data are encouraging for females in that the percentage of BME female translating through from FA7 to FA9 holds well and shows an increase at FA9, albeit against a low base. Warwick is above average (**Figure 4.12**) for the RG in percentage of BME female academics. However, we are low for the sector and for our own institutional ambitions. (**AP/2018/2.10**)

**FIGURE 4.10 Male academic pipeline (%) by nationality and ethnicity (included for comparison with Figure 4.8 for females) - census August 2017**



**FIGURE 4.11 Male academic pipeline (number) by nationality and ethnicity (included for comparison with Figure 4.9 for females) - census August 2017**

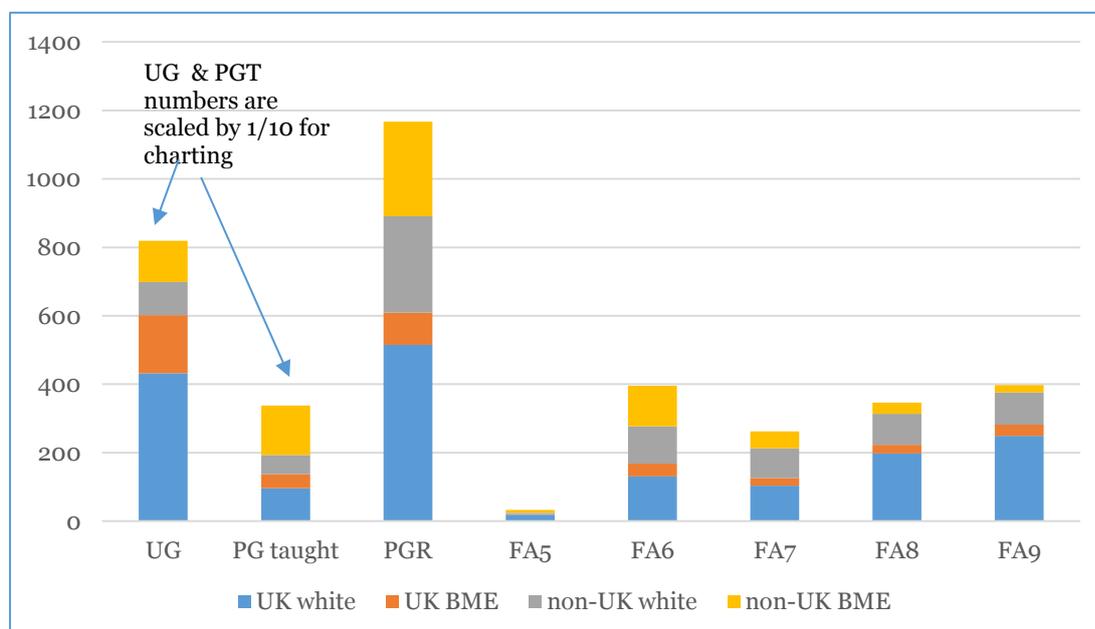
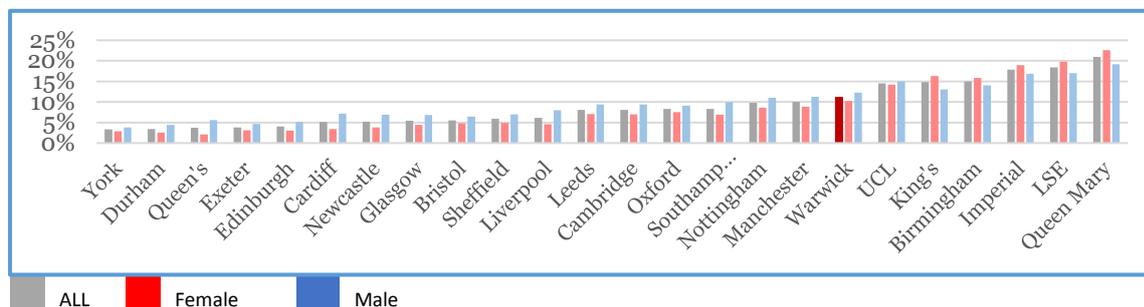


Figure 4.12 RG comparison of academic staff for BME



Whilst **Table 4.1** and **Table 4.2** do not account for people who started as part time, increased to full time and then went back to part time, in both tables we can see an increase in uptake of these opportunities. (AP/2018/4.4)

Table 4.1: Number of part time starters

| Year    | Female | Male | Academic - T&R | Academic - TO | Academic - RO | Professional Support Staff |
|---------|--------|------|----------------|---------------|---------------|----------------------------|
| 2012/13 | 183    | 103  | 19             | 30            | 51            | 186                        |
| 2013/14 | 200    | 98   | 27             | 30            | 42            | 201                        |
| 2014/15 | 139    | 67   | 11             | 38            | 41            | 116                        |
| 2015/16 | 183    | 96   | 5              | 55            | 46            | 173                        |
| 2016/17 | 288    | 107  | 8              | 56            | 36            | 295                        |

Table 4.2: Number of staff changing from full time to part time

| Year    | Academic - Research only | Academic - Teaching and Research | Academic - Teaching only | Professional Support staff | Female | Male |
|---------|--------------------------|----------------------------------|--------------------------|----------------------------|--------|------|
| 2012/13 | 8                        | 5                                | 3                        | 44                         | 46     | 14   |
| 2013/14 | 12                       | 11                               | 8                        | 46                         | 57     | 20   |
| 2014/15 | 13                       | 11                               | 2                        | 57                         | 61     | 22   |
| 2015/16 | 19                       | 8                                | 3                        | 51                         | 58     | 23   |
| 2016/17 | 12                       | 18                               | 7                        | 70                         | 69     | 38   |

**ACTION: AP/2018/4.1: Look at best practice in growing STEMM and develop a sound policy in terms of 'rapid expansion' of gender balance by 2019.**

**ACTION: AP/201/4.4: Linked to the introduction (June/July 2018) of the new academic promotion framework, work with HoDs and mentors to develop plans for the "fast-tracking" of females i.e. getting them to apply as early as their male counterparts instead of holding back.**

**ACTION: AP/201/4.3: By the end of 2018, to review the impact of the advertising partnership between our School of Engineering and the Women's Engineering Society, and share lessons with other departments.**

**ACTION: AP/2018/4.4: SAT to investigate further the culture around part-time academic appointments; new or existing staff, through focus groups.**

(ii) Academic and research staff on fixed-term, open-ended/permanent and zero-hour contracts by gender - Comment on the proportions of men and female on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

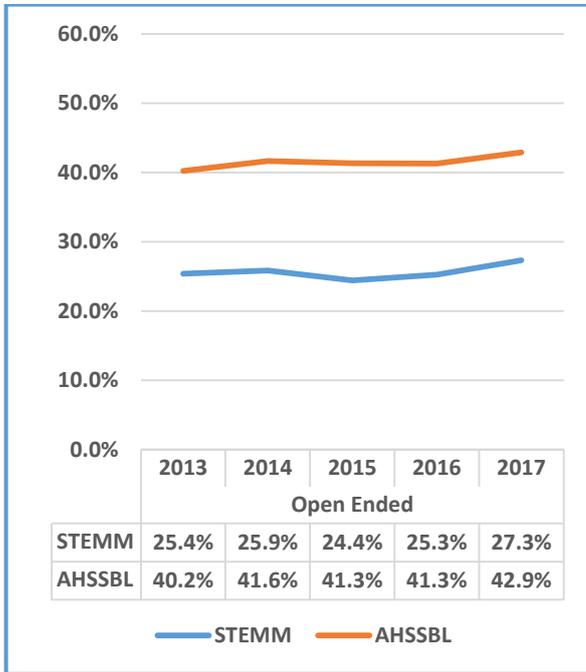
Warwick does not offer zero-hour contracts.

**TABLE 4.3: Academic staff on open ended and fixed term contracts by gender and faculty**

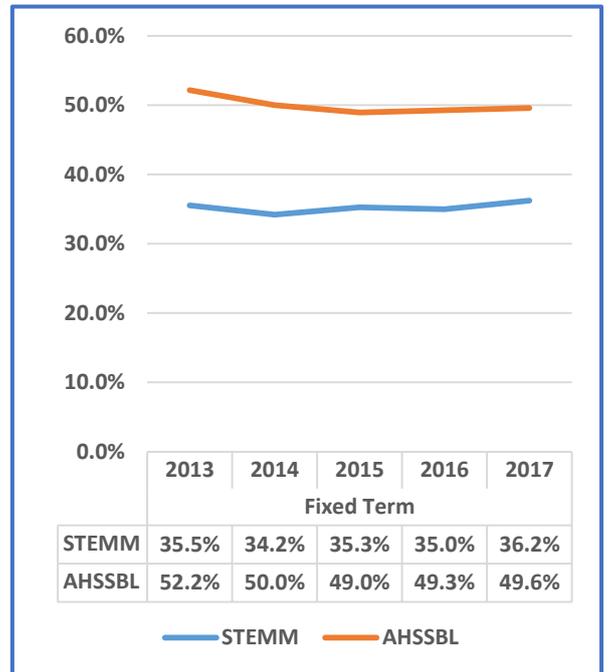
|        |   | Open Ended |      |      |      |      | Fixed Term |      |      |      |      |
|--------|---|------------|------|------|------|------|------------|------|------|------|------|
|        |   | 2013       | 2014 | 2015 | 2016 | 2017 | 2013       | 2014 | 2015 | 2016 | 2017 |
| STEMM  | M | 432        | 453  | 458  | 479  | 545  | 312        | 381  | 402  | 414  | 405  |
|        | F | 147        | 158  | 148  | 162  | 205  | 172        | 198  | 219  | 223  | 230  |
| AHSSBL | M | 370        | 401  | 399  | 405  | 417  | 99         | 115  | 122  | 140  | 123  |
|        | F | 249        | 286  | 281  | 285  | 313  | 108        | 115  | 117  | 136  | 121  |

The absolute numbers of staff on open-ended and fixed terms contracts has increased for both males and females. (Table 4.3) and the percentage changes are small but positive for both contract types for females in STEMM (Figures 4.13 and 4.14) whereas they are negative or at stasis in AHSSBL. These changes are illuminated further by the use of ratio plots for female: male (F:M) numbers by contract type and faculty (Figures 4.15 and 4.16). In STEMM, F:M ratio for both fixed-term and open-ended contracts is <1 but there are proportionally more women on fixed-term (largely post-doctoral researcher contracts) than men. This importantly means that we are potentially growing the pipeline for future female academic careers in STEMM as the academics of the future will emanate from this post-doctoral pool. In AHSSBL, F:M for fixed-term contracts has reached 1 over the period meaning that there is gender parity at this level. Furthermore, the ratio of females in open-ended contracts is also growing, so this is a positive trend. (AP/2018/4.5)

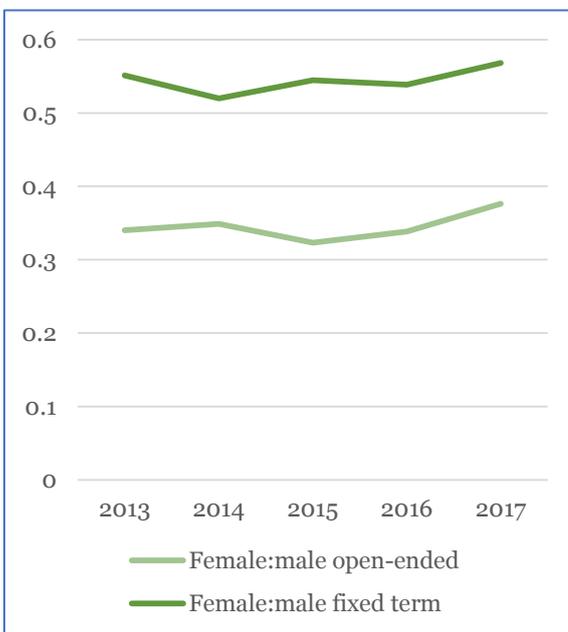
**FIGURE 4.13: Female on open ended contracts**



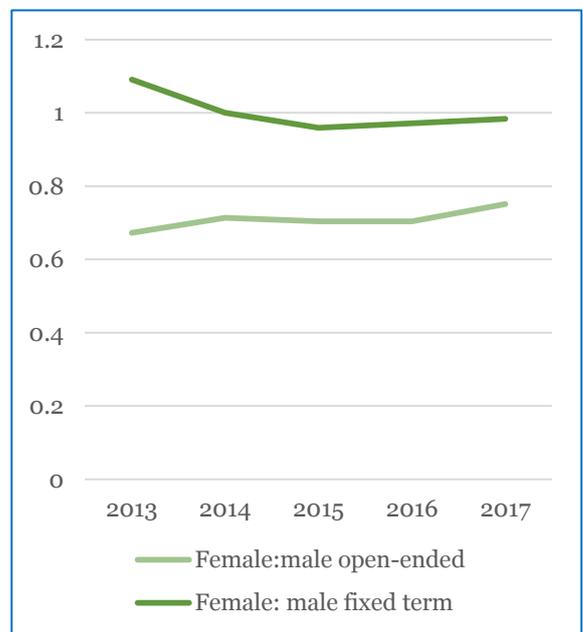
**FIGURE 4.14: Female on fixed term contracts**



**FIGURE 4.15 Ratio of Females to Males by contract type in STEM**



**FIGURE 4.16 Ratio of Females to Males by contract type in AHSSBL**



**TABLE 4.4: Academic staff on full and part time contracts by gender and faculty**

|        |        | Full Time |      |      |      |      | Part Time |      |      |      |      |
|--------|--------|-----------|------|------|------|------|-----------|------|------|------|------|
|        |        | 2013      | 2014 | 2015 | 2016 | 2017 | 2013      | 2014 | 2015 | 2016 | 2017 |
| STEMM  | Male   | 688       | 777  | 804  | 835  | 856  | 56        | 57   | 56   | 58   | 94   |
|        | Female | 232       | 269  | 286  | 304  | 317  | 87        | 87   | 81   | 81   | 118  |
| AHSSBL | Male   | 395       | 432  | 434  | 448  | 454  | 74        | 84   | 87   | 97   | 86   |
|        | Female | 279       | 314  | 302  | 320  | 323  | 78        | 87   | 96   | 101  | 111  |

The numbers of male and female academic staff on part-time contracts has increased from 2013 to 2017. This can be attributed to an improved awareness by staff and their managers, since our last submission, of the options around flexible working. Relating to our 2018PULSE results the University has seen good results in staff agreeing they would recommend Warwick as a place to work (University score 72%)

Between 2016 and 2017 STEMM increased their flexible working considerably, 36 more men and 37 female. This is in some part because of the AS work that all of our STEMM departments have been engaged with and it demonstrates that within departments the actions taken are starting to show the benefits.

The Redeployment Policy and Procedure applies to all our employees, with academic and non-academic terms of employment. The University values and recognises the contribution made by staff and is committed, where possible, to maintaining employment and therefore, makes all reasonable efforts to support staff under notice of redundancy to continue their employment or who, for other reasons, may benefit from redeployment to an alternative role in the institution.

**ACTION: AP/2018/4.5: Actively monitor and proactively mentor the transition from PDRA/contract researcher to open-ended contract as a R&T, RO or TO academic (to improve transition rate from FA5/FA6 to FA7) both here and elsewhere in the sector.**

(iii) Academic staff by contract function and gender: research-only, research and teaching, and teaching-only. Comment on the proportions of men and female on these contracts and by job grade.

**TABLE 4.5: Research Only Staff in STEMM by Grade and Gender**

| Research Only Contracts - STEMM | CLINICAL |    | FA 5 |    | FA 6 |     | FA 7 |    | FA 8 |    | FA 9 |    | Total |     |
|---------------------------------|----------|----|------|----|------|-----|------|----|------|----|------|----|-------|-----|
|                                 | F        | M  | F    | M  | F    | M   | F    | M  | F    | M  | F    | M  | F     | M   |
| 2013                            | 5        | 9  | 23   | 25 | 120  | 207 | 28   | 50 | 6    | 11 | <5   | 14 | 186   | 316 |
| 2014                            | 5        | 9  | 25   | 34 | 131  | 250 | 30   | 54 | 8    | 12 | <5   | 10 | 202   | 369 |
| 2015                            | 7        | 6  | 22   | 42 | 142  | 276 | 28   | 51 | 9    | 13 | <5   | 10 | 211   | 398 |
| 2016                            | 5        | <5 | 29   | 31 | 144  | 301 | 28   | 45 | 9    | 15 | <5   | 6  | 217   | 402 |
| 2017                            | <5       | <5 | 32   | 30 | 145  | 281 | 29   | 53 | 8    | 18 | <5   | 12 | 233   | 420 |

There is a consistent pattern of more males than females, across nearly all of our grades for RO staff in STEMM, with the exception in 2017 at Clinical and FA5. For RO staff in ASHSSBL (2017) females are consistently better represented (**Table 4.5**). As previously discussed there are lower numbers of female at FA9, professorial level. This is one of the areas that the reviewed academic progression process is seeking to address – removing barriers and encouraging female to progress internally in the RO fields (**section 5(ii)**).

**TABLE 4.6: Research Only Staff in AHSSBL by Grade and Gender**

| Research Only Contracts ASHSSBL | FA 5 |    | FA 6 |    | FA 7 |    | FA 8 |    | FA 9 |    | Total |    |
|---------------------------------|------|----|------|----|------|----|------|----|------|----|-------|----|
|                                 | F    | M  | F    | M  | F    | M  | F    | M  | F    | M  | F     | M  |
| 2013                            | <5   | <5 | 47   | 26 | 14   | 7  | <5   | 5  | <5   | 8  | 69    | 48 |
| 2014                            | <5   | 7  | 49   | 29 | 13   | 9  | <5   | 6  | <5   | 6  | 72    | 57 |
| 2015                            | 11   | <5 | 45   | 35 | 11   | 5  | <5   | <5 | <5   | 5  | 72    | 53 |
| 2016                            | 15   | <5 | 50   | 35 | 9    | 5  | <5   | <5 | 5    | 6  | 83    | 52 |
| 2017                            | 9    | <5 | 57   | 38 | <5   | <5 | 7    | <5 | <5   | <5 | 87    | 55 |

**TABLE 4.7: Teaching Only Staff in STEMM by Grade and Gender**

| Teaching Only Contracts - STEMM | CLINICAL |    | FA 5 |    | FA 6 |    | FA 7 |    | FA 8 |    | FA 9 |    | Total |     |
|---------------------------------|----------|----|------|----|------|----|------|----|------|----|------|----|-------|-----|
|                                 | F        | M  | F    | M  | F    | M  | F    | M  | F    | M  | F    | M  | F     | M   |
| 2013                            | 16       | 8  | 0    | 0  | 8    | <5 | 20   | 22 | 9    | 25 | 0    | <5 | 53    | 61  |
| 2014                            | 16       | 14 | <5   | 0  | 7    | <5 | 21   | 24 | 15   | 27 | <5   | <5 | 62    | 73  |
| 2015                            | 12       | 9  | <5   | 0  | 7    | 6  | 24   | 26 | 17   | 33 | <5   | 6  | 63    | 80  |
| 2016                            | 10       | 17 | <5   | 0  | 6    | 5  | 28   | 38 | 19   | 31 | <5   | 8  | 67    | 99  |
| 2017                            | 16       | 17 | <5   | <5 | 9    | 11 | 32   | 50 | 22   | 33 | <5   | 13 | 84    | 125 |

**TABLE 4.8: Teaching Only Staff in AHSSBL by Grade and Gender**

| Teaching Only Contracts<br>- AHSSBL | FA 5 |    | FA 6 |    | FA 7 |    | FA 8 |    | FA 9 |    | Total |     |
|-------------------------------------|------|----|------|----|------|----|------|----|------|----|-------|-----|
|                                     | F    | M  | F    | M  | F    | M  | F    | M  | F    | M  | F     | M   |
| 2013                                | <5   | 0  | 26   | 25 | 26   | 21 | 13   | 16 | <5   | 9  | 68    | 71  |
| 2014                                | 5    | <5 | 53   | 34 | 31   | 25 | 15   | 15 | <5   | 15 | 108   | 90  |
| 2015                                | 7    | <5 | 46   | 39 | 34   | 25 | 16   | 14 | <5   | 17 | 107   | 96  |
| 2016                                | 7    | <5 | 58   | 57 | 30   | 25 | 20   | 15 | <5   | 17 | 119   | 116 |
| 2017                                | 13   | <5 | 66   | 57 | 38   | 29 | 20   | 15 | <5   | 19 | 142   | 121 |

An increase in total numbers of TO staff (**Table 4.7 and Table 4.8**). Contributing factors to this are:

- Increased valuing of TO staff as full members of the academy
- Parity of esteem with RO and R&T staff meaning that TO is an attractive career path
- Improved TO Promotion Framework having equivalence with RO and R&T staff
- Wider adoption of TO contracts in STEMM

**Table 4.8** shows <5 female FA9 TO compared with 19 male. The data are skewed because there are 10 male ‘Professors of Practice’ (PoPs) at Warwick Business School (WBS), who are fractional appointments (on TO contracts) to bring real-world business experience to students in WBS. To address the gender imbalance, WBS are proactively identifying suitable female candidates through their advisory board and external partners for appointment as PoPs as committed in their AS Submission Action Plan (2017). (**AP/2018/4.6**)

Benchmarking our STEMM data to the RG, we fall below for the three types. (**Figure 4.17**). This is most pronounced in the TO roles, where Warwick’s Science Departments have not made strong use of this role preferring the R&T model. This is now changing and matters of gender need to be strongly monitored here. (**AP/2018/4.7**)

**FIGURE 4.17 Proportion of female staff in Teaching and Research, Teaching Only and Research Only roles in STEMM compared to the sector and RG**

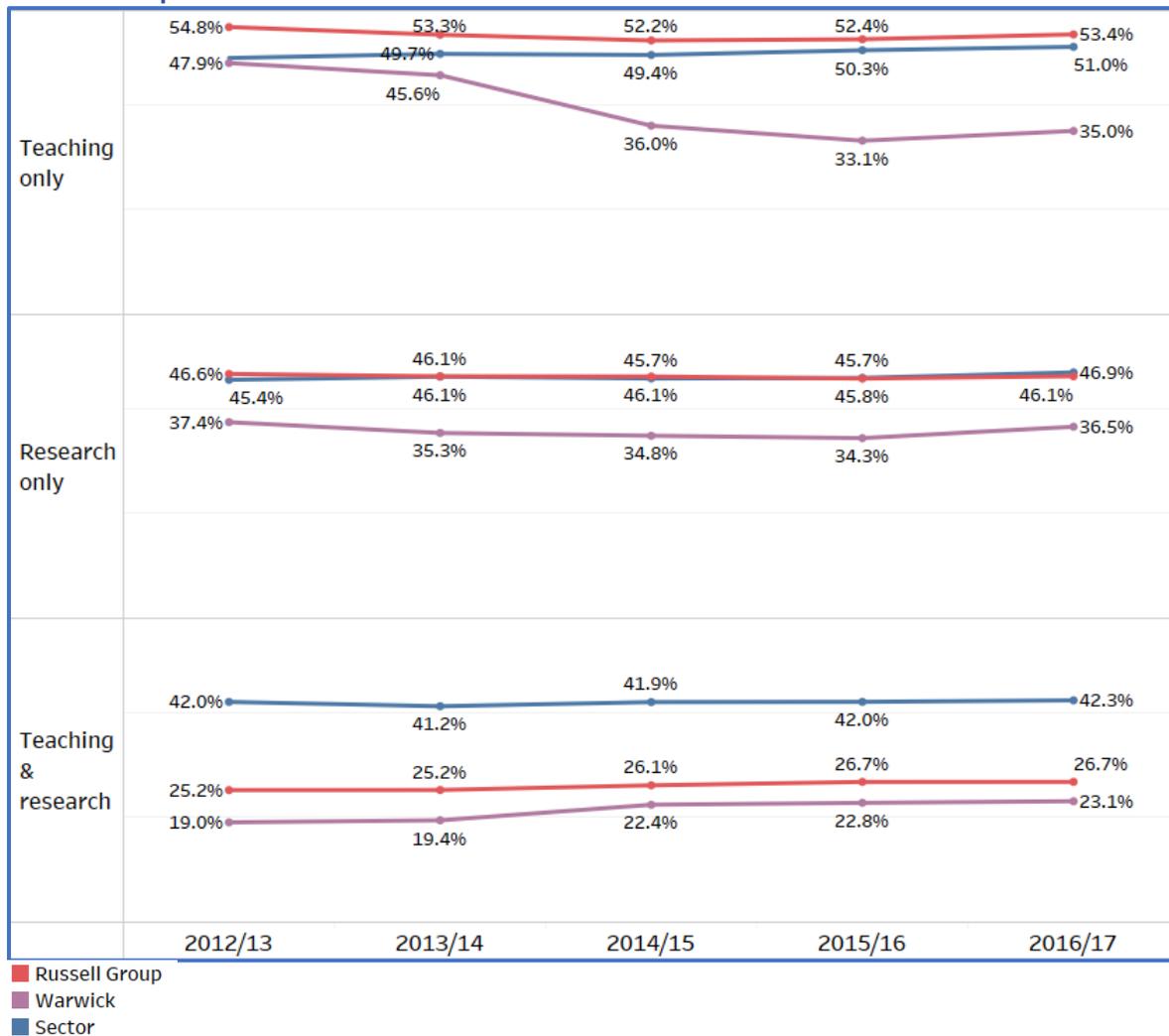


Figure 4.9: For the purposes of benchmarking against the sector and RG, Figure 17 uses Full Person Equivalent (FPE) from HESA

Benchmark to AHBSSL roles with other RG universities, which is approximately 50% of female staff, then we are above for RO roles. This is indicative of the recruitment of female at postdoc level and is a promising sign early in the pipeline (**Figures 4.18**).

Warwick is below the RG benchmark for T&R in both STEMM and AHBSSL and further still below the sector benchmark. Whilst recognizing that this is strongly rooted in our particular mix/size matrix of disciplines, we are determined to improve by active steps in recruitment, promotion and retention. (**AP/2018/4.8**).

**FIGURE 4.18: Proportion of Female Staff in Teaching and Research, Teaching Only and Research Only Roles in AHSSBL Compared to the Sector and RG**



■ Russell Group  
 ■ Warwick  
 ■ Sector

Figure 4.11: For the purposes of benchmarking against the sector and RG, this graph uses Full Person Equivalent (FPE) from HESA

**ACTION: AP/2018/4.6: To recruit females into the role of Professor of Practice (PoPs) as currently there are only male. WBS intend to do this by working with advisory board to identify suitable candidates for the role and to work with current external partners to explore possibilities.**

**ACTION: AP/2018/4.7: Monitoring gender issues for TOs in Warwick’s Science Departments as this relatively new cohort in STEMM**

**ACTION: AP/2018/4.8: To support all those in TO and RO roles to progress into T&R roles and to improve by active steps in recruitment, promotion and retention.**

(iv) Academic leavers by grade and gender

Comment on the reasons academic staff leave the institution. Comment on and explain any differences between men and female, and any differences in schools or departments.

**TABLE 4.9 Teaching and Research leavers by grade and gender**

| Staff Category        | Level    | 2012/13 |    | 2013/14 |    | 2014/15 |    | 2015/16 |    | 2016/17 |    |
|-----------------------|----------|---------|----|---------|----|---------|----|---------|----|---------|----|
|                       |          | F       | M  | F       | M  | F       | M  | F       | M  | F       | M  |
| Teaching and Research | CLINICAL | <5      | 7  | <5      | 7  | <5      | 10 | <5      | <5 | <5      | 8  |
|                       | FA 7     | <5      | 13 | <5      | 10 | 5       | 8  | <5      | 14 | <5      | 14 |
|                       | FA 8     | 9       | 22 | 14      | 7  | 11      | 16 | 6       | 10 | <5      | 8  |
|                       | FA 9     | 7       | 27 | 8       | 25 | 8       | 37 | 7       | 16 | 9       | 24 |

**TABLE 4.10 Research Only leavers by grade and gender**

| Staff Category | Level         | 2012/13 |    | 2013/14 |    | 2014/15 |     | 2015/16 |     | 2016/17 |     |
|----------------|---------------|---------|----|---------|----|---------|-----|---------|-----|---------|-----|
|                |               | F       | M  | F       | M  | F       | M   | F       | M   | F       | M   |
| Research only  | CLINICAL      | -       | <5 | <5      | <5 | <5      | <5  | <5      | <5  | <5      | <5  |
|                | FA 5          | 11      | 19 | 17      | 17 | 11      | 21  | 20      | 20  | 25      | 16  |
|                | FA 6          | 51      | 69 | 58      | 76 | 57      | 101 | 59      | 101 | 57      | 104 |
|                | FA 7          | 8       | 6  | 7       | 8  | 5       | 10  | 9       | 12  | 7       | 5   |
|                | FA 8          | <5      | <5 | -       | -  | <5      | <5  | -       | <5  | <5      | <5  |
|                | FA 9          | <5      | <5 | <5      | 10 | <5      | <5  | <5      | <5  | <5      | <5  |
|                | Non FA Grade* | 8       | 7  | <5      | <5 | <5      | 10  | 10      | 14  | 9       | 19  |

**TABLE 4.11 Teaching only leavers by grade and gender**

| Staff Category | Level    | 2012/13 |    | 2013/14 |    | 2014/15 |    | 2015/16 |    | 2016/17 |    |
|----------------|----------|---------|----|---------|----|---------|----|---------|----|---------|----|
|                |          | F       | M  | F       | M  | F       | M  | F       | M  | F       | M  |
| Teaching only  | CLINICAL | <5      | <5 | <5      | <5 | <5      | 5  | 6       | -  | <5      | 5  |
|                | FA 5     | <5      | <5 | <5      | <5 | <5      | -  | <5      | <5 | <5      | <5 |
|                | FA 6     | 9       | 11 | 8       | 11 | 23      | 20 | 9       | 14 | 17      | 26 |
|                | FA 7     | 7       | 6  | 10      | 5  | 9       | 9  | 5       | 6  | <5      | 8  |
|                | FA 8     | <5      | <5 | <5      | <5 | <5      | <5 | <5      | 6  | <5      | <5 |
|                | FA 9     | -       | <5 | -       | <5 | -       | -  | -       | <5 | -       | <5 |

Currently these data are not sufficiently detailed to reveal any underlying problems. **Table 4.10** shows a relatively high turnover at grades FA5 and FA6, and **Table 4.11** at FA6 only, probably because of the prevalence of fixed term research contracts (i.e. usually 3 years duration). Departments have the responsibility for ensuring that exit interviews are carried out with those members of staff that desire them, which is a minority. This is unsatisfactory for understanding our staff's motivations so we will aim to aid the process through creation of a template for leavers for sending once their resignation letter is received by HR. This will include a question on the reason for leaving and give a number of options, i.e. better job prospects; moving areas; dissatisfied with employment etc. (AP/2018/4.9)

**TABLE 4.14 STEMM academic leavers by reason**

| STEMM                      |        | 2013 | 2014 | 2015 | 2016 | 2017 |
|----------------------------|--------|------|------|------|------|------|
| End of Fixed Term Contract | Female | 34   | 32   | 28   | 48   | 48   |
|                            | Male   | 55   | 58   | 73   | 82   | 76   |
| Redundancy                 | Female | <5   | <5   | 0    | 0    | 0    |
|                            | Male   | 0    | 0    | <5   | <5   | <5   |
| Resignation                | Female | 30   | 30   | 44   | 30   | 32   |
|                            | Male   | 61   | 61   | 97   | 64   | 94   |
| Retirement                 | Female | <5   | <5   | 6    | <5   | 0    |
|                            | Male   | 7    | 6    | 6    | 10   | <5   |
| Other                      | Female | <5   | <5   | <5   | 0    | 0    |
|                            | Male   | 8    | <5   | 5    | <5   | <5   |

**TABLE 4.15 AHSSBL academic leavers by reason**

| AHSSBL                     |        | 2013 | 2014 | 2015 | 2016 | 2017 |
|----------------------------|--------|------|------|------|------|------|
| End of Fixed Term Contract | Female | 21   | 20   | 32   | 22   | 28   |
|                            | Male   | 15   | 13   | 27   | 19   | 24   |
| Redundancy                 | Female | 0    | 0    | <5   | 0    | 0    |
|                            | Male   | 0    | 0    | 0    | 0    | 0    |
| Resignation                | Female | 19   | 33   | 25   | 22   | 27   |
|                            | Male   | 39   | 24   | 27   | 31   | 34   |
| Retirement                 | Female | <5   | <5   | <5   | 5    | <5   |
|                            | Male   | 11   | 10   | 10   | 8    | 9    |
| Other                      | Female | 5    | 7    | <5   | <5   | <5   |
|                            | Male   | 7    | <5   | 5    | <5   | <5   |

We do not have the data to support why we lose more female than men (**Table 4.14 and Table 4.15**). What the data does show is that we need to investigate further the resignations at a more granular level. **(AP/2018/4.10)**

Overall there is no disproportionate numbers of male and female resignations relative to the proportion of the number of staff. This suggests there is no issue at Faculty level.

**TABLE 4.16 Proportion of female leavers by reason**

|                       |                | 2013  | 2014  | 2015  | 2016  | 2017  |
|-----------------------|----------------|-------|-------|-------|-------|-------|
| Teaching and Research | Female Staff   | 28.4% | 27.7% | 27.5% | 28.0% | 30.1% |
|                       | Female Leavers | 24.7% | 35.1% | 28.4% | 31.1% | 20.6% |
| Teaching Only         | Female Staff   | 47.3% | 52.4% | 49.6% | 48.1% | 48.4% |
|                       | Female Leavers | 51.1% | 50.0% | 53.1% | 43.4% | 40.3% |
| Research Only         | Female Staff   | 42.4% | 39.9% | 39.8% | 40.0% | 40.3% |
|                       | Female Leavers | 41.7% | 42.4% | 35.9% | 39.5% | 41.0% |
| Total Academic        | Female Staff   | 35.8% | 35.9% | 35.6% | 35.9% | 37.3% |
|                       | Female Leavers | 38.2% | 41.8% | 37.5% | 38.7% | 37.5% |

The proportion of female resignations (**Table 4.16**) is approximately the same as proportion of females overall. So we are not seeing more females leaving than men.

**TABLE 4.17: Staff turnover rates for academic staff by nationality and ethnicity from 2012-2015**

| UK            | 2012/13  | 2013/14  | 2014/15   | 2015/16  |
|---------------|----------|----------|-----------|----------|
| White         | 166 (6%) | 144 (5%) | 191 (6%)  | 154 (5%) |
| BME           | 26 (11%) | 14 (6%)  | 21 (8%)   | 18 (6%)  |
| Asian         | 22 (12%) | 11 (6%)  | 15 (7%)   | 12 (5%)  |
| Indian        | 10 (8%)  | ~        | ~         | ~        |
| <b>non-UK</b> |          |          |           |          |
| White         | 93 (53%) | 76 (39%) | 120 (55%) | 92 (40%) |
| BME           | 34 (27%) | 40 (33%) | 39 (32%)  | 43 (31%) |
| Asian         | 30 (39%) | 34 (45%) | 35 (45%)  | 34 (35%) |
| Indian        | 10 (34%) | 11 (38%) | 14 (44%)  | 15 (39%) |
| Chinese       | 12 (63%) | 15 (79%) | 13 (68%)  | 13 (72%) |

*Note: At University level the numbers for many ethnic minority groups are too small to report.*

The turnover rates for UK White and BME staff are similar following a significant gap in 2012/13 (**Table 4.17**). For non-UK staff they are higher at 40% for White and 31% for BME groups. Though these are small numbers there is significant variation with Indian at 39% and Chinese at 72% in 2015/16. The variation could be linked to the demographics of those on Fixed Term contracts and we will understand more clearly whether this is the case following further investigation of that issue. However, it could be related to concerns around promotion and career opportunities. We will encourage fuller use of exit surveys and investigation of the findings in terms of the push and pull factors for BME staff. (**AP/2018/4.10**)

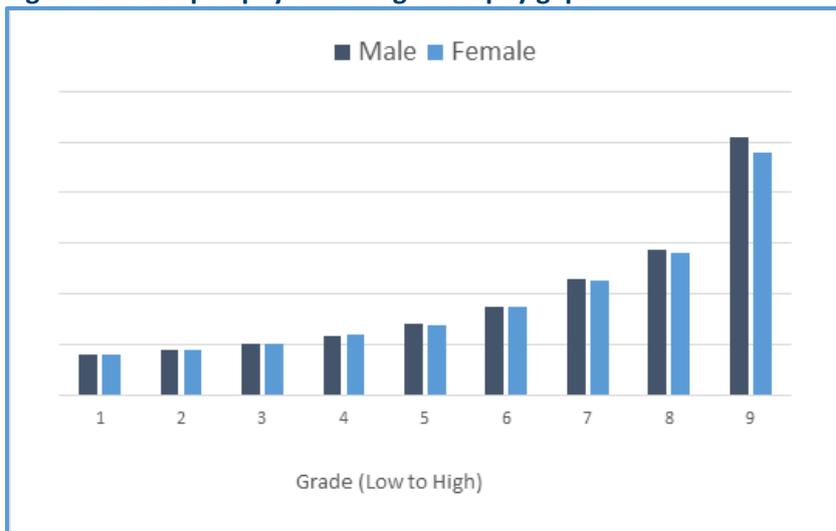
**ACTION: AP/2018/4.10: SAT to create a template (2018) to send out to leavers once there resignation letter is received by HR and monitor returns and trends.**

**ACTION: AP/2018/4.11: Better use of the existing exit interview data (including qualitative data) to help identify any trends in female and BME leaving to go to another university. Add a new category to indicate whether resignation is due to an internal or external move (2019 and linked to new HR system if possible).**

(v) *Equal pay audits/reviews - Comment on the findings from the most recent equal pay audit and identify the institution's top three priorities to address any disparities and enable equality in pay.*

We recently published our equal pay and the gender pay gap report. The pay distribution (**Figure 4.19**) from grades FA1-FA9 shows the pay difference increases as the grades increase.

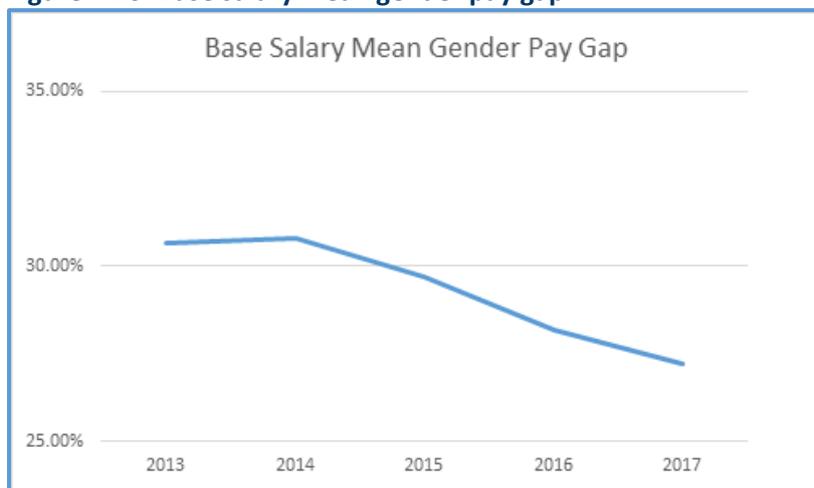
**Figures 4.19: Equal pay and the gender pay gap**



Source: Gender Pay Gap Report (2018)

We, like many institutions have a skewed gender distribution across levels, with more females in the lower paid occupations. One of our main activities continue to be, about raising aspirations and creating opportunities for female career advancement. Because at Warwick we do not outsource many of the activities that are dominantly female and lower paid, we focus on training and development, identifying cultural barriers to progression and tackling implicit biases that inhibit female career development across all grades. Our gender pay gap shows a decline (**Figure 4. 20**). But there is still more to do.

**Figure 4.20: Base salary mean gender pay gap**



*Gender Pay Gap Report (2018)*

To address female under-representation in certain higher paid grades we

- are revising the University's academic promotion criteria to address barriers to academic promotion **(section 5.1(iii))**
- are supporting working parents returning to work – working parents' network and Research Fellowships for recent returners
- will ensure our senior pay review process includes a rigorous programme of equality adjustments; with a ring-fenced budget for these payments.
- have committed to taking specific action based on each equal pay audit. **(AP/2018/4.11)**

**ACTION: AP/2018/4.11: Working with the Gender Task Force to monitor and make recommendations on the ongoing pay work across grades and gender (2018-2020).**

## **SILVER APPLICATIONS ONLY**

### **4.2. Professional and support staff (PSS) data**

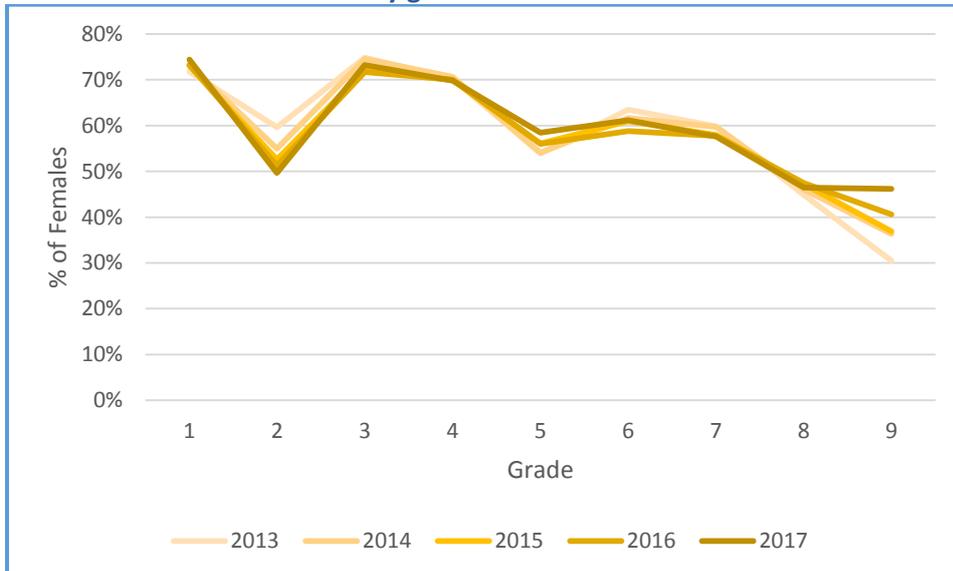
*(i) Professional and support staff by grade and gender - Look at the career pipeline across the whole institution and between STEMM and AHSSBL subjects. Comment on and explain any difference between female and men, and any differences between STEMM and AHSSBL subjects. Identify any issues at particular grades/levels.*

Across the University 64% of our PPS staff are female (**Table 4.18**) with this being a static level only dropping as low as 62% in 2016 (**Figure 4.13**). The majority of the female PSS (67%) are in the central services which includes services that the University does not outsource e.g. retail and cleaning. PSS who work in academic departments tend to be clerical or technical – STEMM is 18% and ASBHSSL is 15%.

**TABLE 4.18 Total Professional and Support Staff Across all Departments**

| Grade            | 2013 |      | 2014 |      | 2015 |      | 2016 |      | 2017 |      |
|------------------|------|------|------|------|------|------|------|------|------|------|
|                  | M    | F    | M    | F    | M    | F    | M    | F    | M    | F    |
| 1                | 196  | 498  | 184  | 503  | 174  | 472  | 175  | 479  | 188  | 546  |
| 2                | 117  | 173  | 140  | 171  | 145  | 161  | 137  | 144  | 140  | 138  |
| 3                | 100  | 297  | 107  | 313  | 113  | 291  | 117  | 296  | 111  | 303  |
| 4                | 161  | 380  | 165  | 397  | 173  | 403  | 181  | 423  | 186  | 430  |
| 5                | 159  | 186  | 166  | 195  | 169  | 216  | 186  | 237  | 197  | 277  |
| 6                | 152  | 264  | 169  | 272  | 187  | 292  | 209  | 298  | 228  | 359  |
| 7                | 159  | 237  | 173  | 256  | 191  | 263  | 202  | 276  | 215  | 292  |
| 8                | 91   | 74   | 95   | 81   | 96   | 86   | 112  | 101  | 128  | 111  |
| 9                | 41   | 18   | 35   | 20   | 41   | 24   | 38   | 26   | 35   | 30   |
| <b>Total (#)</b> | 1176 | 2127 | 1234 | 2208 | 1289 | 2208 | 1357 | 2280 | 1428 | 2486 |
| <b>Total (%)</b> | 35.6 | 64.4 | 35.9 | 64.1 | 36.9 | 63.1 | 37.3 | 62.7 | 36.5 | 63.5 |

**FIGURE 4.21 PSS female ratio by grade over time**



**TABLE 4.19: Professional and Support Staff in Administration by grade and gender**

| Grade            | 2013 |      | 2014 |      | 2015 |      | 2016 |      | 2017 |      |
|------------------|------|------|------|------|------|------|------|------|------|------|
|                  | M    | F    | M    | F    | M    | F    | M    | F    | M    | F    |
| 1                | 189  | 493  | 177  | 497  | 169  | 466  | 171  | 474  | 183  | 544  |
| 2                | 105  | 133  | 126  | 134  | 129  | 128  | 116  | 118  | 121  | 112  |
| 3                | 80   | 188  | 82   | 200  | 85   | 199  | 90   | 211  | 91   | 219  |
| 4                | 121  | 162  | 122  | 166  | 128  | 161  | 131  | 169  | 130  | 171  |
| 5                | 98   | 103  | 100  | 105  | 104  | 117  | 112  | 132  | 107  | 158  |
| 6                | 92   | 127  | 98   | 129  | 108  | 149  | 120  | 158  | 130  | 189  |
| 7                | 114  | 165  | 123  | 170  | 138  | 165  | 140  | 175  | 148  | 181  |
| 8                | 59   | 51   | 60   | 57   | 60   | 62   | 67   | 79   | 73   | 81   |
| 9                | 33   | 13   | 27   | 16   | 32   | 18   | 30   | 18   | 27   | 20   |
| <b>Total (#)</b> | 891  | 1435 | 915  | 1474 | 953  | 1465 | 977  | 1534 | 1010 | 1675 |
| <b>Total (%)</b> | 38.3 | 61.7 | 38.3 | 61.7 | 39.4 | 60.6 | 38.9 | 61.1 | 37.6 | 62.4 |

**TABLE 4.20: Professional and Support Staff in STEMM by grade and gender**

| Grade            | 2013 |      | 2014 |      | 2015 |      | 2016 |      | 2017 |      |
|------------------|------|------|------|------|------|------|------|------|------|------|
|                  | M    | F    | M    | F    | M    | F    | M    | F    | M    | F    |
| 1                | 5    | 4    | 6    | 6    | 4    | 6    | 4    | 4    | 5    | 1    |
| 2                | 10   | 32   | 12   | 30   | 14   | 30   | 19   | 23   | 17   | 25   |
| 3                | 14   | 55   | 21   | 61   | 22   | 51   | 21   | 46   | 17   | 51   |
| 4                | 27   | 107  | 34   | 119  | 36   | 122  | 39   | 125  | 38   | 130  |
| 5                | 43   | 56   | 52   | 59   | 52   | 63   | 63   | 68   | 77   | 74   |
| 6                | 32   | 76   | 48   | 78   | 54   | 79   | 62   | 72   | 75   | 88   |
| 7                | 25   | 28   | 32   | 34   | 37   | 37   | 43   | 37   | 47   | 44   |
| 8                | 16   | 9    | 25   | 11   | 26   | 11   | 33   | 12   | 41   | 18   |
| 9                | 6    | 3    | 5    | 2    | 5    | 3    | 4    | 4    | 4    | 4    |
| <b>Total (#)</b> | 178  | 370  | 235  | 400  | 250  | 402  | 288  | 391  | 321  | 435  |
| <b>Total (%)</b> | 32.5 | 67.5 | 37.0 | 63.0 | 38.3 | 61.7 | 42.4 | 57.6 | 42.5 | 57.5 |

**TABLE 4.21: Professional and Support Staff in AHSSBL by grade and gender**

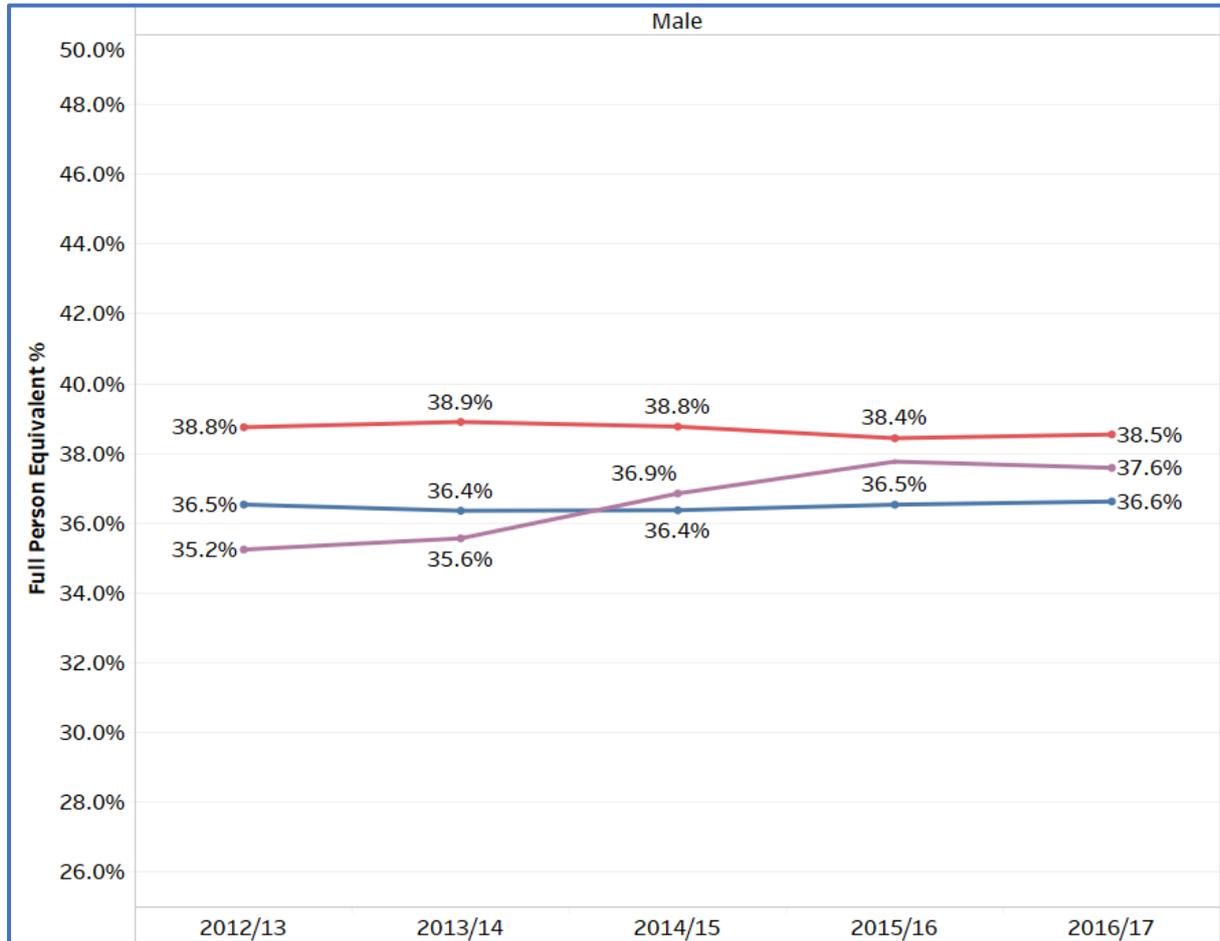
| Grade            | 2013 |      | 2014 |      | 2015 |      | 2016 |      | 2017 |      |
|------------------|------|------|------|------|------|------|------|------|------|------|
|                  | M    | F    | M    | F    | M    | F    | M    | F    | M    | F    |
| 1                | 2    | 1    | 1    | 0    | 1    | 0    | 0    | 1    | 0    | 1    |
| 2                | 1    | 8    | 2    | 7    | 2    | 3    | 2    | 3    | 2    | 1    |
| 3                | 4    | 54   | 4    | 52   | 6    | 41   | 6    | 39   | 3    | 33   |
| 4                | 6    | 111  | 9    | 112  | 9    | 120  | 11   | 129  | 18   | 129  |
| 5                | 12   | 27   | 14   | 31   | 13   | 36   | 11   | 37   | 13   | 45   |
| 6                | 18   | 61   | 23   | 65   | 25   | 64   | 27   | 68   | 23   | 82   |
| 7                | 19   | 44   | 18   | 52   | 16   | 61   | 19   | 64   | 20   | 67   |
| 8                | 10   | 14   | 10   | 13   | 10   | 13   | 12   | 10   | 14   | 12   |
| 9                | 1    | 2    | 3    | 2    | 4    | 3    | 4    | 4    | 4    | 6    |
| <b>Total (#)</b> | 73   | 322  | 84   | 334  | 86   | 341  | 92   | 355  | 97   | 376  |
| <b>Total (%)</b> | 18.5 | 81.5 | 20.1 | 79.9 | 20.1 | 79.9 | 20.6 | 79.4 | 20.5 | 79.5 |

**Table 4.19** supports that the majority of the lower grades 1-3 are in services that we have not outsourced. There has been a steady increase of females at FA6, 7, 8 and 9.

**Tables 4.20 and 4.21** tell a positive story with STEM and AHSSBL compared to benchmarks in **Figure 4.22**, with both having more female than male overall. However, it is at FA8 in both STEM and AHSSBL that there are more males than females (STEM: 23 more posts, AHSSBL: 2 more posts). This is influenced by sector-wide gender ratios: PSS FA8 staff in WMG (in STEM) are typically project managers (engineers); PSS FA8 staff in WBS (in AHSSBL) are typically senior administrators.

Overall for males (**Figure 4.14**) we are still above the sector average for men in PSS roles but below that of the RG. Whilst the sector average has remained constant we have steadily increased since 2013/14.

**FIGURE 4.22: Proportion of females in Professional and Support roles compared to the sector and RG**



**HEI Comparison Group**  
 ■ Russell Group  
 ■ Warwick  
 ■ Sector

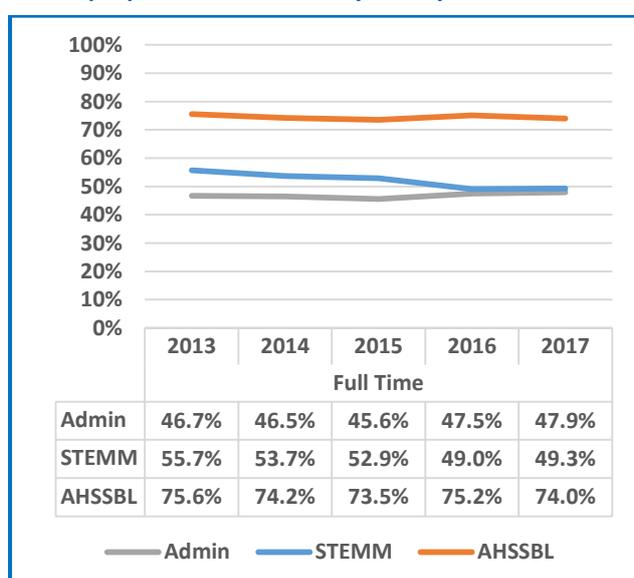
*For the purposes of benchmarking against the sector and RG, Figure 4.22 uses Full Person Equivalent (FPE) from HESA*

- (ii) Professional and support staff on fixed-term, open-ended/permanent and zero-hour contracts by gender - Comment on the proportions of men and females on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

**TABLE 4.22: Professional and Support Staff by full or part time, faculty, and gender**

|                |   | Full Time |      |      |      |      | Part Time |      |      |      |      |
|----------------|---|-----------|------|------|------|------|-----------|------|------|------|------|
|                |   | 2013      | 2014 | 2015 | 2016 | 2017 | 2013      | 2014 | 2015 | 2016 | 2017 |
| Administration | M | 740       | 766  | 823  | 842  | 861  | 163       | 165  | 144  | 156  | 185  |
|                | F | 649       | 665  | 689  | 761  | 792  | 839       | 839  | 798  | 793  | 913  |
| STEMM          | M | 206       | 229  | 241  | 285  | 293  | 14        | 16   | 21   | 20   | 26   |
|                | F | 259       | 266  | 271  | 274  | 285  | 117       | 139  | 135  | 123  | 141  |
| AHSSBL         | M | 65        | 75   | 80   | 79   | 78   | 8         | 11   | 7    | 13   | 13   |
|                | F | 201       | 216  | 222  | 239  | 222  | 126       | 127  | 124  | 119  | 123  |
| Total          | M | 1011      | 1070 | 1144 | 1206 | 1232 | 185       | 192  | 172  | 189  | 224  |
|                | F | 1109      | 1147 | 1182 | 1274 | 1299 | 1082      | 1105 | 1057 | 1035 | 1177 |

**FIGURE 4.23: Full Time Professional Support Staff proportion of females by faculty**



**FIGURE 4.24: Part Time Professional Support Staff proportion of females by faculty**

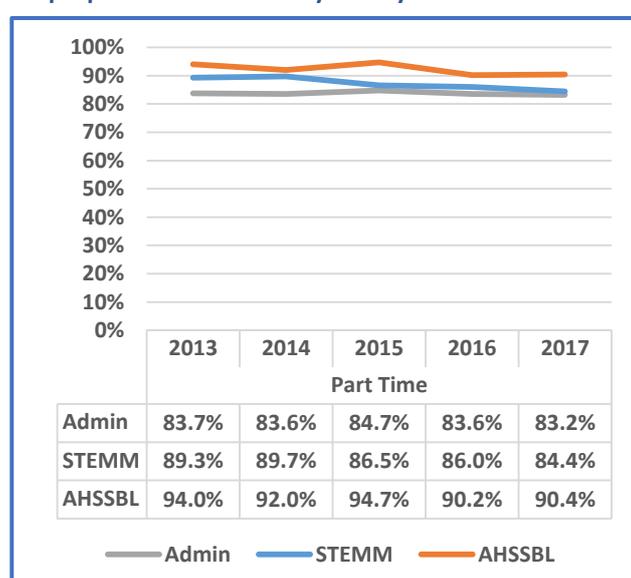
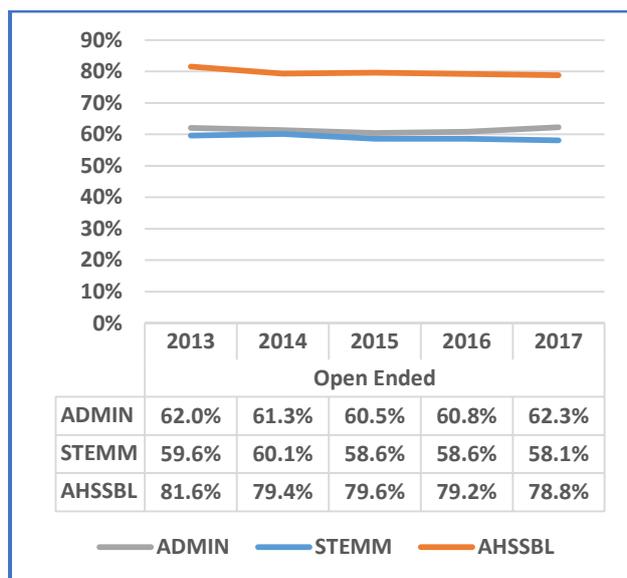


Table 4.22 and Figures 4.23 and 4.24, show that over the period 2013 to 2017 there has been little movement in the percentage of females in both full time and part time roles across all faculties – Full time in 2013 was 52% and in 2017 it was 51%; Part time in 2013 was 85% and in 2017 it was 84%.

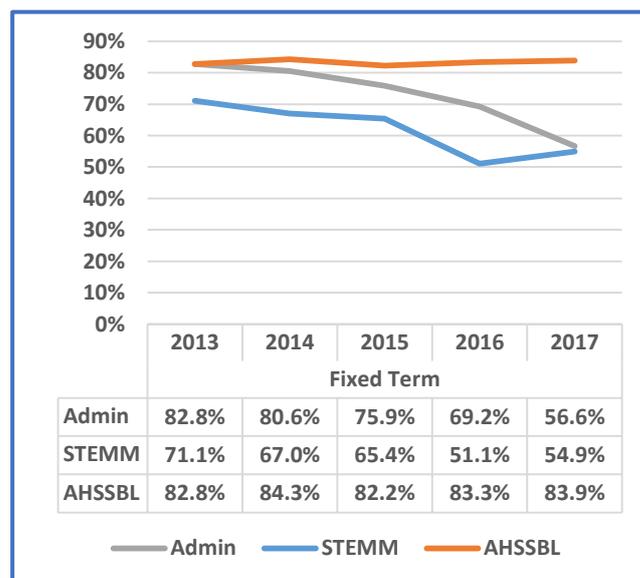
**TABLE 4.23: PSS by open ended or fixed term contract by faculty and gender**

|                |   | Open Ended  |             |             |             |             | Fixed Term |            |            |            |            |
|----------------|---|-------------|-------------|-------------|-------------|-------------|------------|------------|------------|------------|------------|
|                |   | 2013        | 2014        | 2015        | 2016        | 2017        | 2013       | 2014       | 2015       | 2016       | 2017       |
| Administration | M | 859         | 897         | 924         | 954         | 987         | 5          | 7          | 7          | 8          | 59         |
|                | F | 1404        | 1423        | 1414        | 1481        | 1628        | 24         | 29         | 22         | 18         | 77         |
| STEMM          | M | 168         | 177         | 189         | 213         | 223         | 52         | 68         | 73         | 92         | 96         |
|                | F | 248         | 267         | 268         | 301         | 309         | 128        | 138        | 138        | 96         | 117        |
| AHSSBL         | M | 63          | 78          | 79          | 86          | 86          | 10         | 8          | 8          | 6          | 5          |
|                | F | 279         | 300         | 309         | 328         | 319         | 48         | 43         | 37         | 30         | 26         |
| Total          | M | <b>1090</b> | <b>1152</b> | <b>1192</b> | <b>1253</b> | <b>1296</b> | <b>67</b>  | <b>83</b>  | <b>88</b>  | <b>106</b> | <b>160</b> |
|                | F | <b>1931</b> | <b>1990</b> | <b>1991</b> | <b>2110</b> | <b>2256</b> | <b>200</b> | <b>210</b> | <b>197</b> | <b>144</b> | <b>220</b> |

**FIGURE 4.25: Open ended contract Professional Support Staff proportion of females by faculty**



**FIGURE 4.26: Fixed term contract Professional Support Staff proportion of females by faculty**



FTCs are used most widely for research secondments funded by external grants, to cover for leaves of absence or are likely to be funded by external grants. Warwick has its own temporary employment agency, Unitemps that provides temporary work opportunities on campus and in local commercial businesses for students, recent graduates and the wider candidate community. The use of Unitemps has been encouraged.

(iii) Professional and support staff leavers by grade and gender - Comment on the reasons staff leave the institution. Comment on and explain any differences between men and females, and any differences in schools or departments.

**TABLE 4.24: Professional Support Staff leavers by grade and gender**

|                |   | Levels 1a to 5 |      |      |      |      | Levels 6 to 9 |      |      |      |      |
|----------------|---|----------------|------|------|------|------|---------------|------|------|------|------|
|                |   | 2013           | 2014 | 2015 | 2016 | 2017 | 2013          | 2014 | 2015 | 2016 | 2017 |
| Administration | M | 65             | 61   | 88   | 87   | 92   | 22            | 31   | 28   | 34   | 48   |
|                | F | 114            | 122  | 140  | 107  | 142  | 30            | 27   | 38   | 44   | 28   |
| AHSSBL         | M | <5             | <5   | 5    | <5   | 6    | <5            | 6    | 6    | 8    | 5    |
|                | F | 14             | 29   | 27   | 27   | 15   | 13            | 20   | 8    | 12   | 12   |
| STEMM          | M | 20             | 15   | 12   | 17   | 21   | 5             | 8    | 10   | 17   | 21   |
|                | F | 29             | 32   | 33   | 39   | 33   | 9             | 10   | 19   | 17   | 12   |

**TABLE 4.25: Total Professional Support Staff leavers by reason**

| Total PSS                  |   | 2013 | 2014 | 2015 | 2016 | 2017 |
|----------------------------|---|------|------|------|------|------|
| End of Fixed Term Contract | F | 30   | 17   | 19   | 23   | 18   |
|                            | M | 12   | <5   | 12   | 10   | 19   |
| Redundancy                 | F | <5   | <5   | 16   | 19   | 15   |
|                            | M | 5    | <5   | <5   | 5    | 9    |
| Resignation                | F | 148  | 162  | 180  | 154  | 190  |
|                            | M | 79   | 80   | 100  | 119  | 148  |
| Retirement                 | F | 21   | 29   | 31   | 35   | 28   |
|                            | M | 15   | 25   | 25   | 23   | 22   |
| Other                      | F | 15   | 35   | 20   | 21   | 22   |
|                            | M | 11   | 18   | 14   | 12   | 15   |

**TABLE 4.26: Administration leavers by reason**

| Administration             |   | 2013 | 2014 | 2015 | 2016 | 2017 |
|----------------------------|---|------|------|------|------|------|
| End of Fixed Term Contract | F | 15   | 7    | 6    | 8    | 11   |
|                            | M | 7    | <5   | <5   | 5    | 10   |
| Redundancy                 | F | 0    | <5   | 9    | <5   | 10   |
|                            | M | <5   | <5   | <5   | <5   | 8    |
| Resignation                | F | 107  | 114  | 123  | 111  | 134  |
|                            | M | 62   | 62   | 80   | 91   | 107  |
| Retirement                 | F | 16   | 18   | 22   | 23   | 21   |
|                            | M | 12   | 19   | 20   | 16   | 17   |
| Other                      | F | 11   | 15   | 18   | 13   | 20   |
|                            | M | 9    | 12   | 13   | 8    | 14   |

**TABLE 4.27: STEMM Professional and Support Staff leavers by reason**

| STEMM                      |   | 2013 | 2014 | 2015 | 2016 | 2017 |
|----------------------------|---|------|------|------|------|------|
| End of Fixed Term Contract | F | 7    | 7    | 10   | 13   | 5    |
|                            | M | 5    | 0    | 7    | <5   | 9    |
| Redundancy                 | F | 2    | 0    | 6    | 17   | <5   |
|                            | M | <5   | <5   | 0    | <5   | <5   |
| Resignation                | F | 24   | 28   | 32   | 17   | 35   |
|                            | M | 14   | 15   | 11   | 19   | 32   |
| Retirement                 | F | <5   | 7    | <5   | 5    | <5   |
|                            | M | <5   | 5    | <5   | 6    | <5   |
| Other                      | F | <5   | 0    | <5   | <5   | <5   |
|                            | M | <5   | <5   | <5   | <5   | <5   |

**TABLE 4.28: AHSSBL Professional Support Staff leavers by reason**

| AHSSBL                     |   | 2013 | 2014 | 2015 | 2016 | 2017 |
|----------------------------|---|------|------|------|------|------|
| End of Fixed Term Contract | F | 8    | <5   | <5   | <5   | <5   |
|                            | M | 0    | 0    | <5   | <5   | 0    |
| Redundancy                 | F | <5   | <5   | <5   | <5   | <5   |
|                            | M | <5   | 0    | 0    | 0    | 0    |
| Resignation                | F | 14   | 18   | 25   | 25   | 21   |
|                            | M | <5   | <5   | 9    | 9    | 9    |
| Retirement                 | F | <5   | <5   | 6    | 6    | <5   |
|                            | M | <5   | <5   | <5   | <5   | <5   |
| Other                      | F | 0    | <5   | 0    | <5   | 0    |
|                            | M | 0    | 0    | 0    | 0    | 0    |

Again, as in the academic leavers data there is more to do here to look at the consistently high reason given for leaving as resignation. The same actions will be taken for PSS leavers as academic leavers. (AP/2018/4.9 and AP/201/4.10)

### Apprentices

Warwick currently employs 27 apprentices across levels 2, 3 and 6. Whilst **Table 4.29** shows that we have a spread across areas of the business of the university we do have concentrations of apprentices according to 'traditional' gender lines in evidence here. We are developing a meaningful strategy on apprenticeships that will challenge the traditional gender lines and we have good examples to build on in Warwick Manufacturing Group and the School of Engineering. (AP/2018/4.12)

**ACTION: AP/2018/4.12: Develop an apprenticeship strategy that will challenge traditional gender lines by 2019.**

**TABLE 4.29: Warwick apprentices**

| Area of the University               | 2017      |           |
|--------------------------------------|-----------|-----------|
|                                      | M         | F         |
| Campus and Commercial Services Group |           | 2         |
| Warwick Manufacturing Group          | 6         | 1         |
| Department of Physics                | 1         |           |
| Estates                              | 7         |           |
| Nursery                              | 1         | 4         |
| Warwick Employment Group             | 1         | 1         |
| School of Engineering                |           | 2         |
| Warwick Medical School               | 1         |           |
| <b>Total (#)</b>                     | <b>17</b> | <b>10</b> |

**WORD COUNT FOR SECTION 4 (3,000): 2,213**

**WORDCOUNT FOR FULL DOCUMENT (12,500): 4,513**

## 5. SUPPORTING AND ADVANCING FEMALE'S CAREERS

Recommended word count: Silver: 6000 words

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

#### (i) Recruitment

Data Source Reference: Recruitment data are presented for complete academic years.

Complete data are not available for 2011/12 or 2012/13 because the University used a number of different recruitment systems during those two years and some of the data are no longer held centrally. Rather than present incomplete or inaccurate data we have provided data for the last three academic years only, but with an action in place to improve.

Application data are taken from a number of e-Recruitment systems. Some applicants may not declare their gender when applying, which is why 'no data' is recorded for the gender of a small proportion of applicants.

Appointment data are taken from HR data on new starters.

An increase in the number of females offered posts is reflected in the numbers shortlisted, despite the fairly stable low female applicant numbers compared to males (**Table 5.1**). Whilst this is a positive step, there is still further work to encourage applications and increase numbers of female applications to be shortlisted and offered positions. (**AP/2018/5.1, AP/2018/5.2, AP/2018/5.3**)

**TABLE 5.1: Summary of Academic Staff Recruitment Data**

| Year    | Applicants |       |         | Shortlisted |       |         | Offered |       |         |
|---------|------------|-------|---------|-------------|-------|---------|---------|-------|---------|
|         | Female     | Male  | Unknown | Female      | Male  | Unknown | Female  | Male  | Unknown |
| 2013/14 | 31.0%      | 65.9% | 3.2%    | 34.7%       | 59.7% | 5.6%    | 37.9%   | 60.3% | 1.7%    |
| 2014/15 | 30.8%      | 67.2% | 2.1%    | 37.5%       | 60.2% | 2.3%    | 39.7%   | 56.9% | 3.4%    |
| 2015/16 | 31.6%      | 65.7% | 2.8%    | 33.7%       | 63.7% | 2.6%    | 38.6%   | 60.4% | 1.0%    |
| 2016/17 | 31.7%      | 65.5% | 2.8%    | 38.8%       | 58.9% | 2.3%    | 39.9%   | 59.6% | 0.5%    |

With the exception of 2016/17 the number of females offered posts (**Table 5.2**) are consistently higher than men. The lower numbers of females are at professorial level and one of the objectives of the new academic progression process is to support females to progress to professorial level.

**TABLE 5.2: Summary of Research Only Staff Recruitment Data**

| Year    | Applicants |       |         | Shortlisted |       |         | Offered |       |         |
|---------|------------|-------|---------|-------------|-------|---------|---------|-------|---------|
|         | Female     | Male  | Unknown | Female      | Male  | Unknown | Female  | Male  | Unknown |
| 2013/14 | 38.8%      | 58.9% | 2.3%    | 43.3%       | 53.9% | 2.8%    | 60.1%   | 39.2% | 0.7%    |
| 2014/15 | 32.1%      | 65.5% | 2.5%    | 32.8%       | 65.1% | 2.1%    | 62.7%   | 35.2% | 2.1%    |
| 2015/16 | 32.7%      | 65.3% | 2.0%    | 36.4%       | 61.9% | 1.7%    | 60.3%   | 38.9% | 0.8%    |
| 2016/17 | 32.5%      | 65.1% | 2.4%    | 41.6%       | 56.9% | 1.2%    | 42.6%   | 56.5% | 0.9%    |

For TO staff (**Table 5.3**) we have made progress in moving to gender parity. The step change in 2016/17 can be put down to:

- more TO posts becoming available, new promotion framework
- flexibility of TO roles, which may be more appealing to females, i.e. flexible hours, part-time posts and term time only.

**TABLE 5.3: Summary of Teaching Only Staff Recruitment Data**

| Year    | Applicants |       |         | Shortlisted |        |         | Offered |       |         |
|---------|------------|-------|---------|-------------|--------|---------|---------|-------|---------|
|         | Female     | Male  | Unknown | Female      | Male   | Unknown | Female  | Male  | Unknown |
| 2013/14 | 42.5%      | 55.1% | 2.4%    | 53.0%       | 44.40% | 2.6%    | 34.5%   | 61.5% | 4.1%    |
| 2014/15 | 37.2%      | 60.5% | 2.4%    | 41.5%       | 57.70% | 0.8%    | 33.3%   | 65.0% | 1.7%    |
| 2015/16 | 36.3%      | 60.9% | 2.8%    | 37.2%       | 61.70% | 1.1%    | 38.0%   | 61.0% | 1.0%    |
| 2016/17 | 35.4%      | 62.0% | 2.6%    | 39.4%       | 58.99% | 1.6%    | 50.0%   | 46.8% | 3.2%    |

**TABLE 5.4: Summary of Professional and Support Staff Recruitment Data**

| Year    | Applicants |       |         | Shortlisted |       |         | Offered |       |         |
|---------|------------|-------|---------|-------------|-------|---------|---------|-------|---------|
|         | Female     | Male  | Unknown | Female      | Male  | Unknown | Female  | Male  | Unknown |
| 2013/14 | 60.8%      | 38.4% | 0.8%    | 64.4%       | 34.4% | 1.2%    | 48.8%   | 46.3% | 4.9%    |
| 2014/15 | 61.1%      | 37.7% | 1.1%    | 65.9%       | 33.1% | 1.0%    | 35.9%   | 59.4% | 4.7%    |
| 2015/16 | 55.8%      | 43.1% | 1.1%    | 60.5%       | 38.5% | 1.0%    | 45.5%   | 49.4% | 5.2%    |
| 2016/17 | 69.4%      | 29.8% | 0.8%    | 68.1%       | 30.6% | 1.4%    | 78.4%   | 20.9% | 0.7%    |

For our two most recent senior management appointments (Provost/Registrar), Warwick worked closely with Perrett Laver and Warwick's Search Higher; both have a high commitment to diversity embedded into search criteria. Search Higher also worked with the Centre for Diversity Policy Research & Practice (Oxford Brookes) in developing a strategy to assist in better gender and BME representation in traditionally challenging areas such as leadership posts and STEMM subject areas. Firms with such commitments are used for all of our senior management vacancies involving active searches. To measure our diversity, we need to ensure that we do everything to encourage staff to disclose protected characteristics so that we can have accurate data to measure. **(AP/2018/5.4)**

Responding to an action on our 2013 AS submission, Warwick undertook a major Recruitment review in 2014/2015, in terms of approach and process, to reduce time taken between adverts being placed and offers made. Consequently, processes have been streamlined and monitored for impact **(Table 5.5) (AP/2018/5.5)**.

**TABLE 5.5: Impact of recruitment streamlining process**

| Since <b>September 2014</b> , the impact of the recruitment streamlining process can be demonstrated by:   |                  |                    |
|--|------------------|--------------------|
| Task   | Originally Took  | Now Takes          |
| Completion of whole recruitment processing time  | Average 45 days  | Average 18.24 days |
| Completion time of adverts being placed  | 3.7 working days | 2.9 working days   |
| Average time taken to send signed contract out to new recruit  | 9.5 working days | 5.2 working days   |
| Comparing the timeframes October 2015 – September 2016 and October 2016 to September 2017 the volume for advert requests and new offer requests has increased as:<br>New Offers - +8% and Advert requests = +3%. |                  |                    |

We have also:

- employed a Recruitment and Immigration Adviser (new post) to maintain focus on recruitment and manage complex legislative requirements of immigration
- used statements in advert where under-representation of females can be evidenced - *‘applications welcome from females as they are underrepresented in this area’*
- used AS logo on adverts

It was evidenced from the **Women in Academia Workshop (Section 2(i))** that staff with caring responsibilities may not be able to work 100% FTE and therefore adverts for full time positions may deter female applicants from applying. Consequently we published the statement: *‘We will consider applications for employment on a part-time or other flexible working basis, even where a position is advertised as full-time, unless there are operational or other objective reasons why it is not possible to do so’*. And departments have started to adopt this wording in their adverts.

Warwick rolled out Chair of Recruitment Panel Training sessions (October 2015-16). Initially, 212 staff with recruiting responsibilities undertook the training (24 sessions), with a further 52 staff taking the 2017/18 sessions (with 2 more sessions planned May/June 2018). A requirement was to undertake online training modules on ‘Recruitment and Selection’ and ‘Diversity in the Workplace’ as well as Unconscious Bias. **Table 5.6** demonstrates the increase of staff completion rates on modules, which have risen significantly since our 2013 submission.

Feedback indicated:

- 96.1% felt that they ‘now have a good understanding of the role of a panel chair’.
- 98.4% believed they had developed skills, knowledge and confidence to make competent recruitment decisions.
- 100% understood the importance of a structure, thorough, fair and consistent recruitment process.

Panellists will refresh this training every 3 years. (AP/2018/5.5)

**TABLE 5.6: Staff Completion Rates of E-learning Modules**

| Module   | 2012 | 2013 | 2014 | 2015 | 2016 | 2017 |
|--|------|------|------|------|------|------|
| Recruitment and Selection                            | 54   | 141  | 257  | 462  | 589  | 598  |
| Diversity in the Workplace                           | 104  | 202  | 496  | 890  | 1008 | 1447 |
| Unconscious Bias*                                    |      |      |      |      | 11   | 405  |
| numbers are taken for the calendar year              |      |      |      |      |      |      |
| * Unconscious Bias module started in the Autumn 2016 |      |      |      |      |      |      |

The central recording of recruitment data will be significantly enhanced once the newly purchased HR system is fully functional in July 2018. Departments have been monitoring their recruitment and incorporating strategies, such as tone of advert and where justifiable encouraging females and other under-represented groups to apply for positions. (AP/2018/5.6 and AP/2018/5.7)

**ACTION: AP/2018/5.1: The new HR System to provide detailed recruitment information (by gender) to inform the institution and departments of their workforce recruitment patterns**

**ACTION: AP/2018/5.2: In line with Warwick's Equality Objectives, ensure that departmental recruitment strategies are informed by diversity data by under-standing the impact of internal and external factors.**

**ACTION: AP/2018/5.3: Publicise the Unconscious Bias Moodle and monitor by gender use of module, as part of the recruitment process (new HR system to facilitate monitoring uptake by gender). HR to advise, before agreeing panels, that all panel members have completed this training.**

**ACTION: AP/2018/5.4: Increase staff disclosure rates for all protected characteristics by:**

- (a) appropriate and timely communications when starting employment at the University;
- (b) Self-completion of missing personal data by existing staff during the introduction of the new HR system.

**ACTION: AP/2018/5.5 Our last submission focused on streamlining the recruitment process and our next step is to review recruitment practices across the university, learning from experiences and pilots about what is effective in each sector (around references, anonymization of applications, conduct of interview panels, etc), with the aim of some recommendations to departments in 2019.**

**ACTION: AP/2018/5.6: Monitor and record that Chair of Recruitment Panels Training is carried out every three years and that new Chairs receive the same training – target of 100% by 2019/20.**

**ACTION: AP/2018/5.7: As part of the EPSRC project monitor/observe the recruitment and selection process (by social researchers observing) within the academic year to identify whether the training has been affecting actual processes.**

(ii) *Induction*

Warwick has improved its institutional induction, by hosting three ‘Welcome Meetings’ per year (**Table 5.5**), in addition to departmental induction. Welcome Meetings are opportunities to meet senior colleagues as well as other new starters, find out how Warwick works and how to maximise opportunities that exist to network and get involved in university life. Attendance is optional, as departmental induction provision may be sufficient and is recorded, as is the web hits to the induction web page (only recorded since 2013/14).

**TABLE 5.5: Welcome meeting attendance and web page hits on welcome meetings**

| Year                            | 2011/12      | 2012/13      | 2013/14 | 2014/15 | 2015/16 | 2016/17 | 2017/18 |
|---------------------------------|--------------|--------------|---------|---------|---------|---------|---------|
| No of attendees at Welcome Mtg* | Not recorded | 69           | 27      | 165     | 160     | 166     | 142     |
| Web Page Hits                   | Not recorded | Not recorded | 982     | 2336    | 2680    | 4944 *  | 2530 *  |

Note - \*Hits include booking form and up until 31 January 2018

(iii) *Promotion*

Actions from previous staff surveys and AS work to provide clarity on Promotion and Career Progression has resulted in Senate approving a new framework for academic promotions to be implemented for 2018/19 promotions round. This work was led by the Provost, supported by the Promotion Staff Engagement Group and the GFT.

It is our intention that this promotions framework (**Image 13**) is fairer and more transparent for *all* staff than before. It is equally intended that in so-doing, it will be of significance in addressing previous inequities for female staff. We believe this to be the case because the new framework:

- (i) has clearly set-out requirements for promotion and gives assessment criteria with a marking scheme against them, thus reducing the power of subjectivity and qualitative comments that may be prone to bias;
- (ii) has parity of esteem for research and teaching and properly scores contributions to leadership, management, collegiality, outreach and impact *inter alia* that were previously often dismissed as “other activities”;
- (iii) gives threshold scoring against the criteria for promotion to confirm eligibility for promotion. Properly used, this can encourage female staff to see themselves as promotable relatively earlier in their careers than currently.

To support the implementation a ‘Promotions Explained’ event was held on 11 May 2018, supported by guidance on the website. This is in addition to the annual ‘Demystifying Warwick Promotion Process’ workshop (**Table 5.6**) which has been held annually since 2013, to inform and guide on process/criteria. Hosted by Pro-Vice Chancellors and members of Warwick’s Promotion Committee, the event format has evolved following feedback from attendees. Information was requested for TO and RO staff, which has subsequently been included since the 2016 event. In order to assess impact, attendance is monitored by gender, to ascertain if some attendees go on to submit for promotion and their subsequent success rate.

This work on the promotions framework may have contributed to a 9% increase in positive answers (2018PULSE) to the statement 'The University's academic promotion procedures are fair'. This can be attributed to staff consultation on the new framework and we would expect a further increase in the next PULSE survey. (AP/2018/5.8)

Academic promotion statistics are monitored and reported annually to EDC, Senate and Council, with data broken down by gender, ethnicity, disability and age, to enable intersectionality analysis.

**TABLE 5.6: Demystifying Warwick's Promotion Event - number of attendees/success rate**

| 2013: 41 Attendees (20 Females and 21 Males) |               |            |            |            |                    |            |                           |            |                        |            |                 |            |
|--|---------------|------------|------------|------------|--------------------|------------|---------------------------|------------|------------------------|------------|-----------------|------------|
|  | Professorship |            |            |            | Readership         |            | Principal Teaching Fellow |            | Senior Research Fellow |            |                 |            |
|  | Applied       | Successful |            |            | Applied            | Successful | Applied                   | Successful | Applied                | Successful |                 |            |
| Female                                       | 0             | -          |            |            | 1                  | 1          | 1                         | 1          | 1                      | 1          |                 |            |
| Male   | 2             | 1          |            |            | 1                  | 1          | 1                         | 1          | 1                      | 1          |                 |            |
| 2013: 8 submitted with 7 being successful    |               |            |            |            |                    |            |                           |            |                        |            |                 |            |
| 2014: 46 Attendees (23 Females and 23 Males) |               |            |            |            |                    |            |                           |            |                        |            |                 |            |
| Female                                       | 0             | -          |            |            | 0                  | -          | 3                         | 2          | 1                      | 1          |                 |            |
| Male   | 1             | 1          |            |            | 3                  | 3          | 0                         | -          | 1                      | 1          |                 |            |
| 2014: 9 submitted with 8 being successful    |               |            |            |            |                    |            |                           |            |                        |            |                 |            |
| 2015: 37 Attendees (14 Females and 23 Males) |               |            |            |            |                    |            |                           |            |                        |            |                 |            |
|  | Professorship |            |            |            | Readership         |            | Principal Research Fellow |            |                        |            |                 |            |
|  | Applied       | Successful |            |            | Applied            | Successful | Applied                   |            |                        | Successful |                 |            |
| Female                                       | 0             | -          |            |            | 0                  | -          | 1                         |            |                        | 1          |                 |            |
| Male   | 1             | 1          |            |            | 1                  | 1          | 0                         |            |                        | -          |                 |            |
| 2015: 3 submitted with 3 being successful    |               |            |            |            |                    |            |                           |            |                        |            |                 |            |
| 2016: 30 Attendees (17 Females and 13 Males) |               |            |            |            |                    |            |                           |            |                        |            |                 |            |
|  | Professorship |            | Readership |            | Principal Teaching |            | Senior Teaching           |            | Teaching Fellow        |            | Research Fellow |            |
|  | Applied       | Successful | Applied    | Successful | Applied            | Successful | Applied                   | Successful | Applied                | Successful | Applied         | Successful |
| Female                                       | 1             | 1          | 1          | 1          |                    |            | 1                         | 1          | 1                      | 1          |                 |            |
| Male   | 2             | 1          | 2          | 2          | 1                  | 0          |                           |            |                        |            | 1               | 1          |
| 2016: 10 submitted with 8 being successful   |               |            |            |            |                    |            |                           |            |                        |            |                 |            |
| 2017: 37 Attendees (19 Females and 18 Males) |               |            |            |            |                    |            |                           |            |                        |            |                 |            |
|  | Professorship |            |            |            | Readership         |            |                           |            | Senior Teaching Fellow |            |                 |            |
|  | Applied       | Successful |            |            | Applied            | Successful |                           |            | Applied                | Successful |                 |            |
| Female                                       | 1             | 1          |            |            |                    |            |                           |            | 3                      |            |                 |            |
| Male   | 1             | 1          |            |            | 2                  |            | 2                         |            | 2                      |            |                 |            |
| 2017: 9 submitted with 9 being successful    |               |            |            |            |                    |            |                           |            |                        |            |                 |            |

IMAGE 13: Academic career pathways

| GRADE   |                 | RESEARCH & TEACHING | TEACHING FOCUSED       | RESEARCH FOCUSED       |
|---------|-----------------|---------------------|------------------------|------------------------|
| Staff   | FA9             | Professor           |                        |                        |
|         | FA8             | Reader              |                        |                        |
|         |                 | Associate Professor |                        |                        |
|         | FA7             | Assistant Professor | Senior Teaching Fellow | Senior Research Fellow |
|         | FA6             | N/A                 | Teaching Fellow        | Research Fellow        |
|         | FA5             | N/A                 | Tutor                  | Research Assistant     |
| Student | PhD, DTCs, DTPs |                     |                        |                        |
|         | Masters         |                     |                        |                        |

TABLE 5.7: Academic promotions by gender

|  | 2012/13 |                                      |    |    | 2013/14 |    |    |    | 2014/15 |    |    |    | 2015/16 |    |    |    | 2016/17 |    |    |    |
|--|---------|--------------------------------------|----|----|---------|----|----|----|---------|----|----|----|---------|----|----|----|---------|----|----|----|
|  | FR      | FP                                   | MR | MP | FR      | FP | MR | MP | FR      | FP | MR | MP | FR      | FP | MR | MP | FR      | FP | MR | MP |
| Totals                                 | 25      | 22                                   | 40 | 28 | 29      | 24 | 43 | 33 | 24      | 20 | 51 | 43 | 32      | 30 | 43 | 31 | 36      | 31 | 62 | 54 |
| Professor                              | 2       | 2                                    | 10 | 9  | 5       | 4  | 13 | 9  | 4       | 3  | 19 | 17 | 12      | 11 | 13 | 9  | 8       | 5  | 19 | 17 |
| Professorial Fellow                    | 1       | 0                                    | 0  | 0  | 0       | 0  | 1  | 1  | 0       | 0  | 1  | 1  | 0       | 0  | 1  | 0  | 2       | 2  | 0  | 0  |
| Professorial Teaching Fellow           | 1       | 1                                    | 1  | 1  | 2       | 2  | 3  | 2  | 1       | 0  | 3  | 2  | 0       | 0  | 3  | 3  | 2       | 2  | 6  | 6  |
| Reader                                 | 6       | 5                                    | 13 | 11 | 7       | 6  | 14 | 11 | 9       | 8  | 15 | 14 | 10      | 10 | 14 | 13 | 10      | 10 | 19 | 16 |
| Associate Professor*                   | 0       | 0                                    | 0  | 0  | 0       | 0  | 1  | 1  | 0       | 0  | 1  | 0  | 0       | 0  | 1  | 1  | 0       | 0  | 0  | 0  |
| Principal Research Fellows             | 1       | 1                                    | 1  | 1  | 2       | 2  | 0  | 0  | 1       | 1  | 2  | 2  | 2       | 1  | 2  | 2  | 0       | 0  | 7  | 6  |
| Senior Research Fellow                 | 3       | 3                                    | 10 | 5  | 5       | 3  | 5  | 5  | 2       | 2  | 6  | 4  | 3       | 3  | 5  | 1  | 3       | 3  | 6  | 6  |
| Research Fellow                        | 0       | 0                                    | 1  | 0  | 0       | 0  | 0  | 0  | 0       | 0  | 1  | 0  | 0       | 0  | 0  | 0  | 0       | 0  | 0  | 0  |
| Principal Teaching Fellow              | 2       | 2                                    | 3  | 1  | 3       | 3  | 4  | 2  | 4       | 3  | 3  | 3  | 3       | 3  | 2  | 1  | 6       | 4  | 2  | 1  |
| Senior Teaching Fellow                 | 5       | 4                                    | 1  | 0  | 2       | 1  | 2  | 2  | 3       | 3  | 0  | 0  | 2       | 2  | 2  | 1  | 4       | 4  | 2  | 1  |
| Teaching Fellow                        | 4       | 4                                    | 0  | 0  | 3       | 3  | 0  | 0  | 0       | 0  | 0  | 0  | 0       | 0  | 0  | 0  | 1       | 1  | 1  | 1  |
| FR = Females recommended for promotion |         | MR = Males recommended for promotion |    |    |         |    |    |    |         |    |    |    |         |    |    |    |         |    |    |    |
| FP = Females promoted                  |         | MP = Males promoted                  |    |    |         |    |    |    |         |    |    |    |         |    |    |    |         |    |    |    |

2017/18 promotion data not yet available

More females are now successfully applying for promotion to Professorial level (**Table 5.7**) and the pipeline is supporting that growth with an increase year on year of females successfully applying for promotion to Reader level and a steady increase of number of females passing probation and becoming Associate Professors.

**TABLE 5.8: Assistant Professor completion rates (automatic promotion to Associate Professor)**

| Year                 | 2012/13 |   | 2013/14 |    | 2014/15 |    | 2015/16 |    | 2016/17 |    |
|----------------------|---------|---|---------|----|---------|----|---------|----|---------|----|
|                      | M       | F | M       | F  | M       | F  | M       | F  | M       | F  |
| Probation Completion | 19      | 7 | 14      | 10 | 29      | 14 | 27      | 14 | 26      | 17 |
| <b>TOTAL</b>         | 26      |   | 24      |    | 43      |    | 41      |    | 43      |    |

There are 215 academic probationers (Assistant Professors), 36 % female, 64% male (2017 data). In the last three years 108 probationers have completed probation, with only 4 being unsuccessful (50% female, 50% male). Whilst overall numbers of females is lower than males, the success rates are comparable.

Recognising that females may take a period of maternity/adoption leave during probation periods, they currently have the right to request the same period back as an extension to their probation. In response to 2016PULSE results staff there is now the offer an additional period of extension. Part and full time staff are considered using the same criteria. (**AP/2016/5.9**)

**TABLE 5.9 Number of applications for promotion received by part-time staff**

| Year    | No of applications received for promotion | Successful |
|---------|---|------------|
| 2011/12 | 4   | 3          |
| 2012/13 | 7   | 7          |
| 2013/14 | 11  | 8          |
| 2014/15 | 4   | 3          |
| 2015/16 | 3   | 3          |
| 2016/17 | 9   | 8          |

Academic promotions process applies to academic, research and teaching staff, with the exclusion of academic probationers (Assistant Professors), where a separate process exists culminating in promotion from Assistant to Associate Professor. Departmental nominations are considered by two central committees made up of senior academics and chaired by the VC. There are clear criteria for each role and level and candidates are invited to set out their case for promotion against the criteria.

**ACTION:AP/2018/5.8: As the academic promotions criteria and process are implemented, the SAT will monitor the impact.**

**ACTION: AP/2018/5.9: Monitor the take up of probationers to be given the opportunity to request an extension beyond the length of time they were absent due to maternity leave (up to 6 months in addition to the period of time taken for maternity leave).**

*(iv) Staff submitted to the Research Excellence Framework (REF) by gender*

Responding to our last submission and in line with HEFCE guidelines, an Equality Impact Assessment was completed prior to the submission of the Warwick REF Code of Practice, outlining a number of actions we would undertake to ensure the procedure for selecting staff for inclusion in the REF submission was fair, transparent and did not discriminate against individuals with protected characteristics.

**Table 5.9** shows that 1189 staff were eligible for REF submission – 846 male and 342 female. The proportion of eligible females broadly remained the same (+0.2% in REF2014). Of eligible staff, 992 were submitted (M:722/F:270), and 196 were excluded (M:124/F:72). This compares to 1178 staff submitted to the RAE2008 (M:856/F:322), with 155 being excluded (M:96/F:59). Although these data raise significant concerns, we are encouraged to note that in the Science Faculty where we have been active in AS since 2008, had 88.8% of eligible females submitted compared with 88.5% of men. Humanities – had 96%/91% F/M submission rate.

Some disciplines were particularly challenging: Medicine - the submission rate was lowest in the University (60% men, 52% females). The recommendations of the Stern report will not allow this kind of selectivity for REF2021 and will therefore provide a fairer landscape for both genders. We will additionally ensure that the selected outputs, impact cases and environment statements properly reflect the contributions of our female staff to the research excellence of our UoAs. We have an excellent structure in place for monitoring every detail of our REF submission and we view it through the lens of our Equality Objectives, where gender is obviously a major strand. As part of this, we have introduced an E&D work-stream to our biannual Research Excellence Group (REG) meetings with all Departments and will continue to strengthen this as part of our REF2021 preparations (**AP/2018/5.10 and 5.11**).

**TABLE 5.9: Comparison of submissions in RAE2008 and REF2014**

| RAE 2008     |                |                 |                | REF 2014     |                |                 |                 |
|--------------|----------------|-----------------|----------------|--------------|----------------|-----------------|-----------------|
| Gender       | Total Eligible | Submitted       | Excluded       | Gender       | Total Eligible | Submitted       | Excluded        |
| Male         | 952            | 856<br>(89.92%) | 96<br>(10.08%) | Male         | 848            | 722<br>(85.14%) | 124<br>(14.62%) |
| Female       | 381            | 322<br>(84.51%) | 59<br>(15.49%) | Female       | 342            | 270<br>(78.95%) | 72<br>(21.05%)  |
| <b>TOTAL</b> | 1333           | 1178            | 155            | <b>TOTAL</b> | 1188           | 992             | 196             |

**TABLE 5.10: REF2014 Submissions split by faculty and gender**

| FACULTY OF SCIENCE     |    | FACULTY OF MEDICINE |    | FACULTY OF ARTS |    | FACULTY OF SOCIAL SCIENCE |     |
|------------------------|----|---------------------|----|-----------------|----|---------------------------|-----|
| M                      | F  | M                   | F  | M               | F  | M                         | F   |
| 339                    | 70 | 55                  | 17 | 95              | 76 | 232                       | 108 |
| TOTAL FOR EACH FACULTY |    |                     |    |                 |    |                           |     |
| 409                    |    | 72                  |    | 171             |    | 340                       |     |

In REF2014, a higher number of males (132) highlighted clearly defined circumstances than females (108), although, relative to the eligible pool, the percentage rate of females was higher than men (30.5% vs. 15.56%). This indicated that females were aware of the opportunity to declare circumstances, a significant proportion of which related to maternity and part-time working. In respect of special complex circumstances there were also more females (26) than men (16) who declared a circumstance (or combination of circumstances) they believe had affected their ability to do research during the REF period.

Further analysis of REF2014 submissions by grade indicates the lowest conversion rate from eligibility to submission occurs at FA8 (Associate Professor/Principal Research Fellow) in mid-career where anecdotally and from focus group discussions in departments, we know females find balancing work and family life most challenging and often choose to deliver on the more immediate goals of teaching and administration. To improve the representation of females' research in subsequent REF exercises:

- Launched Female's Network to discuss career trajectories.
- Launched Warwick Academic Returners Fellowship to "buy-out" teaching/administration duties of staff returning from maternity/adoption leave.
- Increased availability of committed mentors
- Ran the annual Demystifying Warwick Promotion workshop
- Launched Working Parents Network to support the transition of parents back into the workplace.

The number of females included in the REF2014 at level FA9 (70) represents an 84% submission rate. The male submission rate was 92% (324/350). Although the female rate is further above the sector average than the male one it remains noticeably below the male submission rate and represents a difference in number of 6.

**ACTION: AP/2018/5.10: All Warwick internal REF/REG Panel members will complete the unconscious bias training and Panels will strive for appropriate gender representation to ensure fair processes, this includes where possible, female REF leaders within departments.**

**ACTION: AP/2018/5.11: All submission will pass through out E&D work-stream to strengthen this as part of our REF2021 preparations**

## SILVER APPLICATIONS ONLY

### 5.2. Key career transition points: professional and support staff

#### (i) Induction

**See Section 5.1 (ii)** –All line managers are expected to ensure new starters can access the central induction support given to all staff. Individual departments tailor their induction booklets to different categories of staff. PSS are also invited to attend the Welcome Meetings. A current review of inductions is underway and recording will be linked to the new HR system.

#### (ii) Promotion

Progression for PSS is achieved by applying for higher graded positions, or by a post evolving significantly to warrant a re-evaluation. Emphasis is on ensuring the training and development opportunities discussed at PDRs are available to staff to enable development to apply for higher graded positions. The majority of job evaluations (Table 5.11) are within Professional Services, which is perhaps to be expected, as faculty professional/support staff have similar clearly defined roles. However given the impending implementation of the new HR system, there are plans to consider a new Talent Management and Succession Framework (**AP/2018/5.12**).

**TABLE 5.11: Professional and Support Staff job regrades**

| Year | Regrade Submissions | Number of First Submissions Regrades | Number of Regrades on appeal |
|------|---------------------|--------------------------------------|------------------------------|
| 2013 | 72                  | 69                                   | 3                            |
| 2014 | 55                  | 53                                   | 2                            |
| 2015 | 72                  | 69                                   | 3                            |
| 2016 | 68                  | 64                                   | 4                            |
| 2017 | 59                  | 53                                   | 6                            |

HR have recently invested £1.2M in a new HR system, which, once up and running, will provide clearer and more concise data reporting as well as much greater visibility of career progression opportunities for these groups of staff. (**AP/2018/5.13**)

**ACTION: AP/2018/5.12: Following the implementation of the new HR system in 2018, consideration be given to the implementation of a Talent Management and Succession Planning Framework.**

**ACTION: AP/2018/5.13: The new HR system to routinely report data on posts being reassessed through job evaluation.**

### 5.3. Career development: academic staff

#### (i) Training

Since our last submission, the Learning and Development Centre (LDC) has provided a wide variety of training and development opportunities for academic/research/teaching active staff. Opportunities are communicated by website providing signposting/information and Researchers Resources Bank, including presentations and videos of key workshops.

In consultation with research active staff (and in response to feedback all staff on teaching only contracts too), LDC’s training provision focuses on five thematic areas (with the first embedded in the others as well as being one in its own right:

- Equality and Diversity
- Leadership
- Career Development
- Research Skills – including academic and bid writing/statistics support
- Enterprise and Entrepreneurship/Research Impact/Public Engagement

**TABLE 5.12 Training data for participation of Academic/Research active staff**

| Faculty | Year    | Male | Female |
|---------|---------|------|--------|
| STEMM   | 2012/13 | 109  | 55     |
|         | 2013/14 | 172  | 104    |
|         | 2014/15 | 129  | 82     |
|         | 2015/16 | 174  | 119    |
|         | 2016/17 | 55   | 69     |
|         | 2017/18 | 41   | 52     |
| AHSSBL  | 2012/13 | 85   | 68     |
|         | 2013/14 | 102  | 99     |
|         | 2014/15 | 77   | 81     |
|         | 2015/16 | 115  | 136    |
|         | 2016/17 | 15   | 45     |
|         | 2017/18 | 7    | 35     |

Whilst STEMM is moving towards parity between male and female academics receiving training, there is a sharp disparity in AHSSBL with more females receiving training. We need to explore why this is – our qualitative evidence indicates it is as a result of the female focused training opportunities currently available and more female staff in these areas. **(AP/2018/5.14)** With our new HR system we need to expand this investigation into the data on intersectionality with other protected characteristics. **(AP/2018/5.15)**

LDC offers a range of leadership and management development opportunities, from one day workshops to longer programmes. These equip researchers/team leaders with key skills in leading/managing teams

to meet departmental/project requirements. Courses consist of workshops, individual coaching sessions combined with 360° feedback and voluntary action learning sets.

**IMAGE 14: Range of leadership courses on offer**



**TABLE 5.13: Managing your academic/research career attendees**

| Managing your academic/ research career |           |    |
|---|-----------|----|
| Dates of Programme                      | Attendees |    |
|   | M         | F  |
| 08/11/2016                              | 9         | 3  |
| 14/11/2018                              | 5         | 10 |

**TABLE 5.14: Leadership in action for researcher attendees**

| Leadership in Action for Researchers |           |    |
|--------------------------------------|-----------|----|
| Dates of Programme                   | Attendees |    |
|                                      | M         | F  |
| 27/02/2016 (D1)                      | 8         | 12 |
| 06/03/2017 (D2)                      |           |    |
| 13/03/2017 (D3)                      |           |    |
| 05/02/2018 (D1)                      | 13        | 7  |
| 12/02/2018 (D2)                      | 13        | 4  |

**TABLE 5.15: Preparing for leadership for researcher attendees**

| Preparing for Leadership |           |    |
|--------------------------|-----------|----|
| Dates of Programme       | Attendees |    |
|                          | M         | F  |
| 14/11/2016 (D1)          | 7         | 10 |
| 21/11/2016 (D2)          |           |    |
| 08/11/2017 (D1)          | 9         | 10 |
| 15/11/2017 (D2)          | 8         | 10 |

We have a Postgraduate Certificate in Transferable Skills (PGCTSS) in Science for researchers (**Tables 5.16 and 5.17**), which was designed to be a career development tool indicating what skills a researcher

needs to make the step to an independent career. The PGCTSS has since been accredited for CChem with the Royal Society of Chemistry.

**TABLE 5.16: Number of staff and postgraduate students taking PGCTSS (3 modules) /Certificate (6 Modules) since the launch in 2013**

| Year | CH953 | CH954 | CH955 | Total |
|------|-------|-------|-------|-------|
| 2014 | 130   | 51    | 41    | 222   |
| 2015 | 112   | 51    | 42    | 205   |
| 2016 | 135   | 61    | 33    | 229   |
| 2017 | 101   | 61    | 28    | 190   |

Key: CH953 = Team working; CH954 = Science Communication; CH955 = Decision Making

**TABLE 5.17: Indication of Take-Up of PGCTSS Modules**

| Year         | Award (3 modules) | Certificate (6 modules) | Total      |
|--------------|-------------------|-------------------------|------------|
| 2013         | 8                 | 43                      | <b>51</b>  |
| 2014         | 9                 | 44                      | <b>53</b>  |
| 2015         | 18                | 29                      | <b>47</b>  |
| 2016         | 26                | 35                      | <b>61</b>  |
| 2017         | 20                | 23                      | <b>43</b>  |
| <b>Total</b> | <b>81</b>         | <b>174</b>              | <b>255</b> |

In June 2016, we launched our Academic and Professional Pathways Programme (accredited to Fellowship of the Higher Education Academy, which has been designed to allow staff (and PhD students) with responsibility for teaching and supporting learning in HE to demonstrate their experience in relation to the UK Professional Standards Framework in a way that is most appropriate to their experience and role.

**ACTION: AP2018/5.14: SAT to investigate further, through interviews (during 2018) the reasons for the disparity in female and male academics accessing training.**

**ACTION: AP/2018/5.15: Monitor training data for gender and all protected characteristics to take into account intersectionality (currently only monitored by gender) which will be possible with the new HR system (2019).**

*(ii) Appraisal/development review*

Staff participate in annual PDRs, set up and implemented in 2015 to replace Annual Reviews. The change aimed to enhance career development aspects of the process in parallel to the review of past performance. At the same time, PDR provides an opportunity for communicating our strategic priorities and discuss their alignment with staff members’ plans and goals for the future. The PDR completion rate has dropped from last year and whilst the 2018PULSE survey has a positive response to the question on personal development opportunities (60% positive, up 5% on 2016PULSE) there remained disappointing levels of positive responses to the question on PDRs assisting with longer term development (37% up 4% on 2016PULSE).

**TABLE 5.18: Completion Rates of PDRs by Faculty**

| Faculty                                | Completion Rates for 2016 PDRs | Completion Rates for 2017 PDRs |
|--|--------------------------------|--------------------------------|
| Arts                                   | 71%                            | 55%                            |
| Social Sciences                        | 77%                            | 78%                            |
| Medicine                               | 73%                            | 56%                            |
| Science                                | 77%                            | 77%                            |
| Professional Services (Administration) | 90%                            | 76%                            |
| CCSG (commercial)                      | 89%                            | 74%                            |

This is in part down to the phrasing of the statement as staff have reported back that not all of them see PDRs as solely about development but about a check on achievements and contributions. For 2018 we are looking to promote the benefits of taking part in a PDR. A message to all staff on 8 May 2018 from the VC stressed the significant role PDRs play in encouraging staff to reach their full potential and that all staff are offered equal access to PDR.

Overall, females had more positive perceptions than men regarding the effectiveness of the PDR process, although positive views were still expressed by fewer than 50% of females.

For 2018PULSE, departments are being asked to identify two key areas to focus for improvement and we expect PDR to be part of that, to improve the effectiveness of PDRs in helping staff achieve their short and long-term goals. Systems improvements will mean PDRs available online and providing extra functionality, including prompts, to encourage and support more regular PDR conversations. **(AP/2018/5.16)**

With respect to staff training in support of PDRs (blended provision in accessible formats), females appear to take advantage of training opportunities at higher levels than men. Data from 2015-16 showing attendance in the four PDR-related training events offered by LDC demonstrated that the majority of attendees were female: 93%, 70%, 59% and 96% for Giving and Receiving Feedback,

Agreeing Targets and Objectives, PDR for Reviewers and PDR for Reviewees, respectively. (AP/2018/5.17)

**ACTION: AP/201/5.16: Support the effectiveness of PDRs through online functionality (2019)**

**ACTION: AP/2018/5.17: Develop resources (2019) to support career conversations and development focussed initially on professional and support staff.**

(iii) *Support given to academic staff for career progression*

As discussed in **Section 5.3**, LDC offers a range of training and development opportunities to support career progression. Since the last submission, we have set in place a series of initiatives to increase awareness of career progression paths, and to provide tools and role models for staff to succeed in their career development.

**Demystifying promotions session (Section 5.1(iii)):** Annual workshop (since 2013) provides academic-led information about the process and requirements for promotion at each academic career stage. Since 2013, 190 staff have attended - 92 female and 98 male. A high promotion success rate has been noted amongst attendees and to follow up we will hold a focus group to gather qualitative data to share with other potential attendees (AP/2018/5.18).

**Coaching and Mentoring Scheme (PSS staff also)** - set up in 2012, providing opportunities for career planning and personal work related issues with more senior staff outside of line management arrangements. It is particularly important for females who may lack access to informal networks. 60 of the 88 registered mentors being female. Staff on academic probation (Assistant Professors) automatically have a mentor as part of their probation.

**TABLE 5.19: Number of staff on mentoring schemes by gender**

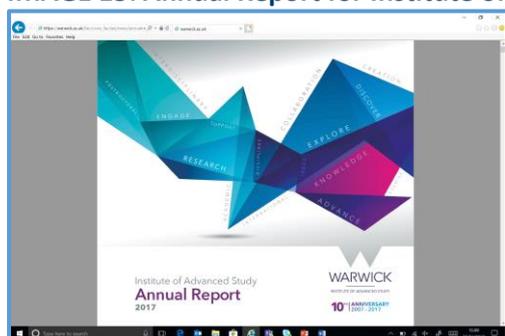
| Programme/Mentoring Scheme                         | Number of Staff 2016 | 2016-2017                                    |                    | 2017-2018                                    |                                      |
|--|----------------------|--|--------------------|--|--------------------------------------|
|  |                      | WMS  | Other depts        | WMS  | Other depts                          |
| Warwick Coaching & Mentoring Scheme                | 55 staff (13M/42F)   | 18 staff (5M/13F)                            | 47 staff (11M/36F) | 23 staff (6M/17F)                            | 55 staff(12M/43F)                    |
| Research active/academic staff                     | 23 staff (5M /18 F)  | 18 staff (5M/13F)                            | 10 staff (3M/7F)   | 7 staff (5M/2F)                              | 9 staff (2M/7F)                      |
| Coaching & Mentoring Pairings                      | 17 staff (6M/11F)    | 18 staff<br>F:F 12<br>M:M 1<br>M:F 5<br>F: 0 | 25 staff<br>9M/16F | 14 staff<br>F:F 8<br>M:M 1<br>M:F 5<br>F:M 0 | 14 staff<br>F:F 12<br>M:M 1<br>M:F 1 |
| Completion of Coaching & Mentoring Skills Workshop | 29 Staff (8M/21F)    | 50 Staff (11M/39F)                           |                    | 65 Staff (11M/54F)                           |                                      |

Whilst both males and females take advantage of the schemes (**Table 5.19**), there is a higher proportion of uptake by females. Two of our staff are part of a collaboration of universities in the North East of England, to give strategic guidance on the support that leaders should be giving to develop researchers.

A new blended learning approach to coaching and mentoring awareness and training went live in mid-July 2016. This included a Moodle for information/knowledge transfer, followed by practice-based learning sessions to work through coaching/mentoring examples/scenarios. This flexible approach enables more staff to engage with the training and allow for practice-based sessions to be easily targeted to different roles/disciplines.

**Warwick's Institute of Advanced Study (IAS)** supports activity to promote research that is innovative, interdisciplinary and international. The IAS has received funding from the MSCA COFUND Scheme to develop the next generation of research leaders in Europe. Annually the IAS supports over 100 events, welcomes Early Career Fellows and provides funding for interdisciplinary and cross-faculty research projects.

**IMAGE 15: Annual Report for Institute of Advanced Study**



**Warwick Shadowing Programme (WSP):** (launched 2014) to improve understanding of how Warwick worked, shadow senior University roles (HoDs, Faculty Chairs, PVCs and the Provost) and create a senior staff network. Annually 12 participants (male and female). An evaluation (2015/16) led to relaunch as '**How Warwick Works**', providing 12 participants (Professor/Associate Professor level) the opportunity to further develop leadership skills. The programme is being evaluated and then will be extended to less senior grades (**AP/2018/5.19**).

**Responsibility for Career Development** - WMS created the role of Head of Academic Career Development to join up the plethora of career development opportunities. This role includes producing a coherent overview of resources, finding out what the key enablers and barriers are for career development, the key issues of concern and build on/address these and oversee the mentoring programme for WMS. (**AP/2018/5.20**)

**Women's Academic Networks (WAcN)** - launched 2013. Meets 5-6 times a year and funded by the University. Addresses areas of concern including career development. Issues raised are taken to the VC/PVC for discussion/action. This network was influential in the organisation of the Women in Academia Workshop **Section 2(ii)**.

**Research Active Staff Networks** - 2012 and 2017 LDC has funded 32 Research Staff network initiatives by awarding c. £56.8K of which c. £45.5K was spent by research active staff network leads. Thirteen networks have continued for more than one year. Twenty one Centre/Units/Departments have received funding with 4 joint collaborations. This work has attracted 74 external collaborators/contributors, including 12 from outside the UK.

35 males and 64 females have generated 23 proposals, with 32 networks submitted/run by females. Applications were from a range of grades – from FA6 to a professor. The benefits are measured annually as well as a cumulative 5-year impact report which was shared at the Vitae International Researcher Development Conference (September 2017) ‘Researcher Developers can show Impact too’.

**Warwick Females in Science Network:** Provides support, information and opportunity to promote all aspects of Females in Science.

**Warwick International Higher Education Academy:** Launched 2015, Warwick’s new professional association for academic staff, developed to provide clear teaching career pathways and enhance the status of teaching within Warwick. Considering that a high proportion of teaching (TO) staff are female, this will benefit females more than men. **(AP/2018/5.21)**

**Warwick Academic Returners Fellowship (2015)** - aims to assist academic staff returning from periods of maternity/adoption leave, ‘buying out’ teaching/administration duties to allow them to fully concentrate on research work.

**Postgraduate Certificate in Transferable Skills in Science (PGCTSS)** - career development tool used to seek help required from mentor(s) while at the same time making it clear what skills a postdoctoral researcher needs to make the step to an independent career. There are currently over 350 students working to achieve this certificate.

**Aurora Leadership Programme:** We participated in the Aurora Leadership Programme, sending two colleagues in 2013/14, six in 2016/17, and seven in 2017/18. Following the 2013/14 programme, we undertook an evaluation of the programme – value in the Warwick specific mentoring, work life balance, making yourself heard, and identity.

**Inspiring Females:** A series of talks by females alumni, external speakers aimed at both academic and administrative staff. Five talks have taken place with 315 attendees.

Each initiative above have monitoring processes and data are collected on attendee satisfaction. While data are positive for each event, we have identified a need to create a broader framework to help understand the impact across Warwick. To assist this, Warwick is part of a European Consortium (PLOTINA, funded by the H2020 **(Section 2.1 and 7 and AP/2018/2.3, 2.4 and 7.1)** and we will conduct systematic research on initiatives relevant to career progression to identify the following: ways to measure the impact of individual initiatives (benefits and unintended consequences) on individuals and organisational culture. We will run a dedicated campaign to ensure that staff are aware of these opportunities. **(AP/2018/5.22)**

**ACTION: AP/2018/5.18: Collect case studies from individuals who have attended the Demystifying promotion event who then went on to successfully apply for promotion and promote these on the Promotions web page, during 2019.**

**ACTION: AP/2018/5.19: Evaluate the success of 'How Warwick Works' and the potential extension to more junior grades, during 2019.**

**ACTION: AP/2018/5.20: Evaluate the success of the WMS Academic Career Development Model, with a view to sharing with the rest of the institution and oversee the mentoring programme for WMS, by the end of 2018.**

**ACTION: AP/2018/5.21: Share the findings from the WIHEA, in enhancing status of teaching and advancing female's careers, across the University (2018).**

**ACTION: AP/2018/5.22: Promote programmes by a dedicated publicity campaign to ensure staff are aware of, and take up the opportunity (2018-2019).**

## **SILVER APPLICATIONS ONLY**

### **5.4. Career development: professional and support staff**

#### *(i) Training*

Warwick provides a comprehensive list of free training/development courses. As part of the annual PDR process, departments submit lists of training requirements to LDC, and where possible LDC run appropriate training courses. Training and development opportunities are made available to all staff as appropriate and are tailored where necessary as we have a lot of non-computer based staff – e.g. commercial.

We also provide (all) staff with Learning Vouchers, which can be used for a variety of courses as well as funding part time degrees. (**Table 5.20**).

Warwick's Centre for Life Long Learning offers a portfolio of activities focussed on teaching, scholarship, consultancy and out-reach in the inter-related fields of coaching, work-related learning and career development. The courses are designed to develop a creative and reflective stance towards the support of career development and work-related learning. Our staff can use their learning vouchers to pay for courses in H

**TABLE 5.20: Courses Used with Warwick Learning Vouchers 2015/16 and 2016/17**

| Type of Course               | Number of staff using Learning Vouchers 2015/16 | Number of Staff using Learning Vouchers 2016/17 |
|------------------------------|---|---|
| Language Centre              | 226   | 237   |
| Centre for Lifelong Learning | 100   | 124   |
| Sports Centre                | 545   | 1266  |
| Part-time degrees            | 21  | 11  |
| Arts Centre                  | NA  | 87  |
| <b>TOTAL</b>                 | <b>892*</b>                                     | <b>1725</b>                                     |

\*Some staff use vouchers in more than one place, e.g. Most language courses require 4 vouchers giving full-time staff 2 to use at the sports centre or elsewhere.

**TABLE 5.21: Training Data for Professional & Support Staff**

| All Courses |      |        |                    |          |
|-------------|------|--------|--------------------|----------|
| Year        | Male | Female | Total participants | % Female |
| 11/12       | 279  | 718    | 997                | 72%      |
| 12/13       | 337  | 712    | 1049               | 68%      |
| 13/14       | 349  | 702    | 1051               | 67%      |
| 14/15       | 403  | 789    | 1192               | 66%      |
| 15/16       | 502  | 900    | 1402               | 64%      |
| 16/17       | 433  | 766    | 1199               | 64%      |

Note that this data is for all non-academic staff regardless of the faculty/business unit they work in.

LDC also offers a range of leadership and management development opportunities.

**IMAGE 16: Range of leadership courses on offer to Professional and Support Staff**



**WPM** – introduces staff to what would be involved in moving to a management or supervisory role.

**WIM** - first line managers to develop key skills involved in leading/managing a team to support the achievement of individual, departmental and University priorities.

**WAMP** - to equip and enable administrators to progress at Warwick with the relevant knowledge, tools and managerial/leadership skills to contribute and perform effectively.

**WLP** – supports individuals with significant leadership and management responsibilities to develop their leadership capability and expand their networks.

**TABLE 5.22: Professional and Support Staff attendance by gender on Warwick’s Leadership and Management courses (WIM, WPM and WAMP)**

| Year      | No. of Female Attendees | No. of Male Attendees |
|-----------|-------------------------|-----------------------|
| 2012-2013 | 82                      | 64                    |
| 2013-2014 | 80                      | 45                    |
| 2014-2015 | 72                      | 43                    |
| 2015-2016 | 68                      | 63                    |
| 2016-2017 | 122                     | 69                    |
| 2017-2018 | 106                     | 47                    |

*(ii) Appraisal/development review*

PSS undertake the annual PDR as described in **Section 5.2(ii)**.

*WLP(iii) Support given to professional and support staff for career progression*

LDC offers a range of ideas and opportunities to help individuals develop professionally to support their career progression, by helping individuals produce an effective personal development plan.

Short term contracts are often advertised to existing staff as possible secondments to enhance career progression opportunities by broadening skill sets and knowledge. Informal shadowing opportunities are also available.

**TABLE 5.22: Professional and Support Staff attendance by gender on Warwick’s Leadership and Management courses (WIM, WPM and WAMP)**

| Year      | No. of Female Attendees | No. of Male Attendees |
|-----------|-------------------------|-----------------------|
| 2012-2013 | 82                      | 64                    |
| 2013-2014 | 80                      | 45                    |
| 2014-2015 | 72                      | 43                    |
| 2015-2016 | 68                      | 63                    |
| 2016-2017 | 122                     | 69                    |
| 2017-2018 | 106                     | 47                    |

## 5.5. Flexible working and managing career breaks

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

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

Departments operate ad-hoc flexible working arrangements (unless there is a contractual change of hours, which is then managed by HR). As demonstrated in our departmental AS submissions, these can range from one-off, temporary or permanent arrangements.

In line with Warwick's Maternity/Adoption policies, staff have an opportunity to discuss and plan their parental leave. Maternity checklists are available for both employee and line manager to use to ensure all arrangements are in place for before, during and after the period of leave.

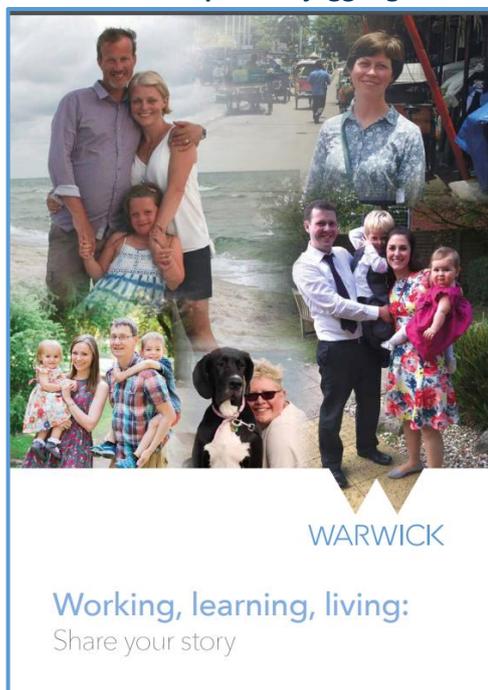
To assess the impact of initiatives, a survey was conducted in March 2016 on maternity/adoption/caring responsibilities. The survey was anonymous and on-line. Questions were extracted from the AS submission form. 81 responses were received. Key themes emerged:

- Not enough University nursery provision
- Maternity provision is less than what is provided by some other RG universities.
- Flexible working inconsistency.

As a result of the survey the SAT group:

- Proposed expansion to nursery provision being considered
- Completed a benchmarking exercise (based on RGs) on Maternity provision (Warwick was mid-range), which has been presented to the Executive Committee (November 2016) requesting improved provision. **(AP/2018/5.23)**.
- HR updated website to include more clarity on maternity/adoption/caring provisions.
- New Carer's Guidelines are being produced and will be available June 2018. **(AP/2018/5.24)**.
- Requested academic departments to ensure consistency in flexible working requests. **(AP/2018/5.25)**.
- Will investigate line management training on HR policies and procedures.: **(AP/2018/5.26)**
- Production of on-line profile booklet 'Stories from parents juggling work and family life'.

**IMAGE 17: Stories from parents juggling work and family life**



**ACTION: AP/2018/5.23: Follow up the response to the Maternity provision benchmarking report with a view to improving either/or both provision of leave or length of service for eligibility in the Warwick Maternity Scheme (2019).**

**ACTION: AP/2018/5.24: SAT to review the feedback on the Carer's Guidelines ( 2019).**

**ACTION: AP/2018/5.25: SAT to review with departments the consistency in how flexible working requests are dealt with (2019).**

**ACTION: AP/2018/5.26: Investigate the feasibility of on-line management training on HR policies/procedures/skills (2019).**

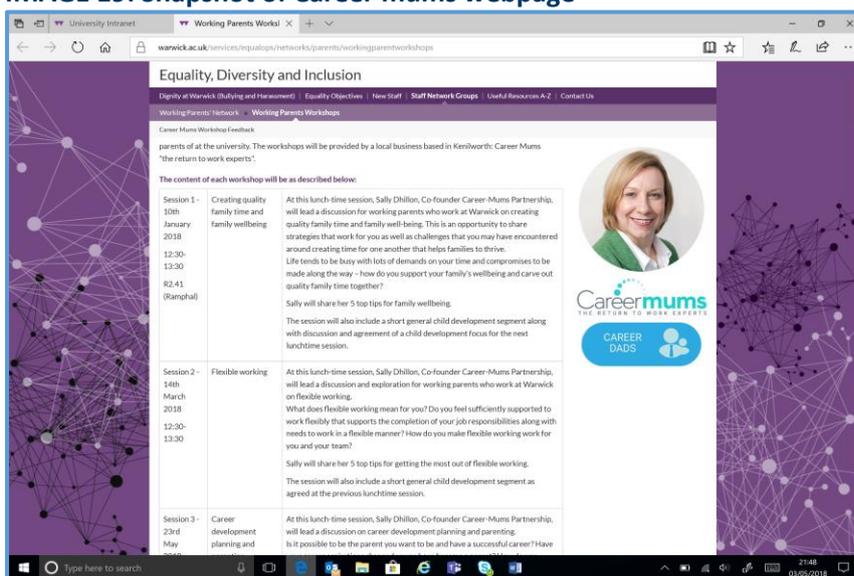
The Returning Parents Network Group (RPNG) provide feedback on policies and processes (e.g. maternity provision, support before, during and after maternity leave, summer play schemes) which affect them as parents. In 2015, the RPNG was renamed to **Working Parents Network**, as members wanted the option of continuing to attend meetings. This demonstrates the success of the group and support that members have received.

**IMAGE 18: Snapshot of RPNG Webpage**



Warwick is facilitating three workshops over the spring/summer terms of 2018 that are open to all working parents of at Warwick. The workshops will be provided by local business, Career Mums "the return to work experts".

**IMAGE 19: Snapshot of Career mums webpage**



**Warwick Academic Returners Fellowship (Jan 2015)** - "buys out" teaching/admin duties. A mechanism to support staff who take maternity/adoption/parental leave, to focus on their research on their return to work. To date (April 2018), 26 Fellowships have been awarded (25 female and 1 male) at a cost to the University of £267,645 (for 10 fellowships, the other 16 are still ongoing so final costings are not yet known).

Evaluated in March 2016, feedback from both participants and HoDs was excellent; beneficial to their research work; allowing them valuable time to set up projects and write publications/grant applications. One HoD commented they felt supported by the University in returning to their research after their maternity leave. **(AP/2018/5.27)**

**IMAGE 20: Fellowship feedback**



We offer KIT days for which take-up is increasing year on year (Table 5.23), which we think is due to increased awareness and so more of the cohort going on Maternity/Adoption leave.

**Table 5.23: KIT days and cost**

| <b>Tax Year</b> | <b>No. of Employees Taking any KIT Days</b> | <b>No. of Employees Taking 2 or more KIT Days</b> | <b>Cost</b>        |
|-----------------|---|---|--------------------|
| 2011/12         | 29  | 21  | £16,442.00         |
| 2012/13         | 26  | 7   | £10,242.00         |
| 2013/14         | 26  | 4   | £9,054.00          |
| 2014/15         | 45  | 17  | £21,358.00         |
| 2015/16         | 43  | 19  | £14,830.00         |
| 2016/17         | 48  | 18  | £24,065.00         |
| 2017/18*        | 43  | 15  | £24,146.00         |
| <b>TOTAL</b>    | <b>260</b>                                  | <b>101</b>  | <b>£120,137.00</b> |

\*2017/18 data is from 01/08/2017 to 30/04/2018

To determine whether staff found KIT days useful we undertook a short survey in August 2016. (Table 5.24). **(AP/2018/5.28)**

**TABLE 5.24: Responses to KIT Day Survey**

| Category of Staff  | Number of Responses to Survey | Positive Response | Negative Response |
|--|-------------------------------|-------------------|-------------------|
| Academic Staff   | 11                            | 11                | 0                 |
| Teaching Only Staff  | 1                             | 1                 | 0                 |
| Research Only Staff  | 4                             | 4                 | 0                 |
| Professional & Support Grades 6-9  | 41                            | 41                | 0                 |
| Professional & Support Grades 1a-5   | 17                            | 16                | 2                 |
| Activities used for KIT Days: <ul style="list-style-type: none"> <li>• Conference/Workshop Attendance</li> <li>• Keeping in touch with PhD Students</li> <li>• Attending seminars</li> <li>• Writing publications/grant applications</li> <li>• Training sessions</li> <li>• Research Meetings/spending time in the laboratory</li> <li>• Preparing for return/catch up with line manager and team</li> <li>• Meetings relating to area of work</li> </ul> |                               |                   |                   |

Only two negative responses were received:

- A department did not widely promote the KIT days to those about to go on maternity leave. **(AP/2018/5.29)**
- There were delays in receiving payment for KIT days, usually because departments had not informed payroll. **(AP/2018/5.30)**

The majority of respondents took an average of 4 days out of the available 10 KIT days, with the exception of academic staff who took 9 days.

**ACTION: AP/2018/5.27: Improve the Warwick Academic Returners Fellowship offering in response to feedback from those experiencing it in its first 18 months of operation, looking particularly at the length of time allowed for additional research leave.**

**ACTION: AP/2018/5.28: HR: Repeat KIT Survey in 2018 to ensure that the format is still fit for purpose and staff are benefiting from the use of KIT days.**

**ACTION: AP/2018/5.29: Ensure regular communications are sent to departments to encourage and explain the benefits of Keep In Touch (KIT) days (2018-2019)**

**ACTION: AP/2018/5.30: HR to tighten up the request for payment process of KIT days with departments to ensure timely payment of KIT days (2018).**

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

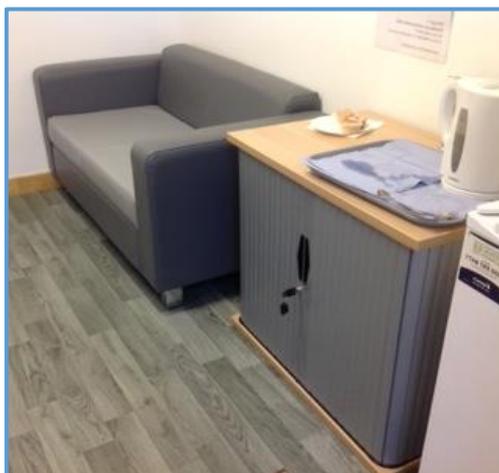
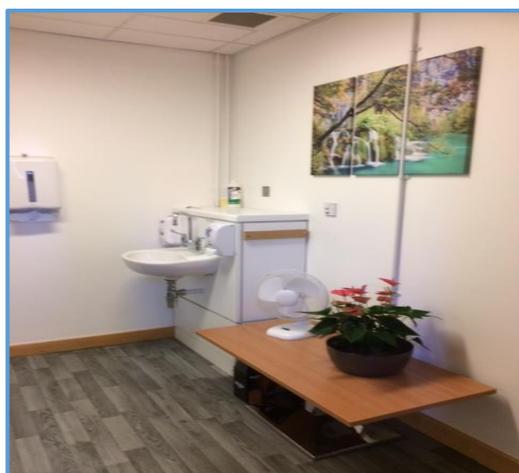
Staff returning from maternity/adoption/long term parental leave are able to select a mentor to help with the transition back to work. This opportunity is advertised on the RPSN webpage and through LDC/HR. However uptake has been low and therefore we need to further promote this option **(AP/2018/5.31)**. Through a Maternity/Adoption/Carers Survey (March 2016), it was identified that staff would value more support with transitioning back to work, with particular focus on flexible working to help them to juggle work commitments and the new role as a parent, so that an appropriate work life balance is available. **(AP/2018/5.32)**

**ACTION: AP/2018/5.31: Promote to staff taking maternity/ adoption leave what support is in place for them (including the availability of mentors) to support them with the transition back into the work place.**

**ACTION: AP/2018/5.32: HR Advisers to work with departments to ensure that staff returning from maternity/adoption/carers leave feel fully supported and are aware of the support available.**

Warwick has four dedicated milk expressing rooms to assist those returning from maternity leave, and are still breastfeeding.

**IMAGE 21: One of the Milk Expression Rooms available on campus.**



(vii) *Maternity return rate*

**TABLE 5.25: Maternity returns and return rate for Academic staff**

| <b>Faculty Name</b> | <b>Year</b> | <b>No. employees on ML</b> | <b>Left due to FTC before end of ML</b> | <b>Left before end of ML</b> | <b>Left within 3 months of ML end</b> | <b>Left within 6 months of ML end</b> | <b>Left within 12 months of ML end</b> | <b>Left within 18 months of ML end</b> |
|---------------------|-------------|----------------------------|---|------------------------------|---------------------------------------|---------------------------------------|--|--|
| <b>AHSSBL</b>       | 2012/13     | 6                          | 0                                       | 0                            | 1                                     | 0                                     | 0                                      | 0                                      |
|                     | 2013/14     | 8                          | 0                                       | 0                            | 0                                     | 0                                     | 0                                      | 0                                      |
|                     | 2014/15     | 12                         | 0                                       | 0                            | 1                                     | 1                                     | 1                                      | 0                                      |
|                     | 2015/16     | 7                          | 0                                       | 0                            | 0                                     | 0                                     | 1                                      | 0                                      |
|                     | 2016/17     | 12                         | 0                                       | 1                            | 1                                     | 2                                     | 0                                      | 0                                      |
|                     | 2017/18     | 6                          | 0                                       | 0                            | 0                                     | 0                                     | 0                                      | 0                                      |
| <b>STEMM</b>        | 2012/13     | 14                         | 1                                       | 1                            | 0                                     | 0                                     | 1                                      | 0                                      |
|                     | 2013/14     | 11                         | 0                                       | 0                            | 0                                     | 0                                     | 2                                      | 0                                      |
|                     | 2014/15     | 17                         | 0                                       | 0                            | 1                                     | 1                                     | 0                                      | 0                                      |
|                     | 2015/16     | 23                         | 0                                       | 0                            | 0                                     | 2                                     | 3                                      | 0                                      |
|                     | 2016/17     | 18                         | 0                                       | 0                            | 0                                     | 1                                     | 1                                      | 0                                      |
|                     | 2017/2018   | 5                          | 0-                                      | 0                            | 0                                     | 0                                     | 0                                      | 0                                      |

**TABLE 5.26: Maternity returns and return rate for Professional and Support Staff**

| Faculty Name   | Year    | No. employees on ML | No. Returned from ML | FTED before end of ML | Left before end of ML | Left within 6 months of ML end | Left within 12 months of ML end | Left within 18 months of ML end |
|----------------|---------|---------------------|----------------------|-----------------------|-----------------------|--------------------------------|---------------------------------|---------------------------------|
| Administration | 2012/13 | 43                  | 0                    | 0                     | 2                     | 1                              | 1                               | 0                               |
|                | 2013/14 | 45                  | 1                    | 1                     | 2                     | 3                              | 4                               | 0                               |
|                | 2014/15 | 45                  | 0                    | 0                     | 3                     | 6                              | 2                               | 0                               |
|                | 2015/16 | 39                  | 0                    | 0                     | 1                     | 4                              | 2                               | 0                               |
|                | 2016/17 | 46                  | 1                    | 1                     | 2                     | 1                              | 1                               | 0                               |
|                | 2017/18 | 2                   | 0                    | 0                     | 0                     | 0                              | 0                               | 0                               |
| AHSSBL         | 2012/13 | 9                   | 0                    | 0                     | 0                     | 0                              | 0                               | 0                               |
|                | 2013/14 | 9                   | 0                    | 0                     | 1                     | 1                              | 0                               | 0                               |
|                | 2014/15 | 9                   | 0                    | 0                     | 0                     | 0                              | 0                               | 0                               |
|                | 2015/16 | 8                   | 0                    | 0                     | 0                     | 0                              | 0                               | 0                               |
|                | 2016/17 | 6                   | 0                    | 0                     | 0                     | 0                              | 0                               | 0                               |
|                | 2017/18 | 1                   | 0                    | 0                     | 0                     | 0                              | 0                               | 0                               |
| STEMM          | 2012/13 | 11                  | 0                    | 0                     | 0                     | 1                              | 0                               | 0                               |
|                | 2013/14 | 15                  | 0                    | 1                     | 0                     | 1                              | 0                               | 0                               |
|                | 2014/15 | 19                  | 0                    | 0                     | 1                     | 0                              | 1                               | 0                               |
|                | 2015/16 | 11                  | 0                    | 0                     | 2                     | 0                              | 1                               | 0                               |
|                | 2016/17 | 11                  | 0                    | 0                     | 0                     | 1                              | 0                               | 0                               |
|                | 2017/18 | 2                   | 0                    | 0                     | 0                     | 0                              | 0                               | 0                               |

(viii) *Paternity, shared parental, adoption, and parental leave uptake*

**TABLE 5.27: Uptake of paternity leave**

| Year         | Academic  | Clinical | Research Only | Teaching Only | Professional and Support Staff |
|--------------|-----------|----------|---------------|---------------|--------------------------------|
| 2012/2013    | 14        | 0        | 8             | 1             | 23                             |
| 2013/2014    | 12        | 1        | 10            | 1             | 23                             |
| 2014/2015    | 18        | 1        | 14            | 2             | 34                             |
| 2015/2016    | 19        | 3        | 10            | 3             | 32                             |
| 2016/2017    | 20        | 1        | 17            | 2             | 40                             |
| 2017/2018    | 16        | 1        | 15            | 2             | 33                             |
| <b>TOTAL</b> | <b>99</b> | <b>7</b> | <b>74</b>     | <b>12</b>     | <b>185</b>                     |

There has been an increase over the last year in the number of men taking paternity leave. In November 2015 the policy was updated and the application made clearer, which along with an improved cultural approach to paternity leave across the University has helped increase uptake.

**TABLE 5.28 Uptake of parental leave**

| Year         | Academic | Research Only | Teaching Only | Professional and Support Staff |
|--------------|----------|---------------|---------------|--------------------------------|
| 2012/2013    | 0        | 1             | 0             | 1                              |
| 2013/2014    | 1        | 0             | 0             | 3                              |
| 2014/2015    | 0        | 0             | 0             | 1                              |
| 2015/2016    | 0        | 0             | 0             | 5                              |
| 2016/2017    | 1        | 1             | 1             | 5                              |
| 2017/2018    | 0        | 3             | 0             | 8                              |
| <b>TOTAL</b> | <b>2</b> | <b>5</b>      | <b>1</b>      | <b>23</b>                      |

*Note: No Clinical or Teaching Only staff took Parental Leave*

Uptake of parental leave remains more common with Professional and Support staff, because to some extent flexible working patterns already cover academic's needs for parental leave, but we must also consider that academics may feel obliged to cover their teaching commitments at another time and there may be a lack of awareness that it is available.

**TABLE 5.29 Uptake of adoption leave**

| Faculty Name                      | Year    | No. emps | Left due to FTC before end of AL | Left before end of AL | Left within 3 mths of AL end | Left within 6 mths of AL end | Left within 12 mths of AL end | Left within 18 mths of AL end |
|-----------------------------------|---------|----------|----------------------------------|-----------------------|------------------------------|------------------------------|-------------------------------|-------------------------------|
| Professional and Support Services | 2012/13 | 2        | 0                                | 0                     | 0                            | 0                            | 0                             | 0                             |
|                                   | 2013/14 | 1        | 0                                | 0                     | 0                            | 0                            | 0                             | 0                             |
|                                   | 2014/15 | 2        | 0                                | 0                     | 0                            | 1                            | 0                             | 0                             |
|                                   | 2016/17 | 3        | 0                                | 0                     | 0                            | 0                            | 0                             | 0                             |
| STEMM                             | 2012/13 | 1        | 0                                | 0                     | 0                            | 0                            | 0                             | 0                             |
|                                   | 2013/14 | 1        | 0                                | 0                     | 0                            | 0                            | 0                             | 0                             |
|                                   | 2015/16 | 1        | 0                                | 0                     | 0                            | 0                            | 1                             | 0                             |
| AHSSBL                            | 2013/14 | 1        | 0                                | 0                     | 0                            | 0                            | 0                             | 0                             |
|                                   | 2015/16 | 1        | 0                                | 0                     | 0                            | 0                            | 0                             | 0                             |

*(ix) Flexible working*

Wherever operationally possible, we support flexible working, by informal arrangements in departments. However it was noted in the Maternity/Adoption/Carers 2016 Survey that support offered by line managers across the University is inconsistent. Subsequently HR Advisers have emphasised with their departments that all working options should be explored when staff request to work more flexibly, requests logged by gender (**AP/2018/5.33**) and HR Advisers share good practice (**AP/2018/5.34**).

**ACTION: AP/2018/5.33: Improve communications and hold workshops to encourage positive attitudes towards flexible working and requests to be logged by gender (2019).**

**ACTION: AP/2018/5.34: Provide case studies for web page to demonstrate the benefits to both the individual and the University on flexible working (2019).**

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

We do not systematically record data on hours after career breaks, unless there is a contractual change. However, after interrogation of the HR data system, it appears that in all cases staff taking career breaks have returned on their previously worked hours. Under flexible working, staff have the right to discuss a change in contractual hours and wherever operationally possible, this will be treated favourably.

*(xi) Childcare*

An anonymous online maternity/adoption/carers survey was carried out (March 2016). Survey questions were extracted from the AS submission form, with a view to getting feedback on maternity/adoption/caring provision offered by Warwick. 81 responses were received. The theme of the responses were also echoed by the attendees at the **Females in Academia Workshop** and the **Working Parents Network Group**. Key themes are noted in **section 5.5 (iv)**.

Since our last submission, and following demand from staff, Warwick now runs holiday schemes. In February 2018, 162 sessions were booked (68 different children) which was capacity. During Easter 2018, 400 were sessions booked (144 different children). This was considerably higher than the 321 we received last year. (**Table 5.33**).

**TABLE 5.33: Nursery schemes**

| Year | Scheme                   | No of Children Attending |
|------|--------------------------|--------------------------|
| 2014 | Summer Scheme (6 weeks)  | 166                      |
| 2015 | Easter Scheme (3 weeks)  | 98                       |
| 2015 | Summer Scheme (7 weeks)  | 158                      |
| 2016 | Easter Scheme (3 weeks)  | 80                       |
| 2016 | Summer Scheme (6 weeks)  | 245                      |
| 2017 | February Scheme (1 week) | 85                       |
| 2017 | Easter Scheme (2 weeks)  | 113                      |
| 2017 | Summer Scheme (6 weeks)  | 266                      |
| 2018 | February Half Term       | 68                       |
| 2018 | Easter Scheme (2 weeks)  | 144                      |

(xii) *Caring responsibilities*

Warwick has a Staff Carers Network, formed in June 2015, with 37 members meeting monthly. The Network has had input from :

- Coventry Carers
- MacMillan Cancer Support
- Created a dedicated webpage providing resources and signposts
- Producing a guidance booklet for staff/line managers and those with caring responsibilities
- Consultation forum for the creation of official HR Carers Guidelines **(AP/2018/5.35)**.
- Liaised with an academic researcher at Warwick, who shared their research on academic caring responsibilities at a RG Equality Forum that Warwick hosted in January 2018.
- Disability and Carer’s awareness event and conference for carers – planned for June 2018 **(AP/2018/5.36)**.
- External speaker event in June 2018 – ‘Was this in the plan’

**ACTION: AP/2018/5.35: Develop guidance (feedback was that members preferred this to a survey) for June 2018 – to tie in with carers awareness week.**

**ACTION: AP/2018/5.36: For June 2018 organise a campaign including a disability and carer’s awareness event.**

Conference attendance is seen as an essential requirement for anyone building a prosperous research career. In 2013 submission we recognised the difficulty of attending conferences for parents and established a fund to assist with childcare costs. This fund proved so popular that in 2014/15, it was agreed that all four Faculties would contribute £1000 each year, to increase the budget available (each claim capped at £150 and limited to 2 claims per academic year) (Table 5.34).

**TABLE 5.34: Take Up and Cost of the Conference Care Fund**

| ACADEMIC YEAR | Number of claims | Gender          | Total Amount requested | Total Amount Paid |
|---------------|------------------|-----------------|------------------------|-------------------|
| 2012/2013     | 9                | 9 x F           | £785                   | £660              |
| 2013/2014     | 7                | 7 x F           | £419                   | £261              |
| 2014/2015     | 22               | 4 x M<br>18 x F | £2,141                 | £1,244            |
| 2015/2016     | 14               | 3 x M<br>12 x F | £1,346                 | £1,047            |
| 2016/2017     | 20               | 5x M<br>15 x F  | £1,980                 | £1,039*           |

\* Some payments still being processed through new concur system, as midway through year. M = Male; F = Female

## 5.6. Organisation and culture

### (xiii) Culture

**PULSE** (used to evaluate our culture and processes) runs every two/three years. The University has been very proactive in setting up Working Groups to address weak areas identified in the 2016PULSE.

The 2018PULSE survey received 4,804 (possible 6,744) responses giving a 74% response rate (63% in 2016PULSE). PULSE includes a benchmarking facility against the results within the sector. The Warwick overall employee engagement score was 71% (72% in 2016PULSE) which is on par or slightly higher than other RG Universities and considerably higher than private and public sector norms. (**Section 3**)

The highest scoring questions were about our culture:

- I am proud to work for the University - 82% all responses, 86% female
- My line manager supports me when needed - 77% all responses, 79% female
- I am treated with fairness and respect at the University - 74% all responses 77% female

Each department is required to create an action plan to address their own areas of concern and centrally supported existing/new sub-groups help to tackle areas of concern, such as PDRs, how staff can speak up and challenge the way things are done at the University and to monitor the new academic promotions framework. (**AP/2018/5.37**)

**ACTION: AP/2018/5.37: To track the impact of any new initiatives introduced post 2018PULSE against next PULSE survey and share good practice.**

### (xiv) HR policies

HR policies are reviewed every three years and undergo equality impact assessments; recently all policies have undergone a review to ensure Gender Neutral Language. HR publishes a comprehensive list of policies and HR Advisers communicate policy changes to departments. 'Windows on Warwick' briefing sessions offer further guidance and support, as do Faculty meetings. Staff and Student Network Groups, and Trade Unions are consulted on new or revised policies before being formally approved through the Committee structure. (**AP/2018/5.38**)

The Dignity at Warwick Policy is promoted at an annual campus wide event and included in all inductions, with reporting options communicated on a regular basis. Much work over the last few years has increased awareness that bullying and harassment are not tolerated; with the VC communicating a zero tolerance message during a recent event. The 2018PULSE results show an increase in those that answered they are treated with fairness and respect 74% (up 3% on last survey). The institution is currently investigating purchasing a Report and Support system to enable staff and students to report issues with confidence and ease.

**ACTION: AP/2018/5.38: Flexible working and Compassionate Leave Policies to be reviewed (2019) and communicated to Warwick staff.**

*(xv) Proportion of heads of school/faculty/department by gender*

**TABLE 5.35: Academic Heads of Departments by gender**

| Heads of Departments by Gender |        |      |
|--------------------------------|--------|------|
| Year                           | Female | Male |
| 2013/14                        | 5      | 28   |
| 2014/15                        | 8      | 23   |
| 2015/16                        | 8      | 22   |
| 2016/17                        | 8      | 22   |
| 2017/18                        | 10     | 22   |

**TABLE 5.36: Faculty Chairs by gender**

| Faculty Chairs by Gender |        |      |
|--------------------------|--------|------|
| Year                     | Female | Male |
| 2013/14                  | 2      | 2    |
| 2014/15                  | 1      | 3    |
| 2015/16                  | 1      | 3    |
| 2016/17                  | 2      | 2    |
| 2017/18                  | 1      | 3    |

The number of female HoDs has shown a slight increase in recent years, but are still in smaller proportions than male HoDs. However for 2016/17 the numbers of female leads in Warwick's numerous research centres is more positive (35M:20F).

*(xvi) Representation of men and female on senior management committees*

Gender balance has markedly improved over the last decade. (VC's letter)

**IMAGE 22: The Executive Management Team**

| <b>The Executive Management Team</b>  |   |  |
|---|---|--|
| <p><b>Vice-Chancellor and President,<br/>Professor Stuart Croft</b></p>  | <p><b>Provost – Professor Christine<br/>Ennew</b></p>         | <p><b>The Registrar, Dr Rachel<br/>Sandby-Thomas</b></p>                        |
| <p><b>Pro-Vice-Chancellor (Research),<br/>Professor Pam Thomas</b></p>  | <p><b>Pro-Vice-Chancellor (External<br/>Engagement)</b></p>  | <p><b>Pro-Vice Chancellor<br/>(Education), Professor Chris<br/>Hughes</b></p>  |
| <p><b>Group Finance Director, Ms Rosie<br/>Drinkwater</b></p>          |   |  |

**TABLE 5.37: Influential committee membership by gender**

| Committee Name                                 | 2013/14   |           | 2014/15   |           | 2015/16    |            | 2016/17    |            | 2017/18    |            |
|--|-----------|-----------|-----------|-----------|------------|------------|------------|------------|------------|------------|
|  | F         | M         | F         | M         | F          | M          | F          | M          | F          | M          |
| Academic Quality & Standards                   | -         | -         | -         | -         | 10         | 14         | 11         | 12         | 10         | 11         |
| Academic Resourcing                            | -         | -         | -         | -         | 4          | 9          | 3          | 9          | 4          | 9          |
| Academic Staff                                 | -         | -         | -         | -         | 6          | 11         | 7          | 10         | 6          | 10         |
| Board of Graduate Studies                      | -         | -         | -         | -         | 16         | 13         | 14         | 12         | 11         | 15         |
| Board of the Faculty of Arts                   | -         | -         | -         | -         | 15         | 16         | 15         | 16         | 15         | 15         |
| Board of the Faculty of Medicine               | -         | -         | -         | -         | 11         | 20         | 12         | 20         | 12         | 19         |
| Board of the Faculty of Science                | -         | -         | -         | -         | 5          | 28         | 5          | 24         | 7          | 27         |
| Board of the Faculty of Social Science         | -         | -         | -         | -         | 12         | 24         | 14         | 21         | 11         | 26         |
| Budget Steering Group                          | -         | -         | -         | -         | 1          | 4          | 3          | 2          | 3          | 2          |
| Education Committee                            | -         | -         | -         | -         | -          | -          | -          | -          | 7          | 12         |
| Equality & Diversity Committee (EDC)           | 16        | 9         | 17        | 7         | 8          | 16         | 4          | 21         | 6          | 18         |
| Executive Management Team                      | 4         | 7         | 4         | 7         | 4          | 8          | 6          | 6          | 4          | 3          |
| Finance & General Purposes                     | 1         | 11        | 4         | 9         | 11         | 3          | 4          | 10         | 5          | 7          |
| Health & Safety Executive                      | 6         | 2         | 5         | 3         | 5          | 5          | 4          | 8          | 4          | 10         |
| Probation Review Group                         | -         | -         | -         | -         | 1          | 6          | 3          | 4          | 3          | 5          |
| Research                                       | -         | -         | -         | -         | 3          | 11         | 6          | 8          | 6          | 10         |
| Senate Steering                                | 4         | 10        | 7         | 9         | 5          | 11         | 7          | 9          | 7          | 8          |
| The Council                                    | 6         | 16        | 8         | 16        | 5          | 15         | 11         | 13         | 13         | 11         |
| The Senate                                     | 15        | 31        | 16        | 30        | 16         | 31         | 22         | 24         | 22         | 25         |
| University Estate                              | -         | -         | -         | -         | 1          | 9          | 5          | 9          | 4          | 7          |
| Vice-Chancellors Advisory Group - Promotion    | -         | -         | -         | -         | 1          | 6          | 4          | 3          | 3          | 3          |
| Vice-Chancellors Advisory Group – Remuneration | -         | -         | -         | -         | 1          | 3          | 0          | 4          | 5          | 3          |
| <b>Total</b>                                   | <b>52</b> | <b>86</b> | <b>61</b> | <b>81</b> | <b>141</b> | <b>263</b> | <b>160</b> | <b>245</b> | <b>168</b> | <b>256</b> |

With the exception of EDC, the majority of membership for committees listed in Table 5.37 are academic and Senior Administrative staff (FA7 upwards), but also student representation (undergraduate and

postgraduate). EDC has two representatives from Staff Levels FA2-FA5. In most cases, there has been a significant improvement in gender balance on each committee.

Membership is based on role and in some cases nomination, with diversity of membership being taken into account. An **Equality Objective 2016-2020** is to continue to promote the effectiveness of the University Council and its sub-committees through a diversity of membership. See VC's letter. **(AP/2018/5.39 and AP/2018/5.40)**

**ACTION: AP/2018/5.39 Continue to promote the effectiveness of the University Council and its sub-committees through recruiting a diverse membership.**

**ACTION: AP/2018/5.40: Monitor and record membership of Council and Senate to cover other protected characteristics rather than just gender.**

#### *(xvii) Committee workload*

Senior Committee membership is dependent upon position. Each academic department operates their own workload model, and academic staff disclose their institutional duties to the departmental workload administrator. Due to the under-representation of senior academic females, extra care needs to be made to ensure females are not over-burdened.

#### *(xviii) Institutional policies, practices and procedures*

Warwick's policies are compliant with legislation, in consultation with legal advisers, trade unions, staff network groups and HR professionals. Policies are reviewed every three years and EIA's carried out to access any potential impact for all protected characteristics. Staff surveys and staff networks are useful mechanisms to understand the impact of policies on the staff cohort.

#### *(xix) Workload model*

Warwick operates a departmental approach to workload models. All departments refer to the workload models in AS submissions and WBS (Bronze award in the Gender Charter Mark trial), demonstrated their work model at a WAN meetings. All departmental workload allocations include teaching, research, administration, pastoral and outreach activities and all allocations are transparent, fairly applied and taken into account at PDRs and in promotion criteria.

#### *(xx) Timing of institution meetings and social gatherings*

Core hours are 09:00 – 17:30 hrs with key institutional meetings being held within these hours. Departments work more flexibly and typically have core hours between 10:00 – 12:00 and 14:00 – 16:00 hrs. Where it is impossible to hold a particular meeting within core hours, as much notification as possible is given to allow staff to make alternative arrangements. The University nursery is able to take

children on an ad-hoc basis, which is especially useful to offer to prospective employees, who attend for interview, but also for staff who wish to attend meetings that are scheduled outside of core hours.

*(xxi) Visibility of role models*

We have been working very hard to raise the visibility of female role models. Our senior management team demonstrate that females can succeed at Warwick, along with our new Chancellor.

Professor Jane Hutton (Statistics), became one of the first females to receive a new Suffrage Science in Maths and Computing award (2016). The awards launched the new initiative to celebrate females, encouraging females into science and to reach senior leadership roles.

**IMAGE 23: Professor Jane Hutton – One of the First Females to Receive a New Suffrage Science in Maths and Computing Award**

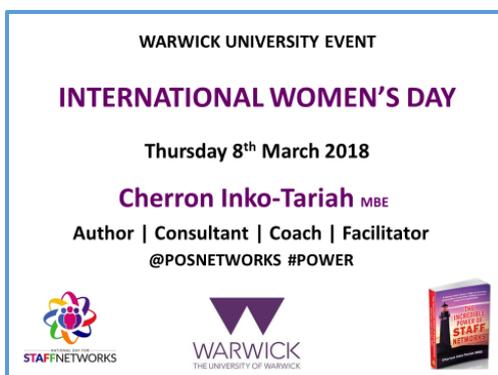


Jane commented "I am honoured to receive this award, and grateful for all the opportunities the University has provided for teaching and research".

**Warwick's Females in Science Forum** regularly host events on subjects such as: Career development, work/life balance.

**International Female's Day** – Annual event to celebrate International Female's Day, both male/female speakers talking about women that have inspired them throughout their careers.

**IMAGE 24: 2018 International Female's Day event**



**Inspiring Women Series** had its inaugural event in May 2015 – a series of talks/panels from senior professional role models to hear personal stories of success, advice and inspiration followed by

networking. Pauline Black's (musician), talk captured intersectionality well – a black woman in the entertainment industry. Audiences have attracted both academic and PSS and due to the success have inspired Warwick's Students Careers and Skills to replicate the series for students – **Inspiring Women Student Series**.

**IMAGE 25: Pauline Black's Talk on Being a Black Female in the Entertainment Industry in the 1980's**



Since 2013, staff have been encouraged to ensure that females have been nominated for honorary degrees at each degree ceremony (Table 5.38). In 2017 8 females received an honorary degree and 10 males.

**TABLE 5.38: Females Who Have Received Warwick Honorary Degrees since 2013**

| NAME                           | PROFILE   | Year |
|--------------------------------|---|------|
| Ms Ruth Jones                  | Actress, writer and producer                                | 2013 |
| Professor Anne Marie Slaughter | President of the New America Foundation                     | 2013 |
| Ms Alexandra Pringle           | Group Editor-in-Chief of Bloomsbury                         | 2014 |
| Ms Vivian Hunt                 | Managing partner of McKinsey's UK & Ireland Offices         | 2014 |
| Ms Julie Meyer MBE             | Chair & Chief Executive of Ariadne Capital                  | 2014 |
| Ms Dorothy Wilson MBE          | Chief Executive and Artistic Director - Midlands Arts       | 2014 |
| Dr Patricia Lewis              | Research Director - International Security at Chatham House | 2015 |
| Professor Janet Hemingway CBE  | Director of the Liverpool School of Tropical Medicine       | 2015 |
| Dame Sally Davies              | Chief Medical officer for England                           | 2015 |
| Professor Ada Yonath           | Nobel Laureate  | 2015 |

|                                  |   |      |
|----------------------------------|---|------|
| Ambassador Chan Heng Chee        | Singapore Foreign Ministry  | 2015 |
| Ms Charlotte Hogg                | First Chief Operating Officer at the Bank of England  | 2015 |
| Ms Frances O'Grady               | General Secretary to the TUC  | 2015 |
| Ms Jane Platt                    | Chief Executive of National Savings & Investments   | 2015 |
| Dr Janet Yellen                  | Chair of the US Federal Reserve System  | 2015 |
| Professor Margaret Snowling      | President of St John's College, Oxford  | 2016 |
| Ms Anita Bhalla                  | Chair of Performances, Birmingham Ltd   | 2016 |
| Professor Ingrid Daubechies      | One of the foremost Applied Mathematicians of our time  | 2016 |
| Professor Jill Lepore            | Professor of American History at Harvard University. Staff writer at The New Yorker.            | 2017 |
| Ms Anne Wood                     | Founder of Ragdoll Productions  | 2017 |
| Professor Dusa McDuff            | Helen Lyttle Kimmel '42 Professor of Mathematics at Barnard College                             | 2017 |
| Dame Stella Rimington            | Author, and first female to be appointed Director General at MI5 until her retirement in 1996   | 2017 |
| Ms Christiana Figueres           | Convener of Mission 2020, and recognised leader on global climate change.                       | 2017 |
| Professor Pippa Norris           | Comparative political scientist at Harvard and founding director of Electoral Integrity Project | 2017 |
| Professor Dame Bridget Ogilvie   | Trustee of Cancer Research UK   | 2017 |
| Mrs Etta Reid (and Dr Fred Reid) | Set up a local charity: Kenilworth Readers for the Blind  | 2017 |
| Alecky Blythe                    | Associate Artist at Mountview Academy   | 2018 |

*(xxii) Outreach activities*

Warwick is firmly committed to access and widening participation (WP) with strong emphasis on outreach provision locally (STEMM departments ensure equal gender balance of those staff involved) targeted at disadvantaged/under-represented groups. WP and student diversity is core to Warwick's

mission and is reflected in the University Strategy, access agreements and E&D strategy, with important visibility in Warwick's Equality Objectives 2016-20.

The central WP and outreach team leads on institutional level provision, strongly underpinned through sustained engagement specifically targeted activity in the pre-entry phase. School students are targeted using a 'basket' of criteria to determine 'disadvantage' or underrepresentation, with school based criteria used to target WP schools. Activities include student mentoring, residential summer schools, partnership and collaborative programmes, and long term programmes for highly able students deemed 'most able, least likely'. One of our most impactful activities, summer schools, tends to be dominated by female students, although that trend seems to be changing, with 74% female in 2014/15 falling to 64% in 2015/16. **(AP/2018/5.42)**

Gender diversity at a disciplinary level remains a concern both at institutional level and across the sector. The University has developed a range of interventions including: Physics run a bespoke year 12 outreach scheme to encourage and inspire more young female physicists, which includes a visit to CERN; and Engineering have developed the Women in Engineering Scholars Programme to support undergraduates in 2018-19.

**ACTION AP/2018/5.41: Work proactively with schools it targets for widening participation engagement to ensure the students that are prioritised for activity reflect a balanced gender mix where possible and ensure guidance for teachers articulates our commitment to gender equality at all levels.**

**ACTION AP/2018/5.42: Continue to use national datasets and research to maintain a deeper targeting approach to reflect those schools in areas with low progression rates to higher education and higher levels of deprivation.**

**IMAGE 26: Examples of some of the Outreach Events organised by Warwick**



**Schools Warwick Visit Years 11, 12 & 13**  
**Wednesday 9th November 2016**



**Year 12 Student Shadowing**  
**Week Commencing Monday 21st November 2016**



**The Warwick Christmas Lectures 2016**  
**Monday 28th November - Friday 9th December**



**Wer sind Wir? (Who are We?) Sixth Form Students**  
**Wednesday 7th December 2016**

A one day interdisciplinary Sixth Form Conference which encourages students to think critically about as well as articulate their opinion on a number of controversial topics relating to multicultural societies.



**Languages at Work in the World (Yr 10)**  
**Thursday 1st December 2016**

*Languages at Work in the World* is aimed at encouraging Year 10 to think about the value of languages for careers and employability, why they are useful in the world of work and the different routes that students can follow should they wish to pursue their studies in this area.



**Warwick Engineering Society Conferences – free places for sixth formers**

*Who can book?* - There are a maximum of 40 spaces for 6th form pupils (year 12, year 13) from local schools, available on a first-come-first-served basis for each event.



**The Fly Room**  
**Friday 25th November 2016**

This Engaging and emotional arthouse story will allow audiences to experience genetic science in a new entertaining way, taking you from Mendelian genetics all the way to unlocking the laws of heredity



**Warwick 'Writing Wrongs' Year 12 Essay Competition**

The 'Writing Wrongs' Essay Competition is being run by the School of Law and Department of English and provides year 12 students with an exciting opportunity to see their work published in the University of Warwick's Lacuna online magazine



**Should Education Matter?**  
Thursday 10th November 2016

Join us to explore this and many other key questions related to education in the UK and globally. This free event will give students in sixth form and college an insight into studying education as a discipline in a Russell Group University setting. For more information please click [here](#)



**The Energy Trilemma**

Warwick Engineering Society - Energy Conference  
Masterclasses for Years 9 to Sixth Form running from January - March 2017

### Departmental Outreach Initiatives – Physics

The XMaS Scientist Experience (partly funded by Warwick’s WP) aims to address gender bias in Physics through a competition to win a 4 day trip to XMaS, the EPSRC funded research facility at the ESRF, France. The competition/trip has received attention on social media, including blogs on WISE Campaign, plotr, Science grll and girlmuseum. Strong partnerships have formed with these organisations as well as STEMettes, BIG BANG, Uppsala University (Sweden), CERN, IGGY, Ogden Trust and the National Science Centres in addressing the gender balance challenge. The scheme was cited as a public engagement case study for the Royal Society. (Image 27)

**IMAGE 27: Prize Winning School Girls Attending the XMaS Beamline in Grenoble – Demonstration in the Experimental Hutch**



#### *(xxiii) Leadership*

Demonstrated in **Table 2.1 in Section x2(i)**, all STEMM departments have AS awards, with renewal/upgrades due. Many AHSSBL departments are working or being encouraged to work on submissions, with each department having nominated academic AS leaders.

Departments are supported by the E,D&I team, who attend all AS meetings, providing support and guidance, ED&I team also read all department submissions and provide comment prior to submission. This team have developed a framework for departments on getting started on their AS journey, as well as a standardised departmental survey to ensure consistency of questions across the academy. The monthly WAN is attended by representatives from departments to consult and share best practice. AS is widely recognised and departments nominate staff leaders/members to be responsible for driving AS work and this responsibility is recognised in their workload and promotion bids. The E,D&I team also hold termly WoW sessions covering all aspects of E&D with a focus on AS.

The creation of the GTF, led by the Provost – **Section 2(ii)**, will ensure senior leadership and support across the institution on gender related issues.

Dedicated AS webpage, an AS Annual Report and termly AS Newsletter, keeping staff and students informed on the AS agenda. Feedback from successful (and unsuccessful) submissions are shared, so that departments can learn from AS feedback, as well as best practice identified after AS awards ceremonies.

**IMAGE 28: Staff from Departments Receiving Athena Awards at an AS Award Ceremony**



**WORD COUNT FOR SECTION 5 (6,000) : 6, 727**

**WORDCOUNT FOR FULL DOCUMENT (12,500): 11,240**

## 6 SUPPORTING TRANS PEOPLE

Recommended word count: Silver: 500 words

- (i) *Current policy and practice - Provide details of the policies and practices in place to ensure that staff are not discriminated against on the basis of being trans, including tackling inappropriate and/or negative attitudes.*

Reflecting the considerable efforts to support our trans community, we were delighted to score the highest points in the Trans Support Section of the 2018 Stonewall Workplace Equality Index.

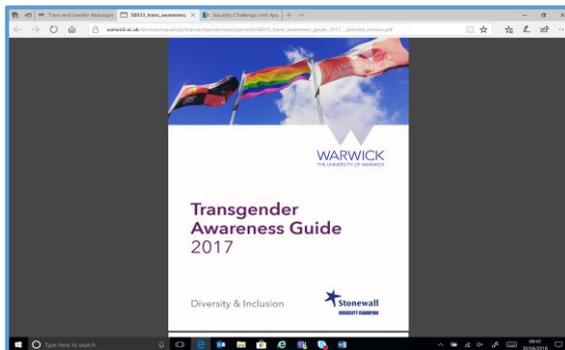
### IMAGE 29: Stonewall Workplace Equality Index Score for Trans Support



Our LGBTUA+ community, LGBTUA+ Taskforce and Network, Students' Union and Trade Unions, revised the Warwick Trans and Gender Reassignment Policy (WT&GRP) (2016) and approved through the formal Committee structure. The WT&GRP is a comprehensive document around organisational support for people transitioning and clearly states that the University will not tolerate discrimination against employees on the grounds of gender identity, or transphobic bullying and harassment. Clear guidance on how to tackle and report inappropriate behaviour is in the WT&GRP and the Dignity at Warwick Policy - giving examples of what inappropriate behaviour might look like and referral pathways. We have 24 trained dignity contacts, of which 5 have a good knowledge of issues concerning sexual orientation, gender and trans/gender reassignment.

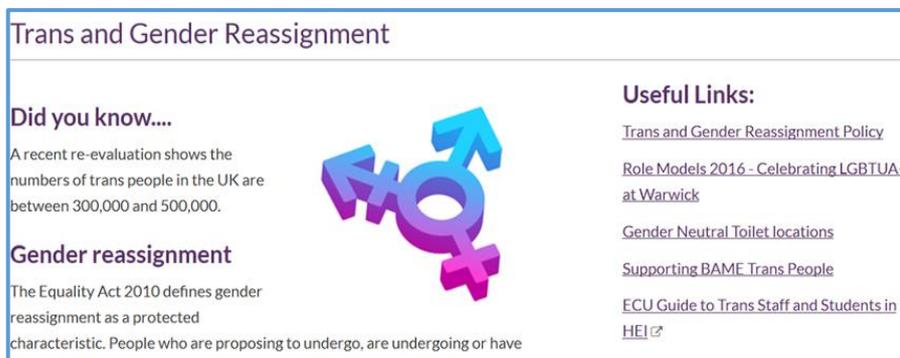
Our 'Trans Awareness' booklet provides practical support and guidance, to staff and students, who may be thinking about, undergoing, or have already transitioned (as well as those with non-binary identities).

### IMAGE 30: Transgender Awareness Guide



The Trans and Gender Reassignment web page includes information on internally and externally support mechanisms, for staff and students identifying as trans - general information on terminology, facilities and resources (awareness videos and health fact sheets). We want to develop a one-stop web portal creating an information hub **(AP/2018/6.1)**.

**IMAGE 31: Snapshot of Warwick's Trans and Gender Reassignment Webpage**



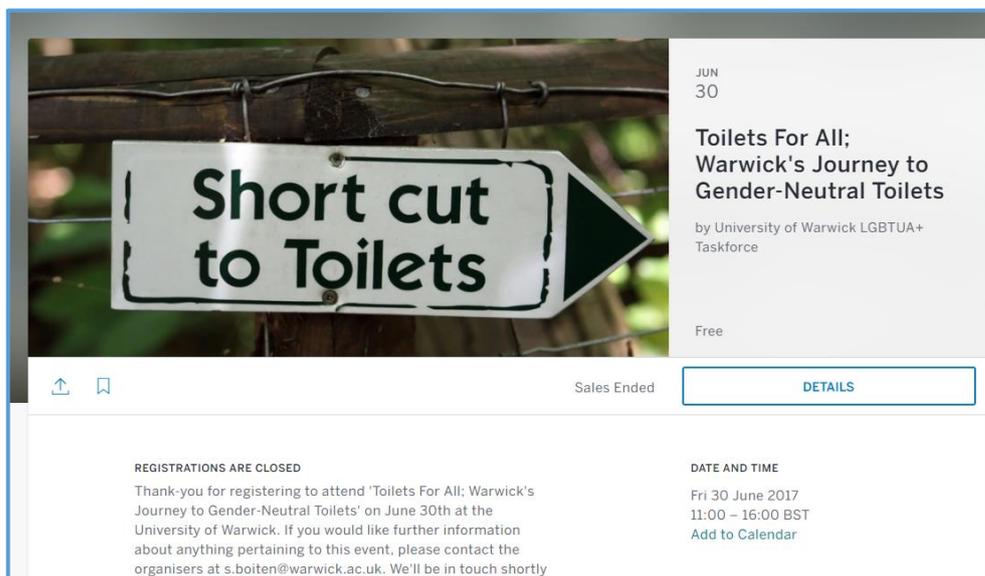
The LGBTUA+ Taskforce worked with the Students Union to implement a policy of gender neutral toilets and facilities across campus and in all new buildings. Our Vice-Chancellor (**blog February 2017**) outlined our commitment to providing Gender Neutral facilities; featured in local newspapers and on ITV News Central. The success of this joint work with Warwick's Accommodation Office, Estates and Residential Life will be continued as further facilities and support for staff and students identifying as trans are identified (**AP/2018/6.2**).

The LGBTUA+ Taskforce hosted an event in June 2017 – 'Toilets for All: Warwick's Journey to Gender Neutral Toilets', which was attended by both internal and external people.

**IMAGE 32: Snapshot of ITV News Central tweet**



**IMAGE 33: Snapshot of the LGBTUA+ Taskforce event 'Toilets for All: Warwick's Journey to Gender-Neutral Toilets.'**



*(ii) Monitoring - Provide details of how the institution monitors the positive and/or negative impact of these policies and procedures, and acts on any findings.*

Warwick consults via established staff and student networks. We have a proactive LGBTUA+ Taskforce (co-chaired by staff and student representatives) which has a dedicated budget of £8K pa to lead events, in addition to centrally funded events. The Taskforce proactively represents the needs of the LGBTUA+ community and engages/consults with the LGBTUA+ community on policies and practices, raises concerns/recommendations on LGBTUA+ issues with the University, reports termly to the EDC and has regular contact with the Provost.

Individuals can report incidents of bullying or harassment, anonymously or by requesting a meeting with a Dignity Contact, via an online form. Where cases cannot be dealt with informally and are referred as a formal complaint, an investigation would take place with support provided for the complainant and alleged perpetrator and where appropriate, grievance and disciplinary procedures would be used. The Taskforce ran a survey on experiences of identifying as trans at the University. Findings were fed through to the RL Team and L&D Teams to inform their engagement with trans students/staff and the delivery of their services (**AP/2018/6.2**). To date, we have not had received any reports of transphobic behaviour.

*(iii) Further work - Provide details of further initiatives that have been identified as necessary to ensure trans people do not experience unfair treatment at the institution.*

Warwick's aim is to focus on positive support and raising awareness within our community so that people have a good cognizance of different protected characteristics but also feel empowered to challenge inappropriate behaviour as recipients or witnesses. In collaboration with LGBTUA+ staff/students, we further support trans inclusivity (most recently by including trans issues in Personal Tutor training) by:

- Trans Awareness Workshops to both staff and students (face-to-face)
- ‘Transgender awareness’ and ‘The Trans Friendly Workplace’ videos
- Ensuring all University communications/documentation use gender neutral language.
- Co-sponsor of the Coventry PRIDE event.
- LGBTUA+ identity seminars, in celebration of Warwick’s LGBTUA+ community, to staff/students who identify as LGBTUA+ as well as allies.
- LGBTUA+ Role Model Booklet containing profiles of staff/students/ alumni.
- Safe Overseas Travel Policy for staff/students who identify with protected characteristics
- LGBTUA+ Supporters Programme, where staff/students pledge their support to tackle inappropriate behaviour.
- Counselling Services workshops on Gender Identity and Sexual Orientation.
- Procurement process meets Equality and Diversity criteria.
- Stonewall; hosted seminars; and risen 183 places in 2 years.
- Founder member of the national Network of Networks Group
- Warwick Arts Centre Programme includes productions that reflect the wider communities that access our provision.
- Raising the Rainbow Flag annually to mark LGBTUA+ History Month.

These will be actively reviewed and monitored for successful impact (**AP/2018/6.3**) and utilising the new HR data system (**AP/2018/6.4**).

**IMAGE 34: Snapshot of the Front Cover of Warwick’s LGBTUA+ Role Model Booklet and Quote from the booklet by a Trans Participant**



“During my time at Warwick I transitioned from female to male, which I suppose was when I became part of the community. My department and HR were wonderfully supportive of my transition. The university has policies and procedures in place that were very helpful, but my colleagues went above and beyond these to make me feel supported”.

**ACTION: AP/2018/6.1: To create a one-stop web portal that brings all the support and information together for staff and students who identify as transgender/gender fluid/non binary, and also to act as an information hub for line managers and individuals to have an understanding of terminology and processes to follow.**

**ACTION: AP/2018/6.2: Working more closely with Warwick's Accommodation Office, Estates and Residential Life team to ensure provision for appropriate facilities and support for staff and students identifying as trans.**

**ACTION: AP/2018/6.3: Expand the training provision currently provided to the wider Warwick Community, and in particular key stakeholders, such as senior tutors and residential life wardens.**

**ACTION: AP/2018/6.4: Ensure the gender identity field is included in the new HR data system and that all correspondence related to disclosure includes gender identity**

**RD COUNT FOR SECTION 6 (500): 737**

**WORDCOUNT FOR FULL DOCUMENT (12,500): 11,977**

## 7 FURTHER INFORMATION

Recommended word count: Silver 500 words

*Please comment here on any other elements that are relevant to the application; for example, other gender-specific initiatives that may not have been covered in the previous sections.*

Warwick is a founding member of the **PLOTINA** project (an international consortium) **Section 2(i)**. **PLOTINA** will contribute to disseminating tools and case studies of gender equality actions to the wider international community to enable research performing organisations to transfer these practise in their own institutional contexts. (£2.3 million Euros over four years funded by Horizon2020).

Warwick leads a work package on career-making and culture change and co-leads on gender-aware science. PLOTINA provides a research driven approach and contributes to the definition of a broader framework that will enable us to understand better results and outcomes of gender actions that have been taken. It will then showcase actions on an online library which will be available for the international community. The PLOTINA team (in collaboration with colleagues at Warwick) will develop a Moodle module that will be available to the Warwick community and beyond. **(AP/2018/7.1)**

Charikleia Tzanakou (PAIS) and Alison Rodger (Chemistry) are the Warwick leads. This project forms the basis of developing a Research Task Force at Warwick leading on researching gender equality in higher education and thus inform – on an evidence basis – AS activities undertaken by Warwick and the further UK academic community.

Warwick has its first **female Chancellor, the Rt. Hon. Baroness Ashton of Upholland GCMG PC**, from 1<sup>st</sup> January 2017. Our Chancellor plays a key role in the University's life by providing a role model for our various constituencies and by promoting the University regionally, nationally and overseas.

**IMAGE 35: The Rt. Hon. Baroness Ashton of Upholland GCMG PC**



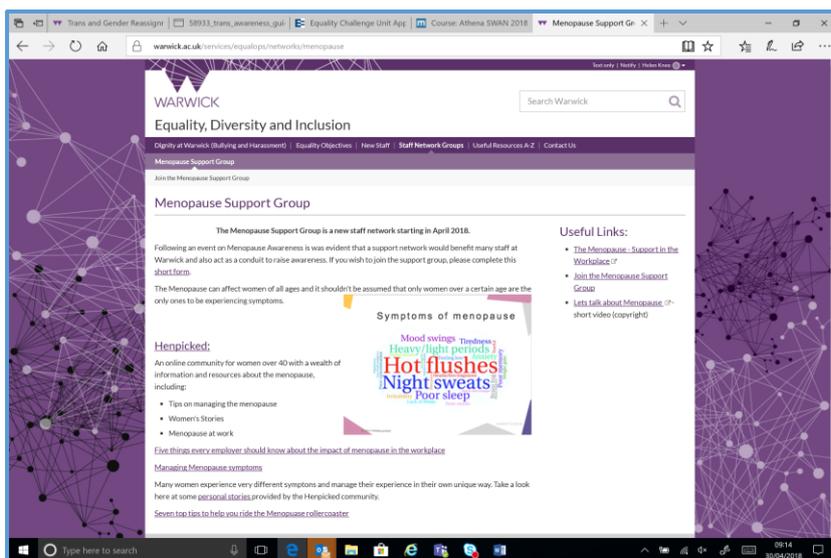
## Other innovations

A Warwick female researcher is undertaking a short piece of internal research on **staff diversity** to inform the VC's planning and prioritising around our commitment to diversity. This will help steer and support broader institutional actions that arise through other routes, including AS and the Race Equality Charter. **(AP/2018/7.2)**

We were the first University to support a workplace **Female's Institute (WI)** - 17 members who meet monthly, and only one of six workplace WI's in the country. Currently there are.

To lead the sector in supporting staff experiencing the menopause we developed resources, purchased a video and held a Menopause Awareness day for staff and managers, involving discussion with external experts. This attracted maximum capacity of 80 and staff responded positively to developing a support network. In April 2018 the Menopause Support Group was launched, it has been recognised as a staff network for PDR purposes and central support for events. **(AP/2018/7.3)**

### Image 36: Menopause Support Group



**ACTION: AP/2018/7.1: Warwick departments to contribute towards research relevant to career progression and the development of a Moodle module on sex/gender integration research that will inform the PLOTINA project outcomes**

**ACTION: AP/2018/7.2: To use the outcomes of the Gender/Ethnicity Research project to further inform the Equality and Diversity Strategy of the University and the AS and Race Charter Marks.**

**ACTION: AP/2018/7.3: To develop the newly established Menopause Support Group to raise awareness of the issue across the University but with a focus on line managers.**

**WORD COUNT FOR SECTION 7 (500): 340**

**WORDCOUNT FOR FULL DOCUMENT (12,500) : 12,317**

## 8 ACTION PLAN 2018

The action plan should present prioritised actions to address the issues identified in this application. Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion. The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART). See the awards handbook for an example template for an action plan.

| Action Ref Number                                  | Description of Action   | Rationale   | Responsibility   | Timeframe & Milestones  | Success Criteria and Outcome   |
|--|---|---|--|---|--|
| <b>SECTION TWO: DESCRIPTION OF THE INSTITUTION</b> |   |   |  |   |  |
| AP/2016/2.1  | Embed current good practice, securing a commitment to move to the next level of award for each department in line with their submission rounds.                         | We cannot stop our AS journey just because awards have been achieved, This is ongoing.  | All departments with AS awards   | Start of 2019   | Through SAT monitoring we are sure that the departments are meeting their action plans and will resubmit at the end of their current award.                                      |
| AP/2018/2.2  | Engage with and extend central support and good practice to departments in the Faculty of Arts to achieve AS Bronze awards.   | Departments in Arts are interested in AS and the University's senior executive team are committed to AS across the University.  | SAT ED&I Team Faculty/departments of Arts                                  | By 2020   | Secure additional (to current) central resource to dedicate to AS.<br><br>Arts departments submit for AS awards.   |
| AP/2018/2.3  | The GTF to contribute to the PLOTINA Project on research gender equality in Higher Education within the UK and Europe - particular importance in the context of BREXIT. | To inform on an evidence basis, gender equality work (AS activities) undertaken at Warwick and the wider UK academic community. | Project Lead: Professor A Rodger<br>Dr C Tzanakou<br><br>Gender Task Force | 2018 Report on outcomes and disseminated to European Project Group. | Sufficient evidence and best practice obtained to inform work package on career-making and culture change.<br><br>Develop a Moodle for integrating sex/gender analysis research. |

| Action Ref Number | Description of Action   | Rationale   | Responsibility  | Timeframe & Milestones | Success Criteria and Outcome   |
|-------------------|---|---|---|------------------------|--|
| AP/2018/2.4       | Through Institute for Advanced Teaching and Learning (IATL) and Wellbeing deliver locally, but centrally resourced, to staff and students (2018-2019) bystander intervention training/module. | Training/module that has academic appeal and that will sit well in departmental curricula   | IATL  | 2019                   | Evaluate the trial in PAIS and then roll out across the university.  |
| AP/2018/2.5       | Formalise a process for assessing the values and Equality and Diversity standards of partner institutions where our staff and students go to work on our behalf.                              | To ensure that they are at least the same as Warwick's commitment to equality and diversity   | International Team<br>HR Services<br>Equality and Diversity Committee | 2019                   | Process agreed and being used.   |
| AP/2018/2.6       | To act as critical friend to Monash for the Athena SWAN (SAGE) submission.  | Critical challenge and support  | SAT   | 2018-2019              | SAGE successful and we learn good practice through the process   |
| AP/2018/2.7       | Further investigation of the gender split between T&R staff, benchmarked by gender and funder.  | Data will continue to be published to ensure transparency in all matters relating to gender, but the new HR system should allow for greater granularity | HR Data Systems Team<br>SAT   | During 2018            | Greater depth of data analysis and remain constant in the transparency of publishing this data. – all to inform and improve processes. |
| AP/2018/2.8       | Understand for academics how intersectionality for female/BME relates to career progress for female only and BME only.  | In the academic context we need to look at our data more granular way (with the RACE SAT) to identify barriers/levers to equality.                      | HR Data Systems Team<br>SAT with RACE SAT                             | 2018                   | Barriers and levers identified and then the action plan updated with positive actions to take during the life of this plan             |
| AP/2018/2.9       | Understand for PSS how intersectionality for female/BME relates to career progress for female only and BME only   | In the professional context we need to look at our data more granular way (with   | HR Data Systems Team<br>SAT with RACE SAT                             | 2018                   | Barriers and levers identified and then the action plan updated with   |

| Action Ref Number                                 | Description of Action   | Rationale  | Responsibility  | Timeframe & Milestones                           | Success Criteria and Outcome   |
|---|---|--|---|--|--|
|   |   | the RACE SAT) to identify barriers/levers to equality.   |   |  | positive actions to take during the life of this plan  |
| AP/2018/2.10                                      | Formalise the work (cross representation and joint working) across the AS and RACE work so that there is no omission, duplication and both can support the actions agreed.  | Better use of resources and joining up actions may have greater impact and penetration across the university | Chair of SAT  | 2018   | Cross membership of groups and data subgroups<br>Joint actions on action plans   |
| <b>SECTION THREE: THE SELF ASSESSMENT PROCESS</b> |   |  |   |  |  |
| AP/2018/3.1                                       | SAT members to continue to meet every two months to monitor, evaluate and determine impact of the action plan (university and departmental) across the university and ensure new central initiatives are aligned with our AS goals. | Self-assessment and sharing of best practice.  | Chair of SAT<br>ED&I Team continue to attend Departmental Athena meetings to support and guide departments through the AS process | 2018 – life time of this submission (and beyond) | Momentum of AS activities enabled and opportunities for new initiatives to be discussed.<br>Departmental work is progressing and joined up across departments where possible/effective.<br>Increase in the number of departments achieving AS success. |
| AP/2018/3.2                                       | Continue production of AS Annual Report and AS Termly Newsletter.   | Self-assessment and communication of AS activities.  | Diversity and Inclusion Adviser   | 2018 – life time of this submission (and beyond) | Informed workforce on gender initiatives and progress on AS Action Plan. Celebration of successes and sharing of best practice.  |
| AP/2018/3.3                                       | Review annually SAT membership to ensure a diverse and representative group, whilst maintaining continuity.   | Keep the group relevant and fresh , whilst maintaining experience  | Chair of SAT  | 2018 – life time of this submission (and beyond) | SAT is an effective group that drives change, shares good practice and is a group that colleagues want to be on.   |

| Action Ref Number                                 | Description of Action   | Rationale  | Responsibility  | Timeframe & Milestones      | Success Criteria and Outcome   |
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| <b>SECTION FOUR: A PICTURE OF THE INSTITUTION</b> |   |  |   |                             |  |
| AP/2016/4.1                                       | Look at best practice in growing STEMM and develop a sound policy in terms of 'rapid expansion' of gender balance by 2019.  | We have a sound basis and now need to increase the speed in moving to equality of numbers and the pipeline of future female academic careers in STEMM. | SAT and departmental heads                                  | 2018 and beyond             | Rate of females in academic roles in STEMM increases at a greater speed than the current trend in current departments. New interdisciplinary departments will have this build into their planning.                 |
| AP/201/4.2  | Linked to the introduction (June/July 2018) of the new academic promotion framework, work with HoDs and mentors to develop plans for the "fast-tracking" of females i.e. getting them to apply as early as their male counterparts instead of holding back. | Our evidence shows that females wait longer than males to put themselves forward. We need to encourage females to act when they are ready.             | Heads of Departments<br>Mentors<br>Promotions<br>Committees | From June/July 2018 onwards | More females are applying for promotion and being successful than under the previous framework and approach.<br>Feedback from females is that there is a supportive/challenging process to encourage applications. |
| AP/201/4.3  | By the end of 2018, to review the impact of the advertising partnership between our School of Engineering and the Women's Engineering Society, and share lessons with other departments.  | If there has been an increase in female application then we can look to replicate (sector specific) in other departments.                              | School of Engineering<br>HR Services                        | 2018                        | Increase of female applications  |
| AP/2018/4.4                                       | SAT to investigate further the culture around part-time academic appointments; new or existing staff, through focus groups.   | We want to ensure that this is applied consistently across the university's departments and that colleagues are aware of the opportunities.            | SAT   | 2018-2019                   | Focus groups will identify any disparity in practice and culture which the SAT can tackle with each department and revise the communications on this.  |

| Action Ref Number | Description of Action   | Rationale  | Responsibility                    | Timeframe & Milestones | Success Criteria and Outcome   |
|-------------------|---|--|-----------------------------------|------------------------|--|
| AP/2018/4.5       | Actively monitor and proactively mentor the transition from PDRA/contract researcher to open-ended contract as a R&T, RO or TO academic (to improve transition rate from FA5/FA6 to FA7) both here and elsewhere in the sector.   | Improve the pipeline for promotions and opportunities for staff.                                       | Heads of Department<br>SAT        | 2018 and beyond        | Increase in the transition from FA5/FA6 to FA7 and the type of contract.   |
| AP/2018/4.6       | To recruit females into the role of Professor of Practice (PoPs) as currently there are only male. WBS intend to do this by working with advisory board to identify suitable candidates for the role and to work with current external partners to explore possibilities. | To address the gender balance  | Warwick Business School           | 2018-2020              | Greater proportion of women at Professor level.  |
| AP/2018/4.7       | Monitoring gender issues for TOs in Warwick's Science Departments as this relatively new cohort in STEMM  | Current practice is to use R&T model, but there needs to be more TO roles to meet demand.              | Warwick's science departments     | 2018 and beyond        | Greater proportion of roles are TO.  |
| AP/2018/4.8       | To support all those in TO and RO roles to progress into T&R roles and to improve by active steps in recruitment, promotion and retention.  | Improve our balance in STEMM and AHBSSL of T&R roles – especially for females.                         | Heads of Departments<br>SAT Chair | 2018 and beyond        | Warwick at least falls in line with the RG benchmark and closes the gap on the sector benchmark.   |
| AP/2018/4.9       | SAT to create a template to send out to leavers once the resignation letter is received by HR and monitor returns and trends.   | Greater detail is need on why staff resign. Staff may respond to the SAT rather than HR/line managers. | SAT Chair<br>HR Services          | 2018                   | The template is returned by staff who have resigned to help the SAT track trends. Actions can be recommended to HR and the senior management team where appropriate. |

| Action Ref Number   | Description of Action  | Rationale   | Responsibility                             | Timeframe & Milestones | Success Criteria and Outcome  |
|---|--|---|--|------------------------|---|
| AP/2018/4.10  | Better use of the existing exit interview data (including qualitative data) to help identify any trends in female and BME leaving to go to another university. Add a new category to indicate whether resignation is due to an internal or external move (2019 and linked to new HR system if possible). | Improve the existing central data collection to identify reasons behind the catch all category of resignations/ | HR Services                                | 2019                   | Greater understanding of 'resignation' and therefore the SAT can make recommendations for improvements/actions to be taken centrally. |
| AP/2018/4.11  | Working with the Gender Task Force to monitor and make recommendations on the ongoing pay work across grades and gender (2018-2020).   | This is alive issue that the VC is keen to involve all relevant groups in.                                      | Gender Task Force<br>SAT                   | 2018-2020              | The trend of a decline in gender pay gap continues over the period. Research work to be undertaken on Warwick's salaries.             |
| AP/2018/4.12  | Develop an apprenticeship strategy that will challenge traditional gender lines by 2019.   | We need to continue to recruit apprentices but we want to do so in a planned and balanced way.                  | SAT<br>HR Services<br>Heads of Departments | 2019                   | Strategy developed and agreed. Implementation sees a challenge to traditional gender lines.   |
| <b>SECTION FIVE: SUPPORTING AND ADVANCING WOMEN'S CAREERS</b> |  |   |  |                        |   |
| AP/2018/5.1   | The new HR System to provide detailed recruitment information (by gender) to inform the institution and departments of their workforce recruitment patterns  | Inform the recruitment strategy and have robust data to base decisions on.                                      | HR Recruitment                             | 2018 and beyond        | Informed recruitment process enabling tracking of applicants from application through to appointment.                                 |
| AP/2018/5.2   | In line with Warwick's Equality Objectives, ensure that departmental recruitment strategies are informed by diversity data by under-standing the impact of internal and external   | Using the central data to inform departmental strategies but with the overlay of their sectorial                | HR Recruitment<br>SAT                      | 2018 and beyond        | Recruitment of a diverse workforce.   |

| Action Ref Number | Description of Action  | Rationale  | Responsibility                                    | Timeframe & Milestones | Success Criteria and Outcome  |
|-------------------|--|--|---|------------------------|---|
|                   | factors.   | needs through the gender equality lens.  |   |                        |   |
| AP/2018/5.3       | Publicise the Unconscious Bias Moodle and monitor by gender use of module, as part of the recruitment process (new HR system to facilitate monitoring uptake by gender). HR to advise, before agreeing panels, that all panel members have completed this training.  | Monitor use of the e-module by gender.   | LDC Team  | 2018 and beyond        | Increased use of e-module to inform the workforce and therefore reduce unconscious bias in recruitment and decision making processes. |
| AP/2018/5.4:      | Increase staff disclosure rates for all protected characteristics by:<br>-appropriate and timely communications when starting employment at the University;<br>-Self-completion of missing personal data by existing staff during the introduction of the new HR system.   | Increased disclosure rates means better data to base decisions on targeting activities and resources.            | HR Shared Services<br>SAT<br>Heads of Departments | 2018 and beyond        | Increased reporting rates means better reporting to support initiatives for groups with different protected characteristics.          |
| AP/2018/5.5       | Our last submission focused on streamlining the recruitment process and our next step is to review recruitment practices across the university, learning from experiences and pilots about what is effective in each sector (around references, anonymization of applications, conduct of interview panels, etc), with the aim of some recommendations to departments in 2019. | Good practice is happening across the university and we need to centralise that information and share it widely. | SAT<br>HR Recruitment                             | 2019                   | Create a bank of good practice (with experienced practitioners) to support recruitment activity.                                      |

| Action Ref Number | Description of Action   | Rationale   | Responsibility                     | Timeframe & Milestones | Success Criteria and Outcome  |
|-------------------|---|---|------------------------------------|------------------------|---|
| AP/2018/5.6       | Monitor and record that Chair of Recruitment Panels Training is carried out every three years and that new Chairs receive the same training – target of 100% by 2019/20.  | Ensure training is being accessed and kept up to date, and where this is not happening alternative panel members are being sourced.                                     | HR Recruitment                     | 2019/20                | 100% completion   |
| AP/2018/5.7       | As part of the EPSRC project monitor/observe the recruitment and selection process (by social researchers observing) within the academic year to identify whether the training has been affecting actual processes.                     | Observations to give a qualitative report on the impact of training in recruitment practices.   | PLOTINA Group<br>LDC team          | 2018-2019              | Report/feedback on the findings.<br><br>Actions taken in light of the findings to improve impact of the recruitment training.               |
| AP/2018/5.8       | As the academic promotions framework are implemented, the SAT will monitor the impact.  | To work with the ProVost to ensure that the implementation of the new framework are implemented as planned.   | SAT<br>ProVost                     | 2018 and beyond        | We see a greater increase in our next PULSE survey stating that the academic promotions framework is fair.                                  |
| AP/2018/5.9       | Monitor the take up of probationers to be given the opportunity to request an extension beyond the length of time they were absent due to maternity leave (up to 6 months in addition to the period of time taken for maternity leave). | Fair approach given that they should be in work to have probation.<br><br>The new HR system to record this centrally making it easier to monitor across the University. | HR Services<br>Heads of Department | 2018                   | Where required, 100% of probationers to benefit from a longer probation period when special circumstances, such as maternity have occurred. |
| AP/2018/5.10      | All Warwick internal REF/REG Panel members will complete the unconscious bias training and Panels will strive for appropriate gender representation to ensure fair processes, this includes where                                       | Gender balance and unconscious bias training to create the culture/approach we want as we develop the REF/REG submissions   | Pro-VC Research                    | 2018-2020              | 100% unconscious bias training  |

| Action Ref Number | Description of Action  | Rationale  | Responsibility  | Timeframe & Milestones | Success Criteria and Outcome  |
|-------------------|--|--|---|------------------------|---|
|                   | possible, female REF leaders within departments.   |  |   |                        |   |
| AP/2018/5.11      | All submission will pass through out E&D work-stream to strengthen this as part of our REF2021 preparations  | Recommendations from Stern Report embedded in the process over the next 2-3 years.   | Pro-VC Research   | 2018-2020              | Equality and diversity is embedded into the process.  |
| AP/2018/5.12      | Following the implementation of the new HR system in 2018, consideration be given to the implementation of a Talent Management and Succession Planning Framework.                                    | To establish a framework for managing the career development and subsequent promotion prospects of professional and support staff. | LDC team  | 2018 onwards           | Establishment of a framework for professional and support staff to follow to improve the career prospects towards promotion to higher grades. |
| AP/2018/5.13      | The new HR system to routinely report data on posts being reassessed through job evaluation.   | Data collection on outcomes of job evaluations.<br><br>Specific look at gender.  | HR Shared Services Team in conjunction with HR Systems Team | 2018 onwards           | An accurate data collection system in place to monitor success rates of job-evaluation by all protected characteristics.                      |
| AP2018/5.14       | SAT to investigate further, through interviews (during 2018) the reasons for the disparity in female and male academics accessing training.  | Is the disparity about access, perception of need, real need? Once we know this we can intervene, if needed.                       | SAT<br>LDC Team   | 2018                   | Obtain qualitative data to inform decisions on offer, access and communications around training available.                                    |
| AP/2018/5.15      | Monitor training data for gender and all protected characteristics to take into account intersectionality (currently only monitored by gender) which will be possible with the new HR system (2019). | Greater granularity and robust data to inform targeting of resources.  | HR Data Systems Team<br>SAT                                 | 2019                   | Data available to inform decision making and training offer to be more targeted in future years (if required).                                |

| Action Ref Number | Description of Action   | Rationale   | Responsibility   | Timeframe & Milestones | Success Criteria and Outcome   |
|-------------------|---|---|--|------------------------|--|
| AP/201/5.16       | Support the effectiveness of PDRs through online functionality (2019)   | Systems improvements will provide functionality e.g. prompts to encourage more conversations                      | HR Data Systems Team<br>LDC Team<br>SAT                  | 2019                   | Reports on completions of PDRs are higher than before the new system and the feedback on PULSE has improved about the usefulness of PDRs.  |
| AP/2018/5.17      | Develop resources (2019) to support career conversations and development focussed initially on professional and support staff.  | Need for increased knowledge on PDRs by line managers to support the workforce                                    | LDC Team   | 2019                   | Increased uptake of PDRs and better feedback on PULSE has improved about the usefulness of PDRs.   |
| AP/2018/5.18      | Collect case studies from individuals who have attended the Demystifying Promotion event who then went on to successfully apply for promotion and promote these on the Promotions web page. | To demonstrate promotion routes   | Promotions Secretariat Team                              | 2018 onwards           | Promotion of successful case studies from different individuals to encourage and give confidence to others seeking promotion.  |
| AP/2018/5.19      | Evaluate the success of 'How Warwick' and the potential extension to more junior grades, during 2019  | Role Models<br>To enhance the career development of staff in junior roles who aspire to rise to management level. | Learning and Development Advisers                        | 2018-2019              | Career development of junior staff improves as reflected in PULSE results. Staff retention rates increase due to increases in promotions.  |
| AP/2018/5.20      | Evaluate the success of the WMS Academic Career Development Model, with a view to sharing with the rest of the institution and oversee the mentoring programme for WMS, by the end of 2018. | To share best practice with other departments on academic career development, to encourage replication of model.  | Warwick Medical School Learning and Development Advisers | 2018-2019              | Additional career development support for academic staff has an impact in career development for all staff involved.<br><br>Replication of Academic Career Development Model across institution to support |

| Action Ref Number | Description of Action   | Rationale   | Responsibility  | Timeframe & Milestones | Success Criteria and Outcome   |
|-------------------|---|---|---|------------------------|--|
|                   |   |   |   |                        | staff in their personal and professional development.  |
| AP/2018/5.21      | Share the findings from the WIHEA, in enhancing status of teaching and advancing female's careers, across the University (2018).  | Improve status of teaching careers for women.   | Learning and Development Advisers (Teaching and Learning) | 2018 onwards           | Enhanced status of teaching and advancing women's careers in the University.<br>Staff recruitment and retention.   |
| AP/2018/5.22      | Promote programmes (academic support) by a dedicated publicity campaign to ensure staff are aware of, and take up the opportunity (2018-2019).  | There are a lot of programmes available to academics making it difficult to select the right one. | LDC Team  | 2018-2019              | Greater and more appropriate uptake of all programmes as academic staff are aware of and understand the aims of each programme.<br>Increase in volunteers to be mentors and increase in requests from mentees. |
| AP/2018/5.23      | Follow up the response to the Maternity provision benchmarking report with a view to improving either/or both provision of leave or length of service for eligibility in the Warwick Maternity Scheme (2019). | Investigate improving the provision of Warwick's maternity leave schemes.                         | Director of People Group                                  | 2018                   | Improve Maternity/Adoption provision for staff.<br>Staff retention   |
| AP/2018/5.24      | SAT to review the feedback on the Carer's Guidelines (2019).  | Guidelines to be published in June 2018; review for impact and uptake                             | HR Services   | 2019                   | Improvements in staff engagement and response to surveys is positive.  |
| AP/2018/5.25      | SAT to review with departments the consistency in how flexible working requests are dealt with (2019).  | Review the policy and run focus groups to establish how in practice the policy is applied.        | HR Advisers<br>LDC Team<br>Heads of Department            | 2018-2019              | Informed staff and line managers on university processes, makes for better engagement and understanding as monitored   |

| Action Ref Number | Description of Action  | Rationale   | Responsibility                      | Timeframe & Milestones | Success Criteria and Outcome   |
|-------------------|--|---|-------------------------------------|------------------------|--|
|                   |  |   |                                     |                        | through PULSE and complaints.  |
| AP/2018/5.26      | Investigate the feasibility of on-line management training on HR policies/procedures/skills (2019).  | To improve line managers knowledge of HR policies and procedures.                                       | HR Advisers<br>LDC Team             | 2018-2019              | Informed staff and line managers on university processes, makes for better engagement and understanding as monitored through PULSE and complaints. |
| AP/2018/5.27      | Improve the Warwick Academic Returners Fellowship offering in response to feedback from those experiencing it in its first 18 months of operation, looking particularly at the length of time allowed for additional research leave. | This initiative has been evaluated and had positive feedback – plus active engagement from departments. | HR Advisers<br>Heads of Departments | 2019-2020              | Wider uptake of this initiative and the support (financially) from departments continues as a measure of the value and impact of the initiative.   |
| AP/2018/5.28      | HR: Repeat KIT Survey in 2018 to ensure that the format is still fit for purpose and staff are benefiting from the use of KIT days.  | Self-assessment to monitor and analyse the use of KIT across the University                             | Diversity and Inclusion Advisor     | 2018                   | Fit for purpose use of KIT days.   |
| AP/2018/5.29      | Ensure regular communications are sent to departments to encourage and explain the benefits of Keep In Touch (KIT) days (2018-2019)  | Based on the survey results, need to promote the benefits of KIT days to both employees and managers.   | HR Advisers                         | 2018 -2019             | Sensible use of KIT days to maintain links with staff on maternity leave and to ensure they still feel part of their Warwick teams.                |
| AP/2018/5.30:     | HR to tighten up the request for payment process of KIT days with departments to ensure timely payment of KIT days (2018).   | To address non-payment of KIT days.   | Departments and Payroll (HR)        | 2018                   | Payment of KIT days within a sensible timeframe. Reduction of staff complaints   |

| Action Ref Number | Description of Action  | Rationale  | Responsibility                     | Timeframe & Milestones | Success Criteria and Outcome   |
|-------------------|--|--|------------------------------------|------------------------|--|
| AP/2018/5.31      | Promote to staff taking maternity/adoption leave what support is in place for them (including the availability of mentors) to support them with the transition back into the work place. | To provide more support to staff taking maternity and adoption leave.                        | HR Advisers                        | 2018 onwards           | Informed staff.<br>Increased up-take of mentors to assist with the transition back into the workplace. |
| AP/2018/5.32      | HR Advisers to work with departments to ensure that staff returning from maternity/adoption/carers leave feel fully supported and are aware of the support available.                    | To improve staff knowledge of their entitlements for maternity, adoption and parental leave. | HR Advisers                        | 2018 onwards           | Informed staff and line managers on university processes.  |
| AP/2018/5.33      | Improve communications and hold workshops to encourage positive attitudes towards flexible working and requests to be logged by gender (2019).   | Improve staff impressions of the availability of flexible working.                           | HR Advisers<br>Heads of Department | 2019 onwards           | More consistency on how flexible working requests are dealt with across the institution.               |
| AP/2018/5.34      | Provide case studies for web page to demonstrate the benefits to both the individual and the University on flexible working (2019).  | Promotion of flexible working  | HR Advisers<br>Heads of Department | 2019                   | More consistency with flexible working requests being approved   |
| AP/2018/5.35      | Develop guidance (feedback was that members preferred this to a survey) for June 2018 – to tie in with carers awareness week.  | To respond to staff requests for guidance on Carers Policy                                   | Policy HR Adviser                  | 2018                   | New Policy to support and inform staff with caring responsibilities.                                   |
| AP/2018/5.36      | For June 2018 organise a campaign including a disability and carer's awareness event.  | Raise awareness at the University during a national awareness week.                          | ED&I Team<br>Staff Carers Network  | 2018                   | Good attendance at the event and an increase in  |

| Action Ref Number | Description of Action  | Rationale  | Responsibility              | Timeframe & Milestones | Success Criteria and Outcome  |
|-------------------|--|--|-----------------------------|------------------------|---|
|                   |  |  |                             |                        | web traffic on the disability and carer's Warwick pages.  |
| AP/2018/5.38      | Flexible working and Compassionate Leave Policies to be reviewed (2019) and communicated to Warwick staff.   | All policies to be reviewed with a prioritisation as necessary.                                    | HR Services                 | 2019                   | Regular policy reviews keep policies current and regularly communicated to staff to raise/maintain awareness.   |
| AP/2018/5.39      | Continue to promote the effectiveness of the University Council and its sub-committees through recruiting a diverse membership.  | Need to have diverse membership of committees  | Governance                  | 2018 onwards           | Diverse membership of key strategic committees who have an understanding of equality and diversity issues in decision making. Aiming for 50:50 membership of men:women.                                 |
| AP/2018/5.40:     | Monitor and record membership of Council and Senate to cover other protected characteristics rather than just gender.  | Need to have diverse membership of committees  | Governance                  | 2018 onwards           | Diverse membership of key strategic committees so that more junior staff with protected characteristics can aspire to reach that level within the institution. Aiming for 50:50 membership of men:women |
| AP/2018/5.41      | Work proactively with schools it targets for widening participation engagement to ensure the students that are prioritised for activity reflect a balanced gender mix where possible and ensure guidance for teachers articulates our commitment to gender equality at all levels. | To meet OFFA targets and to encourage targeted groups of students to apply for a university degree | Widening Participation Team | 2018 onwards           | Increased numbers of students from targeted groups to enter university and successfully progress through the student life cycle.  |

| Action Ref Number                         | Description of Action   | Rationale   | Responsibility                                 | Timeframe & Milestones | Success Criteria and Outcome   |
|---|---|---|--|------------------------|--|
| AP/2018/5.42                              | Continue to use national datasets and research to maintain a deeper targeting approach to reflect those schools in areas with low progression rates to higher education and higher levels of deprivation.   | To encourage targeted groups of students to apply for a university degree   | Widening Participation Team                    | 2018 onwards           | Increased numbers of students from targeted groups to enter university and successfully progress through the student life cycle. |
| <b>SECTION 6: SUPPORTING TRANS PEOPLE</b> |   |   |  |                        |  |
| AP/2018/6.1                               | To create a one-stop web portal that brings all the support and information together for staff and students who identify as transgender/gender fluid/non binary, and also to act as an information hub for line managers and individuals to have an understanding of terminology and processes to follow. | We have developed lots of resources, guidance and signposting across the University's communications channels but to help the user a single point of entry would be better.                                     | HR Services in consultation with LGBTU+ groups | 2019-2020              | Portal is established and feedback is that it is useful and used.  |
| AP/2018/6.2                               | Working more closely with Warwick's Accommodation Office, Estates and Residential Life team to ensure provision for appropriate facilities and support for staff and students identifying as trans.   | Joining up the input from LGBTU+ groups so that the University needs to be told one and uses the information/feedback cross our provision to improve the experience of staff and students identifying as trans. | ED and I Team to co-ordinate.                  | 2018 onwards           | Enhanced experience for staff and students and more responsive services as reported in staff and student surveys.                |
| AP/2018/6.3                               | Expand the training provision currently provided to the wider Warwick Community, and in particular key stakeholders, such as senior tutors and residential life wardens.  | Greater awareness across the community will mean better student and staff experiences.  | Learning and Development Team                  | 2018 onwards           | e-learning modules and resources see an uptake in staff and students taking them. –particularly in the groups identified.        |

| Action Ref Number                     | Description of Action   | Rationale  | Responsibility   | Timeframe & Milestones                    | Success Criteria and Outcome  |
|---------------------------------------|---|--|--|---|---|
| AP/2018/6.4                           | Ensure the gender identity field is included in the new HR data system and that all correspondence related to disclosure includes gender identity.  | To capture gender identify data for the workforce to enable appropriate monitoring.                            | HR Shared Services and HR Systems Teams                                      | 2018 when new HR system fully operational | To make sure staff, whatever their gender identity feel included in data collection, and supported by the University. |
| <b>SECTION 7: FURTHER INFORMATION</b> |   |  |  |   |   |
| AP/2016/7.1                           | Warwick departments to contribute towards research relevant to career progression and the development of a Moodle module on sex/gender integration research that will inform the PLOTINA project outcomes | Contribute to best practice initiatives to improve career progression.   | Academic Departments in conjunction with Project Leads (Rodger and Tzanakou) | 2016-2020                                 | Successful outcome of PLOTINA project and creation of career progression frameworks.                                  |
| AP/2016/7.2                           | To use the outcomes of the Gender/Ethnicity Research project to further inform the Equality and Diversity Strategy of the University and the AS and Race Charter Marks.                                   | Inform research and contribute to the AS and Race Charter Mark work.   | Postdoctoral Researcher (PAIS) Equality and Diversity Committee              | 2017                                      | Informed Charter Mark submissions and recommendations of further work to be done across the institution.              |
| AP/2018/7.3                           | To develop the newly established Menopause Support Group to raise awareness of the issue at the University, but with a focus on line man  | This is an area the University has done little work in and the actions are in response to requests from staff. | The Menopause Support Group and the ED and I Team                            | 2017-2020                                 | Menopause focussed activities raise awareness and there is engagement from women and men.                             |