



SOCIAL INCLUSION AT WARWICK

REPORT ON PROGRESS 2020-2022



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INTRODUCTION

The Social Inclusion Strategy is about removing economic, social, and cultural barriers that have prevented people from working, studying, and succeeding at Warwick. Given the nature of those barriers, and their prevalence in wider society, we know that this is a long term and challenging programme of work. But: our ambition is to get really good at doing this, learning from our practice and building on our successes. Launched in August 2019, this is our first opportunity to reflect back on some of the achievements and progress that we have made three years into our ten-year strategy.

The pandemic period has highlighted inequalities that we knew existed. However, they have been seen in a still sharper focus. It makes even more apparent why our work in this area is and must be an integral part of the Warwick 2030 strategy. Black Lives Matter has also brought to wider public attention and recognition that racial inequalities are still very real, and not a thing of the past. Our commitment to the work in this area has not wavered, and we are pleased that we have been awarded the Advance HE Race Equality Charter (Bronze). It shows that we understand where the barriers and challenges lie, and we have clearly set out how we can become truly anti-racist. We are also pleased to have achieved Gold Employer status from the Stonewall UK Workplace Equality Index for our work with bi and trans communities. Our work on gender equality also continues to progress as we continue to hold a Silver

Athena Swan award at institutional level, with 12 Bronze and 8 Silver departmental awards. We have also welcomed the recognition of our work on improving disability equality through Business Disability Forum's Disability Smart audit, in which we were awarded Bronze in 2021.

Having our work validated by external agencies is most welcome, and helps us to learn from and share best practice. But of course, none of this happens without the work of students, staff, and partners. This is the work of our university as a community, and many of the projects, ideas, and resources come from co-created work. This includes projects such as 'Queering University', through which we have learnt so much about the experience of LGBTQUA+ staff and student, and we have gained a better understanding of what we need to do

to improve the experience of our staff and students. We have seen through the 'Say My Name' project, how what may seem to be small actions can make a big difference to making people feel included and helping us to be inclusive. . The Inclusive Education Model is a partnership effort to provide all of our students a genuinely inclusive experience that helps them to achieve their potential and truly shine and eliminate the identified awarded gaps.

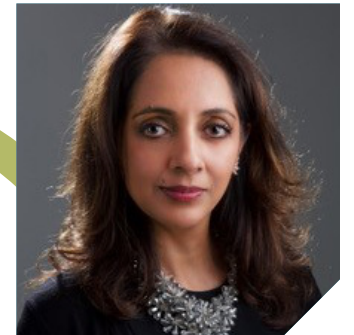
Our work is not just restricted to the campus, the outreach work that is happening with young people to improve social mobility and inclusion through projects such as our partnership with the EY Foundation and the National Scientific Thinking Challenge that has engaged nearly 4,500 school children across the country, is about developing our future talent



Professor Stuart Croft
Vice-Chancellor

We want to thank everyone who has and continues to contribute to this work and hope this report gives you a flavour of some of the work that our community has engaged in and created over the past three years.

Professor Stuart Croft, Vice-Chancellor
Kulbir Shergill, Director of Social Inclusion



Kulbir Shergill
Director of Social Inclusion

SECTION 1

ABOUT US



ABOUT US

Warwick is a world-leading University with the highest academic and research standards. We are committed to inclusivity, fostered in an environment of mutual respect and dignity.

The Warwick community is made up of more than **28,000 students** and over **7,500 members of salaried staff**.

We have more than 30 academic departments and over 50 research centres and institutes, in three Faculties: Arts, Social Sciences, and Science, Engineering, and Medicine.

30+ ACADEMIC DEPARTMENTS
50+ RESEARCH CENTRES & INSTITUTES

The 2021 league tables illustrate our reputation for excellence, both in the UK and globally. We are proud to have been named University of the Year for Teaching Quality and runner-up University of the Year by the Sunday Times' Good University Guide 2022, which ranked Warwick 8th out of all UK universities. In the Guardian University Guide 2022, Warwick ranked 6th in the UK. Warwick is now ranked 61st in the world in the QS University World University Rankings, which evaluates over 5,500 universities.

The University of Warwick is also one of the UK's academic powerhouses. In the most recent REF results, announced in May 2022, a remarkable 50% of our submitted research was awarded the highest possible rating of 'world leading' (4 stars) and a further 42% is 'internationally excellent' (3 stars). Warwick was rated as 7th overall for 'outputs' which reflects the consistently high quality of its published academic work. The results also recognised an increase in the economic and societal impact of the University's research, which highlights the real-world benefit of the University's work.



QS University World University Rankings Sunday Times' Good University Guide 2022

WHAT IS OUR VISION FOR SOCIAL INCLUSION

By 2030 the University of Warwick will be recognised as 'best in class' for our approach to equality, diversity, and inclusion for students, staff, and the partners and communities that we work with.

OUR STRATEGIC OBJECTIVES TO 2030 ARE TO:

Increase the diversity of staff and students to maximise creativity and innovation



Develop a culture that supports our students and staff to achieve their potential



Become an internationally recognised leader in inclusion



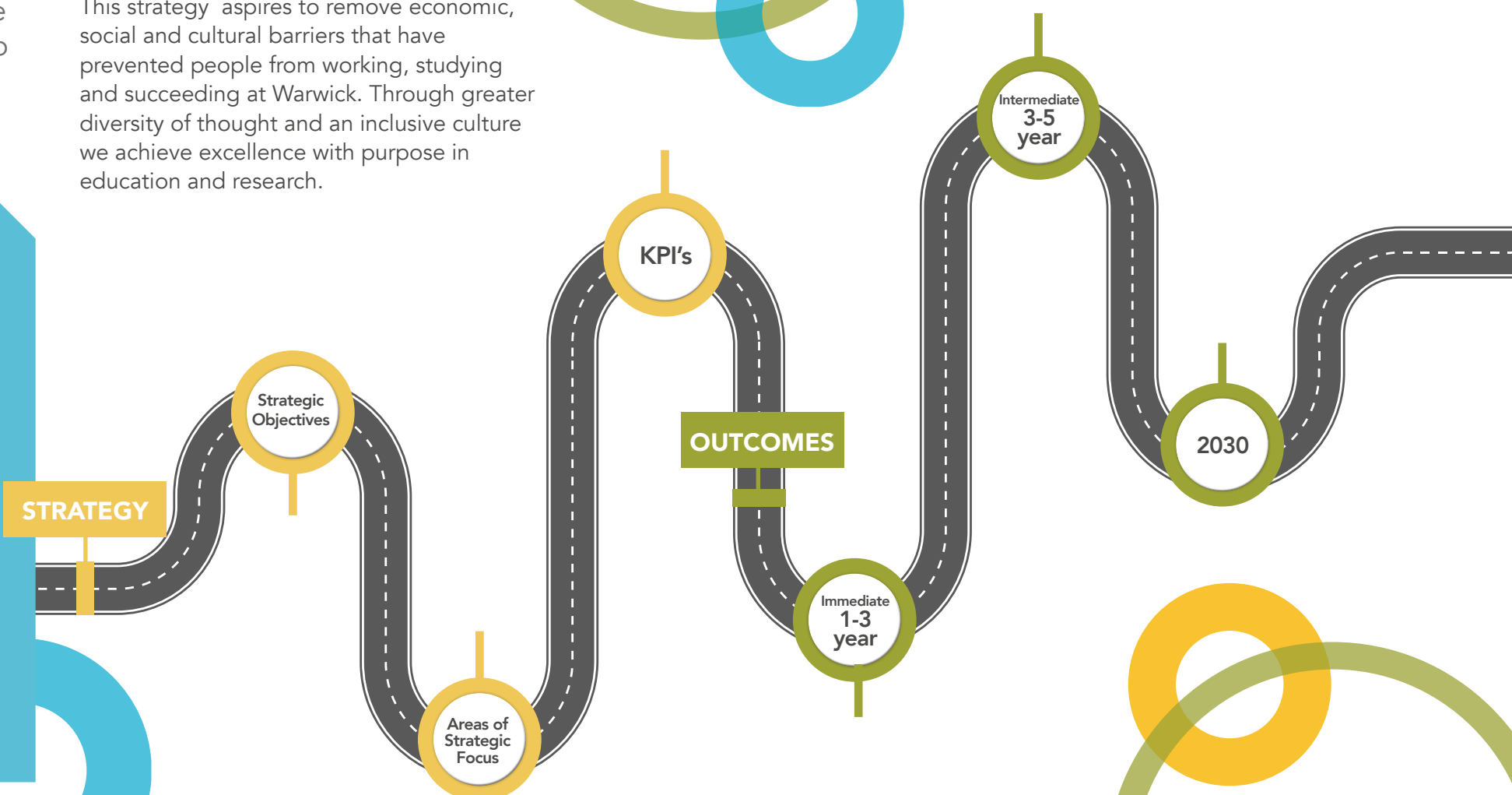
SOCIAL INCLUSION STRATEGY

Will help us to re-imagine the original purpose of setting up Warwick in 1965, to 'increase access to higher education'.

This strategy aspires to remove economic, social and cultural barriers that have prevented people from working, studying and succeeding at Warwick. Through greater diversity of thought and an inclusive culture we achieve excellence with purpose in education and research.

VISION

By 2030 Warwick University will be recognised as best in class for our approach to equality, diversity, and inclusion for students, staff and the partners and communities that we work with.



SECTION 2

PERFORMANCE AND ANALYSIS

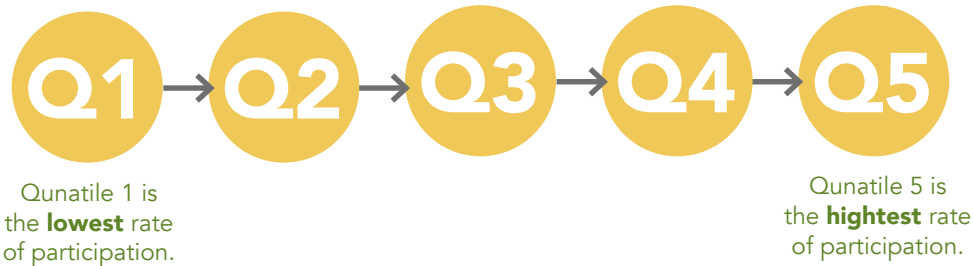
KEY PERFORMANCE INDICATORS



WIDENING PARTICIPATION

We use the POLAR classification groups for widening participation. This is the proportion of young people in an area who participate in higher education.

POLAR classifies areas into five groups - or 'quintiles' - based on the proportion of young people who enter higher education aged 18/19 years old.



At Warwick, we are committed to narrowing the gap in participation for students between the most represented quintile (POLAR Q5) and the least represented quintile (POLAR Q1) to 4:1 by 2025.

Find out further details about our Access and Participation Plan targets and yearly milestones on the Widening Participation website.



OUR TARGET
BY 2025

Q5 4:1 Q1

IN 2020/21
OUR RATIO WAS:

Q5 6.4:1 Q1

narrowing by 2.5
compared to 2018/19

The Q5:Q1 ratio is higher at Warwick than the sector generally (2.4:1) and at Russell Group universities (4.8:1) (the Russell Group comprises 24 leading UK universities.)

This indicates that we have a lower proportion of students from areas least represented in higher education.

BLACK AWARDING GAP

We are committed to eliminating the awarding (degree outcomes) gap between Black and White students by 2025.



IN 2020/21 THE GAP WAS

6.7%

↓ dropping by 4.1 percentage points since 2017/18

In 2020/21, our Black awarding gap was 6.7%, dropping 4.1 percentage points since 2017/18. Warwick is performing better than the higher education sector (the sector average in 2019/20 was 16.7%) and the Russell Group (9.4%) in this area.

Find out further details about our work to identify and address other identified awarding gaps at Warwick, and our Inclusive Education Model on the Deans of Students website.



WOMEN AT SENIOR LEVELS

Increasing diversity in all staff groups, including academic, professional, and other support staff, particularly at senior levels, is essential to bring inclusion to the student experience, and to enhance Warwick's reputation and brand as an inclusive employer.



IN 2020/21

25.9%

OF OUR PROFESSORS
ARE WOMEN

Increasing by 4.1 percentage points since 2017/18 



IN 2020/21

50%

OF OUR PROFESSIONAL SERVICES
STAFF AT FA9 ARE WOMEN

Increasing 3.8 percentage points since 2017/18 

WE ARE COMMITTED
TO REACHING

50%

WOMEN
PROFESSORS
BY 2030



The proportion of women professors is lower at Warwick than in the sector generally.

In 2019/20, the sector average was 27.9%, whereas that year Warwick had 23.8% women professors.



BLACK, ASIAN, AND MINORITY ETHNIC (BAME) STAFF AT SENIOR LEVELS

We are committed to reaching 25% Black, Asian, and Minority Ethnic professors and professional services staff at FA9 (our most senior level), with 5% to be Black, by 2030.

IN 2020/21



11.6%

of our professors are Black, Asian and Minority Ethnic

↑ INCREASING 1.6 PERCENTAGE POINTS SINCE 2017/18

0.5% are Black increasing 0.1% since 2017/18



10.6%

professional services staff at FA9 are Black, Asian and Minority Ethnic

↑ INCREASING 1 PERCENTAGE POINT SINCE 2017/18

1.2% are Black increasing from zero since 2017/18

The proportion of Black, Asian, and Minority Ethnic professors at Warwick, and Black professors specifically, is comparable to the wider sector.

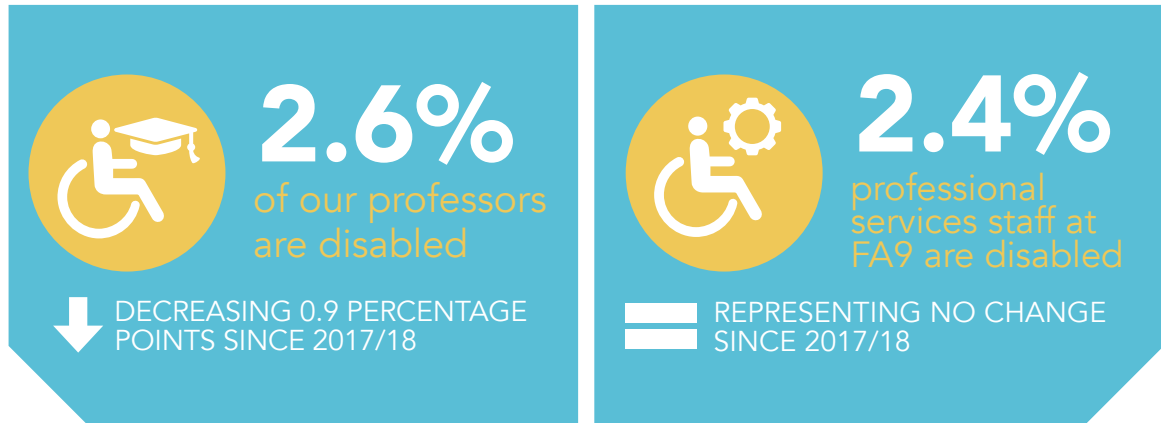
In 2019/20, sector average for Black, Asian, and Minority Ethnic professors was 10.8%, and at Warwick that year it was 10.9%. For Black professors the sector average was 0.7% and at Warwick it was 0.5%.



DISABLED STAFF AT SENIOR LEVELS

We are committed to reaching 18% disabled professors and professional services staff at FA9 by 2030.

IN 2020/21



The proportion of disabled professors at Warwick is lower than in the wider sector. In 2019/20, the sector average was 3.2%, at Warwick the same year the figure was 2.7%.





LGBQUA+ STAFF AT SENIOR LEVELS

We are committed to reaching 2.7% LGBQUA+ professional services staff at FA9 by 2030.

IN 2020/21



1.6%

of professional services staff at FA9 are LGBQUA+



REPRESENTING A RISE OF 1.6 PERCENTAGE POINTS SINCE 2017/18

6.3%

of our professors are LGBQUA+



REPRESENTING A RISE OF 1.5 PERCENTAGE POINTS SINCE 2017/18

This target is based on ONS figures. We recognise that this is likely to be an underestimation of the actual figure. As such, this target will be reviewed in consultation with the University's Rainbow Taskforce.

PAY GAPS

The pay gap is the difference in hourly pay between the total population of one group in the staff community and the total population of another.

GENDER PAY GAP

We are committed to eliminating the gender pay gap by 2030. In 2020/21, the mean gender pay gap was 21.9%, decreasing 4.6 percentage points since 2016/17. The median gap was 23.3%, decreasing 0.1 percentage points since 2016/17. The gender pay gap at Warwick is higher than in the wider sector: in 2019/20, the sector average mean gender pay gap was 15.7% and at Warwick 26.8%. The average median pay gap was 11.1% and at Warwick 23.3%.

Read a full review of Warwick's gender, ethnicity, disability, and sexual orientation pay gaps and the action we are taking to close them in our 'Closing the Pay Gaps' reports. We report annually each March. We summarise here the targets and progress in this area as part of our Social Inclusion report.

ETHNICITY PAY GAP

We are committed to eliminating the ethnicity pay gap by 2030. In 2020/21, the mean ethnicity pay gap was 10.8%, increasing 2.6 percentage points since 2019, and the median pay gap was 13.7%, increasing by 9.5 percentage points since 2019. The ethnicity pay gap at Warwick is higher than in the sector generally. In the 2019/20, the sector average mean ethnicity pay gap was 1.4% and at Warwick 7.4%. The average median pay gap was 0% and at Warwick 5.7%.

IN 2020/21 THE MEAN GENDER PAY GAP WAS

21.9%

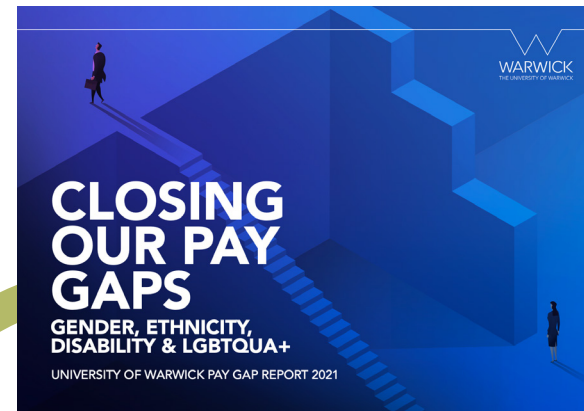
DECREASING 4.6 PERCENTAGE POINTS SINCE 2016/17



IN 2020/21 THE MEAN ETHNICITY PAY GAP WAS

10.8%

INCREASING 2.6 PERCENTAGE POINTS SINCE 2019



DASHBOARDS

Our reports are based on data extracted from internal systems at Warwick. The staff demographic data use a census date of 1 August 2021, pay gap data use a 31 March 2021 census date, and student data are based on the academic year of study.

We use student data dashboards as part of our Inclusive Education Model implementation – an ‘Attainment Summary’ dashboard has been developed to help departments understand their current position regarding any attainment gaps within their undergraduate student cohort.

We are also developing staff and student data dashboards, which will allow key staff in departments to access institutional, departmental, and sector data to support inclusion-focused work. The dashboards will enable us to analyse diversity monitoring data across all different aspects of the lifecycle of people’s involvement with the University.



We are sourcing, verifying, and testing data feeds at the moment, and will make the dashboards available publicly when they’re ready.



SECTION 3

THE ACTION WE'RE TAKING

Here, we share detail on the projects and initiatives we have run under the Social Inclusion strategy over the last year and work planned for the coming year.

INCREASING DIVERSITY

INCREASING DIVERSITY IN RECRUITMENT

We aim to increase the diversity of recruitment – including attracting a wider range of applicants and improving the diversity of who is shortlisted and offered roles – in particular, focusing on groups who are currently underrepresented in our staff community.

To underpin this, we are undertaking a complete review of the end-to-end staff recruitment and selection process, covering talent attraction, succession planning, promotion, progression, retention, and leavers. We aim to transform our recruitment processes to build in inclusive approaches and insight from external experts, to address bias, and to embed inclusive behaviours and knowledge in all aspects of the recruitment and selection process.

INCREASING DIVERSITY OF OUR SENIOR TALENT

In 2021, we launched a pilot leadership development initiative for Black, Asian, and Minority Ethnic staff – the INspire programme, which will help us drive structural and cultural changes to our talent development strategies.

Through the programme, we are supporting new kinds of leaders: leaders who are inclusive, reflect the diversity of our communities, challenge traditional practice, and inspire others to help us achieve our 2030 strategic objectives.



Our 2022/23 cohort has taken in leaders from a **WIDER RANGE OF STAFF** including women, disabled, Black, Asian, and minority ethnic, and LGBTQIA+ staff.

Through sessions led by Dr Rob Worrall, peer mentoring, coaching, sponsorship by Executive Board members, and opportunities to converse with leaders from a wide range of sectors, our pilot cohort of 12 participants have had the opportunity to explore their unique identity as a leader and plan career paths. Two of INspire participants have already achieved promotions since completing the programme.

To read the full interview [click here](#)



INCREASING DIVERSITY

EMPLOYABILITY SUPPORT FOR YOUNG PEOPLE

Warwick are partnering with the EY Foundation to deliver two employability programmes per year – Beyond Your Limits and Smart Futures. Through these initiatives, 10 young people per programme took part in an employability skills programme and a work experience project. All participants achieve a Level 2 qualification.

EY Foundation

The young people are assigned a mentor from Warwick who works with them throughout the programme. Through this, these initiatives enable us to build sustainable relationships with young people from low socio-economic groups, and care experienced young people. We are also able to contribute to skills development and connections for people working in the region.

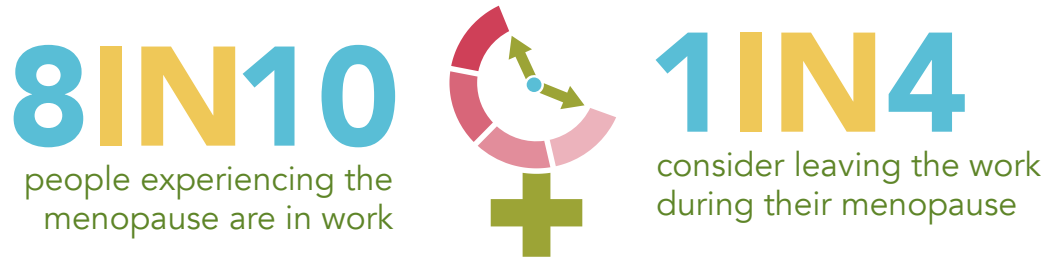
HIGHER EDUCATION INNOVATION FUND (HEIF) FUNDING HAS BEEN APPROVED AND DELIVERY FOR BOTH PROGRAMMES WILL CONTINUE INTO 2022/23.



INCREASING DIVERSITY

SUPPORTING STAFF EXPERIENCING THE MENOPAUSE

NATIONAL STATISTICS SHOW THAT NEARLY



We aim to build a culture where people feel able to talk openly about the menopause, to inform line managers how they can support those experiencing the menopause at work, and to ensure staff feel able to ask for the adjustments and support they need so we can retain staff experiencing the menopause.

This year, we launched new menopause guidelines and a menopause passport. The guidelines set out the University's commitment to creating an inclusive and supportive working environment for employees experiencing menopausal and andropause symptoms. The passport is an optional tool to help staff have discussions with their line manager and identify appropriate support.

To find menopause support and resources to help individuals and line managers learn more



INCREASING DIVERSITY

AWARDS AND ACCREDITATION



ATHENA SWAN

Athena Swan is a global framework to support and transform gender equality within higher education and research. The Athena Swan assessment process considers gender equality in relation to staff representation, the progression of students into academia, staff journeys through career milestones, and the working environment for all staff.

Warwick holds a Silver institutional Athena Swan award, meaning we have demonstrated that our structures and processes underpin and recognise gender equality work; that we have created an evidence-based assessment of key gender equality issues and have an action plan to address them, and that we have made progress against previous actions. 20 of our academic departments have also been awarded individual Athena Swan awards.



DISABILITY SMART

Disability Smart is a whole-organisation disability management audit developed by Business Disability Forum to help organisations measure and improve on performance for disabled customers, clients or service users, employees, and stakeholders.

In 2021, Warwick was awarded Bronze level in our Disability Smart audit. We also secured a Disability Smart Built Environment Award for the work undertaken by our Estates Office team to add an Enhanced Accessible Suite to our campus accommodation so that disabled students could enjoy the opportunity to study at Warwick independently and safely.



EY EMPLOYER OF THE YEAR

In 2021, the University was nominated as an 'Employer of the Year' by the EY Foundation.

EY Foundation is an independent charity supporting young people from low-income backgrounds get paid work experience, employability skills, training, and career guidance.



INCREASING DIVERSITY

AWARDS AND ACCREDITATION

For full interview [click here](#)



STONEWALL UK WORKPLACE EQUALITY INDEX

The Stonewall UK Workplace Equality Index is a benchmarking tool which allows us to measure our progress on LGBTQUIA+ inclusion. The Index covers ten business areas: policies and benefits, employee lifestyle, LGBTQUIA+ employee network group, allies and role models, senior leadership, monitoring, procurement, community engagement, clients, customers and service users, and any other additional work.

Warwick is a Stonewall Diversity Champion and has submitted to the Workplace Equality Index (WEI) for a number of years so that we can continually audit our policies and practices. Our work has been recognised in our 2022 Stonewall WEI results with a Gold award for achieving high standards in specific categories of the WEI, including those related to bi and trans-inclusion.



UNIVERSITY OF SANCTUARY

University of Sanctuary status recognises a commitment to creating a culture of welcome for people from forced migration backgrounds seeking sanctuary within, and beyond, the University campus.

Warwick was first recognised as a University of Sanctuary in 2017 and we successfully gained reaccreditation in 2020.



RACE EQUALITY CHARTER

The Race Equality Charter (REC) aims to improve the representation, progression, and success of minority ethnic staff and students within higher education. It provides a framework through which institutions work to self-reflect on institutional and cultural barriers standing in the way of minority ethnic staff and students.

This year, we're proud to have been awarded the Race Equality Charter Bronze award, meaning we have demonstrated a robust foundation for eliminating racial inequalities, developing inclusive cultures, and moving from commitment to sustainable and integrated bold and ambitious action. Our self-assessment process has helped us carry out in-depth analysis of student and student data, undertake a survey and focus groups, and to identify our key priorities as we move forward.

BUILDING AN INCLUSIVE CULTURE

LEADERSHIP DEVELOPMENT

We have been working with senior leaders at Warwick since 2018, where they have participated in conversations about diversity and inclusion with peers and leaders from other sectors.

The conversations focused on a range of diversity issues including race, gender, disability, and sexual orientation inequalities and their impact, and enabled senior staff to explore their role as leaders in challenging racist behaviours and embedding anti-racist practice in day-to-day work.

In 2021/22, we extended training on building inclusive behaviours to a wider group of line managers working with senior leaders. We focused on diverse talent development – developing staff by recognising diversity and ensuring opportunity of development and promotion – and developing inclusive cultures – managing diverse teams and promoting inclusive behaviours.



Extending from this leadership development, departments have taken their own steps to improve inclusion for their staff and students. Jane Coleman, Chief Operating Officer at WMG, comments:

Our mandatory 'Challenging Inappropriate Behaviours' training is already a game changer. I'm starting to hear colleagues discussing it and encouraging other staff to attend. And the fact that it's mandatory is important, because we all know that often with equality training the people who really need to be there don't attend. We're committed have all of our 800+ staff complete the training by the summer.

It's about empowering everybody and making sure everybody knows inclusion is their responsibility. Of course, leaders and HR have a critical role, but this is all of our responsibility, we are not powerless in this. We want you to challenge when things aren't right, we expect you to challenge, and we will support you to challenge.

To read more of our interview with Jane about WMG's social inclusion work



We also delivered a bespoke one-day social inclusion training course for our Community Safety team in late 2021, facilitated by Binna Kandola.

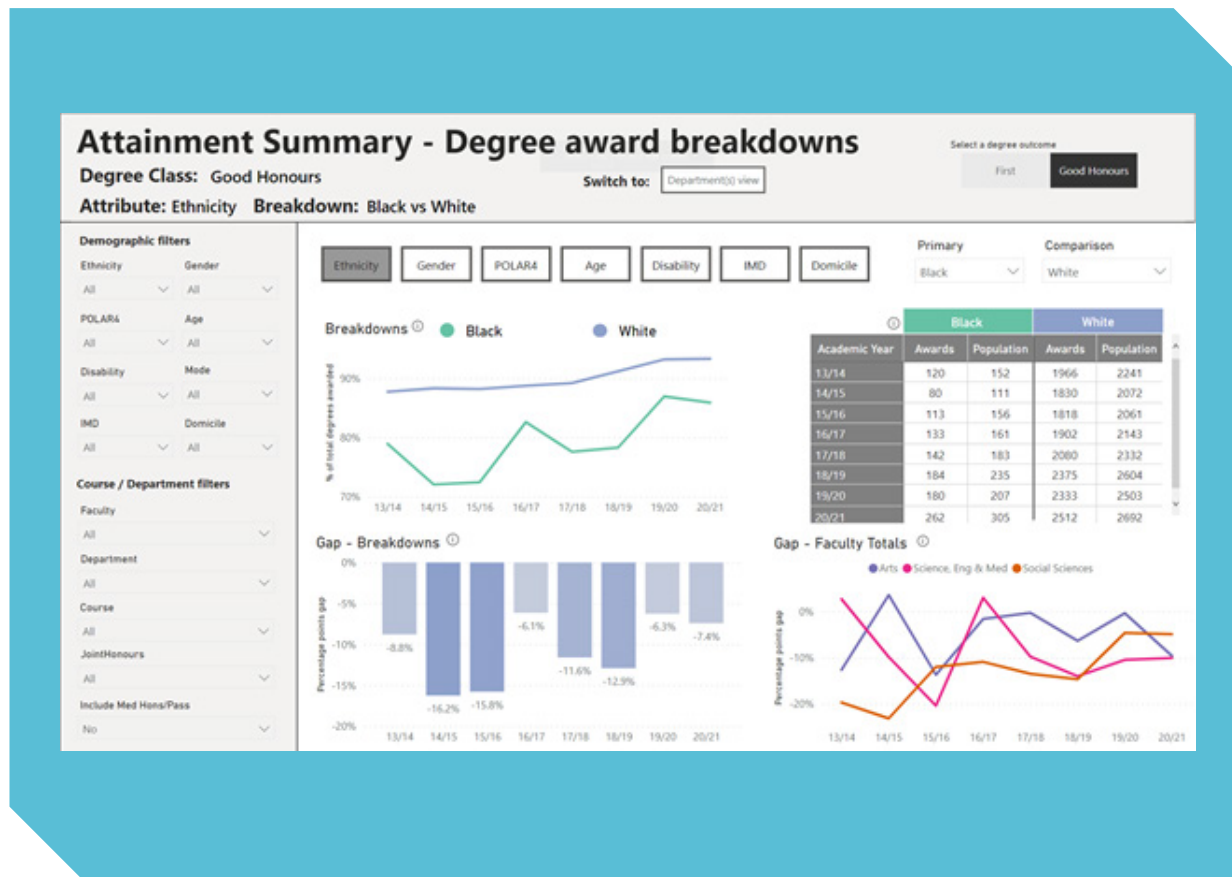




BUILDING AN INCLUSIVE CULTURE

INCLUSIVE EDUCATION MODEL

The Inclusive Education Model is the vehicle for our institutional education strategy and for the student-facing aspirations of our inclusion strategy.



Through it, we intend to agree our institution-wide approach to improving participation and outcomes, to organise our capacity across teams to deliver this together, to ensure that the barriers faced by different groups are widely understood and tackled, and to build on progress and maximise opportunities for all our students to succeed and stand out.

So far, we have focused on putting the right structures in place to enable us to embed sustainable change, by:

- Creating an attainment summary dashboard to help departments systematically identify any awarding gaps within their student cohort.
- Embedding inclusion as a theme in Teaching Excellence Group (TEG) discussions about future curriculum and student activities developments.
- Facilitating a range of networking events to highlight the range of training courses, guidance, resources, and external information available.

We recently completed the fourth annual round of TEG meetings with each academic department delivering taught courses. These meetings provided an opportunity to understand where departments are in relation to Inclusive Education and what progress is needed in the short and long term. Discussion focused on identifying how departments are engaging staff and students and the mechanisms being used to identify and address the awarding gap.

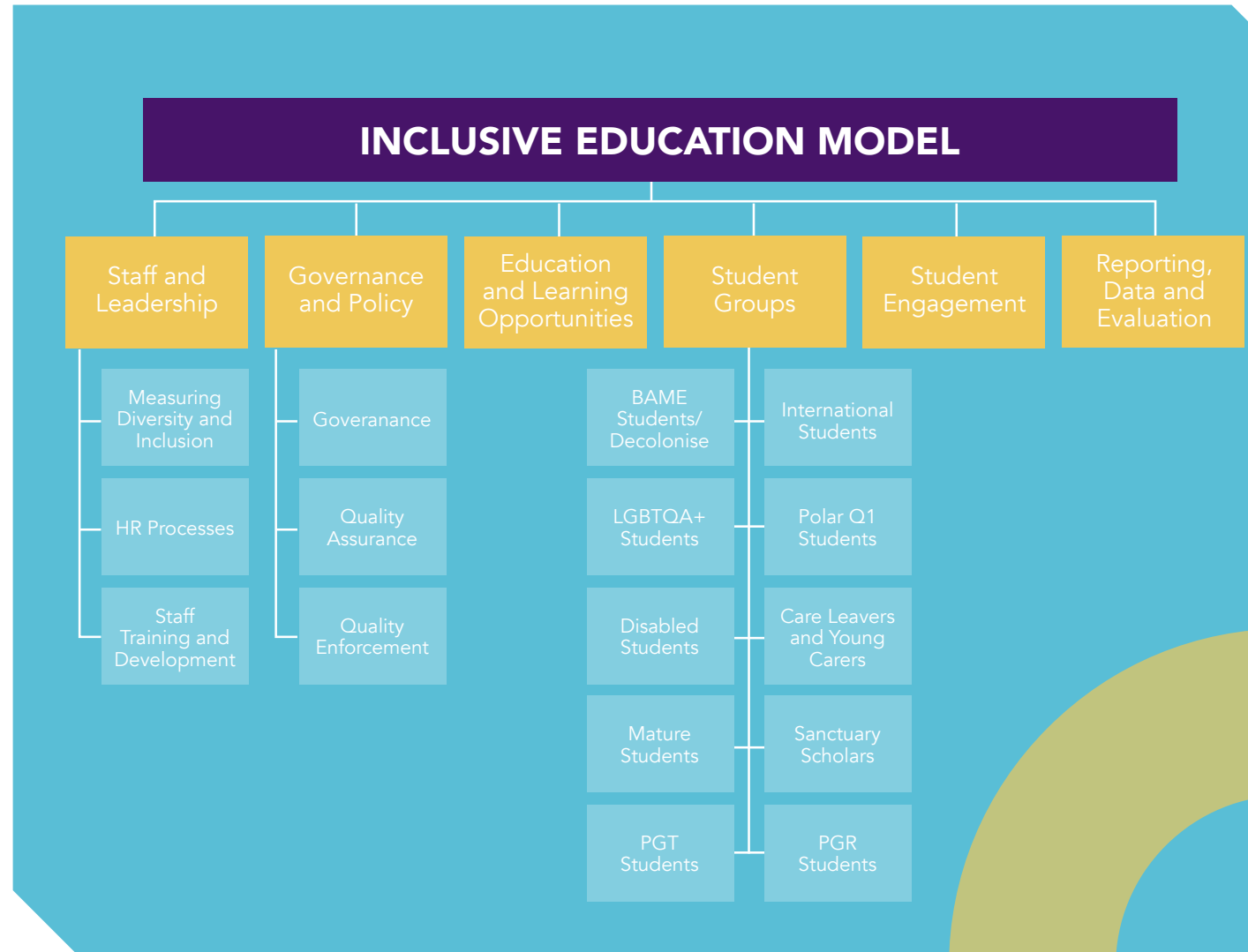
BUILDING AN INCLUSIVE CULTURE

INCLUSIVE EDUCATION MODEL

There is a strong sense that departments are actively engaged with this work. Thus far, four recurring themes have emerged as areas departments are putting most attention – curriculum review, inclusive assessment, exploring and analysing data, and actions addressing specific student groups (e.g., mature students or Black, Asian, and Minority Ethnic students).

Our work here will intensify over the year ahead we work towards reaching the Access and Participation and Inclusion targets we have set in our Education strategy. Our focus will be working with academic departments. Each department will now be asked to create an action plan detailing their plans to address any awarding gaps and expanding on their priorities and next steps. There will also be further networking opportunities, online resources, and guest speakers to share good practice. We'll measure progress through our existing quality enhancement processes – the Institutional Teaching and Learning Review, and the Teaching Excellence Group. We will also be working closely with Professional Services teams to support these processes.

To read more about the Chemistry Diversity Book club in this interview with two of the organisers, Zoë Ayres and Alex Baker [click here](#).



BUILDING AN INCLUSIVE CULTURE

COMMUNITY VALUES EDUCATION PROGRAMME

We work collaboratively with students and staff to create and deliver resources promoting the importance of a strong values-driven community at Warwick.

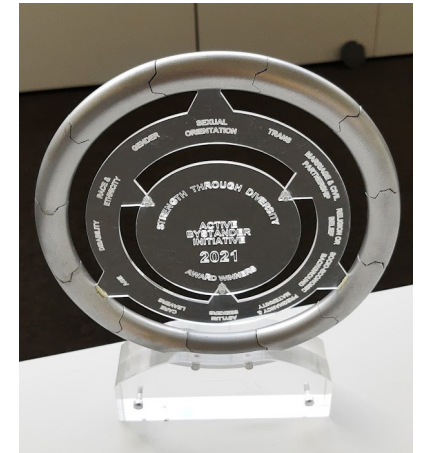
Through the Community Values Education Programme, we have developed an 'Active Bystander' approach as a way of introducing educational interventions to help tackle sexual misconduct and abuse. It can also be applied to other types of unacceptable behaviours such as racism, homophobia, and transphobia. The initiative aims to equip students with the knowledge, confidence, and skills to recognise and safely challenge behaviours which may be contrary to our shared values.

All new students now participate in an 'Introduction to Active Bystander' workshop online which introduces them to the principles of the approach and discusses intervention strategies through practical scenarios. Warwick Students' Union requires that at least two members of the executive committee of each SU club and society attend this course.

To read more about our inaugural 2021 Excellence in ED&I Award



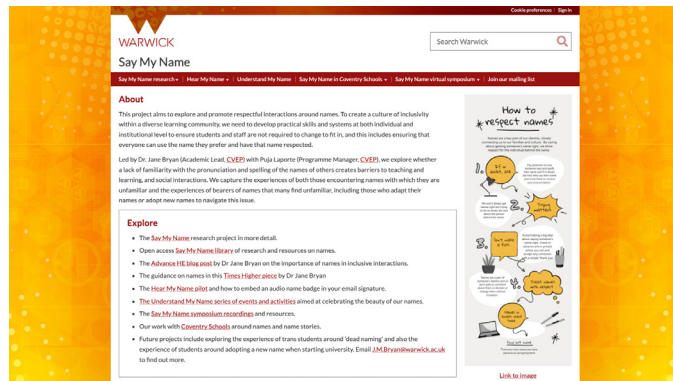
The Active Bystander initiative was named as the winner of our inaugural 2021 Excellence in ED&I Award.



BUILDING AN INCLUSIVE CULTURE

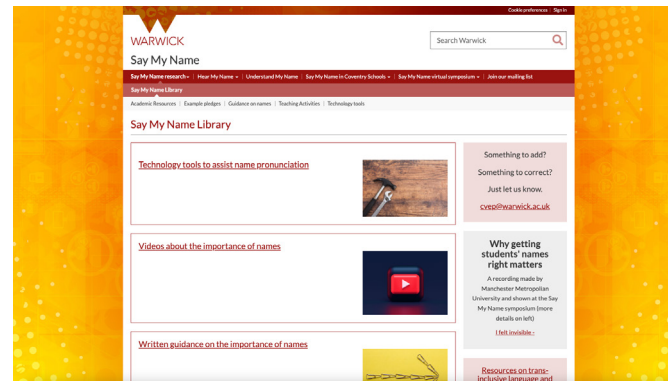
SAY MY NAME

The Say My Name project aims to explore and promote respectful interactions around names.



Through this project we explored whether a lack of familiarity with pronunciation and spelling of names creates barriers to teaching and learning, and social interactions. We captured the experiences of those encountering names with which they are unfamiliar and of bearers of names that many find unfamiliar - including those who adapt their names or adopt new names to navigate this issue.

[Learn more](#)

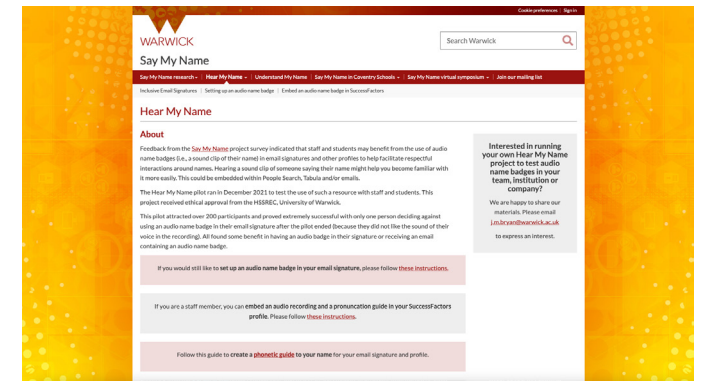


We created an open access Say My Name Library to share the research and practical guidance on the importance of names and how to respect them. And we are hosting an international virtual symposium on name research to bring together experts from across the world on this issue.

[Learn more](#)

You can help to create a culture where care about pronunciation is standard by adding an audio name badge and pronunciation guide to your email signature.

[Learn more](#)



We have also run a related project, Hear My Name, to use audio name badges in email signatures to promote the importance of correct name pronunciation and to provide a practical tool to support individuals who encounter a name with which they are unfamiliar.

[Learn more](#)

BUILDING AN INCLUSIVE CULTURE

TACKLING RACIAL INEQUALITY

Tackling Racial Inequality at Warwick is a programme aimed at equipping academic and professional services staff with the knowledge and practical tools to engage with anti-racist practices and pedagogy within and outside the classroom, and to challenge racial inequality at Warwick at both individual and institutional levels.

Through this, the programme empowers people, builds their understanding, and enables them to reflect on their own practice and context in an inclusive learning community.

We are also developing an online training course for students – ‘Advancing your practice: Anti-Racism’ – which will be available in the 2022/23 academic year.

This follows the successful launch of a similar course in Warwick Medical School, which introduced anti-racism in a medical and health context. The content has been adapted for a wider audience and is being reviewed by subject matter experts at the institution before publication.



BUILDING AN INCLUSIVE CULTURE

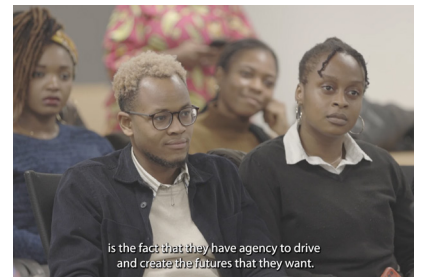
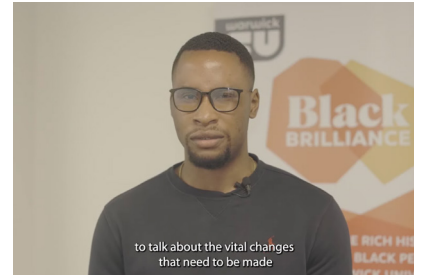
BLACK BRILLIANCE

In October, Warwick Students' Union held a 'Black Brilliance' event to celebrate the rich history and stories of Black people in the University community and beyond, and to talk about the changes we need to make for Black brilliance to be fully recognised.

Shingai Dzumbira, Warwick SU President, hosted the event and speakers included Ceewhy Ochuga, Founder and CEO of Black Impact, and Ayo Afolabi, Senior Manager - IDSE and Black Leadership and Co-Chair of the African and Caribbean Network at KPMG UK London.

There was also a staff panel taking questions and sharing their perspectives with participants.

To watch a video providing a summary of the event online



BUILDING AN INCLUSIVE CULTURE

UNDERSTANDING STAFF EXPERIENCES OF INCLUSION AT WARWICK

During May 2022, we ran a staff culture survey to understand staff experiences of the culture and their sense of belonging and inclusion here at Warwick.

This was staff's chance to tell us what we are doing well in creating an inclusive culture, and where we can and need to make improvements. In June 2022, following the survey, we are running a series of independently facilitated focus groups to further explore some of the survey identified themes and inclusion gaps.

The feedback and insights we receive from this survey and focus groups, will help identify diversity, equity, and inclusion gaps, and will inform decision-making and evidence-based action planning to address these. It's important for us to do this kind of work, to understand whether our strategies around creating inclusion and greater diversity are working within the University.

With the culture survey now closed, we're running focus groups to get deeper insights into results. We'll then be analysing all the data, aiming to begin reporting back findings and initial proposals for action plans at the start of the new academic year (from October 2022 onwards).





BUILDING AN INCLUSIVE CULTURE

ACCESSIBILITY

Building on our award-winning accessibility initiatives on campus, this year we launched our updated reasonable adjustments process.

We have responded to staff feedback on the adjustments process by increasing funds available for adjustments, providing case study examples of the types of adjustments that can be requested, and created one central point of contact for all adjustments questions. Alongside this we also launched the My Adjustment Passport, a tool to help staff have meaningful and confidential conversations with their line manager about any adjustments needed to support them in their role.



We plan in 2021/22 to deliver more developments to ensure the University campus and services are accessible and disability inclusive. We'll continue to develop our disability support services and mental health awareness training, we'll ensure the University website meets web content accessibility guidelines, and we'll create guidance for University services to enable them to ensure all future campus developments are inclusive and accessible.

LEADING IN INCLUSION

FORUM FOR LEADERS OF INCLUSIVE CULTURES

We are continuing work with Coventry City Council, the Warwickshire Local Enterprise Partnership (LEP) and Pearn Kandola on a Forum for Leaders of Inclusive Cultures (FLIC).



Through this forum we bring regional leaders together – in 2020/21 in digital spaces – to learn, share, and shape the dialogue in their organisations and in the region to develop and nurture a workforce by building inclusive cultures and employer brand. It runs webinars and events on all areas of inclusive leadership, involving speakers and panel members with knowledge, expertise, and experience in the field, including local, regional and national government, higher education, commercial services and digital industries.

To learn more about the Forum for Leaders of Inclusive Cultures

PREVIOUS SPEAKERS INCLUDE:



Susanna Newin
Director of HR,
Coventry City Council



Sarah Perry
Managing Partner,
Wright Hassall



Chris Ennew
Provost, University
of Warwick



Neil Morrison
Group HR Director,
Severn Trent



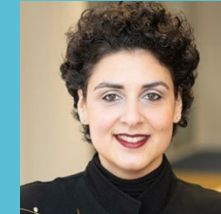
Claire Harvey
Global Inclusion Lead,
Vodafone



Sean Russel
Head of Thrive, West Midlands
Combined Authority



Martin Reeves
Chief Executive,
Coventry City Council



Professor Jo Angouri
Academic Director Education
and Internationalisation,
University of Warwick



Sarah Windrum
Chair, CWLEP



Jacky Isaac
Group Human Resources Director,
Ricoh Arena and Operations
Director Wasps Holdings



Fleur Sexton
Deputy Lieutenant, representing
Her Majesty's Lord-Lieutenant of
the West Midlands and CEO and
co-founder, PET-Xi Training



Peter Dickinson
Senior Research Fellow,
Warwick Institute for
Employment Research



Harinder Sangha
Operations Director,
Sumo Digital



Clare Green
Creative & Digital
Communities Manager,
Innovation Group,
University of Warwick

LEADING IN INCLUSION

INTERNATIONAL PARTNERSHIP

We are a founding member of the EUTOPIA University Alliance.

Through the alliance we are committed to delivering open, innovative, and inclusive higher education across Europe. We aim to modernise education and training and provide 21st-century skills and competencies in all of Europe's regions.

Warwick plays a prominent role in EUTOPIA's Inclusion work. The key objectives are to gather and analyse data on our various institutional inclusion policies and practices, and to work with students and staff to develop, deliver and evaluate a framework for inclusion in the alliance partners.

We have made excellent progress in achieving these objectives. Warwick contributed extensive data regarding our policies and practices, and other alliance partners have produced thorough reports consolidating and analysing this data.

Based on these reports, and in partnership with Vrije Universiteit Brussel, Warwick has led the creation of an online EUTOPIA Inclusion Framework, which (when published) will be a focal point for our dissemination activities and future strategy.

Warwick and VUB have also led the EUTOPIA Inclusion Team's engagement with a cross-institutional team of 25 students, who are helping to re-shape the Inclusion Framework and co-create our remaining deliverables between now and the end of EUTOPIA's pilot phase (in November 2022).

We also participate in a range of activities and events that help to explore and disseminate the alliance's work on inclusion. In November 2020, we hosted EUTOPIA Week – a week of online workshops, panel debates and open forum Q&As. Over 600 participants from 30 countries joined us. We have contributed actively to EUTOPIA Weeks run by the other partners, and have presented our inclusion work (with VUB and Gothenburg) at the CHARM-EU Alliance's Governance Forum in 2022.



 A promotional poster for EUTOPIA WEEK Digital Inclusion Joint Conference. It features a woman with glasses and a yellow sweater wearing a graduation cap. The text on the poster includes:

- EUTOPIA WEEK** European University
- DIGITAL INCLUSION JOINT CONFERENCE**
- JULY 2nd, 2020, 2:00 PM**
- CHAIR**
Luk Van Langenhove
Vice-president, Vrije Universiteit Brussel, EUTOPIA
- SPEAKERS**
Joe Cullen, The Tavistock Institute
Tanja Oblak, University of Ljubljana, EUTOPIA
Agnes Sarolta Fazekas, ELTE Eötvös Loránd University, CHARM-EU
Petra Schaper-Rinkel, Graz University, ARQUS
Gudrun Stock, DG CONNECT, European Commission
Thrasivoulos Tsiatsos, Aristotle University of Thessaloniki, EPICUR
Petra Videmšek, University of Ljubljana, EUTOPIA
Ramón Villanova, Pompeu Fabra University, EUTOPIA
- Streaming on **YouTube Live**
Complete program: www.eurotopia.eu/programme
- Logos for funding partners: European Union, VUB (Vrije Universiteit Brussel), CYUNIVERSITE, UNIVERSITY OF GOTHENBURG, H2020 Erasmus+ Excellence, and WARWICK.

LEADING IN INCLUSION

NATIONAL SCIENTIFIC THINKING CHALLENGE

The National Scientific Thinking Championship is an online science challenge for 14-15 years olds, designed to provide a way for children to demonstrate their skill in science beyond standardised tests and gain confidence in their abilities.



The Championship's online materials and questions are not linked directly to the science curriculum, so they don't test a child's ability to recall the syllabus. Instead, they focus on thinking like a scientist – looking at skills like deduction, analysis, and problem solving. This creates a more equal assessment of understanding and skills for students from all backgrounds, avoiding inequalities persistent in mainstream education and testing.

Looking at how children performed in the activities and challenges, the Championship clearly showed that talented students are to be found everywhere.

Results from the first year showed that the best marks from all schools were comparable – there was almost no difference in the range of marks for students from different schools, a very different outcome than seen in GCSE exams where attainment is closely linked to school type, with students from schools in disadvantaged areas performing worse. There was also no difference between boys and girls.

IN THE FIRST YEAR
29 SCHOOLS
TOOK PART

IN THE SECOND YEAR
70 SCHOOLS
AND 4424 STUDENTS
ARE TAKING PART



The project is part of our widening participation work and is a partnership between the universities of Warwick, Bristol, Manchester, Newcastle, Southampton, and Oxford, with support from UCAS.

Special thanks to volunteers at Warwick who have supported this project –
Natasha Nakariakova, Richard Harrison,
and Alex Jackson.



SECTION 4

OUR PEOPLE

A range of experts and committed colleagues and students across the University support our commitment to improving inclusion.



OUR PEOPLE

SOCIAL INCLUSION GROUP

The Social Inclusion Group members are our subject matter experts in social inclusion issues. The team provide advice, guidance, consultation, and coaching to departments and business units across the University to ensure that social inclusion is embedded in all of Warwick's work.

To find out more about Group members



SOCIAL INCLUSION COMMITTEE

The Social Inclusion Committee is responsible for advising and making recommendations to the Senate and Council governing bodies on all matters relating to the Social Inclusion strategy and the promotion and monitoring of equality, diversity, and inclusion issues throughout the University.



Pam Thomas Chair of the Social Inclusion Committee

Chris Ennew (Provost) has chaired the Social Inclusion Committee for five years. We have really valued her leadership and commitment. Chris will remain involved with social inclusion at Warwick, in particular supporting the work on our Disability Smart action plan.

Pam Thomas (Professor of Physics and CEO of Faraday Institute) has taken up the chair of the Social Inclusion Committee this academic year. Pam has supported social inclusion work at Warwick for many years, having been involved with Athena Swan submissions and the University's 2017 Race Equality Charter submission.

DIVERSITY CHAMPIONS

EXECUTIVE SPONSORS

Members of the University's Executive Board have been appointed to act proactively as Sponsors for elements of our social inclusion work.

Executive Sponsors champion particular protected characteristics (as defined by the Equality Act 2010), leading by example, and serving as a change agent in day-to-day business as well as seeking engagement with other senior stakeholders and the wider internal and external communities. Sponsors provide credibility and authority to an agenda. Being present, vocal, and visibly supporting key initiatives will help to raise the profile of the inclusion agenda and fuel real change.

EXECUTIVE SPONSORS ARE AS FOLLOWS:

- **Disability** - Rosie Drinkwater (Group Finance Director)
- **Race** - Mike Shipman (Pro-Vice-Chancellor, International)
- **Religion and Belief** - Sharon Tuersley (Secretary to Council)
- **Sexual Orientation** - Chris Ennew (Provost)
- **Sex/Gender** - Rachel Sandby-Thomas (Registrar)

DEPARTMENTAL EDI & WELLBEING CHAMPIONS

We aim to have an EDI & Wellbeing Champion in every department.

The role of EDI & Wellbeing Champions is to:

- Improve two-way communication between departments and the Social Inclusion Group.
- Act as the initial contact for staff, students, and visitors, signposting them to the appropriate team for support as needed.
- Support workplace health and wellbeing by promoting relevant health and wellbeing opportunities and positive mental health.

The key intention behind the EDI & Wellbeing Champion role is to distribute ownership of inclusion, accessibility, and wellbeing across the University and improve communication between the departments and service areas on inclusion and wellbeing related issues.

To find a list of current EDI & Wellbeing Champions online



TASKFORCES

The Social Inclusion Committee receives regular reports from our social inclusion taskforces to track progress and developments.

DISABILITY TASKFORCE

The Disability Taskforce champions disability, accessibility, and inclusion and raises awareness of related issues across the institution.

The Taskforce's priority areas of work are to:

- Promote an increasingly diverse staff and student body through actively supporting current and future disabled colleagues and students in their individual roles.
- Promote a culture of inclusion that supports disabled staff and students to reach their potential.
- Contribute to the inclusive environment of the University by assuring disabled colleagues and students have a voice that is heard and acted upon, thereby assuring equitable internal representation of disabled employees and students across all levels.

GENDER TASKFORCE

The Gender Taskforce champions and oversees the advancement, implementation, and further development of gender equality at institutional level in line with the University's Gender Statement of Intent ([read here](#)) catalysed by the Women in Academia Workshops held in 2016.

The work of the Taskforce is not limited to binary classifications of gender.



UniSAFE
ENDING GENDER-BASED VIOLENCE

The Taskforce's priority areas of work are to:

- Highlight barriers in career pathways for staff that may affect progression (impacting on the gender pay gap), retention, or constrain talent.
- Review support for students in collaboration with the Students' Union, including maternity provision and gender-based issues affecting safety and attainment.
- Enable Warwick's engagement with the international UniSAFE project tackling gender-based violence and sexual harassment.

TASKFORCES

RAINBOW TASKFORCE

The Rainbow Taskforce raises awareness of issues faced by the LGBTQUIA+ community at Warwick and makes recommendations on steps and initiatives for the University to progress LGBTQUIA+ equality. The Taskforce engages and consults with a diverse range of people within the LGBTQUIA+ community and represents the needs of that community.

The Taskforce's priority areas of work are to:

- Ensure campus facilities and University systems that are fit for purpose for LGBTQUIA+ staff and students.
- Consult with the LGBTQUIA+ staff and student community in order to achieve an institutional understanding of the needs of the community, towards the creation of a specific, measurable, accountable, and time-bound plan on LGBTQUIA+ inclusion.
- Ensure LGBTQUIA+ specific issues embedded within University strategy and targets.
- Drive culture change in relation to focus and resourcing for LGBTQUIA+ inclusion.

RACE EQUALITY TASKFORCE

The Race Equality Taskforce provides leadership on matters around race equality at the University, creating a space for robust and considered discussion about race equality issues, proceeding in a way which acknowledge the lived experience and emotional labour of Taskforce members and others supporting race equality at Warwick.

The Taskforce's priority areas of work are to:

- Increase staff racial diversity in higher grades, particularly among senior management and leadership.
- Develop an anti-racist and inclusive culture, with a specific aim to eliminate the Black, Asian, and Minority Ethnic awarding gap.
- Reduce incidences of racial harassment and discrimination in our community.
- Analyse and feed into HR change projects, such as the review of recruitment, in order to ensure racial inequalities are highlighted and acted upon.

RELIGION, FAITH, AND BELIEF TASKFORCE

We are currently developing a Religion, Faith, and Belief Taskforce to provide leadership on multi-faith inclusion issues.

Following an open recruitment call, the Religion, Faith, and Belief Taskforce will meet for the first time before the end of this academic year.





We're working on the future

SOCIAL INCLUSION AT WARWICK
REPORT ON PROGRESS 2020-2022

