**University of Warwick – HR Excellence in Research & HR Excellence Action Plan**

**Progress on Action Plan – December 2014**

**To support the implementation of The Concordat to Support the Career Development of Researchers\***

**\*Research Active Staff expanded in 2013 to include Research, Teaching and Academic Staff (circa 2000 staff)**

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| **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** | | | | | |
|  | **Concordat Clause** | ***In place*** | **Actions** | **Lead(s)** | **Progress/ Dates** |
| 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/insite/strategy/research_and_scholarship/>.  Recruitment and Annual Review Processes  Clearly defined University Recruitment Policy  (HR Recruitment Website)  <http://www2.warwick.ac.uk/services/humanresources/introduction/> | Regular review of Research Strategy to maintain relevance and appropriateness.    To continue to embed quality expectations with existing staff through objective setting including annual review and throughout the recruitment process.  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 when we seek to recruit new talent. | Pro Vice Chancellors (PVCs) for Research to review Strategy.  HR to lead on Recruitment Policy.  HR | In **September 2014**, a revised University Strategy was announced, which moving forward will inform the Research Strategy agenda, as well as the University Equality Objectives, which are both due to be revised early in **2015**.  All adverts and job specifications clearly outline the objectives of each role and the required skills/knowledge required to carry out the role.  Annual Review Forms prompt both the reviewee and the reviewer with regard to objectives (what has been met from the previous year as well as new objectives for the forthcoming year).  Training is offered by the Learning and Development Centre (LDC) on Annual Reviews, which includes objective setting (SMART), (both for the reviewee and the reviewer).  HR continuously review recruitment process to ensure it is efficient and effective.  The fundamentals of the University Recruitment Policy remain the same. |
| 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.  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/>  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/> | HR to carry out an in-depth review of the Recruitment & Selection process, with a view to it becoming more effective, efficient, stream lined and to improve lead times.  Review completion data on the Recruitment and Selection module and continue to promote to recruiters. New interactive e-learning modules were launched in **February 2014** | HR  HR  Monitored by LDC/HR | A Recruitment and Selection Rapid Improvement Process took place in **November 2013** over a 4 day period, where members of HR and other departmental staff met to discuss possible ways to improve the recruitment and selection process. The review which was completed in **October 2014**, identified a number of related projects, which will be addressed, such as developing a dedicated professional recruitment campaign site targeting external, as well as internal viewers needs. The website is currently being developed.  A complete review on Recruitment and Selection has been taking place throughout **2014** by HR to ensure the process is clear and informative, to streamline procedures so that a more efficient service can be given to departments and prospective employees during the recruitment process. The revised recruitment information will be much clearer, user friendly and more presentable. There will be new on-line recruitment forms (which were initially paper based), so that recruitment procedures are more streamlined into one standard process, which has the facility to track, record and auto acknowledge receipts of applications. These forms and processes are being piloted by a number of departments before being rolled out to the wider University community. There are still some tweaks required, but early feedback suggests that this will much improve the customer experience.  New interactive e-learning modules launched in **Feb 2014** and communicated via Departmental Equality and Diversity representatives and HR Advisors to encourage staff to take the modules, especially for staff involved in recruitment. New staff to take as part of their induction process.  Data from last three years indicate a significant increase in numbers of staff taking the recruitment module:  **Jan 2012 – 31 Dec 2012 = 54 people**  **1 Jan 2013 – 31 Dec 2013 = 140 people**  **1 Jan 2014 – 31 Oct 2014 = 206 people**  In **February 2014** a recommendation was made to the Equality and Diversity Committee to make the Recruitment and Selection e-learning module compulsory for all staff involved in recruitment and selection panels. The good practice was approved subject to an appropriate timeframe being implemented for staff to complete the module, starting with the Chairs of Panels. It is intended to roll this practice out in line with the improved Recruitment process in **2015**. |
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| 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/newpolicies/ftcs>  In addition the University has comprehensive Redeployment  Guidelines (University HR Redeployment Website)  <http://www2.warwick.ac.uk/services/humanresources/newpolicies/redeployment> | Ensure Research Active Staff are aware of the type of contracts they are employed on and that they understand the process of how fixed term contracts are monitored and what consultation meetings should be held with staff on fixed term contracts.  Ensure staff are aware of and encouraged to participate in the University Redeployment process | HR Advisors  HR/Departments  LDC | Clear justification is required on ‘Request to Appoint’ forms as to why individuals are being employed on a fixed term basis.  Departments are periodically notified of importance of adhering to legislation and best practice for holding appropriate consultation meetings with staff on fixed term contracts.  In the **August 2013**, LDC launched new website with a ‘Resource Bank’ for Research Active Staff, following discussions with Research Active Staff Forum.  In addition LDC website has provided links and information for Research Active Staff – ‘Your Employment at Warwick’.  Where possible staff at risk due to the end of a fixed term contract are encouraged to participate in the redeployment process offered university staff. HR Advisers assist with matching staff to appropriate vacancies.  Information available on LDC website for Research Active Staff and includes career development. <http://www2.warwick.ac.uk/services/ldc/researchers/> |
| 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 researcher in considering their further career development. | The University has clear guidance on recruitment which follows these principles: (University HR Recruitment Website) <http://www2.warwick.ac.uk/services/humanresources/introduction/>  All roles are advertised with a job description and person specification detailing essential and desirable criteria and candidates are matched against the criteria.  Recruitment panels reflect diversity, where possible, to promote the University's ethos of  an inclusive working environment for all.  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/  The Academic Promotions Committee has received training on equality and diversity and all promotion applicants are provided with feedback | Ensure that guidance on Recruitment is clear and transparent.  All staff involved in recruitment and selection are advised of good practice on shortlisting.    Panel compositions are where possible gender balanced, but will endeavour to have  at least one women on the panel, whenever possible, but taking care not to over-burden  the same females with endless interview panels.  Completion rates of recruitment training will be monitored and reported to the Equality and Diversity Committee on an annual basis.  To host a Promotion Awareness event clarify the promotion process and be an opportunity to respond to delegate questions on how to prepare themselves for promotion. Members of the University Promotion Committee to present talks and answer questions at the event. | HR  HR, Departmental Interview Panels  Departmental Interview Panels/HR  HR  HR/E&D Ctte  HR/Promotions Ctte  LDC | See **Section 1.2** above on Recruitment and Selection.  Shortlisting grids are available on the HR website to assist recruiters to match applicants to the essential and desirable criteria of the vacancy.  Some departments, as part of their Athena SWAN agenda, already operate several initiatives, such as: approval from the Head of Department is required if there is a single gender shortlist, or the production of the Athena logo on their adverts.  **See Section 1.2 above**: In **2013** both modules were updated to a more interactive version and were re-launched in **February** **2014**.  In **February 2014** a recommendation was made by the Equality and Diversity Committee to make the Recruitment and Selection e-learning module compulsory for all staff involved in recruitment and selection panels. The recommendation was approved subject to an appropriate timeframe being implemented for staff to complete the module, starting with the Chairs of Panels, once the Recruitment and Selection Review has been completed. Some departments already make this mandatory to their staff as part of their Athena agenda.  In **April 2013**, the University hosted an event ‘Demystifying the Promotion Process at Warwick’. Due to the success of the first event which was attended by 41 attendees, another event was held on **13 March 2014** (46 attendees). The speakers at these events included PVCs, Chairs of Faculties and members of the University Promotion Committee. HR are monitoring how many of the attendees at these events apply for promotion after the event and how many are successful. Of the attendees at the **2013** event, 8 members of staff applied for promotion, and 7 were successful. Of the 46 attendees at the **2014** event, 9 members of staff have applied for promotion, the results of which will be known in the Spring Term **2015**.  Feedback from the events has been excellent, with staff valuing the opportunity to speak with senior management on what issues to consider when working towards the promotion criteria. The ‘Demystifying Promotion Session’ has now become an annual event with the next event scheduled for **5 March 2015** and attendance will be open to all research active and teaching staff.  LDC have produced a leaflet ‘LDC’S Learning and Development Provision for Research Active Staff’ which lists resources available to help new starters – this is available both in hard and electronic copy from the LDC webpages, and is a useful resource for Annual Reviews and promotion discussions. |
| 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/payroll/salscalescurrent/> | Review of grading structure to ensure the requirements of the research post are consistent with the wider pay and grading structure | Reward Manager/ HR/Vice Chancellors Advisory Group | The University undertook an Equal Pay Audit in **2011** and reported that: "there is no evidence revealed by the Review of inequitable disparities in base pay distribution within grades on the grounds of gender, ethnicity, disability, age (other than incremental progression), contract type or full/part time working among employees in grades 1a-8. The conclusion reached by this review is that there is equal pay for work of equal value, whether in relation to gender, ethnicity, disability or hours worked'. The Review was considered by the Vice Chancellors Advisory Group who made the following recommendations: (1) How can the University create a culture hospitable to women; (2) Prompting, preparing and mentoring women for promotion; (3) Re-launch Women's Network; (4) Undertaking Departmental action plans where pay gap is greatest; (5) Applying Athena SWAN principles throughout the University; (6) Encouraging mobility of women to accept appointments; (7) Developing benefits package attractive to women. **Item (3)** has already been actioned and the Womens Network Group, chaired by Professor Pam Thomas, Chair of the Faculty of Science, has met four times and will continue to meet on a termly basis**. Item (5)** above is already underway as Warwick Business School took part in the pilot of the ECU Gender Equality Charter Mark (GEM) and has successfully achieved a Bronze level award in **September 2014**. Other Warwick non-STEM departments have also started to gather their evidence for future submissions. |
| 2.1 | Employers are encouraged to value and afford equal treatment to all researchers, regardless of 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. | Fixed Term Contracts Guidelines: (University HR Fixed Term Contracts Website) <http://www2.warwick.ac.uk/services/humanresources/newpolicies/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/> | To consider whether it is feasible to give defined CPD time for researchers. Feedback to be gathered from Research Active Staff via Research Active Staff Forum and the Research Committee on the option and feasibility. | HR/RSS/Academic Stake holders | Departments who have undertaken Athena submissions during **2012/2013/2014** have already started to actively encourage their ECRs to undertake training and development and this best practice is being shared with other departments. Feedback from research active staff indicates that the courses on offer are being well received and are fit for purpose. Continuous work will be done to empower ECRs to take responsibility for their learning and development, as well as with PIs to recognise that time out from project work for training/development initiatives is expected and encouraged. |
| 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/newpolicies/ftcs>  The Guidelines were developed following a review of the JNCHES guidance. | HR to provide reports to the Equality and Diversity Committee annually on the numbers of fixed term contracts to enable review in respect of the Fixed Term Contract Guidelines. Any ambiguities on FTCs would be presented at the Research Committee.  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. | HR/E&D Team/E&D Ctte | The **2013/14** Workforce Profile has been presented at the Equality and Diversity Committee on **23 October 2014** for formal approval. Once approved this will be published on the Equality and Diversity webpages.   |  |  |  | | --- | --- | --- | | **2012/2013** | | Research only staff | | Total Headcount | | Full Time | Fixed Term | 458 | | Indefinite | 81 | | Part Time | Fixed Term | 103 | | Open Ended | 24 | |  | Indefinite | 666 | | **2013/2014** | | Research only staff | | Total Headcount | | Full Time | Fixed Term | 549 | | Indefinite | 89 | | Part Time | Fixed Term | 84 | | Open Ended | 30 | |  | Indefinite | 752 | |
| 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/>  Annual 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/annualreview/> | Research Team Leaders’ Programme will continue to be open to research managers. Review feedback following each programme.  Track the number of staff registered on each programme.  In **November 2013**, the University sent two female members of staff on the Aurora Leadership for Women course.  In STEMM Departments, six month career development meetings with line managers are being actively encouraged within departments, but should not replace the Annual Review, although some researchers choose not to have an Annual Review, because of the six month career development meetings  The LDC website also has resources for self- directed learning: <http://www2.warwick.ac.uk/services/ldc/courses/sdl/> | LDC/Research Team Leaders | The Research Team Leaders’ Programme ran from **23 Jan to 7 March 2013** and had **15** attendees. The Programme did not run in **2014**, but is planned to run the Programme in alternate years.  Over the last two years (**2013** and **2014)** the following numbers of staff have attended these courses:  Warwick Administrative Management Programme (WAMP) = **72** attendees  Warwick Leaders Programme (WLP) = **86** attendees  Warwick Introduction to Management (WIM) = **102** attendees  LDC is developing a leadership programme for mid/senior career researchers and academics which will run in **2015.**  Due to the feedback given by the **2013** attendees on the Aurora Leadership Programme, two more female members have registered for the programme in November **2014**.  STEMM departments as part of their Athena Agenda carry out six month development review meetings with researchers.  In **2012/13** the University achieved an **82%** completion rate from departments where staff have undertaken Annual Reviews.  In **2014** the University has currently achieved an **80%** completion rate from departments on Annual Reviews, but some data is still being collected, so this figure may rise slightly.  LDC’s new booklet ‘LDC’s Learning and Development Provision for Research Active Staff’ will continue to assist staff during their Annual Review to identify career development needs. |
| 2.4 | Organisational systems must be capable of supporting continuity of employment for researchers, such as funding between grants, 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. | The Research Councils' Follow-on Fund provides small grants to help researchers to bridge the funding gap:  <http://www.bbsrc.ac.uk/business/commercialisation/follow-on.aspx>  [www.epsrc.ac.uk/ResearchFunding/Opportunities/KT/FollowOnFund.htm](http://www.epsrc.ac.uk/ResearchFunding/Opportunities/KT/FollowOnFund.htm)  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 RSS information up to date | RSS to work with academic departments to inform Research Active Staff of fellowships and funding opportunities.  To provide assistance with generating impact and a commercial return from research.  Ensure adequate signposting to assist researchers find appropriate information. | RSS/HR/ Warwick Ventures | Research Support Services advised that the IAA supported the ‘Science Communication and Impact for Female Postdoctoral Researchers’, this event took place over the **Summer Term** **2014**. Of **24** female participants**, 8** were from Warwick. The training was organised by a Warwick Professor (Alison Rodger) and delivered by media experts including the BBC.  Warwick Ventures Ltd provide advice and services to the University’s innovators, offering support throughout the process of generating impact and a commercial return from research, whilst maintaining their academic focus and offers particular support to entrepreneurs  On the HR Fixed Term Contracts webpages, links have been inserted to RSS and Warwick Venture funding information.  Continue to promote and implement in respect of Fixed Term Contracts within individual departments. |
| 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.  Comprehensive Guidelines for Academic Promotions are published on the HR Website. (University HR Academic Promotions Website) <http://www2.warwick.ac.uk/services/humanresources/newpolicies/academic_promotions>    Equal Pay Review carried out in 2011 and the results reviewed through the Joint Consultative Committee, the Steering Committee, the Equality & Diversity Committee and the Senate. No significant disparity exist in framework grades. Results are published on the University Webpage. | Information on Promotions will be reviewed to ensure continued inclusivity of both part and full time staff. Promotion data is reported annually to the University's Equality and Diversity Committee.  Review how annual promotion material is disseminated to staff to ensure all eligible staff are included regardless of their status. Consider promotion event. | HR/EDC/MOAC/ LDC | Demystifying Promotion event held and planned as annual event – **see Section 1.4 above.**  Promotion data reviewed at Equality and Diversity Committee – **23 October 2014**.  Ongoing Athena Swan activity on promotion leading to additional events held regularly in Faculties, such as WMG’s Promotion event for research and teaching staff.  Warwick Women in Science events also promote the promotion criteria and regularly host events where career progression/pathways are discussed (event held on **26 September 2013** and on **24 September 2014**, where **31** staff and **26** PhD students attended). These events are held annually.  A number of training events have been held to raise gender awareness, such as ‘Unconscious Bias’ Windows on Warwick session on **15 April 2014**, which was attended by **20** delegates, plus a range of further events taking place.  See **Section 1.5** for an update on Equal Pay Review.  Warwick Business School (WBS) took part in the pilot of the Gender Equality Charter Mark (GEM) and have subsequently been awarded a Bronze level award. Like Athena, GEM looks at gender initiatives and good practice in departments. Other non-STEMM departments are already starting work on replicating the good practice identified by WBS and STEMM Departments, so that they are ready to submit for awards when the Charter Mark is formally launched in **2015**. Two Windows on Warwick sessions have been held on GEM – **8 July 2014** with **31** attendees and **22 October 2014** with **16** attendees.  In **September 2013,** Warwick became the fourth University to achieve Athena Silver Institutional Status, and is also one of only three Universities where all of its STEMM departments hold Athena awards. |
| 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 staff. It is helpful if clear career frameworks for early stage researchers are outlined in organisational HR strategies. | 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/newpolicies/academic_promotions>  There is a clear process which identifies criteria to progress to Senior Research Fellow and Principal Research Fellow and Professorial Research Fellow.  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/researchers/opportunities/developmentsupport/career_development>  Annual 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/annualreview/>  Six month career development meetings with line managers are being actively encouraged within departments. | 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 – see **Section 1.4.**  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.  Signposting on the University intranet has been enhanced on existing career development opportunities for early career researchers.  Enhance annual review process and training to include more specific prompts on the potential content of a constructive career development conversation that encourages reviewees to think holistically about career options and achieving progress.  STEMM departments undertake 6 month career development reviews with researchers as part of their Athena agenda. | HR  Departments/ Athena Steering and Network Groups  LDC  HR/Departments  Departments | In **August/September** **2014**, work was undertaken to ensure that the University gets robust data on researchers going forward for promotion. This data was reported to the Equality and Diversity Committee at its meeting on **23 October 2014**.  As the ECU Gender Equality Charter Mark is rolled out, this practice will also be shared with non-STEMM departments.  Career progression information included in re-launched LDC website for Research Active Staff. <http://www2.warwick.ac.uk/services/ldc/researchers/opportunities/>  Attempts to encourage better completion rates on annual reviews have been made by various communications to research active staff, such as the Researchers Newsletter, LDC website and communications via the academic departments.  **Completed.** Annual review process enhanced for **2013/4.** .  As the ECU Gender Equality Charter Mark is rolled out, this practice will also be shared with non-STEMM departments. |
| 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 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. | Role profiles clearly indicate that Research Active Staff should identify themselves as part of the academic community at the University.  Annual 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/annualreview/>  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>  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/> | 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.  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  LDC  MOAC | Enhanced career development self-help resources have been developed on the LDC website in **August** 2013, and additional funding made available for one to one career advice/support. This has helped raise awareness between researchers and PIs that time is required for researchers to develop transferable skills.  An Advanced Workshop day for ECR’s was held on **1 February** **2013** on Career Planning and Progression. Guest speaker Dr Kate Sang (Acting Chair, Feminist and Women’s Studies Association UK) spoke about gender and academic careers. The Workshop also held sessions on women in science at Warwick, work-life balance and planning career breaks. **48** people attended the workshop and feedback was very positive.  To ensure Research Active Staff have sufficient training and development to enhance their careers either at Warwick or elsewhere, a range of courses have been organised:   * Academic Careers and Employability Programme offering 1-1 support for PDRAs/Research Active Staff. * Presenting your Research to Different Audiences * Being an Enterprising Researcher * Technologies for Research * Coaching and Mentoring including 1-1 Coaching * An introduction to Entrepreneurship in collaboration with Warwick Science Park * Impact, Engagement and Dissemination * Research Data Management   The PGCTSS is accredited for CChem with the Royal Society of Chemistry. |
| 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/researchers/careers/>.  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/scs>    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>  Networking with other Research Active Staff is available through the Research Active Staff Forum; Research Active Staff Networks and Research Active Staff profiles (University LDC Research Active Staff Webpage) <http://www2.warwick.ac.uk/services/ldc/researchers/community> | In terms of 1:1 support 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.  Evaluation of role of PG certificate in Transferable Skills as a guided mentoring programme. Monitor take up.  Postdoc newcomers are invited to Research Active 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. | LDC/Student Careers and Skills  LDC/Warwick Women in Science  LDC  LDC  LDC/Research Active Staff Forum | Staff are referred to use Career coaching – Research Development Framework – Vitae and also provide one to one career development coaching.  Career events hosted by Women in Science have been held on **26 September 2013** and **24 September 2014**.  In **September 2014** Warwick introduced a Warwick Academic Shadowing Programme (WASP) where 5 staff are currently on the programme, where they shadow senior management staff.  Funding support opportunities for Research Active Staff networks to support research/academic staff to set up or maintain an existing Research Active Staff network. To date (**2013/14**) **£13,000** has been used to fund networks and for **2014/15** **£6,000 from £13,000** has already been allocated to fund 5 networks – see below.  The Postgraduate Certificate in Transferable Skills in Science for PDRAs has been designed to be a career development tool that can be used to seek help required from mentor(s) while at the same time making it clear what skills a postdoctoral researcher will need to make the step to an independent career – **See 3.1 above**.  The Research Active Staff Forum continue to meet on a regular basis (**18 February 2013; 18 November 2013; 25 February 2014; 21 May 2014; 8 October 2014)** with 3 meetings planned each year.  **Research Active Staff Networks**  Funding support opportunities for **Research Active Staff networks** to support research/academic staff to set up or maintain an existing Research Active Staff network. In the academic year **2013/14** the Research Active Staff Network Funding had **15** applications and allocated the full **£13,000** of which **£10,700** was spent. In the academic year **2014/15** **£6,000** has been allocated (so far) of a **£13,000** budget to fund **5** networks.  **Key focus:**   * AS – Athena Swan (with female lead or participant focus) **= 11** * I-D/Collab – Inter-disciplinary for collaborative aim **= 11** * Output – The network activity produced a tangible output **= 5** * Collegiate – the network supported collegiality in the department/faculty **= 6** * PE – the network included a public engagement focus or activity **= 2** * PhD – the network encouraged engagement with PhD students to support researcher development **= 3**   **1. Researching Human Fatigue in the Workplace (continued funding) : AS, I-D/Collab, Output**  **2. Public Engagement Staff Network – I-D/Collab, PE**  **3. Education Research Network (continued funding?): AS, I-D/Collab**  **4. WMG Researcher Forum (continued funding): AS, collegiate and collab, PhD**  **5. Women in Science Day: AS, I-D/collab, PhD**  **6. Health Economics Journal Club: AS, I-D/collab, output**  **7. Social Science and Discourse Analysis Research Network: AS, I-D/collab, PhD, output**  **8. Microtubules Network event: I-D/collab, output**  **9. WMS Early Career Researchers Network (continued funding): AS, collegiate**  **10. Physics Research Network (continued funding): AS, collegiate**  **11. CLL Research Active Staff Network: AS, collegiate**  **12. Public Engagement Practitioner Network: AS, I-D/collab, PE**  **13. Horizon 2020 Workshop: I-D/collab**  **14. Medical Statistics Book & Journal Club (continued funding): AS, collegiate**  **15. Microbiology & Infectious Disease Network: I-D/collab, output, collegiate**  These networks have been useful to Research Active Staff from both a career development perspective as well as building the capacity and networks of the Research Active Staff.  The scheme for this **2014/15** was launched at the Research Active Staff Forum (RSF) on **8 October 2014.**  **Research Active Staff Programme**  The Research Active Staff 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** was on Career Development, Research Skills and Equality and Diversity. Some examples of provision included:  Technologies and Research – **4 February 2014** (A collaboration with the Teaching & Learning Unit)  Unconscious Bias sessions  International Women’s Day, Physics – **11 March 2014** – **17** attendees  Equality & Diversity Network – Unconscious Bias presentation – **28 April 2014** – **25** staff attendees  WBS Senior Team for GEM Action Plan – **2 June 2014** – **25** attendees  Research Active Staff session – **11 June 2014** – **6** delegates  Dignity Contacts Training Sessions - **4 and 15 July 2014** – **16** attendees  Windows on Warwick Sessions - Unconscious Bias – **15th April 2014** – **20** attendees  Gender Equality Charter Mark – **8 July 2014** – **31** attendees.  Other training consisted of :  **Statistics pilot lunchtime seminar programme**  **Academic Writing Programme**, which included 4 workshops (**22 January 20**14 – Writing Journal Articles – **11** delegates); (**29 January 2014** – Writing Collaboratively Comments – **11** delegates); **14th May 2014** – Training Yourself to be a Prolific Writer – **17** delegates); (**4 June 2014** – Academic Writing: Dissemination for Impact – **7** delegates).  The Programme also included Academic Writing Away Days, which are run over 2 days and offer Research Active Staff the opportunity to focus exclusively on their writing skills (**20 & 21 March 2014** – **19** delegates and **26 &27 June 2014** – **17** delegates).  **Career Development Support**  1 to 1 Support – careers consultants provided 1-1 support for **19** Research Active Staff to assist with CV advice, career planning, preparing for interviews or mock interviews. Also a number of Workshops (pilot)  Career Development: Interview Success – **28 November 2013** – **13** delegates  Career Development: Shortlisting – **3 December 2013** – **5** delegates  Career Development: Evidencing Your Skills – **30 January 2014** – **10** delegates  Career Development: Writing a Short CV – **1 May 2014** – **10** delegates  Career Development: Practice Interviews – **8 May 2014** – **5** delegates  Career Development: Preparing CV’s for Non-Research/non Academic jobs – **5 June 2014** – **5** delegates  From **2014/15** a collaboration with Student Careers and Skills will open some of these courses to final year PhD research students.  A **Research Team leaders Programme** is also planned to run during **2014/15**. |
| 3.3 | Employers, funders and researchers recognise that researchers need to develop transferable skills, delivered through embedded training, in order to stay competitive in 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. | Mentoring open to all Research Active Staff to assist in their training and career development.  (University RSS Mentoring Website)  <http://www2.warwick.ac.uk/services/rss/researchgovernance_ethics/research_code_of_practice/trainingandmentoring/mentoring/>  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/>  MOAC delivers a postgraduate certificate in transferable skills for Post-Docs in Science which enables Post-Docs to evidence their learning in core transferable skills. (University MOAC Website) <http://www2.warwick.ac.uk/fac/sci/moac/degrees/>  The Library’s Special Interest Groups (SIGs) was established in an attempt to involve researchers to collaborate or lead on projects to enhance their research experience and contribute to their skills and knowledge base when applying for future positions and to encourage researchers at all levels to engage with researchers working on Global Research Priorities and was open to early career researchers. (University Library Research Exchange webpage) <http://www2.warwick.ac.uk/services/library/using/libspaces/researchexchange/>  SIGS developed into Sandpit events which are designed to encourage students to work collaboratively. The Sandpit events were developed in partnership with the Library, RSS, IAS, LDC, Careers & Skills and the Knowledge Centre and were funded by EPSRC. The focus of the Sandpit is thinking innovatively and creatively to solve problems. It not only challenges participants to work collaboratively but also gives them the opportunity to do something which is CV worthy. | Range of provision and take up to be monitored by Research Committee  Evaluation of whether it would be appropriate to instigate a similar postgraduate certificate for researchers in the other academic faculties.  The initial pilot ‘Research Match’ saw 600 researchers sign up. The SIGS developed from this pilot with 900 research led events taking place in 2012/13.  SIGs also led to the ‘Sandpits’ events for students. | Research Ctte/ LDC  MOAC/LDC  Library Special Interest Group  Library, RSS, LDC, IAS, Careers & Skills  Knowledge Centre | 1:1 sessions available on career development (5 x 1:1 sessions and 4 workshops)  1:1 statistics  1:1 Research Staff Support (12 sessions)  Career Development Skills Workshops to include:  Career Development – Evidencing your skills (**30** **Jan 2014**) – (19 1:1 sessions, 6 information sessions); Technologies for Research (**4 Feb 2014**); Academic Writing: Dissemination for Impact (**12 Feb 2014**); Academic Writing Programme Away days **20-22 March** and **26-27 June 2014**; Training Yourself to be a Prolific Writer (**14 May 2014**).  5 x academic workshops, 2 boot camps and 1:1 support for academic writing.  Career development workshops plus 1:1 support  Increased collaborations, e.g. Research Data Management (RDM) and Public Engagement.  This work is still in its infancy and will be addressed in the new Action Plan.  **The Library Special Interest Group no longer exists**, but has been replaced by a Warwick development, **The Global Research Priorities** – which is a network of ~ **80** scholars from **12** departments across all four faculties of the University. Society is acquiring more global dimensions and governance of global problems is becoming ever more complex, global governance is an exciting and expanding field of inter-disciplinary research. The Network hosts a number of events see: <http://www2.warwick.ac.uk/research/priorities/globalgovernance>  Global governance is a subject of study that need not imply any particular theory or method. On the contrary, it is the richer for attracting and generating debate among researchers from diverse disciplines and backgrounds  Sandpits events for students took place in **December 2012 and July 2013.** |
| 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 immediate discipline base, or offering training and placements to broaden awareness of other fields and sectors. | **See Sections 3.2 and 3.3**  Postgraduate Researcher Enterprise Programme are a series of events run by the academic faculties to provides all postgraduate researchers with the knowledge and skills to help them create an impact, whatever their chosen career path.(Student Careers and Skills Website)  <http://www2.warwick.ac.uk/services/scs/pgr/enterprise>  Information disseminated on what Warwick postgraduates do after finishing their degree  (Student Careers and Skills website).  <http://www2.warwick.ac.uk/services/scs/started/gradstats/postgraduate/>  LDC offer career development opportunities to researchers (University LDC webpage)  <http://www2.warwick.ac.uk/services/ldc/researchers/careers/> | Review participation rates and impact of PREP and prepare a summary report to Research Committee for consideration as to whether to refocus or expand the provision. | Student Careers and Skills | New career development website for Research Active Staff which includes short lunch time information sessions as well as half day workshops, which were videoed as additional useful resources when relevant.  In **2013/14**, **19** career consultations were funded for staff.  6 workshops took place. |
| 3.5 | Researchers benefit from clear systems that help them to plan their career development. Employers and funding bodies 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. | 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 between levels and provides guidance of writing a CV for promotion purposes. Annual 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/annualreview/>  Career information communicated to all Research Active Staff on Website (University LDC Careers Website)  <http://www2.warwick.ac.uk/services/ldc/researchers/opportunities/>  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/researchers/policy/> | Review promotion statistics to identify rates of researcher promotion and qualitative evidence as to why researchers are unsuccessful for promotion.  Ensure that up-to-date and fit for purpose information is published in Newsletter. | HR  LDC  LDC | **Promotion Data to Principal Research Fellow**  **Academic Year 2012/13** – **2** researchers recommended for promotion and both were successful.  **Academic Year 2013/14** – **2** researchers recommended for promotion and both were successful.  **Promotion Data to Senior Research Fellow**  **Academic Year 2012/13** – **13** researchers recommended for promotion of which **8** were successful.  **Academic Year 2013/14** – **10** researchers recommended for promotion of which **8** were successful.  Full feedback has been given to researchers via Head of Department to inform where their application failed in the process, so that the correct issues can be addressed. All failed to meet all of the promotion criteria.  **See Section 3.4** – Career development workshops – lunch time sessions.  LDC has updated and improved the monthly electronic newsletter which is distributed to Research Active Staff (staff on research, academic and teaching terms and conditions).  The monthly electronic Newsletter is sent to all Research Active Staff and since **November 2013** teaching staff have also been sent it. <http://www2.warwick.ac.uk/services/ldc/researchers/opportunities/newsletters/>  A new improved website has been created to provide both signposting and to provide useful information on L&D and career development 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 website had **10,740** hits from **August 2013** to **July 2014**, and from **1 August 2014** to **31 October 2014** there were **12,951** hits. The ‘resource bank’ had **3,812** for the former period and for **1 August 2014** to **31 October 2014** had **2,047** hits, which greatly increases the access to resources from the LDC’s programme of events. |
| 3.6 | Employers should provide a planned induction 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 wide new staff Induction  (University HR Induction Website) <http://www2.warwick.ac.uk/services/humanresources/induction/whenstart/hrind>.  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/>  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. | Monitor attendance at University Induction Events.  Encourage departments to review their induction process and documentation on a regular basis to ensure that it is fit for purpose.  Share best practice with other disciplines. | HR/Departments  Departments | In **2014**, there have been **2** University Induction events – **30 October and 20 November 2014**. 86 members of staff attended, of which **18** were Research Active Staff.  This best practice will be shared with non-STEMM departments and will be embedded as part of their Gender Equality Charter Mark agenda. |
| 3.7 | Employers and funders will wish to consider articulating the skills that should be developed at each stage of their staff 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. | 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.  The University's annual 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 Annual Review Website)  <http://www2.warwick.ac.uk/services/ldc/annualreview/>  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 web page:  <http://www2.warwick.ac.uk/services/ldc/tandl/>  Vitae website for researchers:  <http://www.vitae.ac.uk/> | Continue to plan staff development provision based on feedback from stakeholders and Research Active Staff Forum through Research Committee.  Launch of Piirus research tool. | University/Funding Councils/ Research Ctte/ Research Active Staff Forum/individuals  Library  Women in Science Group  LDC | Piirus is a brand new online research tool developed at Warwick. It’s unique selling point is that it is a tool that Research Active Staff can use when their research becomes more inter- disciplinary and they want to collaborate with Research Active Staff already working in a particular field. Piirus helps researchers to find the right expertise at the right time, at the start of the research process and finding help and collaborators. This portfolio has evolved from ‘Research Match’, where PDRAs were able to upload their CVs, research interests, skills and development. Piirus was launched in **October 2013** to Warwick researchers. In **December 2013**, Monash researchers (Warwick’s Australian partners) became able to join Piirus. The official launch of Piirus in Monash took place on **1st April 2014**.  Piirus will be opened up internationally over the coming months in a number of phases:  • In **March 2014**, Piirus opened up to SLE and University of Leicester.  • Other Universities followed in **April 2014**.  • We expect considerable growth and in **May 2014**, all members of Piirus were provided with **10** invitations to issue out to their colleagues worldwide and this began the global roll-out and another significant growth in membership.  • Piirus always remain free to researchers but it is likely that other value-add-services will sit alongside the matching service for researchers.  [www.piirus.com](http://www.piirus.com)  <http://www2.warwick.ac.uk/services/library/researchmatch>    Wolfson Research Exchange – Library  <http://www2.warwick.ac.uk/services/library/using/libspaces/researchexchange/>    Annual career events hosted by Women in Science, plus in **2014/15** a series of events have been organised, such as: ‘The Imposter Syndrome’ seminar in **November 2014**.  Opportunities for networking at University events. There are opportunities for researchers to apply for funding to lead on networks: (LDC Funding Opportunities website)  <http://www2.warwick.ac.uk/services/ldc/researchers/funding/>  In response to requests from Research Active Staff requests, LDC is continually reviewing its programmes and piloting new support ideas. The current five thematic areas will focus on research skills (including academic and bid writing/statistics skills; career development, leadership, enterprise & entrepreneurship and Equality and Diversity  <http://www2.warwick.ac.uk/services/ldc/researchers/opportunities/development_support/> |
| 3.8 | Employers also should provide a specific career development 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. | Career Development available to all Research Active Staff (University LDC Career Progression Website) <http://www2.warwick.ac.uk/services/ldc/researchers/opportunities/>  Mentoring Scheme open to all Research Active Staff (University RSS Mentoring Website) <http://www2.warwick.ac.uk/services/rss/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/> | Continue to update Research Active Staff Forum to ensure new members are aware of support and 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. | HR/Research Active Staff Forum  WMG | **Completed**. Delivered through LDC monthly newsletter for researchers.  Via the Researchers Forum, which is attended by a Pro-Vice-Chancellor or the Athena SWAN Network Group, departments contribute to raising awareness of initiatives and best practice identified in other departments.  In **2012**, WMG established a Research Active Staff mentoring scheme. **15** people are currently involved in the mentoring scheme. WMG also piloted a lateral mentoring scheme.  Vannessa Goodship (WMG) and Sandy Sparks (LDC) have both given talks at the Leading and Managing Research Excellence **2013-2014**, and have both been invited back for **2014-2015**.  Vannessa Goodship also mentors externally on an ‘inter-institutional’ mentoring schemes.  **See Section 3.5 above** |
| 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 research output and they encourage employers and mentors to adopt these practices. | 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/rss  In **September 2012** Warwick hosted the Advanced Summer School in Solar Physics, a series of lectures in all areas of Solar and Heliospheric Physics, for PhD students and early career postdocs from the UK and abroad. **27** students attended the School, **16** of them were STFC-funded. A total of **18** lectures were given by established senior solar physicists and rising stars and covered the breath of solar physics topics. A typical feedback response was: ‘*Attending the Summer School is a nice learning experience. I have learnt a lot about the Sun and the coronal heating, flares. This Summer School gave an opportunity to interact with people, learn new things and to enhance knowledge in current research’.* | 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/  Careers & Skills  RSS  Departments | LDC webpages updated to include CPD provision and other material.  2 day Academic Writing Camps (**March 2014** and **June 2014**). These have been popular and productive for researchers over the last two years. They offer researchers the space, time and support (if needed) to focus exclusively on their writing. <http://www2.warwick.ac.uk/services/ldc/researchers/opportunities/development_support/awp/>  Website up-dated regularly with new funding opportunities and support on how to apply for such funding. Each department has a Research Link Officer to assist staff with grant applications, managing projects and to publicise new funding opportunities.  Each STEMM department has instigated initiatives and events for early career researchers as part of the Athena agenda, to ensure that researchers are encouraged to continue their professional development whilst at Warwick. These are too numerous to mention here but can be seen in Departmental Athena submissions at: <http://www2.warwick.ac.uk/services/equalops/athena/submissions/> |
| 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. | Annual 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/annualreview/>  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/>  Six month career development meetings with line managers are being actively encouraged within departments. |  | HR/LDC  Departmental HoDs and Line Managers | **See Section 2.3**  Self-directed resources – The ‘resource bank’ is a repository holding a range of materials to help researchers development and career. It contains event reports, research guides, case studies, video's and presentation files to support best practise and gives ideas for development and funding opportunities.  <http://www2.warwick.ac.uk/services/ldc/researchers/resource_bank/>  Warwick continues to promote the Vitae resources for researchers.  This best practice will be replicated in non-STEMM departments, who are working towards submission of a Gender Equality Charter Mark in **2015.** |
| 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  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. Typical feedback from staff using this fund are: ‘*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 was covered by the grant which meant I did not have to choose between my daughter and the workshop’.*  Pilot of a holiday play scheme for school aged children took place in **2013**. Immediate feedback has been very good and a review of the scheme is taking place with a view to rolling it out to cover Easter holidays  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 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/>  Annual Review process and training for all reviewers and reviewees, face to face and online (University LDC Website for annual reviews). <http://www2.warwick.ac.uk/services/ldc/annualreview>  All provision mapped to the nationally recognised (Vitae) Research Development Framework. | LDC to identify possible approaches to introducing a single e-portfolio across the University for Early Career Researchers. To be discussed at Athena Swan Steering Committee.  To continue and promote the conference care fund to ensure that staff do not miss out on opportunities to attend workshops/conferences that are essential for their studies and development.  It is hoped to expand the scheme to run at Easter holidays as well as in **Summer 2014**. | LDC/Library/  Athena Steering Group  Athena Steering Group/Conference Care Group  Academic Office/Nursery  Nursery | **See Section 3.7 above on Piirus.** Piirus helps researchers to find the right expertise at the right time, at the start of the research process and finding help and collaborators.  [www.piirus.com](http://www.piirus.com)  LDC provide teaching and learning development. All Assistant Professors have to undertake PCAP which involves e-learning, teaching and learning excellence. Workshop for teaching and learning for researchers.  Take up of conference care fund has increased year on year and feedback from staff utilising the fund continues to be excellent.  This initiative has also allowed Warwick to develop experience of 2 early career researchers on financial decision-making, as they are on the decision panel judging application for conference support.  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**, excluding the **18t**h and **21s**t 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)  • 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.  The Summer Scheme took place from **21st July 2014 to 29th August 2014.** During this 6 week period **1049** children attended. On average there were **36.1** children who attended over the **30** days, the quietest day having **20** children whilst the busiest had **54.**  There were **9** parents who booked **15 days** or more with **1** parent booking every day except **3.**  The first 4 weeks of the scheme were held at Cryfield whilst the last two weeks were held at the Reinvention Centre. The activities included Tennis, Circus Skills, and Nature day at Forest school, Computer graphics, Sculpture day, Drum workshops, Dance, Drama and Verse and French.  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  **See Section 2.6**  **See Section 2.6** |
| 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. | LDC offers introductory seminars on teaching for researchers (University LDC Website)  <http://www2.warwick.ac.uk/services/ldc/researchers/events_news/ras_events/> | MOAC have run two very successful science communication courses to post docs - approximately 25 PDRAs attended each course. The challenge remains as to how to encourage more PDRAs to attend the course. Feedback from attendees is good. Involve the Communications Office in next iterations. | LDC/Teaching and Learning unit  Student Careers and Skills  MOAC | A Communication and Impact for female early career researchers event was held **30 July – 1st August 2014** at Cumberland Lodge, Great Windsor Park and BBC Broadcasting House. The course covered topics such as:  Key issues and problems faced by women in science  • Posture, body language and appearance: common mistakes, how to spot them and how to fix them;  • How to grab your audience’s attention, be credible and be incredible;  • The relationship between science, the public and the media;  • What journalism is and how it applies to your science  In **2014**, **23** young scientists attended from Warwick and across the UK spanning all science disciplines. It was well received and enjoyed – though was acknowledged to be challenging. |
| 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 Active Staff Forum and Research Committee feeds into University Policy and best practice. The Research Active Staff Forum has a representative on the Research Funding Councils.  Each department is encouraged to send a representative to the Research Active Staff Forum. | Representatives to be encouraged to attend relevant departmental meetings, Athena Network Group and Juno (Physics)  Monitor engagement and report to Research Committee | RSS/Athena Group  Research Active Staff Forum  Research Active Staff Forum | Research Active Staff are represented on departmental Athena Groups (usually known as Welfare and Communication Groups).  WMG have established a ‘Future Leaders Board’, which gives early career Research Active Staff the opportunity to serve on departmental committees. The scheme has been put onto the WMG organizational chart.  WMG are also piloting a ‘Lateral Mentoring’ scheme with **5** people currently involved.  The group is proactively advertised in departments and by the LDC monthly newsletter and on the website. |
| 4.5 | Mentoring arrangements should be supported by employers as a key mechanism for career development and enhancement. | Mentoring Scheme available to all Research Active Staff (University RSS Mentoring Website) <http://www2.warwick.ac.uk/services/rss/researchgovernance_ethics/research_code_of_practice/trainingandmentoring/mentoring/>  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>  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 use of existing central mentoring schemes by researchers to consider whether additional mentors need to be trained.  Warwick Medical School in conjunction with LDC have replicated the Coaching and Mentoring Scheme within the Medical School. | LDC  LDC  WMS  LDC/Returning Parents Network Group | Mentoring is open to all Research Active Staff to assist in their training and career development. LDC offers a variety of coaching and mentoring, such as:  1:1 sessions on career development; 1:1 statistics; 1:1 research support; career development skills workshops to include:  Career Development – Evidencing your skills (**30 January 2014**)  Technologies for Research (**04 February 2014**)  Academic Writing: Dissemination for Impact (**12 February 2014**);  Academic Writing Programme Away Days (**20-22 March 2014** and **26-27 July 2014**;  Training Yourself to be a prolific writer (**14 April 2014**)  Since **August 2013**:  **21** Mentor/Mentee partnerships joined up  **19** of the Mentors were female (**3** in research roles)  **18** of the Mentees were female (**4** in research related roles)  Evidence is currently (**October 2014**) being gathered to give broad evaluation data/comments around the scheme without asking individuals to break confidences. The criteria for this is identified below:  1. When (month) did your first coaching session take place?  2. How many times did you meet your coachee/mentee?  3. How effective was the ‘match’ between you?  4. Comments (in general terms) on what the most useful aspects of your meetings were?  5. How many people are still meeting with their mentors.  3 workshops (16 places on each) on Coaching and Mentoring training are scheduled for **2014/15** calendar year. It is also being considered whether to offer specific mentee sessions.  WMG are also piloting a ‘Lateral Mentoring’ scheme with 5 people currently involved.  Warwick Medical School in conjunction with LDC have introduced training for mentors and mentees in the School. The training addresses several aspects of Vitae’s Researcher Development Framework. Domain B in that it addresses personal effectiveness including reflection on personal qualities, self-management and professional and career development. It also addresses Domain D of the framework, working with others, which specifically lists mentoring. During the mentoring sessions, often aspects of the other domains of the framework will be addressed, according to mentee need. To date WMS have held one mentor training session and two mentee training sessions. It is anticipated that up to **14** potential mentees will have been trained by the end of **2014**, and there is a pool of **10** trained mentors.  In **2013** one member of staff has requested a mentor under the Returning Parents Mentoring Scheme.  Warwick also has a Working Parent Network Group that meets termly and is very well attended. The group discusses common issues that working parents face and also has a number of external speakers. |
| 5.1 | Researchers are employed to advance knowledge and should exercise and develop increased capacity for independent, honest and critical thought throughout their careers. | University Governance and Guidelines on expectations of Research Active Staff. (University RSS Governance & Ethics Website) details the expectations of Warwick researchers whilst referencing the RCUK and UK Research Integrity Office. <http://www2.warwick.ac.uk/services/rss/researchgovernance_ethics/>  There is encouragement within departments for Research Active Staff to join professional networks, attend conferences and workshops and present their work.  LDC encourages researchers to share good practice through dissemination events and case studies and through the Research Active Staff Forum.  The University operates a Study Leave scheme which provides researchers with dedicated research time in order to increase their opportunity for output. | Ensure as part of Research Active Staff induction procedures, staff are encouraged to join professional networks. | RSS  Departmental HoDs  LDC  HR/ Departments | Website is reviewed periodically to ensure information is fit for purpose.  STEMM departments encourage as part of their induction programmes, research active staff to join professional networks. LDC also promote and encourage networking as can be seen in **Section 3.2.**  Good practice, forthcoming events and case studies are publicised through the monthly newsletter that is disseminated to all research active staff. LDC website and the wider University InSite (intranet) also publicises this information.  Study Leave is promoted in departments annually and research active staff encouraged to participate (when eligible). In **2012/13** 2 members of research staff both took 10 weeks study leave each and in **2013/14** 5 members of research staff took 10 weeks study leave each. |
| 5.2 | Researchers should develop their ability to transfer and exploit knowledge where appropriate and facilitate its use in 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. | 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. (University Warwick Ventures Webpage)  <http://www2.warwick.ac.uk/services/ventures/academicscontact/> | Publicise Warwick Ventures work through webpages for researchers including RSS, HR and LDC. | Warwick Ventures, RSS, Student Careers and Skills  Enterprise at Warwick | Included in re-launched LDC website for Research Active Staff.  Warwick's Impact Fund for the period **2011-2015** is in force. The purpose of the Impact Fund is to increase the University's capacity and capability to deliver world-class, innovative Impact. There are three elements to the fund for the Higher Education Innovation Fund (HEIF) Round 5 period (**2011-15**) as detailed below:  •Impact Development Awards – Rolling funds available for modest support for impact activity specifically related to the University Strategy and Global Priority Programmes (GPPs). This is likely to be business focused, although not exclusively (maximum £2,500).  •Strategic Impact Awards – A competition to provide pump-priming support for the development of new impact activities and initiatives which are creative and innovative and clearly of a strategic nature. Projects should ideally be of an inter- or multi-disciplinary nature and must show clearly that they have the potential to lead directly to future bids for external funding. Applications which relate specifically to the University Strategy and to areas covered by the GPPs are particularly encouraged (maximum £50,000).  •Proof of Concept Awards – To support the commercial exploitation of University Intellectual Property and “Know How”, developing innovative new products and processes. It will support applicants to investigate, advance and protect early stage innovative business ideas and to commercialise new innovations. All applications for Proof of Concept Awards are to be submitted via Warwick Ventures (maximum £30,000).  The Warwick Impact Fund is administered through Research Support Services.  For the purposes of the Warwick Impact Fund impact is defined as "...an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia." |
| 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 RSS Governance & Ethics Website) <http://www2.warwick.ac.uk/services/rss/researchgovernance_ethics/>  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 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.  RSS to introduce revised training in research governance for all researchers | Work on the University's research governance resources is consistently ongoing.  It is compulsory for those involved in commercial medical research to have Good Clinical Practice training every two years. | RSS  Medical School  RSS | Work on the University's research governance resources is consistently ongoing.  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. Research Active Staff should identify needs for training when they arise and report them to their manager or other appropriate person as 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.  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 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.  **Research Professional Usage Demonstration Sessions**  Research Professional invites research active staff to their series of online broadcast training sessions. The sessions take place on the **second Tuesday of each month**, between **10.00am and 11.00am** (UK time). Each session will provide an introduction to the Research Professional platform, demonstrate how to locate funding opportunities that match staff interests and show them how to set up email alerts to keep them informed of new developments. |
| 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/Careers & Skills | Workshops and Career development provision – **See Sections 3.2** and **5.6.** |
| 5.5 | Researchers should recognise that the primary responsibility for managing and 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. | Careers guidance to Researchers is based upon the premise that all staff, including Researchers, take responsibility for their own career decisions and progression.  The Library’s Research Match initiative (now known as Piirus) offers researchers the opportunity to network and collaborate in order to develop their research profile. (University Library Website)  <http://www2.warwick.ac.uk/services/library/researchmatch> | Review the outcome of a pilot in Warwick Medical School to encourage all staff to take responsibility for their personal and professional development and to ensure this is resourced. | LDC/WMS  Library | Warwick Medical Graduate School have created an ECR network which brings together Warwick Medical School early career researchers, up to and including Senior Research Fellows (e.g. Research Associates, Research Fellows, Senior Research Fellows). It is also for anyone else of equivalent level for whom research is part of their contract, such as Assistant Professors, and research-involved Teaching Fellows, Senior Teaching Fellows, and Academic Clinical Fellows.  The primary aim is communicating key messages and outcomes between ECRs and the School, and providing continued career development support to ECRs.  Events organised by the Network have been very successful, with the next one planned for **3rd December 2014** where the ECRs will be asked their views on the Medical Schools policy/strategy documents and how these strategies have impacted on their career development.  Warwick Medical School also have two other Networks:  WMS Health Economics Journal Club and WMS Medical Stats Journal Club, with the former attracting interest from other institutions.  **See Section 3.7 above on Piirus** |
| 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. | Annual 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/annualreview/>  Mentoring Scheme available to all Research Active Staff (University RSS Mentoring Website) <http://www2.warwick.ac.uk/services/rss/researchgovernance_ethics/research_code_of_practice/trainingandmentoring/mentoring/> | Review mentoring at various levels within departments by: Investigating the effectiveness of existing mentoring arrangements for staff on probation through local departmental probation committees. Reviewing the opportunity of supporting mid-career staff with a professorial mentor of their choice. Encouraging Professorial staff to have a co-mentoring relationship. | Student Careers and Skills/LDC/HR/ Departments | A number of initiatives are in place for Early Career Research Active Staff to discuss and review their career development:   * Careers seminar for early career researchers * Network for female Research Active Staff established and meets termly. * Actions to be taken to enhance annual review completion rates. * Action to be taken to ensure researcher data can be extrapolated from PULSE staff survey data. * A variety of mentoring/networking schemes both University wide and departmental initiatives, such as Warwick Medical School which hosts network sessions for ECRs and PhD students. |
| 6.1 | The UK legislative framework outlaws 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. | 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>  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.  In line with HEFCE requirements the University developed a Code of Practice for the selection of staff for the Research Excellence Framework highlighting the need to consider the protected characteristics and their potential impact on researchers. (Strategic Planning and Analytics Office website)  <http://www2.warwick.ac.uk/services/spa/researchassessment/ref2014/>  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.  Disability Coordinators recruited in all departments to act as first point of contact for staff, students and visitors with disabilities. | Continue to develop staff/student awareness of equality legislation and issues. Training both on line and face to face courses to be available throughout the year.  Continue to monitor progress against Equality Objectives. | HR E&D staff  LDC  Whole University Community  E&D team/HR/ University community  E&D team/LDC  E&D team /REF team  E&D team/ university community  E&D team/ Departmental Disability Coordinators | Termly Equality and Diversity Face to Face training sessions held plus Disability Awareness and Mental Health Awareness training.  Think What you Think – **25 June 2014, 15 July 2014, 20 Nov 2014 and 10 Dec 2014**  Types of Discrimination – **25 June 2014, 15 July 2014, 20 Nov 2014and 10 Dec 2014**  Disability Awareness – **5 Feb 2014, 13 March 2014, 13 May 2014 and 24 June 2014,** **4 Nov 2014 and 9 Dec 2014**  Mental Health Awareness – **5 Feb 2014, 3 March 2014, 9 April 2014, 21 May, 2014, 11 June, 2014, 9 July 2014, 19 Nov 2014 and 14 Dec 2014.**  Over 400 staff have attended the above courses throughout 2014 and feedback has been excellent.  Unconscious Bias Presentations on **15 April 2014** with **20** attendees and **28 April** **2014** with **25** attendees.  The E&D website has been re-designed and improved and usage monitored. In **2013** the Equality and Diversity web pages received **58,006** views, however from **1 January 2014** to **November 2014** the webpages received **102,033** views, this shows a **57%** increase from the views in **2013**.  New Staff Networks have been increased in **2014** and now include:  LGBT  BME  Disabled Staff Group  In **July 2014**, the University purchased a number of short video clips on:  Bullying and Harassment x 2 videos  Sexual Orientation  Disability Etiquette  Cultural Awareness  The usage on these videos has been monitored and as can be seen from the graph below this peaked in **October 2014**, just prior to the University holding a ‘Dignity at Warwick Day’ on **7 November 2014.**    Progress against Equality Objectives is monitored and published on the University’s website each year ensuring we meet our specific duties, see: <http://www2.warwick.ac.uk/services/equalops/singleequalityscheme/>  Progress is reported at strategic University Committees, such as Equality and Diversity Committee, Senate and Council.  The University has an e-learning module – ‘Diversity in the Workplace’, which all staff and students are encouraged to take. Numbers of staff/students taking the modules are monitored and reported to the Equality and Diversity Committee annually.  **Completed** – An equality impact assessment (EIA) was completed prior to the submission of the University of Warwick’s REF Code of Practice (CoP) to HEFCE for approval. The impact assessment outlined a number of actions that the University would undertake to ensure that the procedure for selecting staff for inclusion in the REF submission was fair, transparent and that the selection process did not discriminate against individuals with protected characteristics.  In determining the impact of the CoP on equality and specifically those individuals with protected characteristics, the EIA considered both statistical data on the REF submission and qualitative data based on consultation with staff and key decision makers within the REF process. The assessment also reflected back on the commitments within the CoP to evaluate the general effectiveness of the processes contained within the Code.  The Equality Analysis was submitted as part of the REF submission.  A number of issues identified through consultation, feedback and the statistics have been highlighted for further consideration, both from a wider equality aspect, as well as for the next Research Exercise. Suggestions have been made both by members of academic staff through their own experiences of the REF and staff involved in the administration of the process. These areas have been incorporated into an Action Plan. Many of the actions detailed are existing actions from work already being investigated or conducted as part of our overall institutional response to our annual workforce profile and monitoring and our Athena SWAN objectives. These include increasing the number of females, BME and Disabled staff who are eligible for REF and supporting researchers to reach their potential while meeting the quality criteria for future research exercises.  Equality and Diversity Network Group continues to meet termly and in **October 2014**, changed its format to become a more interactive discussion forum, which appeared to be very successful. Each meeting will address a different E&D theme.  Warwick Diversity Calendar launched **October 2013** was used to raise awareness on Equality and Diversity issues, and will be complemented by events such as Mental Health Awareness. Due to the success of this calendar, another Warwick specific calendar was produced for **2014/15** academic year. Photographs submitted by staff and students on the diversity of the campus community were used in the calendar.  Annual meetings as well as regular email correspondence of the Disability Coordinators groups allows good communication between the administrative centre and academic departments. In **December 2014**, the group met to discuss the inclusion of all disabled facilities, such as car park spaces, disabled toilets etc. into a new interactive campus map to ensure that staff/students and visitors to campus can plan their route to different locations on campus, taking into account access to buildings. |
| 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 | Workforce profile completed in **2013 and 2014**. Data from the Workforce profile will inform the Equality Objectives which are due to be revised in **2015** in line with the new University Strategy.  The Workforce profile is published on the University website:  <http://www2.warwick.ac.uk/services/equalops/eo_data/> |
| 6.3 | It should be emphasised that the demanding nature of research careers has a disproportionate effect on certain groups. We strongly 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. | 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) <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/  Participation in the Athena SWAN Charter (University HR Athena SWANN Website) <http://www2.warwick.ac.uk/services/equalops/athena/>  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)  <http://www2.warwick.ac.uk/services/equalops/news/> | Publication of annual Workforce Profile and identification of any trends or concerns in the data.  Work to continue with Returning Parents Network Group to seek feedback from returning parents. A parental returners checklist to be developed that can be distributed to departments to improve the back to work experience for staff returning from maternity/adoption/ paternity leave.  Continue the introduction of welfare and communication groups in departments. These were originally established for some STEMM departments in line with their Athena SWAN objectives but through the dissemination of best practice to other STEMM departments and other faculties it is anticipated that they will provide a valuable feedback mechanism on policy and practice.  Work with STEM departments on Athena Equality Objective – to disseminate best practice identified to other non-STEMM departments through the University’s Window on Warwick sessions.  Encouragement given to all STEMM departments to submit for an Athena award to recognise the best practice to address underrepresentation of women in Science subjects.  Ensure that staff network groups are advertised and the necessary support given to the groups. | HR  HR/E&D Team/PVC for Research/ Departments  E&D Team/Staff Networks | **See Section 6.2 above.** The Workforce Profile continues to be published and scrutinized at the Equality and Diversity Committee on an annual basis. Recommendations made and actions completed.  Maternity Checklists developed and launched in **2013**.  In **2014,** the Returning Parents Network was re-named as the Working Parents Network. This is due to its success and demand by staff to continue to participate in the group, even though they are no longer considered as new returners from maternity/paternity/adoption leave. The group meets each term and invites a number of internal and external speakers.  The webpages for the Working Parents Network have been redesigned and a new poster advertising the group has been created and promoted across campus: <http://www2.warwick.ac.uk/services/equalops/news/parents/>  The WMS/Life Sciences campus has a dedicated Nursing Mother’s Room, which is a clean, private place where nursing employees, visitors and students can relax to express milk. The milk can be stored in a fridge provided solely for that purpose. The room is private and dedicated only to lactation and first aid purposes.  Significant progress continues to be made by STEMM departments on their Athena work. In **September 2013**, the University successfully achieved institutional Silver Athena status, making it only the fourth institution to hold this prestigious award. The Department of Physics renewed their Athena Silver award, along with their Institute of Physics JUNO Champion status. WMG, Mathematics and Statistics all successfully achieved Athena Bronze status, and Computer Science have just been informed (**September 2014**) that they have been awarded Bronze status, which they submitted for in the **April 2014** submission round. As of **December 2014**, Warwick is only one of three universities where all STEMM departments have Athena awards, which is an excellent indicator of the commitment to this agenda.  An annual Athena report is produced which details progress on the Athena action plan and new initiatives introduced. All Athena progress reports are published on the University Athena webpages. <http://www2.warwick.ac.uk/services/equalops/athena/annual_report>    As well as the Equality and Diversity Network Group that is open to all staff, the University has also established a number of staff network groups:  LGBT (Lesbian, Gay, Bisexual and Trans)  BME (Black, Minority, Ethnic)  Disabled Staff (group supporting staff with disabilities)  Working Parents Group  Information on each network is published on the website:  <http://www2.warwick.ac.uk/services/equalops/news/> |
| 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 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. | 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/>  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/>  The University has a conference care fund 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/> | Continue work on Athena to identify initiatives to help researchers back into the workplace. | HR/Athena Steering Group  STEMM depts.  Nursery / Academic Office  Athena Conference Support Group | **See Section 6.3 above**.  Staff are made aware of the University’s policy for Extended Paternity Leave by highlighting the change on the HR website and in HR updates.  **See Section 4.2 above.**  Child care provision available in school holidays by the introduction of a holiday play scheme for school aged children. The scheme offers a wide variety of activities for different age groups.  This support fund is now in its fifth year and continues to support staff with caring responsibilities to attend workshops and conferences. 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”.* |
| 6.5 | It is important for employers to respond flexibly to requests for changed work 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. | The University promotes Flexible Working Guidelines which enables all staff the opportunity to request flexible working. Following 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/newpolicies/fwg> | Work with the Returning Parents Network Group to ensure that parents are aware of the types of flexible working available.  Work with individual members of staff to try to identify working patterns to suit their caring responsibilities. | HR/ Working Parents Network Group | The Flexible Working Guidelines have been promoted via the Working Parents Network Group and are published on the HR website.  At a ‘Women in Science’ event in **September 2014**, HR did a presentation on family friendly policies, including maternity/adoption, paternity, parental leave, flexible working and career breaks.    In **November 2014** a consultation began with the Working Parents Network Group to understand what information on flexible working they would find useful. |
| 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 maternity/adoption/paternity policies.  Professor Alison Rodger from the Chemistry Department at Warwick consulted with EPSRC and ESRC about establishing a research project to identify what is underlying the fairly obvious leaky pipeline data sets in STEMM and academia in general. | HR | Two members of the HR attended a Russell Group meeting, which invited Rosie Beale from RCUK to come to talk to the group for clarification on maternity funding for ECRs on fixed term contracts.  As a result of the initial meetings with EPSRC/ESRC, Professor Rodger was successful in securing ESRC funding to employ a postdoctoral research fellow to undertake some research into Academia and Gender. This research highlighted that despite the growth of female participation in higher education and doctoral education, women are still under-represented in professorial and more permanent academic posts in most disciplines. While the Athena SWAN charter has put gender equality at the spotlight for Science departments, data in a number of social sciences subjects seem to be equally discouraging to women looking at a career in academia. The ESRC provided funding to investigate closely gender student and staff data across departments and institutions. The research outcomes of this project were presented at a two day workshop Academia and Gender: Inducing cultural change to plug the ‘leaky pipeline’ held at the Royal Society in London on **5th/6th June 2014**. The key aim of the event was to examine existing gender equality practices from an institutional and disciplinary perspective and identify worthwhile initiatives that will induce cultural change.  The initial findings of this research have been presented at a number of workshops/meetings. |
| 6.7 | Employers should aim for a representative 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 percentage in the available pool at the level immediately below. | Recruitment and selection training and policy emphasises the need for diversity on selection panels. (University HR Recruitment & Selection Website) <http://www2.warwick.ac.uk/services/humanresources/introduction>  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)  <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 | LDC ran two focus groups in **2011** on the key issues facing women moving into leadership roles. There was no clear consensus on the value of a women only leadership programme and therefore no action is currently contemplated. LDC will continue to monitor this aspect and report to Research Committee  Warwick is proud to host the SPRINT programme designed to support the professional development of female undergraduates. The SPRINT Programme is for all female undergraduates, and is aimed to help them take hold of their personal development and to achieve their ambitions. In 2014 the programme is co-sponsored by EY, Microsoft and The Royal Bank of Scotland. | HR/LDC  Sandy Sparks (LDC) and Vannessa Goodship (WMG)  HR/E&D Team  Student Careers and Skills | Warwick has an extremely good Leadership programme in place, which receives good feedback. Uptake of the programme is monitored annually by LDC, and this will continue to be monitored by attendance and success. LDC will continuously review if there is a need/desire to run a female only leadership course.  In **2013/14** two members of staff (one academic and one professional members of staff) attended the Aurora Female Leadership Programme. Their views on this course have been evaluated by LDC and the programme was subsequently advertised again across the University for **2014/15** year with two members of staff signing up for the programme.  Two members of Warwick Staff (Sandy Sparks and Vannessa Goodship) were invited as Guest Speakers at a Leadership and Management Research Excellence Programme on **15 January 2014** to speak on Coaching and Mentoring. Both have been invited back in **January 2015** to repeat their talks and share best practice.  See **Section 6.2**.  The SPRINT Programme for **2014/15** will be run across 4 days, the programme covers a range of key development topics, to help female undergraduates:  •Use their personal power and influence  •Identify their values, attitudes and direction  •Manage their time effectively  •Learn how to use assertiveness positively  •Build their image, networking skills and confidence  •Engage with inspiring role models and industry professionals  •Work with a mentor (provided by sponsoring companies) to keep them on track to achieve their goal  The programme will run over 4 full days, on the following dates:  •**Wednesday 5th November 2014**  **•Thursday 6th November 2014**  **•Friday 7th November 2014**  **•Wednesday 14th January 2015** |
| 6.8 | Account should also be taken of the personal circumstances of groups of researchers. Examples would include researchers who have 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. | 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 continue to implement Equality Analysis via newly purchased software. This encompasses a systematic review of the University's policies in relation to gender, disability, race and age to ensure that no group is disadvantaged. | HR | There have been delays in launching this software to the wider university community. HR are due to review the systems and webpages, which will incorporate policies and associated documentation such as Equality Analysis into SharePoint. It is envisaged that this work will be completed in **2015** and that only policies of strategic significance will be required to be analysed. |
| 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. | The University has a Dignity at Work and Study Policy for staff and students which is clearly communicated (University HR Dignity at Work & Study Website) <http://www2.warwick.ac.uk/services/humanresources/newpolicies/dignity/>  Cases of Bullying and Harassment are recorded and numbers are reported in the Workforce Profile document. This is accessible on the HR Equality and Diversity Webpage. <http://www2.warwick.ac.uk/services/equalops/eo_data/> | Dignity and Respect Policy being reviewed in **2014**. Role of Dignity contacts to be reviewed and further training given. | HR/Academic Office/  Governance | A complete review of the policy and role of Dignity Contacts has been undertaken in **2014**. The number of Dignity Contacts has increased from **7** to **23** members of staff. A new Student Complaint Framework has also been included into the Dignity at Warwick Policy. All contacts have undergone training on bullying and harassment and the reporting documentation has been reviewed.  Two bullying and harassment videos have been purchased and are available on line for all staff and students.  On **7th November 2014** a ‘Dignity at Warwick’ event took place across the whole of campus to highlight the re-launch of the policy and the role of the Dignity Contacts. Feedback from the event has been excellent from both staff and students. |
| 6.10 | Employers should also consider participation in schemes such as the Athena SWAN Charter, the Juno Project and other initiatives aimed at promoting diversity in research careers. | An active member of the Athena SWAN Charter (University HR Athena Swan Website) <http://www2.warwick.ac.uk/services/equalops/athena/>  The University has been awarded the following Athena SWAN Awards to date:  University Silver Institutional Award – achieved in **2013**, making Warwick one of only four institutions with the 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  Athena Bronze Departmental Awards have been achieved by:  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.  All Warwick submissions can be found on the University Equality & Diversity Website – Athena Pages:  <http://www2.warwick.ac.uk/services/equalops/athena/submissions/> | Continue support for individual departments in their applications for the awards.  WBS is taking part in the pilot scheme of the Gender Equity Charter Mark and will submit for an award in **April 2014**.  Information on the Charter is being disseminated to other non-STEMM departments with a view to departments starting to think about future submissions for the Charter mark. | VC/PVC/Athena SWAN Champions – both at institutional and departmental levels  Heads of Departments  WBS  E&D Team/Athena Network/Athena Steering Group/STEMM Departments  Physics | Significant progress continues to be made by STEMM departments on their Athena work. In **September 2013**, the University successfully achieved institutional Silver Athena status, making it only the fourth institution to hold this prestigious award. The Department of Physics renewed their Athena Silver award, along with their Institute of Physics JUNO Champion status. Chemistry and Warwick Medical School also hold Silver Athena awards. WMG, Mathematics, Psychology, Statistics and Computer Science all successfully achieved Athena Bronze status. Warwick is now one of the three universities where all STEMM departments have Athena awards, which is an excellent indicator of the commitment to this agenda.  Warwick Business School (WBS) have also been awarded (**September 2014)** a Bronze award in the Gender Equality Charter Mark.  An annual Athena report is produced which details progress on the Athena action plan and new initiatives introduced. All Athena progress reports are published on the University Athena webpages: <http://www2.warwick.ac.uk/services/equalops/athena/annual_report/>  The Department of Physics renewed their JUNO Champion award in **January 2014** and their Athena Silver Award. Physics continues to contribute to workshops/events organised by the Institute of Physics to publicise JUNO. |
| 7.1 | The implementation of the Concordat's principles will lead to greater integration of researchers into 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. | Research Active Staff are represented on various University Committees including the Research Committee, the Equality & Diversity Committee and the Athena SWAN Network Group. These groups then report into the key decision making committees of the University. | Research Active Staff Forum to continue to act as a consultation forum in respect of the implementation of the Concordat | LDC/RSF | Intermediate progress on the HR Excellence in Research Action Plan has been published on the ECRs webpages for feedback (**February 2014 and October 2014).** Feedback was received from members and incorporated or addressed within this action plan.  Research Active Staff continue to be represented on University Committees, such as Research Committee and the Equality and Diversity Committee, as well as attending Network Group meetings, such as Athena, which reports into the more strategic Athena Steering Group. |
| 7.2 | "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.  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 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) | 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 Annual Review | This two year review documentation has been considered and approved by the Research Committee and the Director of HR. |
| 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 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. | 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 probations are also reported annually. | The University to integrate the Concordat principles and actions within the Single Equality Action Plan where appropriate. |  | As mention in **Sections 1.1 and 6.1 above**, the Equality Objectives are reviewed annually and will receive a major review early in **2015** (in line with the new University Strategy and Research Strategy), and the Concordat principles will be integrated into the objectives where appropriate. |
| 7.5 | Under public sector equality 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. | 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 probations are also reported annually. | The University to integrate the Concordat principles and actions within the Single Equality Action Plan where appropriate. | University community | See **Sections 2.2, 3.5, 6.1 and 6.2**. The University meets its legal duty under the public sector duty of the Equality Act 2010 by publishing equality data and equality objectives annually. All training and development are also monitored.  Best practice is shared with other groups within in the sector, by email via various Equality Networks, such as Russell Group Equality Forum, the Equality Challenge Unit, or West Midlands Higher Education Equality Network.  The HR Adviser – Equality and Diversity (Sandra Beaufoy) has given a number of presentations on Athena and the Gender Equality Charter Mark both internally and externally. For example at a Regional Athena Network meeting held at Aston University on **17 September 2014**, a presentation was given on ‘Warwick’s Journey to Athena Silver Status’ to all other regional universities.  Warwick Medical School’s Welfare Strategy Group has a representative on the Medical and Dental School’s Advisory Group who meet 3 times per year and strives to advise the Equality Challenge Unit and the Medical School’s Council on gender equality good practice and challenges.  Professor Alison Rodger was a key note speaker at the Joliot-Curie conference held in Edinburgh in **September 2014**. Alison also:  • Acts as an advisor for the Royal Society Diversity project;  • Chaired the Royal Society of Chemistry’s Athena SWAN day in **June 2014**;  • Gave a talk at the University College, Dublin in **June 2014**;  • Organised an ESRC grant workshop with international invitees **5/6 June 2014**.  Alison and a Postdoctoral Researcher, Charikleia Tzanakou have both had a number of meetings with EPSRC to discuss gender issues.  The national Medical and Dental School’s Advisory Group also runs ‘Going for Silver’ and about to start, ‘Going for Gold’ workshops across the UK, based upon WMS workshop in 2011. Professor Annie Young also acts as an advisor for AS applications from UK Medical Schools, on average, 3 per year and brings the national perspective to the WMS Welfare Strategy Group.  All Warwick STEMM departments have a programme of ‘widening participation’ events and actions, targeting schools and the public – to highlight the variety of opportunities for women in STEMM disciplines. |

**Glossary of Terms**

Athena The Athena SWAN Charter is a scheme which recognises good employment practice for women working in Science, Technology, Engineering and Medicine (STEM) in higher education and attempts to address gender inequalities within disciplines

HR Human Resources

LDC Learning and Development Centre is the staff training unit for the University and offers provision for all staff groups including researchers.

PDRA Postdoctoral Research Assistants

PULSE The PULSE Survey is the University’s Staff Engagement Survey, conducted regularly to identify staff views on a range of university and employment issues.

RSF Research Staff Forum acts as an interest group, at which representatives of each academic department meet to discuss issues and share information on topics that are relevant to the research community. The Chair of The Research Staff Forum (RSF) attends the Research Committee of the University. In addition RSF is usually attended by a Pro-Vice-Chancellor for Research and this enables positive dialogue between senior members and researchers.

RSS Research Support Services is the central administrative function in the University dedicated to supporting the continued growth in research capacity and maximising the impact of that research through knowledge transfer and related activities. RSS work in close partnership with academics, external funders and collaborating organisations to develop research activities in all areas and disciplines.

WMG Warwick Manufacturing Group

WMS Warwick Medical School