University of Warwick – HR Excellence in Research & HR Excellence Action Plan
2 Year Review Action Plan – January 2015 – December 2016
To support the implementation of The Concordat to Support the Career Development of Researchers*

*Research Active Staff include Research, Teaching and Academic Staff – LDC responsibility for training and for Research Students – Student Careers and Skills

NOTE: Progress against this action plan is monitored and up-dated annually and subsequently presented to the Research Committee and the Research Staff Forum for comment and discussion. Timescales will be amended accordingly with progress, so it should be noted that currently the plan only comments on activity up until December 2015, after which the reviews will take place and timescales updated as appropriate.

	Concordat Clause	*In place*	*Actions*	*Lead(s)*	*Progress/Dates*	*Timescale*	*Success Measure*
A. RECRUITMENT AND SELECTION							
Principle 1: Recognition of the importance of recruiting, selecting and retaining researchers with the highest potential to achieve excellence in research							
1.1	All members of the UK research community should understand that researchers are chosen primarily for their ability to advance research at an institution	University Strategy - Research & Scholarship - to make the University an undisputed leader in Research & Scholarship (University Strategy website) http://www2.warwick.ac.uk/about/strategy	New Research Strategy developed and to be communicated across campus.	Research Committee – Chaired by Pro Vice Chancellors (PVC) for Research	Research Strategy reviewed in Spring 2015 and developed to align with new University Strategy. Research and Impact Services (R&IS) have responsibility for the University's Research Strategy. Each Faculty has a dedicated Research Strategy & Development Manager. **Strategy:** R&IS work with a range of internal and external stakeholders to support the delivery of the research strategy. To develop and promote strategic approaches to supporting and growing Warwick's research strengths. Provide management support for a range of cross-faculty strategic research initiatives including the Global Research Priorities, the University's European Strategy and the Warwick in California Research Strategy. Responsibility for establishing national and international external research partnerships with key funding agencies and peer institutions. Research Strategy & Development Managers offer the following services to Faculties: • Research Strategy – institutional, within and across departments; • External research funding and policy environment advice; • Horizon scanning • Provision of internal funding workshops; • Development of large, strategic funding applications; • Strategic initiatives, Global Research Priorities • Research Development Fund; • Research Communications. There are five goals in the University's Research Strategy: 1. To attract, appoint, develop, and reward and retain the most able academic, research and support staff;	Spring Term 2015	Strategy to be completed and published by Summer Term 2015

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					2.To be globally connected, research led University with strong global research priorities programme; 3.To make our research stand out on the global stage by maximising the excellence, impact and contribution of each of our disciplines; 4.To champion and nurture outstanding interdisciplinary activity that drives research and research-oriented teaching. 5.To ensure that staff, students, teaching and research all have a positive impact on society at large.		
		Recruitment and Performance and Development Reviews	To continue to invest in the recruitment and development of the best staff, creating the conditions for them to achieve the highest levels of international career success.	HR to lead on Recruitment Policy.	Major review undertaken on Recruitment and Selection Process in 2014/2015 with further amendments to new HR web pages in 2016. Processes have been streamlined and forms shared on SharePoint software for easy access. Template offer letters have undergone extensive review to simplify and speed up turnaround times, whilst maintaining the level of detail and accuracy required. Since removing one stage in the sign off process (Registrar Welcome letters) the time taken from receipt of Request to Appoint to an Offer letter being processed has decreased from 7.3 days in June to 3.6 days in September 2016. Although 21 more letters were issued in June compared with September, the difference in volumes would not explain such a significant difference in turnaround times. Our assessment is that we have saved approximately 2 days per letter. In March 2016 a new Recruitment and Immigration Adviser was employed to undertake strategic development of recruitment and immigration procedures and due to the complexity of issues uncovered, in October a further HR Immigration Officer role was appointed on secondment for 12 months initially. Extensive Chair of Recruitment Panel training took place in 2015/2016.	Spring Term 2015	Efficient, effective recruitment process (i.e. reduced lead time)
			To continue to embed quality expectations with existing staff through objective setting including during Development Performance reviews and throughout the recruitment process.	LDC on Development Performance Reviews	Annual Reviews were reviewed and modified and re-named to 'Development Performance Reviews' (DPRs) in January 2015. DPRs are aligned to merit pay and senior salary reviews and therefore DPRs take place between January and March each year. This known regular occurrence is helping to embed DPRs into annual business as through extensive communication plans, staff are more aware of the timeframe they are working to. DPRs give staff an opportunity to reflect on past performance over the previous year but also to look forward to new objectives and training and development needs required for the future.	January 2015	Increased up-take of PDRs.

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					In December 2015 the DPR forms were reviewed and made available on-line, to ensure the terminology could be related specifically to the role and could capture research evidence (future and developmental needs). The on-line nature of the forms enable staff to continue discussion more easily as well as to capture continued discussions and feedback readily. Training is provided by the Learning and Development Centre (LDC) for both reviewer and reviewee to inform on objective setting (SMART) and how to prepare for a DPR. All training is supported by up to date management 'How to Guides'. There was an extensive communication plan to introduce the new DPRs in 2015 and to inform staff on the new format. This communication plan was replicated in 2016. The DPR completion rate in 2015 was 78.7% compared to 80.6% in 2016, which shows a slight increase.		
					<table><tr><td>**FACULTY**</td><td>**COMPLETION RATES 2016**</td></tr><tr><td>Arts</td><td>71.10%</td></tr><tr><td>Social Sciences</td><td>77.06%</td></tr><tr><td>Medicine</td><td>73.00%</td></tr><tr><td>Science</td><td>77.03%</td></tr><tr><td>Professional Services</td><td>90%</td></tr><tr><td>Commercial</td><td>89.41%</td></tr></table>		
		Clearly defined University Recruitment Procedure (HR Recruitment Website) http://www2.warwick.ac.uk/services/humanresources/introduction/	Warwick's commitment is to be demonstrably a centre of world class research and innovation across all academic disciplines. It is therefore essential to maintain focus on the quality and impact of research and to ensure that this becomes embedded into our quality expectations in our internal processes, in particular those to support and develop existing staff and in the appointment processes	HR	A new HR Director of Organisation Development (DOD) was recruited in April 2015 – Mrs Trudie Donnelly. The DOD role is to ensure that appropriate talent management strategies are in place and that all members of staff have the right training and development packages available to them to assist them reach their full potential. A number of specific and generalist training sessions are available to research active staff and take up is monitored. The Research Forum helps to inform specific training requirements and communicates training and development opportunities to the research community.	January 2015	Person in post by April 2015

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			when we seek to recruit new talent.				
1.2	Employers should strive to attract excellence and respect diversity (see Principle 6). Recruitment and selection procedures should be informative, transparent and open to all qualified applicants regardless of background. Person and vacancy specifications must clearly identify the skills required for the post and these requirements should be relevant to the role.	University role profiles have well-defined role requirements for Research Active Staff (RAS). There are job descriptions and person specifications for each role and the short-listing process is matched to the person specification. The University Recruitment and Selection Policy is committed to ensuring that professional and effective recruitment and selection takes place which both meets legislative requirements and reflects our commitment to equality and diversity: (University Recruitment website) http://www2.warwick.ac.uk/services/humanresources/introduction/	Review of recruitment process. Review of HR website Use of SharePoint software. Chair of Panel Recruitment training	HR HR	Major review undertaken on Recruitment and Selection Process in 2014/2015 with further amendments to a new HR web pages in 2016. Processes have been streamlined and forms shared on SharePoint software for easy access. In March 2016 a new Recruitment and Immigration Adviser was employed to undertake strategic development of recruitment and immigration procedures and in October a secondment was appointed as HR immigration Officer to help support complex applications. Extensive Chair of Recruitment Panel training undertaken in 2015/16 (as mentioned above), with 'How to…' guides and checklists created and all documentation reviewed. The new Recruitment website gives 9 easy step pages of information for staff to follow through the recruitment process – see below for snapshot of webpage: On the revamped HR careers page, a statement has been included to say: '*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*'. This was done because of feedback received from staff members that potential candidates are put off applying for	February 2016 June 2015	Feedback and the level of turn around each post takes, from request for a post through to recruitment. Feedback, and increased diverse pool of candidates.

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	Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason	Two e-learning modules are available, one on Recruitment and Selection and one on Diversity in the Workplace. (University Equality & Diversity Training website) http://www2.warwick.ac.uk/services/equalops/training/		Monitored by LDC and HR	posts that always specify full time, without mention of the possibility of working flexibly or part time. (2016) A review of the advert template is due to take place later in 2016. Progress on numbers of staff taking the modules are monitored and there has been a significant increase in staff taking the modules since 2012 as demonstrated below: | Module	2012	2013	2014	2015	2016
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Recruitment & Selection	54	141	257	462	589
Diversity in the Workplace	104	202	496	890	1008 | It should be noted that as part of the Interview Panel Chair review the above two modules were made a mandatory requirement for all panel chairs and members as 1st October 2015. By 1st July 2016 the Registrar wrote to those who had not successfully completed the training to advise they would be removed from the published list and could not consequently act on behalf of the University.	Ongoing	Increased completion data of modules
1.3	Research posts should only be advertised as a fixed-term post where there is a recorded and justifiable reason.	Fixed Term Contracts Guidelines are already in place and clearly understood: (University HR Fixed Term Contracts Website) http://www2.warwick.ac.uk/services/humanresources/internal/policies/ftcs	Ensure appropriate consultation meetings are held with staff on fixed term contracts. This message will be reinforced as part of our Athena/GEM Agenda.	HR Advisers	More departments are striving to achieve Athena SWAN awards and address fixed term contracts as part of their submissions, ensuring that appropriate monitoring purposes are in place and that the appropriate consultation meetings as well as career development meetings take place. Best practice is being shared by STEMM departments to Social Science and Arts departments who are just starting on their Athena work for submission in April and November 2016.	Reviewed in Summer Term 2015 and 2016	Feedback and increased uptake of consultation meetings
		In addition the University has comprehensive Redeployment Guidelines (University HR Redeployment Website) http://www2.warwick.ac.uk/services/humanresources	Ensure staff are aware of, and encouraged to, participate in the University Redeployment process.	HR/Academic Departments	The University has a redeployment register for staff approaching the end of their fixed term contracts, but recognises that research active positions require very specialist skills and knowledge and these may not be easily transferable. If it is not possible to redeploy the Research active staff member within their own department, other university vacancies will be made available to them. If a vacant post is determined by HR as being fundamentally the same (in terms of duties, focus and required expertise) as the employee's existing post,	Reviewed in 2014, 2015 and 2016	Increased number of staff being redeployed into alternative posts

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		/internal/policies/redeployment			the employee seeking redeployment may be placed in the new post without the need to advertise or interview for the post. In 2014, 17 researchers were redeployed; in 2015, 25 researchers were redeployed and in 2016, 5 researchers were redeployed. | 2014	2015	2016
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17	25	5			
1.4	To assure fairness, consistency and the best assessment of the candidates' potential, recruitment and progression panels should reflect diversity as well as a range of experience and expertise. In order to promote these values, individuals who are members of recruitment and promotion panels should have received relevant recent training. Unsuccessful applicants should be given appropriate feedback if requested as this may be of assistance to the	The University has clear guidance on recruitment which follows these principles: (University HR Recruitment Website) http://www2.warwick.ac.uk/services/humanresources/introduction/	Continue to ensure that guidance on Recruitment is clear and transparent.	HR	Recruitment and Selection Process has been reviewed and updated to stream line process. See **Section 1.2** above.	February 2015 with further review of website in June 2016	Feedback from stakeholders
		All roles are advertised with a job description and person specification detailing essential and desirable criteria and candidates are matched against the criteria.	All staff involved in recruitment and selection are advised of good practice on shortlisting.	HR, Departmental Interview Panels	Between October 2015 and April 2016, the University rolled out a Recruitment Panel Chair Training sessions (half day workshops). 220 members of staff with recruiting responsibilities undertook the training over a total of 24 sessions. A mandatory requirement of the training was to also undertake the 2 online training modules on 'Recruitment and Selection' and 'Diversity in the Workplace' as well as completing a ½ days face to face training session. As from 1st October 2015 all interview panel chairs and panel members are now required to refresh this training knowledge every 3 years. After each training sessions, staff were asked to provide feedback via an online survey monkey questionnaire and very positive feedback was received: • 98.4% of attendees either 'agreed' or 'strongly agreed' that the course had been clearly structured. • 96.1% of attendees felt that they 'now have a good understanding of the role of a panel chair'. • 98.4% of attendees believed they had developed skills, knowledge and confidence to make competent recruitment decisions. • 99.2% reviewed the legal framework, including discrimination legislation • 100% understood the importance of a structure, thorough, fair and consistent recruitment process.	To be reviewed December 2015	Feedback from stakeholders

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	researcher in considering their further career development.				Job Evaluation processed have undergone an extensive review to ensure role descriptors are reflective of the job and can be used fairly to assess at interview and selection stages of the process. This has resulted in an on-line form being developed which has resulted in an increased number of roles being 'primary' evaluated and decreased pressure on JE panel members on a monthly basis.		
		Recruitment panels reflect diversity, where possible, to promote the University's ethos of an inclusive working environment for all.	Panel compositions are gender balanced, endeavouring to have at least one women on the panel but taking care not to over-burden the same females with endless interview panels.	Departmental Interview Panels/HR	A 'How to Guide' has been created to assist panel chairs in creating the right panel composition and ensuring fair selection methods are used throughout the process. As part of the Chair of Panels Recruitment and Selection training, Chairs have a responsibility to ensure that recruitment panel compositions are diverse, with the appropriate gender balance and required skills. This information is documented for panel chairs, recruiting departments and panel members in various formats including checklists as helpful prompts. Panellists will be expected to refresh their recruitment and equality training every 3 years.	Summer Term 2015	All Panel Chairs to have been trained
		Two e-learning modules are available - 'Recruitment and Selection' and 'Diversity in the Workplace'. It is encouraged and recommended that all staff involved in recruitment and selection exercises take both modules: (University Equality & Diversity Training website) http://www2.warwick.ac.uk/services/equalops/training/	Completion rates of recruitment training will continue to be monitored and reported to the Equality and Diversity Committee on an annual basis.	HR Shared Services	As previously mentioned, staff completion rates on both e-learning modules have significantly increased.	Reviewed in October 2015	Increased number of staff taking module

Module	2012	2013	2014	2015	2016
Recruitment & Selection	54	141	257	462	589
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		The Academic Promotions Committee has received training on equality and diversity and all promotion applicants are provided with feedback.	To continue to host the annual Warwick 'Demystifying the Promotion Process' which clarifies the promotion process and advises staff on how to prepare themselves for promotion. Speakers include Pro Vice Chancellors and Members of the University Promotion Committee.	HR/Promotions Ctte	The 'Demystifying the Warwick Promotion Process' event has been held annually (March) since 2013. Attendance is monitored for each year – see below: **Year / 2013 / 2014 / 2015 / 2016** Number of attendees / 41 / 46 / 37 / 30 Also monitored is the number of attendees of the event, who then go on to submit for promotion and the subsequent success rate. **Year / 2013 / 2014 / 2015 / 2016** Number of attendees who applied for promotion and were successful (marked in red in brackets) / 9 (8) / 8 (7) / 3 (3) / Data not yet available As can be seen in the above table, the success rate is high.	Reviewed each year	Numbers attending the event and subsequently going for promotion
1.5	The level of pay or grade for Research Active Staff should be determined according to the requirements of the post, consistent with the pay and grading arrangements of the research organisation.	The University has a harmonised grading structure and terms & conditions which are transparent for all staff: (University Payroll Current Salary Scales Website) http://www2.warwick.ac.uk/services/humanresources/internal/payroll/salcostscurrent/	In conjunction with the new pay audit, review grading structure to ensure the requirements of research posts are consistent with the wider pay and grading structure.	Reward Manager	An equal pay audit was taken in 2016 and showed that an overall disparity in pay by gender of 16.0% (down from 18.7% in October 2015). However the differences in pay between males and females is statistically insignificant in all grades except FA2 (above 3%) and FA9 (the latter being Professors and Senior Administrative staff) and differences in either direction are primarily driven by differences in length of service. For early career Research active staff (primarily at FA6 and FA7) there is no pay difference, as staff are appointed in line with the grading structure framework.	Summer Term 2016	Requirements of research posts are consistent with wider pay and grading structure
B. RECOGNITION AND VALUE							
Principle 2: Researchers are recognised and valued by their employment organisation as an essential part of their organisation's human resources and a key component of their overall strategy to develop and deliver world-class research							
2.1	Employers are encouraged to value and afford equal treatment to all researchers, regardless of	Fixed Term Contracts Guidelines: (University HR Fixed Term Contracts Website)	Review University support structures to ensure the best possible support for researchers at all career levels,	HR/R&IS/IAS Academic Stake holders	The Warwick Institute of Advanced Study (IAS) is a cross-faculty research unit, with a remit to facilitate interdisciplinary engagement within Warwick and between other higher education institutions and partners around the world. Warwick IAS is the only Institute to offer an established cross-faculty training and development programme for early career researchers.	Ongoing	Reputation and success of IAS in recruiting and supporting early career researchers.

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	whether they are employed on a fixed term or similar contract. In particular, employers should ensure that the development of researchers is not undermined by instability of employment contracts. This approach should be embedded throughout all departmental structures and systems.	http://www2.warwick.ac.uk/services/humanresources/internal/policies/ftcs In order to ensure that researchers on fixed term contracts engage meaningfully with the University, LDC offers a webpage "portal" to a range of internal and external information sources of value to researchers: (University LDC website) http://www2.warwick.ac.uk/services/ldc/researchers/	regardless of type of contract of employment. Ensure researchers continue to develop whilst at Warwick, so that their skills and knowledge position them to be named on future research contract submissions.	LDC/Academic Departments	Research Active Staff Networks – Between 2012 and 2016, LDC has provided funding to support 30 Research active staff Network initiatives by awarding c.£48.5k of which c.£36k was spent by research active staff network leads. Twelve networks have continued for more than one year. Projects funded encouraged inter-disciplinary and collaborative working and in many cases supported networks which fostered links with external partners or other universities, locally, nationally and in some cases internationally. Eleven of the Networks (Receiving £11,430 between them) attracted 52 external collaborators/contributors, including eleven from outside of the UK. 20 of the 30 p0roject proposals and subsequent projects/Networks were submitted or run by women. The Learning and Development Centre continued to be very proactive in providing training and development opportunities to research active staff (on indefinite and fixed term contracts alike). A new improved website has been created to provide both signposting and to provide useful information on L&D opportunities for researchers. A key feature being developed further is the Resources Bank, a searchable repository of information to support ongoing reference and researcher development. It includes presentations and videos of key workshop talks for example ones on careers development, academic writing and statistics. The LDC website has had 6,541 hits between 1 January 2015 and 31 December 2015 and 4,493 hits between 1 January 2016 and 31 October 2016. The LDC Resource Bank has had 21,588 hits between 1 January 2015 and 31 December 2015 and 25,990 hits from 1 January 2016 to 30 June 2016, which already exceeds the 2015 figure for the whole year. On **27th January 2016**, Jobs.ac.uk held a free online video event called 'Postdoctoral & Research Opportunities in Germany'.	Ongoing To be reviewed annually	Success of Research active staff networks by interdisciplinary and collaborative partnerships. Feedback and increased numbers of researchers taking up training support**.**

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					On **10 May 2016**, Karen Kelsey gave a presentation on the US Job market entitled 'The Professor is In'. The audience consisted of 120 PhD students, postdoctoral researchers and faculty members from 30 departments across the University and Kelsey discussed the reality of the academic job market in the USA and strategies of how to get on the tenure track.		

Researcher Programme
Researcher provision has been offered via lunchtime sessions, half day, full day workshops/sessions plus bespoke workshops/sessions for departments or faculties.
The L&D research active staff provision going forward will focus on five thematic areas:

- Leadership
- Career Development
- Research Skills – including Academic & Bid Writing / Statistics Support
- Enterprise & Entrepreneurship
- Equality and Diversity

Of the five thematic areas the main focus in 2014/15 was on Career Development, Research Skills and Equality and Diversity.   Some examples of provision included:

Unconscious Bias Training provided by Sandy Sparks, Warwick:
Since 2015**,** sessions on Unconscious Bias have ranged from short 1hr sessions to longer 3hrs sessions, for a full range of different staff categories:

- Unconscious Bias session for research active staff – **14 June 2016.** The session looked at how unconscious bias impacts on behaviour and decision making. Attended by 18 (7male 11 Female)

Other training consisted of :

Academic Writing: Writing 4* Journal Articles – **25th Feb 2015** – 13 attendees
The Programme also included Academic Writing Away Days 'Boot Camp', which are run over 2 days and offer research active staff the

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				opportunity to focus exclusively on their writing skills (**12/13 March 2015** 15 attendees; **2nd /3rd July 2015** 21 attendees over 2 days; **17/18 March 2016** and **7th/8th July 2016)**. Planning your Publication Strategy: The Essentials – **11 March 2015** (attended by 2; 1 male; 1 female) **and 21 January 2016** (by 1; 1 female)**.** Planning your Publication Strategy: Journals (Science and Medicine) – **28 April 2015** (total 6; 2 male; 4 female) **and 4 February 2016** (total 2; 2 female)**.** Planning your Publication Strategy: Journals (Arts & Social Sciences) – **6 May 2015** (total 5; 2 male; 3 female)**, 17 February 2016** (total 3; 1 male; 2 female)**.** Planning your Publication Strategy: Scholarly Books – **14th May 2015** (total 2; 1 male; 1 female) **and 2 March 2016** (total 4; 1 male;3 female)**.** Planning your Publication Strategy: Conference Papers – **4th June 2015**(total 1; 1 female) Planning your Publication Strategy: Social and Informal Publishing – **3 May 2016** (total 1; 1 female). **19 November 2015**: Publishing World Changing Research – 31 attended. Senior professors, who have published important work, discussed their experiences with journals, gave tips and shared gentle advice. **Research Data Management: The Essentials** – LDC and SCS has arranged a series of learning and development opportunities through workshops to specifically support research active staff to understand and develop their Research Data management skills. The workshops in 2014/15 were filmed and the key presentations saved as short video presentations in the LDC Resource Bank. The University Library also has a comprehensive website to provide support in managing research data. **Research Data Management – The Essentials – 10 February 2015** (total 13; 5 male; 8 female) **and 26 January 2016** (total 3; 2 male; 1 female)**.**		

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					Research Data Management – Data Management Plans – 26 Feb 2015 (total 10; 4 male; 6 female)**, 10 February 2016** (total 6; 3male; 3 female)**.** **Research Data Management – Tools for Data Management – 9 June 2015** (total 8 staff)**.** **Research Data Management – Tools for Data Management – 5 May 2016** (total 2; 2 female) Introduction to Research Integrity – the Epigeum online provision – **7 October 2015** (total 26 staff)**.** This training is subject-specific and aimed at all those involved in the delivery and administration of research. Warwick, via the Research Governance and Ethics Committee, require the undertaking of the training by all staff and students (and their supervisors) undertaking research, research ethics committee members and research support staff (technical and admin). **Career Development Support** Managing your Career – Exploring Career Options – **24 Feb 2015, 8 April 2015** Get your Career on Track: The Art of Time Creation – **6 May 2015** (total 7 staff). **Managing your Academic/Research Career workshops –** a one day programme that provided women in academia (and women returners) with a day of active reflection and discussion on a wide range of issues that women face in the management of careers. The programme provided an opportunity to examine existing skills, networks and preferences to effectively progress their careers. This programme was a collaborative programme development by Vitae and UKRC which was adapted for Warwick Research active staff. **11 November 2015**, **21 January 2016** (total 10; 2 male; 8 female) **17 May 2016** (total 20; 4 male; 16 female) **8 November 2016** (total 12; 9 male; 3 female). From 2014/15 a collaboration with Student Careers and Skills opened some of these courses to final year PhD research students. **Knowing and Growing Your Strengths Workshop** - **24 November 2015** (total 9; 3 male; 6 female**).** This workshop explored the concept of strengths, identified personal strengths and how to evidence them.		

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					Postgraduate Research Showcase – 9 June 2016. The showcase is designed to highlight the excellence of postgraduate research activity to the wider community. This event combines a successful, long-running research poster competition with Warwick's second Three Minute Thesis competition: a challenge to doctoral researchers to engage a non-specialist audience with their research in just 3 minutes. Building our Postgraduate Community – The Community Engagement Team in the Warwick Library has built a programme of activities to enhance the Postgraduate experience and build a sense of the Warwick community through cultural and wellbeing events, skills workshops and celebratory activities. **Postgraduate Summer Fete – 23 July 2015.** Over 350 postgrads took the opportunity to take a break from their work to meet socially. Introduction to Infographics – 15 or 21 June 2016 for research active staff. One day participative workshop, designed to introduce people to the fundamentals of infographic design. **Pluralism in Qualitative Methods – 23 June 2016.** Session led by Dr Nollaig Frost and Deborah Rodrigues, Middlesex University, Psychology Dept. **Qualitative Comparative Analysis for Integration of Systematic Reviews relating to Complex Interventions – 12 July 2016.** Talk by G.J. Melendez-Torres, Assistant Professor in WMS. **Introduction to Infographics – 15 June 2016** (total 15; 2 male; 13 female) **and 21 June 2016** (total 14; 6 male; 8 female**)** **Finding Funding and Writing Funding Reports – 3 November 2016** (total 31; 13 male; 18 female) **Managing your Research/Academic Career – 8 November 2016** **Preparing for leadership – 14 & 21 November 2016** **Unconscious Bias – application to HE – 22 November 2016** (total 13; 7 male; 6 female) **Writing for Impact – 29 November 2016** (total 25 registered at present) **Topics available as Self-directed learning:** • Emotional intelligence ▪ The Practical EQ Emotional Intelligence Self-Assessment Questionnaire ▪ How To Develop Your Emotional Intelligence ▪ Understanding your personality type ▪ Managing your time ▪ Ideas from Transactional Analysis ▪ Assertiveness and handling conflict		

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					▪ Influencing ▪ Managing people ▪ Conversations ▪ Coaching ▪ Developing yourself and others ▪ Managing meetings ▪ Managing change ▪ Career Conversations		
2.2	Commitment by everyone involved to improving the stability of employment conditions of researchers and implementing and abiding by the principles and terms laid down in the Fixed Term Employees (Prevention of Less Favourable Treatment) Regulations (2002) and Joint Negotiating Committee for Higher Education Staff (JNCHES) guidance on the use of fixed-term contracts will provide benefits for researchers, research managers, and their organisations.	Fixed Term Contracts Guidelines were developed to reflect legislation and best practice: (University HR Fixed Term Contracts Website) http://www2.warwick.ac.uk/services/humanresources/internal/policies/ftcs The Guidelines were developed following a review of the JNCHES guidance.	The breakdown between fixed term, indefinite roles and part-time and full-time are collected in the Annual Workforce Profile report which is presented at the Equality and Diversity Committee each October. The report is then progressed through Senate and Council meetings. Information can be extrapolated and presented at the Research Committee if necessary. The Workforce Profile to be published on the Equality and Diversity Webpages annually.	HR/E&D Team HR/E&D Team	**In the 2014/15 Workforce Profile, the following was reported:** **Total Number of Staff**: 5,660, with 4,418 working on indefinite contracts and 1,242 working on fixed-term contracts Research only staff work mainly on fixed term contracts and are predominantly full-time, although the number of Research active staff working part-time has risen slightly from 84 in 2013/14 to 103 in 2014/15. http://www2.warwick.ac.uk/services/equalops/eo_data/ The Workforce Profile continues to be published annually, and approved through the Joint Committee structure.	October 2015, October 2016 October 2015 and 2016	That any detrimental trends are identified and appropriate action taken

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2.3	Research managers should be required to participate in active performance management, including career development guidance, and supervision of those who work in their teams. Employers should ensure that research managers are made aware of, and understand their responsibilities for the management of researchers and should provide training opportunities.	The University provides a Research Team Leaders Programme to equip Research Team Leaders with the key skills in leading and managing their teams: (University Research Team Leaders Programme Website) http://www2.warwick.ac.uk/services/ldc/development/rtlp/ In addition Research Team Leaders can attend the Warwick Administrative Management Programme (WAMP) and the Warwick Leaders Programme (WLP) , and the Warwick Introduction to Management (WIM)(University LDC Website) http://www2.warwick.ac.uk/services/ldc/leadership/mgmtdev/	Every second year the Research Team Leaders' Programme will continue to be open to research managers. Programme ran from **23 Jan to 7 March 2013** and had **15** attendees. Continue to track the number of staff registered on each programme.	LDC LDC	**Leadership in Action (LiA) for Researchers** Programme **was run at Warwick on 3, 17 and 24 March, 1, 8 and 15 June 2015, 16, 23 and 30 November 2016 and 29 February and 7 & 14 March 2016 (total of 48 participants with approximate 50% gender split).** The delegates were from research, academic and teaching positions. There was an even delegate split between males and females and delegates from both science and non-science faculties. The programme enabled research active staff to explore and develop their leadership skills. Participants had the opportunity to look at relevant theory, practice their unique leadership styles and receive coaching and feedback from their colleagues. This focus is on the individual staff and developing their skills as well as having an opportunity to learn from each other. In the academic year 2015/16 Warwick ran the following Vitae Leadership provisions: - Preparing for Leadership - Leadership in Action **Managing your academic/research career** – One day programme of active reflection and discussion on a wide range of issues that face staff in the management of their careers (developed by Vitae and UKRC and adapted for Warwick Research active staff**)** **Preparing for Leadership – research active staff in grades 5 and 6** - **sessions on 15 and 22 Feb 2016 14 and 21 November 2016 –** What is leadership, values and authenticity and facets of superior performance? Leadership theories, teams and culture, and collaborative futures. International Programme in Leadership and Management of Higher Education (IPLM) – **18-24 April 2015**, Warwick welcomed 23 international HE leaders from across 10 countries for the IPLM. The Warwick IPLM is an intensive 8-day programme designed to provide opportunities to explore strategic issues and management challenges in international higher education management. The IPLM was shortlisted for the *Times Higher Education Award 2016* in the category of *'Outstanding Contribution to Leadership Development'*.	Review in Summer Term 2015	Review feedback and number of attendees Feedback and number of attendees Feedback for attendees

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
			In 2013 and 2014, the University sent two female members of staff on the Aurora Leadership for Women course.		**Aurora Leadership Programme** - Warwick participated in the Aurora Leadership Programme, sending two colleagues in 2013/14, with six more in 2016/17.		Increased number of participants on Aurora.
		Performance Development Review process enables discussion about career development/progression between Research active staff and their managers. (University LDC Performance Development Review Website)	In line with fixed term contract reviews, many departments hold six month career development review meetings, which some staff believe negates the need for a formal Performance Development Review. Encouragement will be given to staff to have Performance Development Reviews as well as the usual career development reviews.	LDC	See **Action 1.1** for DPR completion rates.	Ongoing	Increased completion rates for DPRs.
			The LDC website also has resources for self-directed learning and videoed resources: http://www2.warwick.ac.uk/services/ldc/courses/sdl/		A new improved website has been created to provide both signposting and to provide useful information on L&D opportunities for researchers. A key feature of development is the Resources Bank, a searchable repository of information to support ongoing reference and researcher development. The Resource Bank includes presentations and videos of key workshop talks, for example, on careers development, academic writing and statistics. See Section 2.1 for statistics on website and resource bank hits.	Reviewed 2015 and 2016	Increased number of hits on resources website
2.4	Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants,	Funding from impact Acceleration Accounts (ESRC; EPSRC; BBSRC and STFC) can provide bridge funding for impact related activities.	R&IS have Research Development Officers that work with academic departments to inform Research Active Staff of fellowships and funding opportunities.	R&IS/HR/ Warwick Ventures	R&IS provides information on both internal and external funding, such as Warwick's Research Development Fund, the purpose of which is to increase the University's capacity and capability to undertake world-class, innovative and exciting research by providing pump-priming funds. External funding opportunities promoted through R&IS are: Global Challenges Research Fund and Newton Fund NERC Demand Management Measures and Research Professional plus the major funding councils.	Summer Term 2015	Increased number of Fellowship applications/ success I

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	other schemes for supporting time between grant funding, or systems for redeploying researchers within organisations where resources allow. Funders are expected to make it a priority to consider how their policies, guidance and funding can be enhanced to help employers to achieve this objective.		Increase our research income through existing and new funding streams, maximising transnational sources including Horizon 2020, collaborations with our overseas partners and the European Commission's educational agenda.	R&IS/Research Ctte		Summer Term 2015	ncreased research income
		Warwick Ventures Ltd provide advice and services to the University's innovators - (University Warwick Ventures Funding Sources Website) http://www2.warwick.ac.uk/services/ventures/academicscontact/funding_sources HR and R&IS web information up dated regularly.	Develop mechanisms for identifying, developing and supporting research leaders to head up new large-scale research initiatives and funding applications. Continue to provide assistance with generating impact and a commercial return from research. Ensure adequate signposting to assist researchers find appropriate information.	Warwick Ventures /R&IS	Warwick Ventures continue to assist Warwick academics to create successful spin-out companies and negotiate licensing deals. http://www2.warwick.ac.uk/services/ventures/licensing/case_studies/ Case Study examples are included on their webpages to demonstrate to other academics the type of support that Warwick Ventures can give to help commercialise research initiatives: **The Science Cities Research Alliance Case Study – UVdyne** **UVdyne** has seen a number of spinout companies formed to commercialise successful Warwick research findings from the three associated SCRA technology programmes – Advanced Materials, Energy Futures and Translational Medicine. Particle physicist Dr Yorck Ramachers and condensed matter physicist Dr Gavin Bell are both founding directors of spin-out company UVdyne Ltd, developing state-of-the-art ultra-violet light detectors. UVdyne Ltd brings together scientific and technical expertise from two very diverse disciplines: particle physics and materials science. **The Science Cities Research Alliance Case Study – Medherant** **Medherant** was founded in 2014 to commercialise research into polymeric bioadhesives, and in 2015 the company signed an exclusive license agreement with Bostik, which supplements Medherant's capabilities to develop a new generation of medicinal patch technologies. **Next generation, high temperature semiconductors improve power – Case Study** Technologies developed at the University of Warwick frequently have commercial potential but occasionally those technologies also promise to transform an entire industry. Anvil Semiconductors promises	Reviewed 2015/16	Increased number of research initiatives and funding applications/ successes Increase in commercial return Feedback and number of hits on website.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
					cheaper, more efficient power conversion – and an end to our reliance on silicon-based devices. **Ultrathin light weight speakers are a sound success:** Lightweight speakers that are hardly thicker than a sheet of paper and can be moulded to fit any shape are being commercialised by university spin-out company, Warwick Audio Technologies. **Producing high energy fuel from mixed plastic waste:** Recycling Technologies is one of the newer companies to be spun out of the University of Warwick, but it is already engaged in some exciting partnerships that look set to establish the technology as a major UK recycling solution.		
2.5	Pay progression for researchers should be transparent and in accordance with procedures agreed between the relevant trade unions and the employers nationally and locally. In HEIs, pay progression will be in accordance with the Framework Agreement, though recognising the flexibility that institutions have in implementing the Framework.	The University has a harmonised single pay spine which includes Research active staff. Standardised grading and increments structure and terms and conditions are clearly understood and available.	Promotion data is reported annually to the University's Equality and Diversity Committee, who interrogate the data and address any adverse trends.	HR/EDC/MOAC/ LDC	Promotion statistics are monitored and reported annually to the Equality and Diversity Committee, Senate and Council, with data broken down by gender, ethnicity, disability, age and staff category. The data are analysed each year and compared with historical data (5 years). 2016 data shows: More females now successfully applying for promotion to Professorial level. Increase year on year of females successfully applying for promotion to Reader level. Noted particularly the promotion success rate of women in 2015-16, where it is positively different to that of men. Steady increase of number of females passing probation and becoming Associate Professors.	October 2015	Comparison of numbers of staff applying for and achieving promotion.
		Comprehensive Guidelines for Academic Promotions are published on the HR Website. (University HR Academic Promotions Website) http://www2.warwick.ac.u k/services/humanresources /internal/policies/academic _promotions	Encourage researchers to attend the annual 'Demystifying Warwick's Promotion Event' for clarification of promotion criteria.	HR/E&D team	See **Section 1.4** above on Promotions for a breakdown of attendees and success rates from the Demystifying Warwick Promotion annual events.		Feedback and number of attendees
		Equal Pay Review carried out in 2011 and the results reviewed through the Joint	It is anticipated that the next pay review will take	Reward Manager	See Section 1.5 for equal pay audit. The University's leadership team (VCAG) is committed to ensure that the university is an equal opportunities and pay employer, thus there	March 2015	That pay disparity in framework

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
		Consultative Committee, the Steering Committee, the Equality & Diversity Committee and the Senate. No significant disparity exist in framework grades. Results published on the University Webpage.	place in the latter part of **2015.**		are a number of schemes designed to ensure that. Pay differentials are monitored on at least an annual basis to ensure that the corrective measures are effective. For example, at the professorial and senior professional level, there is a scheme where the leadership team looks at the faculty and departmental level pay information and takes any corrective measures required to reduce the gender pay gap – when looking at the annual trend, the scheme is very successful as there is a significant improvement. In addition, a number of other initiatives are already underway to address an issue that all universities are facing and which can obviously only be changed by sustained action to support women's careers over the medium and long term. These latest initiatives are aimed at all parents but they are of course particularly welcomed by female staff: http://www2.warwick.ac.uk/services/equalops/athena/warwickconferencesupportawards/ http://www2.warwick.ac.uk/services/equalops/news/parents - working parents network http://www2.warwick.ac.uk/services/ldc/personal/coachmentor/returningparent - returning parents mentoring scheme	December 2015	grades is reduced.
2.6	Researchers need to be offered opportunities to develop their own careers as well as having access to additional pay progression. Promotion opportunities should be transparent, effectively communicated and open to all	Comprehensive Guidelines for Academic Promotions are published on the HR Website. As well as the website this is communicated to departments via email annually. (University HR Academic Promotions Website) http://www2.warwick.ac.uk/services/humanresources/internal/policies/academic_promotions	Annual Promotion event 'Demystifying the Promotion Process' invites all research, teaching and academic staff to become more familiar with promotion criteria and gives an opportunity for staff to talk to the University Promotion Group and Senior Management.	HR	See progress on **Section 1.2**.		Feedback, number of attendees and subsequent number of staff submitting for promotion**.**

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies.	There is a clear process which identifies criteria to progress to Senior Research Fellow and Principal Research Fellow and Professorial Research Fellow.	Some departments as part of their Athena SWAN work, hold their own departmental promotion awareness events, which is open to all research active only and teaching staff. This best practice is being replicated by other departments.	Departments	Members of the Promotion Committee and HR attended a Research Forum meeting in March 2016 to outline and discuss promotion criteria for research active staff. A number of academic departments also host their own promotion awareness sessions, for example, WMG host promotion awareness lunchtime sessions each year in December/January, one for women only (in line with their Athena Gender work) and the other session for all genders. The number of attendees has been: 27 males and 29 females.		Feedback and number of events and attendees
		Self-help materials on Career Progression for all staff including Research active staff are published on the LDC website (University LDC Career Progression Website) http://www2.warwick.ac.uk/services/ldc/personal/careerprog/	Signposting on the University intranet has been enhanced on existing career development opportunities for early career researchers.	LDC	Videos, talks, training material and case studies on LDC website: Academic Writing Programme: Writing Targeted Journal Articles; How to Analyse Your Target Journal; Building a Publication Strategy; Turning a Conference Paper into an Article; Best Practice in Bid Writing and Pitching Your Project Successfully; Style Checklist for Bids and Grants; Tips on Writing Research Proposals; Key Issues in Collaborative Writing; The Writing Process in Collaborative Writing; Style and Collaborative Writing; Responding to Readers Comments; Reader Revisions to Journal Articles What does it mean to be a 'Prolific Writer' Becoming a Practiced Writer Career Development: Interview Success Career Development: Shortlisting Careers: How to Approach an Interview Creating a Strong Short CV Career Development: Evidencing Your Skills Researcher Development from the Inside: a departmental champions perspective Planning Your Publication Strategy: The Essentials Planning Your Publication Strategy: Scholarly Books Planning Your Publication Strategy: Journals (Science and Medicine) Planning Public Engagement Different Modes of Research Key Funding Questions for Researchers The Funding Landscape Statistics & Funding Applications Statistics Case Study: 1-1 Support Statistics Seminar 11: Researcher Perspective Talk		Feedback from stakeholders. Number of hits to website.

	Concordat Clause	*In place*	*Actions*	*Lead(s)*	*Progress/Dates*	*Timescale*	*Success Measure*
		Performance and Development Review process enables discussion about career development/progression between Research active staff and their managers. (University LDC DPR Website) http://www2.warwick.ac.uk/services/ldc/personal/dpr	A New Performance and Development Review is being introduced from **January 2015**. Training will include more specific prompts on the potential content of a constructive career development conversation that encourages staff to think holistically about career options and achieving progress.		Researcher Development Post-Roberts Funding Women in Science and the Media: Event Report by Jasmine Harvey Women in Science and the Media: Event Report by Sarah Payne Women in Science and the Media: Event Report by Ying Wang What is Impact? Science research with its gloves off! See **Sections 1.1 and 2.3**. New Development and Performance Review (DPR) forms launched in January 2015. Training sessions for all staff (both as reviewee and reviewer) has been developed and presented by LDC. The tables below show uptake of the training.		Feedback and number of staff engaging with the process.

DPR for Reviewees 2014-15	
Date	**Attendees**
9th February 2015	11
10th February 2015	15
19th February 2015	12
24th February 2015	10
25th February 2015	12
Total for 2014/15	**60**
DPR for Reviewees 2015-16	
Date	**Attendees**
14th December 2015	10
11th January 2016	13
21st January 2016	13
27th January 2016 (AM)	10
27th January 2016 (PM)	9
28th January 2016	8
8th February 2016	7
Total for 2015/16	**70**
DPR for Reviewers 2014-15	
Date	**Attendees**
19th January 2015	11
28th January 2015	15
2nd February 2015	14
5th February 2015	14
17th February 2015	14
18th February 2015	14
23rd February 2015	13

	Concordat Clause	*In place*	*Actions*	*Lead(s)*	*Progress/Dates*	*Timescale*	*Success Measure*

Progress/Dates column content:

Total for 2014/15	**95**
DPR for Reviewers 2015-16	
Date	**Attendees**
1st December 2015	14
17th December 2015	10
8th January 2016	15
14th January 2016	10
19th January 2016	7
20th January 2016	12
17th February 2016	14
Total for 2015/16	**82**

In place	Actions	Progress/Dates	Success Measure
Six month career development meetings with line managers are being actively encouraged within departments.	In line with the fixed term contract process, STEMM departments undertake 6 month career development reviews with researchers as part of their Athena agenda. This best practice is being rolled out to other faculties.	In line with good practice identified by departments submitting for Athena SWAN awards, departments are replicating career development meetings with Research active staff. Faculties of Social Science and Arts have now engaged with the Athena process since the amalgamation of the Gender Equality Charter Mark into Athena in 2015. Ten social science and arts departments intend to submit for Athena awards in either November 2016 or April 2017.	Number of non STEMM departments undertaking six month reviews for staff on FTCs.

C. SUPPORT AND CAREER DEVELOPMENT

Principle 3: Researchers are equipped and supported to be adaptable and flexible in an increasingly diverse, mobile, global research environment.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
3.1	It is recognised that positions of permanent employment are limited in the UK research and academic communities and that not all researchers will be able to obtain such a position. It is, therefore, imperative that researcher	Role profiles clearly indicate that Research active staff should identify themselves as part of the academic community at the University.	Monitor Research active staff engagement with staff development and transferable skills training in order to inform future LDC priorities to support career progression for Research active staff.	LDC	Research staff forums are held termly, and is used as a mechanism to consult and inform Research active staff on training and development and career enhancing opportunities. LDC consult with researchers to ensure that their annual training strategy is line with what researchers want.	Ongoing	Number of staff receiving training
		Performance and Development Review process enables discussion about career development/progression between Research active	Monitor take-up of Performance and Development Reviews by Research active staff.	LDC/HR	See **Sections 1.1 and 2.3** for DPR information and completion rates.	2015 and 2016	Feedback and number of staff receiving reviews.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	positions in the UK are attractive in themselves (and not, for example, solely as potential stepping stones to permanent academic positions). This requires that they provide career development which is comparable to, and competitive with, other employment sectors.	staff and their managers. (University LDC Performance and Development Review Website) http://www2.warwick.ac.uk/services/ldc/personal/dpr					
		Research active staff have access to comprehensive training in transferable skills. (University LDC Training Programme Website) http://www2.warwick.ac.uk/services/ldc/researchers/events_news/ras_events	To ensure appropriate career development courses and one to one sessions continue to be organised. Monitor take up, so it is understood what is required and popular, so that resources can be put in required topics.	LDC	LDC provide a wide variety of courses promoted through their website and the e-newsletter which is send to all research active staff. Members of the research forum have an opportunity to inform on what training and development they require.	To be reviewed end of Summer Term 2015	Number of staff taking up courses and attending career development sessions.
		MOAC delivers 2 postgraduate certificate in transferable skills for Post-Docs and students in Science which enables Post-Docs /students to evidence their learning in core transferable skills. (University MOAC Website) http://www2.warwick.ac.uk/fac/sci/moac/degrees/	Continue to monitor uptake and progress of researchers taking the PGCTSS which is now accredited for CChem with the Royal Society of Chemistry.	MOAC	Table below indicates uptake of Award/Certificate since 2013	To be reviewed end of Summer Term 2015	Number of staff undertaking PGCTSS.

Table below indicates uptake of Award/Certificate since 2013

Year	Award (3 modules)	Certificate (6 modules)	Total
2013	8	43	51
2014	9	44	53
2015	18	29	47
2016	9	18	**27***
TOTAL	44	134	**178**

*A further exam board will be meeting in late November 2016, so more awards will be given for 2016.

Table below indicates take up of individual modules:

Year	CH953	CH954	CH955	Total
2013	112	57	58	227
2014	130	51	41	222
2015	112	51	42	205
2016	135	61	33	**229**
Total	**489**	**220**	**174**	**883**

Key: CH953 = Team working

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
					CH954 = Science Communication CH955 = Decision Making		
3.2	A wide variety of career paths is open to researchers, and the ability to move between different paths is key to a successful career. It is recognised that this mobility brings great benefit to the UK economy and organisations will, therefore, wish to be confident that their culture supports a broad-minded approach to researcher careers and that all career paths are valued equally.	Career coaching through LDC available for all Research active staff (University LDC Careers Website) http://www2.warwick.ac.uk/services/ldc/personal/careerprog/ Self-help career development materials are offered (University LDC Career Development Website) http://www2.warwick.ac.uk/services/ldc/researchers/events_news/ras_events Information is provided on successful transition to non-academic careers (University Careers & Skills Website) http://www2.warwick.ac.uk/services/careers/careers_skills	Continue to monitor the participation rates of researchers in the Coaching and Mentoring Programme and seek feedback from participants to identify whether it has aided the researcher in identifying and progressing their career path. LDC provides 1:1 career development support to staff.	LDC/Careers and Skills	The University provides mentoring and coaching to all staff including research active staff (which includes full academic staff). For the years 2014/2015/16 we have the following: Mentors on the Warwick Coaching & Mentoring Scheme = 55 staff, of which 7 are new this year (2016). Male = 13 (2 new), Female = 42 (5 new) Research Active/academic staff = 23; Male = 5, Female = 18 Coaching & Mentoring pairings in 2015-16 = 27, Male = 7, Female = 20. Research Active/academic staff within this = 17 Male = 6, Female = 11. Completion of Coaching & Mentoring Skills workshop = 29 Male = 8, Female = 21 Research Active/academic staff within this = 4 Male = 2, Female = 2. In addition, 3 individual adviser meetings have taken place with new mentors to support informed coaching & mentoring activity with 3 staff members - 2 mentees are Research active staff, all 3 are women.	Reviewed Summer Term 2015 and 2016	Number of staff receiving 1:1 career development support.
		The Warwick Coaching and Mentoring Scheme is available for all Research active staff: (University LDC Coaching & Mentoring Webpage) http://www2.warwick.ac.uk/services/ldc/coachmentor/wcm	Continue to Monitor up-take of mentoring scheme	LDC	A new blended learning approach to coaching & 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/scenario's. This flexible approach will enable more staff to engage with the training and allow for the practice-based sessions to be easy targeted to different roles/disciplines. Some departments, such as WMG, in conjunction with LDC have also carried out some leadership training. This has included coaching in management. See **Section 3.2** for coaching and mentoring uptake figures		Increased participation rates in Coaching and Mentoring Programmes plus feedback. Number of staff on mentoring scheme plus feedback.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
		Networking with other Research active staff is available through the Research Staff Forum; Research Staff Networks and Research active staff profiles (University LDC Research active staff Webpage) http://www2.warwick.ac.uk/services/ldc/researchers/community	Continue to invite Postdoc newcomers to Research Staff Forum lunches so they can meet their representatives and other key people (i.e. LDC & Library contacts) and find out what RSF does for researchers. Ensure that newcomers are put on the email distribution lists for the monthly electronic Newsletter. Ensure website is regularly kept up to date.	Research active staff Forum/HR	New researchers are added monthly to the email distribution list so that they are included in email correspondence with regard to Research Forum meetings and so that they receive the Researcher e-newsletter. In line with Warwick's New Branding, all web site owners have up-dated their pages in line with university requirements and have taken the opportunity to ensure that all information is up-to-date and fit for purpose. http://www2.warwick.ac.uk/services/careers/careers_skills GEMS 8 – Graduate Employment Market Statistics are available on the Careers and Skills website – for both students and staff. http://www2.warwick.ac.uk/services/careers/options/gradstats		Increased number of Postdocs attending Research Staff Forum and feedback. Feedback and number of hits to website. Fully maintained and fit for purpose email distribution list.
3.3	Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in	Mentoring open to all Research active staff to assist in their training and career development. (R&IS direct staff to the LDC Mentoring Website) http://www2.warwick.ac.uk/services/R&IS/researchgovernance_ethics/research_code_of_practice/trainingandmentoring/mentoring/	Range of provision and take up to be monitored by LDC and reported regularly to Research Committee. Encourage take-up of courses offered to Research active staff and ensure courses are widely	LDC/Research Ctte LDC/Depts	See **Section 3.2** above See **Section 2.1** for list of courses. This list continues to be added to as appropriate training and development is identified by staff at the research forum meetings.	Reviewed Summer Term 2015 and 2016 Reviewed 2015/16	Number of staff taking up provision of training. Number of staff taking up provision of training;

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	both internal and external job markets. Therefore, as well as the necessary training and appropriate skills, competencies and understanding to carry out a funded project, researchers also need support to develop the communication and other professional skills that they will need to be both effective researchers and highly-skilled professionals in whatever field they choose to enter	LDC also offer Coaching and mentoring (University LDC Coaching and Mentoring website) http://www2.warwick.ac.uk/services/ldc/coachmentor/ Support is offered to Research active staff in skills such as writing grant proposals; CVs; giving presentations. (University Development webpage) http://www2.warwick.ac.uk/services/ldc/researchers/events_news/ras_events/	publicised in various media, such as: website, monthly Newsletter, posters, meetings etc.				number of hits to website.
3.4	All employers will wish to review how their staff/students can access professional, independent advice on career management in general, particularly the prospect of employment beyond their	**See Sections 3.2 and 3.3** Student Careers and Skills offer 1:1 career guidance to all taught and research students, as well as application advice, mock interviews and workshops.	Review and re-package career development provision specific to doctoral students	Board of Graduate Studies Skills Working Group	Initial framework outlined; consultation process to begin in **January 2015**. **PhD Employer Networking Event 2015 (152 students) and 10 May 2016 (204 students**) – chance to speak to and network with 20 employer organisations over 2 hours. **Non-Academic Options for PhDs 2015 (42 students) and** 20th April 2016 (40 students) – series of workshops and speakers from Arts and Humanities, Social Sciences and Science who have gone on to non-academic roles after their PhD. We are supporting the event, "What's Next After Your PhD" for Social Science PhDs from Warwick (mainly), Birmingham and Nottingham on 14th June (24 students registered). This event also ran in 2015 (19 students).	To be reviewed in 2015/16	Adequate progress in line with results of consultation, which may determine particular actions. Usage of website and feedback.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors.	New dedicated website to support Research Students' skills and career development launched **October 2015**: www.warwick.ac.uk/pgskills , including new PhD alumni career stories: http://www2.warwick.ac.uk/services/scs/pgr/career/destinations/careerstories/ Information disseminated on what Warwick postgraduates do after their degree. http://www2.warwick.ac.uk/services/careers/	Evaluate usage of new website and develop further advice and resources regarding breadth of post-doctoral career choices, in connection with review noted above.	Student Careers and Skills Team	The Graduate School portal for PGR Professional Development was launched in October 2015 and is very much a short term measure. It features all internal professional development opportunities open to PGRs. Longer term, it is hoped to purchase a more comprehensive software package than the "digital signpost" we currently have. It is hoped that this will be live by October 2017 at which point ten days of professional development (three days of which must be spent on transferable skills training) will be a formal requirement of the PhD. Since 25th January 2016 when the Graduate School website relaunched under the new Warwick brand and Google Analytics was started to be used, the website has had 1542 page views from 960 unique sessions.	October 2015	
		2 annual events for research students: Careers Beyond Academia day, PhD Employer Networking Event.	**2015** Careers Beyond Academia event to be digitised for greater reach.	Student Careers and Skills Team	**PhD Employer Networking Event 2016** – 10 May and attended by 204 students, who got the chance to speak to and network with 20 employer organisations over 2 hours. **Non-Academic Options for PhD students** – 20 April 2016 and attended by 40 students – series of workshops and speakers from Arts and Humanities, Social Sciences and Science who have gone on to non-academic roles after their PhD. Warwick is supporting the event, "What's Next after Your PhD"? for Social Science PhDs from Warwick (mainly), Birmingham and Nottingham on 14 June 2016. This event ran last year as well. Typically 50+ students attend.	Summer Term 2015 and 2016	Successful digitisation of event. Feedback and numbers of students using the Enterprise Pathway.
		Selected elements of our pilot Postgraduate Researcher Enterprise Programme from **2012**,	Develop and promote new Warwick Enterprise Pathway – a support	Warwick Enterprise Partnership	Enterprise website created: http://www2.warwick.ac.uk/fac/cross_fac/enterprise/wepship	June 2016	Number of placements and

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates							Timescale	Success Measure
		notably the entrepreneurship scheme and an Enterprise Café, have continued within Student Careers & Skills integrated provision. Work experience advice and bursaries available for all students: http://www2.warwick.ac.uk/services/scs/experience/bursary	system for all students with an enterprising idea.										bursaries taken up.
		LDC offer career development opportunities to researchers (University LDC webpage) http://www2.warwick.ac.uk/services/ldc/personal/careerprog/			**See Section 2.3 and 2.6**								
		New career development website for Research Active Staff which includes short lunch time information sessions as well as half day workshops. In **2013/14**, 19 career consultations were funded for staff. 6 workshops took place.	Ensure the promotion and continuation of career development opportunities and for LDC to monitor up-take.	LDC	**See Section 2.3 and 2.6**								Take up of career development opportunities plus feedback.
3.5	Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies	The University has clear reward mechanisms that are clearly communicated and understood. As part of this the University has a clear Promotions process which clearly details the criteria for progressing	Review promotion statistics to identify rates of researcher promotion and qualitative evidence as to why researchers are unsuccessful for promotion.	HR	**Staff Category**	**2010/ 11**	**2011/ 12**	**2012/ 13**	**2013/ 14**	**2014/ 15**	**2015/ 16**	October 2015	Numbers applying for promotion correlate to those receiving it.
					RF	1 (1)	1 (0)	1 (0)	0	1 (0)	0		
					SRF	7 (5)	7 (3)	13 (8)	10 (8)	8 (6)	8 (4)		
					PRF	2 (0)	3 (2)	2 (2)	2 (2)	3 (3)	3 (3)		
					(**RF – Research Fellow; SRF - Senior Research Fellow; PRF – Principal Research Fellow**).								

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	should assist researchers to make informed choices about their career progression by ensuring that their own policies and processes for promotion and reward are transparent and clearly stated and that all researchers are aware of local and national career development strategies.	between levels and provides guidance of writing a CV for promotion purposes. A Performance and Development Review process enables discussion about career development/progression between Research active staff and their managers. (University LDC DPR Website) http://www2.warwick.ac.uk/services/ldc/personal/dpr			The numbers represent the number of people submitted for promotion and the highlighted red numbers in brackets represent the number of successful promotion bids. As can be seen since 2010/11 more Research active staff have been submitted for promotion with the highest success rate being at the Principal Research Fellow level. This may be indicative of the promotion events which give greater clarification of promotion requirements. It should also be noted that historically Research active staff have been employed on fixed term contracts (usually of 3 years duration) and this has made it difficult to promote staff where funds have been limited to such a short duration.	Monthly	Feedback and informed employees
		Career information communicated to all Research active staff on Website (University LDC Careers Website) http://www2.warwick.ac.uk/services/ldc/researchers/opportunities/	Ensure that up-to-date and fit for purpose information is published in the monthly Newsletter and on the website.	LDC	Promotion of all careers events and relevant information is contained within the researchers e-newsletter as well as on the LDC webpages. There are also email distribution lists that reach out to the research active community to inform of current events and training	Monthly	Feedback and informed employees
		LDC have produced a monthly newsletter since **2009** for all Research active staff on development and funding opportunities as well as on national issues relating to researchers. There is also national information on the website. (University LDC Website) http://www2.warwick.ac.uk/services/ldc/	Continue to produce and circulate the monthly Newsletter, ensuring that staff development and funding opportunities are included.	LDC	LDC e-newsletter continues to be produced every month and sent electronically to all research active staff. The Newsletter contains information on events, funding and training and development opportunities available to research active staff. New starters are added monthly to the email distribution list and the monthly Research Active Staff e-newsletter goes out via this monthly updated list.	Monthly	Take up of events/training. Informed employees
3.6	Employers should provide a planned induction	University wide new staff Induction	Monitor attendance at University Induction Events.	HR/Academic Departments	The University holds at least three Welcome meetings each year for new members of staff. This is in the format of information sessions from key stakeholders across the business, as well as display stands	Reviewed in September	Numbers of staff attending university

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	programme for researchers, on appointment to a research post, to ensure early effectiveness through the understanding of the organisation and its policies and procedures. They should also ensure that research managers provide effective research environments for the training and development of researchers and encourage them to maintain or start their continuous professional development.	(University HR Induction Website) http://www2.warwick.ac.uk/services/humanresources/induction/whenstart/hrind			from key areas, such as Equality and Diversity, Sports Centre, Warwick Volunteers, Warwick Print and the Campus sustainability team. In addition, departments working on their Athena submissions review their induction process within the department and improve the process in line with information gained from staff surveys and focus groups conducted with their staff. Numbers attending each welcome meeting are recorded.	2015 and 2016	induction event and feedback.
		There is also a separate section of the induction website specifically for Research Active Staff which highlights key aspects that are important to researchers including funding information and policies. (University LDC Website) http://www2.warwick.ac.uk/services/ldc/researchers/		HR/LDC	The LDC Induction site continues to improve and offers the following information: Current development opportunities News and Events Resource Bank Funding Opportunities The Research Community at Warwick Your employment at Warwick Each page signposts researchers to useful information and gives appropriate contact details if more information is required.	Review end of Summer Term 2015	Feedback and number of hits to website.
		STEMM departments as part of their Athena SWAN work have induction programmes and documents specifically aimed at different categories of staff including academic and Research active staff.	Encourage more departments to review their induction process and documentation on a regular basis to ensure that it is fit for purpose and as informative as possible. Share best practice with other disciplines.	Departments	In 2015, with the amalgamation of the Gender Equality Charter Mark into the Athena SWAN Charter Mark, all Arts and Social Science departments are being encouraged to work towards their Athena SWAN submission which is a process that critically analyses their current procedures/processes and through engagement with departmental staff improve the culture of department as well as improve processes that benefit all. Induction is very much part of this process and non-STEMM departments are keen to replicate the good practice that STEMM departments have implemented. All nine STEMM departments have awards ranging from Bronze to Silver and 2 Social Science departments hold Bronze awards.	March 2015	Feedback from staff and best practice shared to non-STEMM departments.
3.7	Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff	Role Profiles identify skills and responsibilities. All staff development provision is mapped to the Researcher Development Framework. In addition there are clear promotion criteria noted.	Continue to plan staff development provision based on feedback from stakeholders and Research Staff Forum through Research Committee.	University/Funding Councils/ Research Ctte/ Research Staff Forum/individuals	LDC continue to liaise with the Research Staff Forum to ascertain key areas to focus training themes on.	Ongoing	Feedback

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	development frameworks and should encourage researchers to acquire and practise those skills. For example, researchers may be given the opportunity to manage part of the budget for a project, or to act as a mentor or advisor to other researchers and students.	Warwick's Performance and Development Review process encourages supervisors and reviewees to select personal or professional development solutions from a wide range of formal and informal options including work shadowing, project roles and mentoring. (University LDC Performance and Development Review Website) http://www2.warwick.ac.uk/services/ldc/personal/dpr LDC manages its provision for researchers against the Researcher Development Framework. (University LDC Researcher Development Framework page) http://www2.warwick.ac.uk/services/ldc/researchers/ LDC Teaching and Learning webpage: http://www2.warwick.ac.uk/services/ldc/teaching_learning/ Vitae website for researchers: http://www.vitae.ac.uk/	To broaden the University's Academic Shadowing Programme to include Research active staff.	LDC/HR	**Warwick Academic Shadowing Programme 2015/16** – Leaders in Action. One aspect of preparing academics for a new position of leadership is for there to be a fairly wide and accurate understanding of what the job involves. The programme involved 3 half days of shadowing a more senior academic colleague and provides participants with an opportunity to: • Enhance understanding of the structure of Warwick, including its management structure • Increase knowledge of the broader environment within which the University operates and the strategic management issues addressed by senior management. • Develop leadership capabilities, be exposed to senior management personnel and their decision making processes. • Raise the profile of participants amongst senior management. • Increase the confidence of participants in operating a senior decision making levels. • Provide enhanced networking opportunities between participants and between participants and members of the senior management team. In 2014, there were 12 matches overall, and those that took part in the programme found it a valuable experience. Subsequently an evaluation of the scheme took place in 2015/16 and following the small-scale success over the previous two years, the scheme has been enhanced and expanded to relaunch in 2016/17 as '**How Warwick Works'**, providing 12 participants the opportunity to further develop leadership skills.	Reviewed Summer Term 2015 and 2016	Increased number of staff participating in the Programme.
3.8	Employers also should provide a specific career development	Career Development available to all Research active staff (University LDC Career Progression	Continue to update Research Staff Forum to ensure new members are aware of support and	HR/Research Staff Forum	A representative from LDC (Sandy Sparks) and from HR (Liz Harrison) attend the Researcher Forum and update on news on training, development activities, events as well as general HR updates, such as changes to policies**.** At a meeting on 20th January 2016, an HR	October 2015	Feedback and increase in staff taking up

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	strategy for researchers at all stages of their career. Regardless of their contractual situation, which should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers. All researchers should be familiar with such provisions and arrangements.	Website) http://www2.warwick.ac.uk/services/ldc/researchers/opportunities/ Mentoring Scheme open to all Research active staff (R&IS direct staff to LDC Mentoring Scheme Website) http://www2.warwick.ac.uk/services/RIS/researchgovernance_ethics/research_code_of_practice/trainingandmentoring/mentoring/ The Warwick Coaching and Mentoring Scheme is open to all Research active staff including researchers: (University LDC Coaching & Mentoring Webpage) http://www2.warwick.ac.uk/services/ldc/coachmentor/wcm All Research active staff receive the Researchers Newsletter once a month which highlights key information on personal and career development opportunities. (University LDC Website) http://www2.warwick.ac.uk/services/ldc/researchers/opportunities/	development opportunities available. Advise Research active staff Forum of new PDRA's to enable the Forum to contact staff and invite them to the forum. Ensure all Research Active Staff receive a copy of the Monthly Newsletter.	 HR/LDC LDC	presentation on promotion criteria was given to inform researchers of promotion process and related timescales. Research staff forum representatives are selected/put forward from individual departments and a list of representatives kept on the Research Active Staff website. Network leads are also invited to attend research staff forum meetings. New starters are added monthly to the email distribution list and the monthly Research Active Staff e-newsletter goes out via this monthly updated list. **See Section 3.2 above** **See Sections 3.1 and 3.2 above.**	 Review end of Spring Term 2015 Monthly Monthly	development opportunities Up-to-date list of staff to ensure that the list is fit for purpose. Feedback Informed employees, uptake of training/events

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
3.9	Research managers should actively encourage researchers to undertake Continuing Professional Development (CPD) activity, so far as is possible within the project. It should be stressed that developmental activity can often have a direct impact on the success of the project, by distributing work, taking advantage of individual strengths and talents, and increasing the skill and effectiveness of researchers in key areas such as writing for publication or communicating with a wider audience. Funding bodies acknowledge that the training of researchers is a significant contribution to	LDC offers academic writing retreats to researchers (University LDC web resources) http://www2.warwick.ac.uk/services/ldc/development/awpbootcamp

Research Support Services provide guidance for researchers in making funding applications, managing a project, managing finances, evaluation and communication of project output. (Research Support Services) http://www2.warwick.ac.uk/services/RIS | Encourage all staff to take responsibility for their personal and professional development and to have access to time to do so. Evaluate existing CPD provision and add relevant material to LDC webpages for Research Active Staff. | LDC/Student Careers & Skills

R&IS | Many STEMM departments have indicated to their Research active staff that they should be taking up the learning and development opportunities offered by LDC, stressing that transferable skills are an important factor in their career development, as well as their academic knowledge.   This message is reinforced at the Research Forum meetings as well as communications from LDC.

In June 2016 the University launched its Academic and Professional Pathways programme (accredited to a Fellow of the Higher Education Academy (HEA)), which have been designed to allow staff (and PhD students) with responsibility for teaching and supporting learning in Higher Education to demonstrate their experience in relation to the UK Professional Standards Framework (UKPSF) in a way that is most appropriate to their experience and role.
The UK Professional Standards Frame is a nationally recognised framework for developing practice and evidencing success with HE teaching and learning support. Being a Fellow of the HEA has a number of benefits including:
- Gaining national recognition of commitment and contribution to teaching, learning and the student experience.
- Gaining formal recognition of continuing professional development and assistance in planning career development;
- Establishing credibility with teaching and research colleagues and demonstrating that acquired practice is aligned with the UKPSF.

See Section 2.4 | Reviewed Summer Term 2015

June 2016

Reviewed Summer Term 2015 | Increased number of staff taking training and development courses.

Continuation of guidance on offer and feedback. |

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	research output and they encourage employers and mentors to adopt these practices.						
Principle 4: The importance of researchers' personal and career development, and lifelong learning, is clearly recognised and promoted at all stages of their career.							
4.1	Researchers should be empowered by having a realistic understanding of, and information about, their own career development and career direction options as well as taking personal responsibility for their choices at the appropriate times. Employers should introduce appraisal systems for all researchers for assessing their professional performance on a regular basis and in a transparent manner. It is important that researchers have access to honest and transparent advice on their prospects for success in their preferred career.	Performance and Development Review process enables discussion about career development/progression between Research active staff and their managers. (University LDC Annual Review Website) http://www2.warwick.ac.uk/services/ldc/teaching_learning/	Encourage take-up of Performance and Development Reviews by researchers. Monitor take-up on an annual basis and report to Research Centre.	HR/LDC/ Departmental HoDs and Line Managers	See **Sections 1.1 and 2.3** for DPR information and completion rates**.**	May 2015 May 2016	Increased number of staff having reviews.
		Career Development self-help material is available to all Research active staff (University LDC Career Progression Website) http://www2.warwick.ac.uk/services/ldc/researchers/resource_bank/	Ensure self-help material is kept up-to-date.	LDC	**See Section 2.1 and 2.3**	December 2015 October 2016	Feedback and hits to website.
		Six month career development meetings with line managers are being actively encouraged within departments.	Ensure that appropriate consultation meetings occur where career development is discussed.	Departments/ HR	Most STEMM departments who have Athena SWAN awards ensure that staff (predominantly researchers) have appropriate fixed term contract meetings – including six monthly career development meetings. This best practice is being replicated by non-STEMM departments as they proceed through the Athena process (if they do not already do this). All departments have a dedicated central HR Adviser who advises, supports and guides on all HR processes, including the management of fixed term contracts.	Reviewed July 2015	Feedback

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
4.2	Employers will wish to ensure that developmental activities open to researchers include preparation for academic practice. Employers should take measures to ensure broad recognition of CPD schemes from other employing organisations as far as possible, so that researchers are not unduly disadvantaged when moving from one employer to another.	Research active staff have access to training which is relevant to their academic work including (University LDC Research webpage) http://www2.warwick.ac.uk/services/ldc/researchers/ • Research • Teaching • Leading and Managing People • Professional Development (e.g. Communicating, time management, managing working relationships) • The Academic Writing Programme	Piirus (e-portfolio) has been launched globally and enables researchers to record skills, knowledge, training taken, research interests etc. so that other users can access this information for possible collaborations. Monitor up-take of the use of Piirus by researchers and ensure that new Research active staff are aware that Piirus exists and what it's function is. Departments to provide links to Piirus in their induction documentation for researchers.	LDC/Piirus Team/ Departments	Piirus started life in 2011 as Research Match, a service designed for researchers within the University of Warwick to find their research match. Users found the site so useful that the site was expanded so that more people could benefit from this tool. Piirus is a quick and easy tool for individuals who want to make contacts, find collaborators within their field or from a different discipline or just to stay in touch with one another. Piirus was launched in **October 2013** to Warwick researchers. In **December 2013**, Monash University researchers in Australia became able to join Piirus. The official launch of Piirus took place in Monash on **1st April 2014.** Piirus opened up internationally over during 2014 in a number of phases: • In **March 2014**, Piirus opened up to SLE and University of Leicester. • Other Universities followed in **April 2014**. • Considerable growth took place in **May 2014** onwards, as all members of Piirus were provided with 10 invitations to issue out to their colleagues worldwide and this began a global roll-out and significant growth in membership. • Piirus will always remain free to researchers but it is likely that other value-add-services will sit alongside the matching service for researchers. **June 2016 Update:** piirus.ac.uk is unique because it's the only website of its kind to be funded and developed solely by the Higher Education sector. jobs.ac.uk and the University of Warwick identified that connecting researchers at the earliest stages of a research idea was a universal problem. piirus.ac.uk enables researchers to quickly identify and connect with great minds around the world. Today piirus.ac.uk is home to thousands of members from thousands of institutions. It's a great example of how the Higher Education community can work together to accelerate global research outcomes, tackle the world's biggest challenges and make a real difference. piirus.ac.uk is now a sister service of jobs.ac.uk and offers academics the option to become a Piirus Associate which gives academics access to an innovative new service that opens up exclusive, independent, fee-based consultancy opportunities with organisations in the public, private and third sectors.	To be reviewed July 2015	Number of researchers registering on Piirus and that Departments promote Piirus in Induction material.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
		The University recognises the difficulty of attending conferences for parents and has therefore established a small fund to assist with payments of extra childcare arrangements for individuals attending conferences/ workshops etc.	To continue to promote the conference care fund to ensure that staff do not miss out on opportunities to attend workshops/training/ conferences that are essential for their studies and development. Monitor budget against up-take to ensure appropriate funding is available.	Athena Steering Group/Conference Care Group/E&D Team	The University recognises the difficulty of attending conferences for parents and has therefore established a small fund to assist with payments of extra childcare arrangements for individuals attending conferences/workshops etc. Take up of conference care fund has increased year on year and feedback from staff utilising the fund has been excellent. Typical feedback: *Without the money, I would have had to make a choice whether I would attend the workshop leaving my daughter behind or whether not to attend the workshop so I can be with her. Given that she is just 15 months old, leaving her behind was not an option, hence without the money, I would not have been able to go.* Originally, the Conference Care Fund was only open to STEMM departments, as it was the Faculty of Science that funded the costs. However, it soon became apparent that other staff would value the eligibility to apply for funds, and all other Faculties (Medicine, Arts and Social Science) were asked to make a contribution to the fund and consequently the fund is now open to all staff. The table below demonstrates take up and cost of the fund:	Reviewed September 2015 and 2016	Increased number of staff applying for support.

Academic Year	Number of claims	Gender	Total Amount requested	Total Amount Paid
2012/2013	9	9 x F	£784.55	£660.30
2013/2014	7	7 x F	£419.00	£261.12
2014/2015	22	4 x M; 18 x F	£2,141.00	£1,244.00
2015/2016	11	3 x M; 8 x F	£1,346.55	£1,046.55

M = Male; F = Female
Some claims not received
Some claims still pending through payment system

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
		The University nursery also considers taking a child on a one-off basis if a parent needs cover to attend a conference and their child	Continue to monitor up-take of this arrangement.	Nursery/HR	During 2013/2014 there were 3 members of staff who used this ad-hoc facility. There was one other request that the nursery were unable to honour due to no availability. In 2014/2015 another 3 families used the ad-hoc childcare service, whilst a parent was attending an interview or conference. In addition the nursery	Reviewed July 2015 and 2016	Number of staff taking advantage of this arrangement.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
		does not usually use the facilities. (University Nursery website) http://www2.warwick.ac.uk/services/nursery (University LDC Training, Professional and Personal Development Website) http://www2.warwick.ac.uk/services/ldc/researchers/ Performance and Development Review process and training for all reviewers and reviewees, face to face and online (University LDC Website for Performance and Development Reviews). http://www2.warwick.ac.uk/services/ldc/annualreview http://www2.warwick.ac.uk/services/ldc/personal/dpr		LDC/HR	facilitated a family room for the School of Law while a conference was taking place over the Easter break of 2015. See **Sections 1.1 and 2.3** for DPR information and completion rates**.** New Development and Performance Review (DPR) forms launched in January 2015. Training sessions for all staff (both as reviewee and reviewer) has been developed and presented by LDC. The tables below show uptake of the training.	Reviewed in May 2015 and 2016	Number of staff being trained as reviewers and as reviewees.

DPR for Reviewees 2014-15	
Date	**Attendees**
9th February 2015	11
10th February 2015	15
19th February 2015	12
24th February 2015	10
25th February 2015	12
Total for 2014/15	**60**
DPR for Reviewees 2015-16	
Date	**Attendees**
14th December 2015	10
11th January 2016	13
21st January 2016	13
27th January 2016 (AM)	10
27th January 2016 (PM)	9
28th January 2016	8
8th February 2016	7
Total for 2015/16	**70**
DPR for Reviewers 2014-15	
Date	**Attendees**
19th January 2015	11
28th January 2015	15

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates		Timescale	Success Measure
					2nd February 2015	14		
					5th February 2015	14		
					17th February 2015	14		
					18th February 2015	14		
					23rd February 2015	13		
					Total for 2014/15	**95**		
					DPR for Reviewers 2015-16			
					Date	**Attendees**		
					1st December 2015	14		
					17th December 2015	10		
					8th January 2016	15		
					14th January 2016	10		
					19th January 2016	7		
					20th January 2016	12		
					17th February 2016	14		
					Total for 2015/16	**82**		
		All provision mapped to the nationally recognised (Vitae) Research Development Framework.			Vitae Membership Model 2015 – Warwick signed up for 18 months.			
4.3	Employers will ensure that where researchers are provided with teaching and demonstrating opportunities as part of their career development, suitable training and support is provided.	Develop the next generation of research scholars through our Doctoral Training Partnerships, enhancing skills provision through opportunities offered by departments, services and the Institute of Advanced Study.	Develop mechanisms for the encouragement of, and development in, excellence in research-led teaching and the dissemination of good practice.	University/ Departments/ LDC/Research Ctte/ DTC's	Equality and Diversity issues are included in LDC's inclusivity training where the whole spectrum of attributes are looked at that could impact on peer interaction and classroom dynamics (including for example language, visible and invisible disabilities, etc.) but the focus is on the implications for teaching and learning. The Institute of Advanced Study (IAS) is a cross-faculty research unit, with a remit to facilitate interdisciplinary engagement within Warwick and between the University and other higher education institutions and partners around the world. Furthermore, in the UK and continental Europe, the Warwick IAS is the only Institute to offer an established cross-faculty training and development programme for early career researchers.		September 2015	Number of staff taking up training.
			The University to endeavour to provide the appropriate training, skills based workshops to encourage Research	MOAC/LDC (Teaching and Learning Unit)	In 2014-15, the IAS at Warwick was active in a variety of activities with national and international partners. Over 100 events were supported, 20 new Early Career Fellows were welcomed and funding provided for 60 interdisciplinary and cross-faculty research projects. The Institute		Ongoing	Number of staff attending workshops and seminars.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
			active staff to participate in research-led teaching activities.		also welcomed a further 20 International Visiting Fellows from around the world. In 2014-15, a revised and more flexible funding system allowed the IAS to expand its engagement with Warwick academics. A series of successful Vacation Schools as well as a variety of exciting public engagement and outreach activities took place on campus and at Warwick in Venice. In 2014-15 eight interdisciplinary Research Networks supported by the IAS organised 28 events involving over 350 members of staff in addition to external speakers and attendees.		
		LDC offers introductory seminars on teaching for researchers (University LDC Website) http://www2.warwick.ac.uk/services/ldc/researchers/events_news/ras_events/	The University to continue to run science communication courses for researchers, as well as other appropriate workshops/ seminars.	Warwick Ventures/LDC/ R&IS	Warwick Ventures offers advice and services to the University's innovators, offering support throughout the process of generating impact and a commercial return from their research, whilst maintaining their academic focus. R&IS advised that the IAA supported the "Science Communication and Impact for Female Postdoctoral Researchers", event that took place over the summer in 2014. Of the 24 female participants 8 were from Warwick. The training course was organised by Alison Rodger (Chemistry) and delivered by media experts including the BBC.		
4.4	Employers and researchers can often benefit if researchers have an input into policy and practice through appropriate representation at staff meetings and on organisation or management committees.	Research Staff Forum and Research Committee feeds into University Policy and best practice. The Research Staff Forum has a representative on the Research Funding Councils.	Representatives to be encouraged to attend relevant departmental and wider University meetings, such as the Athena Network Group and Juno (Physics); the Equality and Diversity Network Group; Departmental Welfare and Communication Groups etc.	R&IS/Departments/ Athena Network; Equality and Diversity Network; Research Staff Forum	The Athena Network Meetings, Equality and Diversity Network meetings as well as departmental Welfare and Communication meetings are attended by academic, research, teaching and professional and support staff. A Postdoctoral researcher representative is on the Equality and Diversity Committee which feeds into the Steering, Senate and Council meetings. An Equality and Diversity Adviser attends most Athena related and Juno (Physics) meetings to support and share best practice. The Department of Physics successfully renewed its IoP Juno Champion status in June 2016.	Monthly	Participation of research active staff in meetings.
		Each department is encouraged to send a representative to the Research Staff Forum.	Monitor engagement and report to Research Committee	Research Staff Forum	Research staff forum representatives are selected/put forward by academic departments. Lists of representatives (with their department and contact details) are available on the Researchers website.	Reviewed annually	Appropriate researcher representation at meetings.
4.5	Mentoring arrangements should be supported by	Mentoring Scheme available to all Research Staff (R&IS directs researchers to the LDC	Monitor use of existing central mentoring schemes by researchers to consider whether	LDC	See **Section 3.2** above on mentoring and coaching	Reviewed Summer Term 2015 and 2016	Through participation numbers, determine if

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	employers as a key mechanism for career development and enhancement.	Mentoring Website) http://www2.warwick.ac.uk/services/RIS/researchgovernance_ethics/research_code_of_practice/trainingandmentoring/mentoring/	additional mentors need to be trained.				more mentors are required.
		The Warwick Coaching and Mentoring Scheme open to all staff including researchers: (University LDC Coaching & Mentoring Webpage) http://www2.warwick.ac.uk/services/ldc/coachmentor/wcm Plus other departmental initiatives	Warwick Medical School (WMS) in conjunction with LDC have replicated the Coaching and Mentoring Scheme within the Medical School. Look to share this best practice with other large Schools/Departments.	LDC	WMS are aware that mentoring is an integral part of training in both academia and administration. While mentors are mandatory for Assistant Professors during their probation, mentoring is voluntary for all other staff. LDC offers training specifically for WMS staff. Currently (2016) WMS mentoring scheme has resulted in 10 mentors trained (7 women, 3 men); 16 mentees (13 women, 3 men). These formed 9 mentoring pairs.	Reviewed June 2015 and 2016	Uptake of this scheme in other departments.
		Mentors are available for Returning Parents to support the transition back into the workplace.(University LDC Website) http://www2.warwick.ac.uk/services/ldc/coachmentor/returningparent	Monitor the up-take of returning parents requesting mentors.	LDC/HR	Staff returning from maternity/adoption/long term parental leave have the opportunity to select a mentor to help them adjust back into the work place. This opportunity is advertised on the Returning Parents Staff Network Page and through HR. However take up has been low and therefore we need to further promote this option. At a survey on maternity/adopting/caring responsibilities run in April/March 2016, it was identified that staff would value more support with the transition back to work, with particular focus on flexible working. HR Advisers will be working with staff in their departments on such leave to ensure that they feel fully supported and are aware of the support, such as a mentor, that is in place to assist them juggle work commitments and the new role as a parent, so that an appropriate work life balance is available.	Reviewed in July 2015 and 2016	Having sufficient mentors in place to deal with demand.
D. RESEARCHERS' RESPONSIBILITIES							
Principle 5: Individual researchers share the responsibility for and need to pro-actively engage in their own personal and career development, and lifelong learning.							
5.1	Researchers are employed to advance knowledge and should exercise and develop	University Governance and Guidelines on expectations of Research active staff. (University R&IS Governance & Ethics Website) details the	Ensure as part of Research active staff induction procedures, staff are encouraged to join professional networks.	R&IS	Researcher Forum As part of induction packages, academic departments inform on appropriate professional networks.	Annually	Availability of clear guidance. Feedback from researchers.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	increased capacity for independent, honest and critical thought throughout their careers.	expectations of Warwick researchers whilst referencing the RCUK and UK Research Integrity Office. http://www2.warwick.ac.uk/services/RIS/researchgovernance_ethics/ There is encouragement within departments for Research active staff to join professional networks, attend conferences and workshops and present their work. Sharing of good practice through dissemination of events and case studies and through the Research Staff Forum and LDC website. The University operates a Study Leave scheme which provides researchers with dedicated research time in order to increase their opportunity for output.	 Monitor the up-take of study leave by Research Active Staff	Departmental HoDs LDC HR/ Departments	Induction material; supervisor encouragement; research staff forum are all mechanisms of advice and support on joining professional networks. Departmental websites show profiles of staff (role models) as well as case studies and success stories. All researcher events are communicated in numerous ways: researcher e-newsletter, website, email distribution lists, InSite (which is the main tool of communication for the University) as well as by departmental news and termly researcher forum meetings. Shared best practice identified through the Athena SWAN process. Many postdoctoral researchers are usually employed on fixed term contracts (~ 3 years) due to funding, so Study Leave is usually not a viable option for them. However for those on longer or indefinite contracts, a call is put out each year to all research active staff with the qualifying period of service to apply for study leave to focus on their research. Since 2013, 8 members of Research active staff have each taken a period of 10 weeks study leave (4 x research fellows; 1 x senior research fellow, 1 x principal research fellow and 2 x professorial research fellows).	Reviewed annually Review end of Summer Term 2015 Reviewed June 2016	Improved induction material Feedback Feedback and having appropriate case studies for website. Number of Research active staff applying and being successful in gaining Study Leave.
5.2	Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in	Warwick Ventures offers advice and services to the University's innovators, offering support throughout the process of generating impact and a commercial return from their research, whilst	Publicise Warwick Ventures work through webpages for researchers including R&IS, HR and LDC.	Warwick Ventures, R&IS, Student Careers and Skills Enterprise at Warwick	See **Section 2.4** above	October 2015	Feedback, improved commercial return and reputation of researchers.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	policy making and the commercialisation of research for the benefit of their employing organisation, as well as the wider society and economy as a whole.	maintaining their academic focus. (University Warwick Ventures Webpage) http://www2.warwick.ac.uk/services/ventures/academicscontact/					
5.3	Researchers should recognise their responsibility to conduct and disseminate research results in an honest and ethical manner and to contribute to the wider body of knowledge.	University Governance and Guidelines on it's expectation of Research active staff. (University R&IS Governance & Ethics Website) http://www2.warwick.ac.uk/services/RIS/researchgovernance_ethics/	Work on the University's research governance resources is consistently ongoing.	R&IS	Warwick has helped form and has joined a new European association (1 June 2016) - the *Guild of European Research Intensive Universities*. The Guild formally launches in November 2016, and will focus on the relationships between research and excellence, education, innovation and capacity building. Professor Jan Palmowski (Warwick) has been appointed as Secretary General of the Guild. The Guild brings together universities that have demonstrable excellence in teaching, research and policy formation from across Europe to collaborate on the creation of innovative solutions to some of Europe's most intractable scientific and social challenges.	June 2016	Success of the Guild
		Following the publication of: The RCUK Policy and Guidelines on Governance of Good Research Conduct, **February 2013** and the UK Research Integrity Office (UKRIO) Code of Practice for Research: Promoting good practice and preventing misconduct, **September 2009**, the University produced a revised Research Code of Practice, drawing on the sector guidance from the	The University offers a wide range of training for researchers to enable them to carry out their duties and to develop their knowledge and skills throughout their career, repeating training where necessary to ensure that skills are kept up-to-date. Researchers should identify needs for training when they arise and report them to their manager or other appropriate person as	R&IS/LDC	See **Section 2.1** above	Annually	Uptake of staff taking training courses.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
		RCUK and UKRIO, to provide a clearer and more concise statement of guiding principles of research good practice, which links to the more detailed standards, policies, procedures and training materials provided as web-based resources. This single Code of Practice replaces previous more complex series of documents, which included; the Research Code of Conduct; the Statement of Ethical Conduct of Research; the Guidelines on Ethical Practice.	identified by their department. The International Conference on Harmonisation of Technical Requirements for Registration of Pharmaceuticals for Human Use (ICH) Good Clinical Practice (GCP) and Medical Research Council GCP guidelines both state that "Each individual involved in conducting a trial should be qualified by education, training and experience to perform his or her respective task(s)." To comply with these regulations, all members of staff must maintain a complete record of their ongoing personal development to demonstrate that they are competent to perform duties appropriate to their role in each trial.				
		R&IS to introduce revised training in research governance for all researchers	To comply with this principle, all members of staff must maintain a complete record of their ongoing personal development and training received to demonstrate that they are competent to perform duties		Many staff complete personal development plans/records and keep their CVs updated (this facility is available through the University Library or Piirus or both).		

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
			appropriate to their role in each trial, whether this is general or trial specific training. Warwick CTU SOP 24- 'Training Records' describes the procedure for setting up and maintaining a Personal Development Folder (PDF) to ensure that all training is documented. It is compulsory for those involved in commercial medical research to have Good Clinical Practice training every two years.				
5.4	Researchers should also be aware that the skills and achievements required to move on from a research position may be the same as the skills and achievements which they displayed to reach that position.	Role profiles clearly identify those skills and achievements required of Research active staff.	Review and seek to develop career development resources for researchers as appropriate.	LDC/Student Careers & Skills	Careers advice and appropriate development resources available through LDC and Careers and Skills. See **Section 3.2.** The Institute of Advanced Study (IAS) is a cross-faculty research unit, with a remit to facilitate interdisciplinary engagement within Warwick and between the University and other higher education institutions and partners around the world. Furthermore, in the UK and continental Europe, the Warwick IAS is the only Institute to offer an established cross-faculty training and development programme for early career researchers. In 2014-15, the IAS at Warwick was active in a variety of activities with national and international partners. Over 100 events were supported, 20 new Early Career Fellows were welcomed and funding provided for 60 interdisciplinary and cross-faculty research projects. The Institute also welcomed a further 20 International Visiting Fellows from around the world.	Annually	Feedback
5.5	Researchers should recognise that the primary responsibility for managing and	Careers guidance to Researchers is based upon the premise that all staff, including Researchers, take responsibility for their own	Disseminate to other disciplines the success of the Warwick Medical School Network, which encourages staff to take	LDC/HR/Athena Network Group	Best practice identified in departments is shared with others as part of the on-going Athena Swan Charter Mark work.	Monthly at Athena Network Mtgs	Increase in number of researchers registering for

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	pursuing their career is theirs. Accordingly, they should identify training needs and actively seek out opportunities for learning and development in order to further that career and take personal responsibility for their choices. Research managers and employers also have a responsibility to provide honest advice and appropriate structures, and to equip researchers with the tools to manage their own careers. Research managers should encourage Research active staff under their supervision to attend appropriate training and career development courses and events.	career decisions and progression.

Piirus offers researchers the opportunity to network and collaborate in order to develop their research profile. | responsibility for their personal and professional development.

Monitor the development of and up-take of membership of Piirus. | Piirus team | Piirus started life in 2011 as Research Match, a service designed for researchers within the University of Warwick to find their research match. Users found the site so useful that the site was expanded so that more people could benefit from this tool. Piirus is a quick and easy tool for individuals who want to make contacts, find collaborators within their field or from a different discipline or just to stay in touch with one another.
Piirus was launched in **October 2013** to Warwick researchers. In **December 2013**, Monash University researchers in Australia became able to join Piirus. The official launch of Piirus took place in Monash on **1st April 2014.**
Piirus opened up internationally over during 2014 in a number of phases:
• In **March 2014**, Piirus opened up to SLE and University of Leicester.
• Other Universities followed in **April 2014**.
• Considerable growth took place in **May 2014** onwards, as all members of Piirus were provided with 10 invitations to issue out to their colleagues worldwide and this began a global roll-out and significant growth in membership.
Piirus will always remain free to researchers but it is likely that other value-add-services will sit alongside the matching service for researchers.
June 2016 Update: piirus.ac.uk is unique because it's the only website of its kind to be funded and developed solely by the Higher Education sector. jobs.ac.uk and the University of Warwick identified that connecting researchers at the earliest stages of a research idea was a universal problem. So, piirus.ac.uk was launched in 2013. piirus.ac.uk enables researchers to quickly identify and connect with great minds around the world. Today piirus.ac.uk is home to thousands of members from thousands of institutions. It's a great example of how the Higher Education community can work together to accelerate global research outcomes, tackle the world's biggest challenges and make a real difference. piirus.ac.uk is now a sister service of jobs.ac.uk and offers academics the option to become a Piirus Associate which gives academics access to an innovative new service that opens up exclusive, | September 2015 | training. Feedback.

Increase of membership globally. |

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
					independent, fee-based consultancy opportunities with organisations in the public, private and third sectors.		
5.6	Researchers should ensure that their career development requirements and activities are regularly discussed, monitored and evaluated throughout the year in discussion with their research manager and mentor, and that they commit themselves fully to all such activities. Researchers are encouraged to record their Personal Development Planning (PDP) and CPD activities, a log of which may be presented to current and future employers as appropriate.	Performance Development Review process enables discussion about career development/progression between Research active staff and their managers. (University LDC Performance Development Review Website) http://www2.warwick.ac.uk/services/ldc/personal/dpr	Determine if the new Performance Development Review due to be introduced in **January 2015** encourages more Research active staff to participate in the scheme and to ascertain their feedback on the process.	HR/LDC/ Research active staff Forum	See **Sections 1.1 and 2.3** for DPR information and completion rates. Whilst an increase in completion rates has been achieved, in the recent Staff survey, PULSE 2016, indicated that there was an overall disappointment of perceived effectiveness of DPRs in achieving goals. While over 50% of staff indicated that there are good training opportunities which facilitate personal development and improved performance, only 44% of staff agreed that DPRs enabled them to agree their objectives, whilst 33% felt the DPR assisted their longer-term career development. To that end the University has formed a sub-PULSE group to address DPR issues and these will be outlined in the new HR Excellence in Research Action Plan.	May 2015 and May 2016	Increase in the number of staff undertaking reviews.
		Mentoring Scheme available to all Research active staff (R&IS directs staff to the LDC Mentoring Scheme) http://www2.warwick.ac.uk/services/RIS/researchgovernance_ethics/research_code_of_practice/trainingandmentoring/mentoring/	Continue to monitor up-take of Mentoring by Research active staff.	LDC	LDC will continue to monitor and report on the take up of mentoring by Research active staff. See **Section 3.2**.,	July 2015	Number of Research active staff requesting mentoring.
E. EQUALITY AND DIVERSITY							
Principle 6: Equality and Diversity must be promoted in all aspects of the recruitment and career management of researchers							
6.1	The UK legislative framework outlaws	The University is proud of its diverse community of staff, students and visitors,	Continue to develop staff/student awareness of equality legislation and	HR E&D staff LDC	A number of E&D events are held each year to engage with as much of the Warwick community as possible. E&D training is given face-to-face as well as on line. Progress on numbers of staff taking the	Reviewed annually - December	Engagement with staff and students,

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	discrimination on the basis of age, disability, sex, sexual orientation, race or religion. It also requires public bodies to take positive steps to promote equality, based on evidence and priorities, and to develop specific schemes and action plans related to gender, race and disability to address specific issues of under-representation or lack of progression.	and is committed to maintaining its excellent record in teaching and research by ensuring there is equality of opportunity for all, fostered in an environment of mutual respect and dignity. (University HR Equality & Diversity Website) http://www2.warwick.ac.uk/services/equalops	issues. Training both on line and face to face courses to be available throughout the year.	Whole University Community	modules are monitored and there has been a significant increase in staff taking the modules since 2012 as demonstrated below: Warwick WIDE (working inclusively in a diverse environment) series of talks was started in 2015 to engage with as many protected characteristics as possible – such as disability (mental health, Asperger's, cancer, still birth), LGBT+, caring responsibilities etc. Annual Dignity at Warwick Day held each year in November – excellent feedback and engagement with staff and students. Staff Network Groups – LGBT+, BME, Disabled Staff Network, Working Parents Group, Carers Group.	Termly	feedback and increased number of staff taking up training opportunities.

Module	2012	2013	2014	2015	2016
Recruitment & Selection	54	141	257	462	589
Diversity in the Workplace	104	202	496	890	1008

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
		The University has a Single Equality Scheme and Equality Objectives which covers all the protected characteristics and also incorporates the University's Athena SWAN objectives. (University Equality & Diversity Website) http://www2.warwick.ac.uk/services/equalops/singleequalityscheme/ In addition there is an Equality and Diversity on-line training modules available to all staff.	The Equality Objectives will be reviewed and up-dated in line with the new University and Research Strategy early in **2015.** Progress against Equality Objectives will continue to be monitored on an annual basis.	Pro-Vice-Chancellor for Research, Director of Strategy Change Programme Delivery/HR, E&D Ctte	Progress against the Equality Objectives 2012-2015 has been monitored each year and the action plan updated and presented to the Equality and Diversity Committee as well as being published on the Equality and Diversity website. In 2016, a consultation took place with key stakeholders (including the Trade Unions) on up-dating and revising the equality objectives for 2016-2020 in line with the University and Research strategy. These objectives were formally approved by the Equality and Diversity Committee meeting (13 May 2016), the Steering (20 June 2016), the Senate (27 June 2016) and the Council (13 July 2016). The Equality Objectives for 2016-2020 can be viewed on the Equality and Diversity webpage: (http://www2.warwick.ac.uk/services/equalops/equalitylegislation/equalityobjectives)	Progress on existing equality objectives – June 2015. New equality objectives – June 2016	Development of a new set of Equality Objectives.
			Continue to monitor departmental up-take of the Equality and Diversity on-line training and report annually to the	E&D Team/HR/E&D Ctte.	Uptake is continuously monitored and reported to the Equality and Diversity Committee. In 2016 the modules were reviewed to see if they were still fit for purpose, with the decision being taken that currently the modules are still important, but will be reviewed in 2017/18. In addition, an	June 2015 and June 2016	Increased number of staff taking modules.

Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
		Equality and Diversity Committee		Unconscious Bias Moodle has been created to align with face to face training. A number of videos have also been purchased and are available for all staff and students to watch from the Diversity and Inclusion webpages (http://www2.warwick.ac.uk/services/equalops/videoclips/)		
	Equality and Diversity Staff Network (meets termly) which is open to all staff to give them an opportunity to feed issues into the formal University Equality and Diversity Committee. The Network has representatives from most departments.	In **October 2014** the E&D Network group changed its format and structure to improve active engagement with its members. Moving forward each meeting will focus on one or two key equality themes. The success of this change of structure will be monitored by feedback of members.	E&D Network Chair/HR	E&D Network meetings continue to be held termly with a verbal report provided to the E&D Committee. In October 2014 a decision was made to change the format and locations of the meetings. Historically the meetings were held in a formal setting in the main University administrative building with formal meeting minutes. The Chair of the network wanted to introduce a more informal discursive setting that would be interactive to enable a free flow of discussion and feedback with the attendees. The meeting locations were also varied to ensure all members of staff had the opportunity to attend. Over the last two years on average, attendance has been between 25/30 members of staff per meeting. Agenda items have included: - Disability Framework - Age – discrimination, retirement and webpage hits - Dignity at Warwick - Warwick WIDE events - Disabled Student Allowance - Equality Impact Assessments - Consultation on Policy changes - Pulse results Feedback has been positive and members have staff have stated that they appreciate the informal layout and being given the opportunity to contribute to the meetings.	Termly (January, May and October)	Engaged Warwick community, feedback and ideas for future events
	Disability Coordinators recruited in all departments to act as first point of contact for staff, students and visitors with disabilities.	Hold regular meetings with Disability Coordinators to ensure that motivation levels and engagement remains active.	E&D Adviser/ Departmental Disability Coordinators	Twice yearly meetings are held with Departmental Disability Coordinators, as well as a termly Disability Interest Group meetings attended by staff and students to discuss campus accessibility and other relevant business. New Disability Framework designed and launched in 2015 to assist all staff who may have a disability or have been on long term sickness	Biannually	Informed Disability Coordinators who can provide the correct and

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
					absence. The Framework identifies through discussions with the individual as well as professional support services, such as occupational health, reasonable adjustments that can be put in place to assist staff to successfully undertake the duties of their role. All University Disability Coordinators have information on the Framework and have encouraged staff to use the Framework. Feedback to date from users of the Framework have been very positive and line managers have indicated that it has assisted some sensitive discussions to be held.		appropriate support to staff and students.
6.2	As is the case for society as a whole, UK research will benefit from increasing equality and diversity in the recruitment and retention of researchers. The Concordat encourages the recruitment and retention of researchers from the widest pool of available talent, including those from diverse backgrounds.	The University is proud of its diverse community of staff, students and visitors, and is committed to maintaining its excellent record in teaching and research by ensuring there is equality of opportunity for all, fostered in an environment of mutual respect and dignity. (University HR Equality & Diversity Website) http://www2.warwick.ac.uk/services/equalops	Monitor the diversity of the research workforce as part of the wider Workforce Profile Report and report to Research Committee.	HR/ Research Ctte	The University's workforce profile is produced annually and discussed at the Equality and Diversity Committee in October each year. Key highlights of statistics are reported to stakeholders and the full report is published on the Equality and Diversity website. Recommendations and suggestions of how to address issues/trends that the data identifies are made, such as how to encourage more staff to disclose protected characteristics to enable the university to ensure that the right support is in place for the diverse community that live, work and study on Campus. The University is proactive in work that it does on Gender (with Warwick being one of nine UK institutions that holds the Athena SWAN Silver award, as well as all of its STEMM departments being Athena award holders either at Bronze or Silver level). Work is also currently underway on a Race Charter Mark submission, a Stonewall Workplace Equality submission, a Wellbeing Charter Mark, as well as the work that is being done to fulfil the responsibilities of the HR Excellence in Research agenda.	October 2015 and October 2016	That diversity is maintained and any identified disparities actioned.
6.3	It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly	An annual workforce profile report examines the profile of researchers in relation to gender, disability and race. This is presented for consideration by the Equality and Diversity Committee (University HR Equality & Diversity Website)	Publication of Annual Workforce Profile and identification of any trends or concerns in the data.	HR	As discussed above the Annual Workforce Profile is produced and reported to the Equality and Diversity Committee in October each year. Suggestions and recommendations to address trends within the data are discussed and actioned. The University data is benchmarked against the sector as well as the local demographics of the immediate area.	October 2015 and October 2016	That diversity is maintained and any identified disparities actioned.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	recommend that all members of the UK research community actively address the disincentives and indirect obstacles to retention and progression in research careers which may disproportionately impact on some groups more than others.	http://www2.warwick.ac.uk/services/equalops/eo_data/ The University initiated the Returning Parents Network Group in 2012. (University HR Equality & Diversity Website) http://www2.warwick.ac.uk/services/equalops/news/parents/	Continue to work in collaboration with the Returning Parents Network Group to ensure issues that particular cohort of staff encounter are dealt with. Continue to seek feedback from returning parents on policies and processes which affect them as parents.	HR/Returning Parents Network Group	In 2015, the Returning Parents Network was renamed to Working Parents Network, as members of the group felt that they wished to retain the option of attending the group meetings even when their child was older, and they were no longer considered a returning to work parent. This in itself demonstrates the success of the group and the support that members have received. The group has organised a number of external speakers to attend their meetings and have been consulted on a number of issues, such as maternity provision, support before, during and after maternity leave, as well as summer play schemes for school aged children.	Reviewed in July 2015. Reviewed in September 2016	Feedback and membership of the group.
		Participation in the Athena SWAN Charter (University HR Athena SWANN Website) http://www2.warwick.ac.uk/services/equalops/athena/. All of Warwick's 9 STEMM departments have now achieved Athena status, with 3 departments holding Silver awards and the other 6, Bronze awards.	Engage with all STEMM departments to maintain momentum with tasks outlined in their Actions plans which were submitted with their application for Athena status, to ensure that departments move within an appropriate timeframe towards the next level of Athena award.	HR/Athena Steering and Network Groups/STEMM Departments	The University of Warwick has been a member of the Athena SWAN Charter since 2009, and achieved Athena Silver institutional status in 2013. The Charter has grown considerably, not only in the number of institutions and departments signing up to it, but in reputation within the HE sector and wider. The Charter was originally set up to recognise and celebrate good employment practice for women working in Science, Technology, Engineering, Mathematics and Medicine (STEMM) in Higher Education, in an attempt to address gender inequalities within science disciplines. However in November 2014, the Equality Challenge Unit (ECU), who administer Athena, took the decision to amalgamate the Gender Equality Charter Mark that had been trialled in 2013/14 with the Athena Charter Mark, and consequently, the Charter has now been expanded to include Arts, Humanities, Social Science, Business and Law departments alongside the STEMM disciplines. All Warwick STEMM departments hold Athena SWAN awards. Full commitment to the Charter is enabling the University to raise its Equality and Diversity profile, both internally and externally, and Warwick is still one of only nine universities with a Silver Institutional award and also one of a few universities where all of the STEMM departments have achieved Athena status. Many of the Athena initiatives have historically formed part of the University's Equality Objectives 2012-2015, ensuring the Athena agenda is driven from both top down and bottom up, so that Athena	Monthly Athena Network meetings	Departments progressing their Athena work to the next level of award.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
					initiatives become firmly embedded into the culture of the organisation. The Equality Objectives for 2016 onwards have been reviewed in line with the new University Strategy and Research Strategy, but will continue to incorporate and progress the University's Athena initiatives and work on other Charter Marks, such as the Race Equality Charter Mark.		
			Give encouragement and support to other Faculties who wish to work towards the Gender Equality Charter Mark due to be launched in **April 2015**.	HR/Athena Steering and Network Groups/STEMM and non-STEMM depts.	Attention during 2014/15 and 2015/16 has focused on new initiatives and ensuring that non-STEMM departments are fully conversant with the requirements of the Charter and to encourage them to begin to critically analyse the processes and procedures in their departments, with a view to submitting for an Athena award. Warwick Business School took part in the trial of the Gender Equality Charter (GEM, now amalgamated into Athena) and achieved a Bronze award in 2015. Two other non-STEMM departments, Economics and CEDAR have submitted for awards in April 2016 with at least another 6 Arts and Social Science Departments working on submissions for November 2016.	Monthly with 2 submission dates per year (April and November)	To have at least 2 Warwick non-STEMM departments ready to submit to the Charter Mark.
			Ensure STEMM department share best practice with non-STEMM departments who are keen to replicate Athena initiatives.	HR/STEMM and non-STEMM depts.	Athena Network meetings are held monthly and staff from across all Faculties are invited to attend to share best practices from departments that are already involved in the Athena process.	Monthly	Feedback and sharing of best practice. Successful Athena submissions
		The University runs a number of Staff/Student Network Groups including the Equality and Diversity Network that is open to all staff to come along and raise relevant equality issues or concerns. A report from the EDN is a standing agenda item on the EDC. (University HR Equality & Diversity website)			Much progress has been made to engage with the Warwick community and a number of Staff Network Groups are in place: LGBT+, Working Parents, BME, Disability Interest Group, and more recently a Group for staff with Caring responsibilities. The Equality and Diversity Network continues to meet termly and reports to the Equality and Diversity Committee. Attendance at Network meetings has increased over the last two years due to more engagement with the community. The Equality and Diversity team produce a termly E&D Newsletter, Fact Sheets on Protected Characteristics as well as hosting a number of awareness raising events. A series of talks Warwick WIDE (working inclusively in a diverse environment) have been initiated and focus on personal experiences of people living with for example, mental health, eating	Reviewed July 2015 and 2016	Increased and/or maintained membership levels.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
		http://www2.warwick.ac.uk/services/equalops/news/ Other groups are: Lesbian, Gay, Bisexual & Trans (LGBT) Black, Minority, Ethnic (BME) Disabled Staff Group Working Parents Network Group	Ensure that staff network groups are advertised and the necessary support given to the groups.	HR/Staff Network Groups/wider University Community	disorders, Asperger's syndrome and caring for a child with disabilities. Feedback from attendees has been excellent and is evidence by audience size (average audience size ~ 60). As discussed above, the University has a number of Staff Network Groups: LGBT+ BME Disabled Carers Working Parents All groups meet on a regular basis, but some, such as the LGBT are more proactive than others. An E&D Coordinator helps to support the groups and a budget is available to help towards costs of events and meetings.	Monthly and Termly dependent upon group.	Membership size and informative events to engage Warwick community.
6.4	Employers should ensure that the working conditions for researchers provide the flexibility necessary for successful research performance in line with legal requirements. Employers should recognise that for parents and others who have taken career breaks, including parental leave, have worked part-time, or have taken atypical routes into	Participation in the Athena SWAN Charter considers the potential impact on women in STEM departments (University HR Athena SWAN Website) http://www2.warwick.ac.uk/services/equalops/athena/	Continue work on gender initiatives to identify and share good practice to help retain researchers, who may have caring responsibilities, in the workplace. Ensure that researchers are aware of flexible working options available to them.	HR/Athena Steering Group/Departments HR/Line Managers	A Women in Academia Workshop was held over a 2 day period in February 2016 and was facilitated by a female member of University Council, Viki Cooke and organised by the Pro-Vice Chancellor for Research (Professor Pam Thomas) and the HR Director, Gillian McGrattan. The event was attended by ~ 20 female academics, from assistant professors through to full professors, who used the opportunity to discuss challenges and barriers to academia, as well as a networking event. The group continue to correspond as a support network. Warwick Academic Returners Fellowship was launched in January 2015 to provide funding to "buy out" teaching and admin duties. The University recognises that absence due to maternity/adoption/ parental leave may have a detrimental impact on research programmes and subsequent publications. The Fellowship is intended as a mechanism to support staff who take such periods of leave, to focus on their research on their return to work. To date (June 2016, 8 Fellowships have been awarded (7 Females and 1 Male). At a Women in Science event in 2015, HR gave a presentation on family friendly policies, including, maternity/adoption, paternity, parental leave, flexible working and career breaks. It is intended to include this presentation at future events, so that staff become more informed of HR policies.	February 2016 Reviewed May 2016 – 1 year after launch 2015	Feedback and actions from event to be presented to Vice Chancellor for action. Uptake of Fellowship and report on value from recipients of Fellowship.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	research, the "early career" period may be prolonged, and this may be a time where the risk of attrition from the research path is most acute. Working conditions should allow both female and male researchers to combine family and work, children and career.				Windows on Warwick session on Flexible Working was given by HR Advisers in **March 2015** – 29 members of staff attended and feedback was good. HR also had a stand at the Staff Network Day in **December 2014** and gave focus to flexible working options. Piirus and jobs.ac.uk, which are both businesses within the University of Warwick (Warwick Employment Group) ran a survey in February to March 2016 on the impact of academic career breaks. Over 5000 responses were received. The report from this survey is available here http://www.jobs.ac.uk/recruiters/resources/ebooks/academic-career-break-research-report and has generated a lot of interest from Athena Swan champions. **Demographic Information on the Survey** • 5035 responses • Definition of career break was "a period spent away from employment for reasons such as health, family commitments, industry placements or travel – but with the intent of returning to employment" • Responses: 61% female, 37% male and two thirds under age of 45 • Half had taken a career break • One third currently on a career break when they did the survey.	February 2016	Number of staff requesting flexible working arrangements. 5000 response to survey to inform report.
		Child Care Provision available for all staff at the University nursery and summer activities are operated on campus including sports activities and Mad Science week (University Nursery Website) http://www2.warwick.ac.uk/services/nursery/	Continue to provide high quality child care provision through the University Nursery and related Holiday Schemes.	Nursery / Academic Office	The Pilot Easter Scheme in 2014 for primary aged children built on our experiences from the summer 2013 pilot scheme. 76 children used the Easter Scheme in the course of a 2 week period. • The scheme was held between the **14th and 25th April 2014**, excluding the 18th and 21st for the Easter break. • An average of 31.6 children attended over the 8 days, with the quietest day having just 20 children booked in and the busiest having 47. • The scheme was based in the Cryfield Centre for the whole 8 days. The scheme had exclusive use of the building for all but the last day. • The scheme opened at 8am and closed at 6pm, with the core day being 9 – 5 and a 'wrap-around' service available at additional cost for an early drop-off (8.00-9.00) and late pickup (5.00-6.00)	October 2014, 2015 and 2016	Ofsted reports and feedback and numbers attending holiday schemes.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
					• A special rate was offered to parents booking four consecutive days in one week, 27 families took advantage of this and 4 of these booked all 8 days. • For the first time we opened booking to families external to the university community, i.e. friends of children whose parents are either staff or students. Approximately 8 children were external bookings. • The activities enjoyed by the children included; tennis lessons, computer skills, forest school, craft and cookery sessions and chemistry demonstrations – all provided by internal services. Dance sessions and circus skills, provided by bought in suppliers and trips to the MAD Museum in Stratford-Upon-Avon and St Johns Museum in Warwick. • The scheme was led by Debra Castle, the Nursery Manager, with a scheme manager organising the day to day running and management of session, and supported by a deputy, who is one of the nursery staff seconded into the role, this person also led the forest school sessions. A team of 5 under graduates were employed as scheme leaders to assist the scheme management.		

Year	Scheme	Number 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

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
					Scheme activities include: Tennis, Circus Skills, and Nature day at Forest school, Computer graphics, Sculpture day, Drum workshops, Dance, Drama and Verse and French. **The University Nursery now provides crèche facilities for the graduation ceremonies and also for departments hosting conferences.** Staff in all Faculties (of both genders) are eligible to apply for the Conference Care Fund. Whilst claims are limited to 2 per academic		
		The University has a conference care fund	Broaden the scope of the conference care fund, by			Ongoing	Increasing the budget so that

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
		available to support individuals with caring responsibilities fund cover whilst they attend conferences. (University Equality & Diversity Athena Conference Care Website) http://www2.warwick.ac.uk/services/equalops/athena/warwickconferencesupportawards/	promoting it to all Faculties (previously only related to STEMM) by securing further funding from other Faculties, so that more researchers can take advantage of the Scheme.	Athena Conference Support Group	year for staff and capped at £100 per claim, feedback has indicated that staff find the scheme extremely helpful. Originally only the Faculty of Science contributed £2000 to the fund, but as of 2015, all four Faculties now contribute £1000 per year, consequently doubling the budget.		more researchers can take advantage of the scheme.

Progress/Dates continued:

Academic Year	Number of claims	Gender	Total Amount requested	Total Amount Paid
2012/2013	9	9 x F	£784.55	£660.30
2013/2014	7	7 x F	£419.00	£261.12
2014/2015	22	4 x M; 18 x F	£2,141.00	£1,244.00
2015/2016	14	3 x M; 12 x F	£1,346.55	£1,046.55

M = Male; F = Female
Some claims not received
Some claims still pending through payment system
Below are comments from 2 members of staff who have benefited from the fund:
"Conference attendance is an essential requirement for anyone in building a prosperous research career… This can put me ahead of the field. I certainly find the most challenging juggling act of academia and family life is the attendance at conferences. This fund can help me and others to relieve a little of this pressure, and is a very positive step forward for Warwick".
"Without the money, I would have had to make a choice whether I would attend the workshop leaving my daughter behind or whether not to attend the workshop so I can be with her. Given that she is just 15 months old, leaving her behind would not have been an option for me. Hence, without the money, I would not have been able to go. Now the additional child care cost covered by the grant meant I did not have to choose between my daughter and the workshop".

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
6.5	It is important for employers to respond flexibly to requests for changed work	The University promotes Flexible Working Guidelines which enables all staff the opportunity to request flexible working. Following	Continue to work with the Working Parents Network Group to ensure that parents are aware of	HR/Working Parents Group	Warwick produce an annual Workforce Profile which is presented to the Equality and Diversity Committee, which is a joint committee of the Senate and Council. In the 2014/15 report, it was noted that research only staff work mainly on fixed term contracts and are predominantly full time, however the number of Research active staff	October 2015 and 2016	Feedback and increased numbers of staff working

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	patterns and to resist instant refusals on the assumption that, because research has always been carried out in a particular way, it cannot be done differently.	a request managers give detailed consideration regarding the options prior to deciding on the outcome of the request (University HR Flexible Working Guidelines) http://www2.warwick.ac.uk/services/humanresources/internal/wellbeing/flexibleworking	the types of flexible working available.		working part-time or flexibly has risen slightly from 84 in 2013/14 to 103 in 2014/15. HR have given a number of presentations on flexible working including one to the Research Forum. The 2015/16 Workforce Profile is currently being written (December 2016).		part time or flexibly.
			Work with individual members of staff to try to identify working patterns to suit their caring responsibilities.	HR/Line Managers	Each department also has a central HR Adviser so that all staff have a point of contact to discuss flexible working options to their own personal requirements. Line managers, HR Advisers and employees can work closely together to find the best solution for all requirements.	Reviewed annually and upon request	Feedback
			HR to organise briefing events on Types of Flexible Working, so that all staff are kept informed of options available to them.	HR	HR have hosted an information staff on flexible working options at the 2015 and 2016 Staff Network Days.	2015 and 2016	Number of events and attendees plus feedback.
6.6	Funders should continue to ensure that their funding mechanisms and policies are adapted to changing diversity and equality legislation and guidance, for example in their provision of additional funding and duration of grant to cover paternity and adoptive leave as well as maternity leave.	The University will continue to work with funders to ensure that funding mechanisms support good equality and diversity practice.	To seek clarification from funding bodies on their policies as appropriate.	HR	RCUK and HEFCE Equality Strategies and Objectives are distributed to the Equality and Diversity Committee to ensure that the University's objectives are similarly aligned. RCUK Equality Objectives: http://www.rcuk.ac.uk/documents/documents/actionplan2016-pdf/ HEFCE Equality Objectives: http://www.hefce.ac.uk/pubs/year/2016/201605/ The University signed up to membership of the Equality Challenge Unit, who support the HE sector with equality and diversity issues and keep institutions updated with legislation, government strategy and best practice. The Equality and Diversity Manager and Adviser attended a Russell Group Equality Forum in Oxford, where the Equality adviser for RCUK gave a presentation on their E&D strategy.	2016	Knowledge of and publication of funding opportunities plus feedback.
6.7	Employers should aim for a representative	Recruitment and selection training and policy emphasises the need for	As referred in **Section 1.4** above, as part of the Recruitment and	HR/LDC	See **Section 1.4** above	Reviewed 2015 and again in 2016	All panel chairs having taken E&D training.

Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
balance of gender, disability, ethnicity and age at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of a transparent equal opportunity policy at recruitment and at all subsequent career stages. Diversity should be reflected on selection and evaluation committees. What is 'representative' will vary according to the nature of the institution and the academic research subject, but institutions should aim to ensure that the percentage of applicants, and ultimately appointments, from a particular group to any given level should reflect the	diversity on selection panels. (University HR Recruitment & Selection Website) http://www2.warwick.ac.uk/services/humanresources/introduction	Selection Review, interview panel Chairs will undertake E&D training, which will then be rolled out to all staff involved in recruitment.				
		To continuously review Warwick's Leadership Programmes to ensure they are fit for purpose and include sections on Equality and Diversity.	LDC/E&D Adviser	Leadership Programmes have been reviewed and updated annually to ensure they offer Research active staff with key skills in leading/managing teams to meet departmental/project requirements as well as active reflection and discussion on a wide range of issues that staff face in the management of their careers.	Reviewed in 2015 and 2016	Numbers of staff taking Leadership Programmes plus feedback.
		Monitor attendance and feedback of Warwick's Leadership Programmes and other Leadership Programmes. Undertake a curriculum review	LDC	In 2015/16 156 research active staff attended Warwick's Leadership Programmes (Managing your academic/research career – 48 attendees (16 males; 32 females); Leadership in Action for Researchers – 48 attendees (25 males; 23 females); Preparing for Leadership – 60 attendees (22 males; 38 females). In addition, Warwick welcomed 23 international HE leaders from 10 countries for the International Programme in Leadership and Management of Higher Education (IPLM). The IPLM is an intensive 10-day residential programme designed to provide opportunities to explore strategic issues and management challenges in international HE management. The IPLM was shortlisted for the *Times Higher Education Award 2016* in the category of '*Outstanding Contribution to Leadership Development*'. See **Section 2.3** above.	Reviewed in 2015 and 2016	Attendance numbers plus feedback.
	A Workforce Profile Equality Monitoring Report is prepared and is used to compare the University's statistics against national statistics. This report is submitted to the EDC annually. (University Equality & Diversity Website)	The Workforce Profile will continue to be analysed on an annual basis to ensure that the work force remains diverse and benchmarked against the sector and the wider local community.	E&D Adviser/HR	The University currently prepares and publishes information on its activities, including data analysis and other evidence required that gives due regard to the impact of internal policies. When developing new procedures and policies the University will engage, as it already does, with a wide audience. http://www2.warwick.ac.uk/services/equalops/eo_data/	October 2015 and 2016	Maintain a diverse workforce.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	percentage in the available pool at the level immediately below.	http://www2.warwick.ac.uk/services/equalops/eo_data/ In **November 2013** the University launched a pilot of a programme (SPRINT), specifically designed to support the professional development of female undergraduates. This was considered very successful and will continue to be run in future years. In **2014** the programme is co-sponsored by EY, Microsoft and The Royal Bank of Scotland.	The SPRINT course is usually run in Week 6 of Term 1 and coincides with reading week for Arts and Social Science Faculties. However this timing is problematic for Science students who do not have reading week. The University will investigate alternative dates/formats for the course to be run, so that it becomes truly inclusive for all Faculties.	Student Careers & Skills team	Organised by Student Careers and Skills, the SPRINT programme saw 43 female students graduate in 2015. SPRINT is for all female undergraduate personal and professional development programme which is now being run at Warwick. Across 3½ action packed days, the programme covers a range of key development topics, which will help students to: • increase confidence levels and learn how to use assertiveness positively • build their image and increase their personal power and influence • identify their core values, attitudes and direction • manage their time effectively, learn how to cope with stress and change and foster a healthy lifestyle • practise networking skills with fellow students, role models and industry professionals • work with a mentor (provided by sponsoring companies) to keep them on track to achieve their goal • work in small groups via hands-on exercises and discussions, establish support networks • Each day of the programme, they will hear from senior professional female role models • Day 1-3 take place in the same week and Day 4 (half day follow up), takes place 2 months later • Students are given an A4 folder covering the programme and exercises for future reference.	Reviewed in 2015 and 2016	Feedback from attendees (which is included in videos on the website) to encourage more students to apply for the programme.
6.8	Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have	Flexible working is available for Research active staff and there is a conference fund to assist with caring costs whilst attending conferences and meetings. The University has excellent IT facilities which allows for remote access to emails and files.	The University will undertake to ensure that all of its policies and procedures are reviewed in relation to gender, disability, race, age and any other protected characteristic to ensure that no group is disadvantaged.	Policy Owners/HR	In 2016, HR have re-branded and updated their webpages and all policies are currently being reviewed and uploaded to a Share Point site. Policies updated in May 2016 are: Trans and Gender Reassignment Policy Diversity and Inclusion Policy Disability Policy Plus up-dated Equality Objectives 2016-2020 All the above policies have been approved by Joint Committee of the Senate and Council in June and July 2016.	May 2016	Fair and transparent policies.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	responsibility for young children or adult dependants, researchers for who English is not a first language, older or younger researchers, or researchers with disabilities and long-term health issues. Employers and funders should change policies or practices that directly or indirectly disadvantage such groups.				All strategic HR policies have had equality impact assessments carried out to ensure that they are not discriminatory. The University is working towards a submission for the Race Equality Charter Mark (February 2017) and an institutional Silver Renewal for the Athena SWAN award (November 2016). Through conversations initiated by Jo Collingwood, an Associate Professor in the School of Engineering with EPSRC on caring responsibilities, EPSRC have produced guidelines on support available for researchers with caring responsibilities whilst participating in a research conference/workshop/event. See: https://www.epsrc.ac.uk/funding/howtoapply/basics/caringresponsibilities/		
6.9	All managers of research should ensure that measures exist at every institution through which discrimination, bullying or harassment can be reported and addressed without adversely affecting the careers of innocent parties.	A revised Dignity at Warwick Policy for staff and students was re-launched in **November 2014.** This policy was clearly communicated on **7th November 2014** at a 'Dignity at Warwick' event which was visible at key locations across campus and communicated to staff by posters, email and the Intranet. The policy is clearly communicated (Dignity at Warwick Website) http://www2.warwick.ac.uk/services/equalops/dignityatwarwick/	As a result of the 'Dignity at Warwick' event, students have requested that a similar information stand as that held in the event be included in 'Freshers Week', so that students are informed of the policy and procedures from day one.	E&D Team/HR/ Academic Office/ Students Union	Due to the success of the 2014 Dignity at Warwick event, a decision was taken by the Equality and Diversity team to make it an annual event. 2015 the event took on the theme of 'Dignity in Mental Health' to raise awareness of mental health in the workplace and to inform staff of the support in place around general wellbeing, as well as challenging inappropriate behaviour, such as bullying and harassment. The Students Union were involved in the event – an information stand was located within the SU as well as 11 other stands around campus. Students and staff members volunteered to be on the information stands to accompany University Dignity Contacts to talk and engage with as many members of the Warwick Community as possible. The 2016 Dignity day took place on 16 November 2016, with the general theme being 'Respect'. Video clips and activities took place across campus to remind staff, students and visitors that everyone should be treated with respect and dignity.	October 2015	Dignity at Warwick Policy being publicised at Freshers events. Feedback

	Concordat Clause	*In place*	*Actions*	*Lead(s)*	*Progress/Dates*	*Timescale*	*Success Measure*
		The number of Dignity Contacts was increased from 7 to 23 contacts over the summer of **2014** and training was given to all the contacts. Reporting paperwork and formats were also improved in consultation with Dignity Contacts.	Meetings be held with Dignity Contacts to engage, inform and support them in these voluntary roles. Every encouragement is given to members of staff seeking support from a Dignity Contact to try to resolve the issue informally.	E&D Team/Dignity Contacts	Training for Dignity contacts takes place twice a year to refresh knowledge and to discuss confidentially various scenarios that may help to inform the contacts, should they be faced with a similar situation. Dignity contact reports continue to be monitored and support provided to individuals who request to speak with a contact. In response to feedback from the 2015 Dignity at Warwick event, anonymous on-line reporting forms were created, so that staff could report incidents and request to speak with a dignity contact. Warwick is trying to empower members of its community to feel that they can tackle inappropriate behaviour whether it is directed to them or if they witness it.	Bi-annual meetings but Dignity contacts can be contacted at any time throughout the year.	Feedback from Dignity Contacts on numbers and basis of meetings with staff.
		Cases of Bullying and Harassment are monitored and recorded.	Review training needs of contacts and refresh annually.	E&D Team/Dignity Contacts	As discussed above, bullying and harassment reports to Dignity Contacts are recorded centrally by the Equality and Diversity team, who ensure that any particular 'hot spot' areas are identified and appropriate training given to staff within that particular area. The 2016 PULSE staff survey has also highlighted areas within the University that would benefit from further dignity training and the Learning and Development Centre are currently working with the Equality and Diversity team and HR Advisers to set up appropriate training sessions.	Reviewed in September 2015 and May 2016 after PULSE (staff survey)	Number of cases supported and resolved by Dignity Contacts.
			Cases supported by a Dignity Contact will be monitored with a view to how many are dealt with informally and how many go to a formal hearing.	E&D Team	Dignity reports are monitored centrally and dignity contacts advise on options available to deal with the situation, both informally and formally. Many cases are 'nipped in the bud' because of the range of options available, with very few going to a formal complaint. Because of the confidentiality of formal cases, it has been difficult to ascertain if these cases were initially bought to the attention of Dignity Contacts. A new HR Management System, due to go 'live' in 2017 will hopefully improve this reporting structure.	To be reviewed in June 2015	
6.10	Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed	An active member of the Athena SWAN Charter (University HR Athena Swan Website) http://www2.warwick.ac.uk/services/equalops/athena/	The Equality Challenge Unit (ECU) announced in **November** 2014 that they intended to consult with the sector to ascertain views on the two Charter Marks (Athena and GEM) amalgamating with effect	VC/PVC/Athena SWAN Champions – both at institutional and departmental levels	In 2015, with the amalgamation of the Gender Equality Charter Mark into the Athena SWAN Charter Mark, all Arts and Social Science departments are being encouraged to work towards their Athena SWAN submission which is a process that critically analyses their current procedures/processes and through engagement with departmental staff improve the culture of department as well as improve processes that benefit all. Two Social Science Departments have already been successful in this process – WBS and CEDAR both	April 2015	That at least 2 departments submit in the first submission round of the award.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	at promoting diversity in research careers.		from **April 2015.** Warwick has taken part in the consultation and awaits the final decision with regard to the amalgamation and how the final Charter Mark will look.	Heads of Departments	have Bronze awards and in November 2016, Law, Politics and International Studies and Philosophy has all submitted for Bronze awards.		
		The University achieved the Athena Silver Institutional Award in **2013**, making Warwick one of only four institutions at that time with a Silver Institutional Award. Warwick Medical School became the first UK Medical School to get an Athena Bronze Award, which quickly progressed to a Silver Award in **2013**. Athena Silver Departmental Awards have been achieved by: Department of Chemistry, Department of Physics and Warwick Medical School All of the other STEMM departments have achieved Athena Bronze Awards, making Warwick one of three institutions where all of its STEMM departments have achieved Athena status. Our Bronze departments are:	Meanwhile work will continue with both STEMM and non-STEMM disciplines to maintain the momentum gathered in the gender work already being undertaken and to ensure that best practice is replicated across the institution. Support will be given to all departments who wish to participate in the Athena/GEM Charter Mark, as well as to those departments who are currently working towards achieving the actions identified in their Action Plans.		The School of Engineering renewed their Bronze award in November 2015 and CEDAR achieved Bronze Athena level. In November 2016 the Institution submitted to renew the Silver Institutional Award and eight departments submitted for a range of awards: Chemistry – Gold; WMG – Silver; Statistics – Silver; Mathematics – Bronze Renewal; Psychology – Bronze Renewal; Law – Bronze; Politics and International Studies – Bronze and Philosophy – Bronze. The outcomes will be known in April 2017. The Diversity and Inclusion team support and guide all departments through the Athena process and attend as many departmental as well as institutional meetings as possible. Best practice is shared with departments and some joint events are held. Many staff in departments support other institutions and act as 'critical friends' by commenting on draft submissions. All Warwick draft submissions are submitted to the Diversity and Inclusion team for proof reading and comment. A number of Warwick staff are also trained Athena SWAN panellists.	Work ongoing, but submission dates are April and November each year. Ongoing	Departments engage with Athena process and continue to progress their gender action plans. Continue to achieve Athena status. Feedback and departments progressing their gender work.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
		Psychology, Engineering, Mathematics, Life Sciences, Statistics , Computer Science and WMG					
		The Department of Physics was the first Department (with Imperial College London) to be awarded the Institute of Physics JUNO Champion Award. This award was renewed in **January 2014**. All Warwick submissions can be found on the University Equality & Diversity Website – Athena Pages: http://www2.warwick.ac.uk/services/equalops/athena/submissions/			The Department of Physics renewed their Institute of Physics Champion award in October 2016, this award automatically qualifies them to renew their Silver Athena Award.	June 2016 and thereafter every 3 years	Successful renewal of IoP Juno Champion status
		Warwick Business School (WBS) took part in the pilot scheme of the ECU Gender Equality Charter Mark and submited for an award in **April 2014**. WBS achieved a Bronze award in **September 2014.**			Warwick Business School achieved a Bronze in the Gender Equality Charter Mark (now amalgamated into Athena). WBS have been proactive in communicating to other departments on how they approached their submission and the challenges they faced. They have also held meetings with other institutions to discuss their approach.	Throughout 2015 and 2016	Achievement of the Charter Mark and disseminating the process to other departments.
F. IMPLEMENTATION AND REVIEW							
Principle 7: The sector and all stakeholders will undertake regular and collective review of their progress in strengthening the attractiveness and sustainability of research careers in the UK							
7.1	The implementation of the Concordat's principles will lead to greater integration of researchers into	Research active staff are represented on various University Committees including the Research Committee, the Equality & Diversity Committee and the Athena SWAN Network	Research active staff Forum to continue to act as a consultation forum in respect of the implementation of the Concordat	LDC/RSF	Research active staff forum continue to meet on a regular basis and are consulted on policies and training requirements. Events are scheduled for the group at request – for example, a talk was held by HR and members of the Promotions Group to inform on criteria and the route to promotion for researchers.	To be reviewed end of Summer Term 2015	Continued success of the Research active staff Forum plus feedback.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	the mainstream management and career development structures of their employing organisations. The aim of this section is to promote implementation through a collective commitment to reviewing its progress.	Group. These groups then report into the key decision making committees of the University.					
7.2	The signatories are: a. to constitute a steering group under an independent chair to oversee the implementation and review of the Concordat with appropriate representation of the funders and sector bodies including the Professional Institutions. This group will inform the UK Research Base Funders' Forum of progress.	Research active staff will continue to be consulted via: • Research Committee • Research active staff Forum • Pulse Survey • Annual Reviews	The Research Committee to receive and consider bi-annual updates of the implementation of the concordat. To publish the Concordat Action plan and updates.	Research Committee Research active staff Forum HR for PULSE and Performance Development Review	Progress on the action plan is monitored at regular intervals for some actions and every six months or annually for others. The progress action plan is published on the Diversity and Inclusion web pages and shared with members of the Research staff forum and the University Research Committee.	Ongoing – six monthly/ annually	Appropriate progress on actions.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	b. to procure an independent benchmarking study to assess the state of the sector at the launch of this Concordat. c. to contribute an appropriate share of the cost of supporting implementation and review, including the benchmarking report. d. to draw up an implementation plan for the Concordat, to ensure a coherent and sustained approach by organisations operating in the sector and the appropriate use of survey and monitoring tools such as the Careers in Research Online Survey (CROS). e. to undertake and publish a major review of						

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	the implementation of the Concordat after three years reporting to the signatories and taking account of progress against the benchmark report and the views of researchers and employers (both outside and within the HE sector)						
7.3	The signatory funders will ensure that their terms and conditions of, for example, project grants include the expectation that the Research Organisations that they fund will adopt the principles of the revised Concordat.		No Actions Required				
7.4	The signatories recognise the value of innovation in practices and of sharing practice between institutions and	As stated previously a Workforce Profile report is presented annually to the EDC. In addition to the wider workforce profile specific analysis of academic promotions and	The University to integrate the Concordat principles and actions within the Single Equality Action Plan and Equality Objectives where appropriate.		The Single Equality Scheme was reviewed and revised in May 2016 and re-titled to the Diversity and Inclusion Policy. The Equality Objectives in line with this policy have been renewed for 2016 to 2020 and published on the University website, as required by the specific duties of the Equality Act 2010.	Reviewed May 2016	Approval and publication of revised Equality Objectives with Concordat principles taken into account.

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	aim to promote these throughout the implementation and review process. The funding signatories will consider aligning their support for transferable and career development skills. It is expected that Vitae, the national programme dedicated to realising the potential of researchers, funded by the Research Councils, will play a major role in innovating, sharing practice and enhancing the capability of the sector to implement aspects of the Concordat, as well as establishing strategic partnerships between funders.	probations are also reported annually.					
7.5	Under public sector equality	As stated previously a Workforce profile report is	The University to integrate the Concordat		See **Section 7.4** above	May 2016	Approval and publication of

	Concordat Clause	In place	Actions	Lead(s)	Progress/Dates	Timescale	Success Measure
	schemes, employers are required to monitor equality and diversity indicators for their researchers. This section focuses on the co-ordination and enhancement of existing information collection and not on the creation of additional data. There is a strong presumption that in implementing the Concordat, significant emphasis will be placed on the use of existing data and information sources and on the sharing of good practice between institutions and to provide evidence of its impact.	presented annually to the EDC. In addition to the wider workforce profile specific analysis of academic promotions and probations are also reported annually.	principles and actions within the Equality Objectives where appropriate.				revised Equality Objectives with Concordat principles taken into account.