

2024-28 University of Warwick Institutional Athena Swan Action Plan

Planned Action	Key Milestones/ Outcomes	Timeframe	Person(s) responsible	Success Criteria
<p>PRIORITY 1 : All university departments have embedded gender equality work, and the majority of departments are working towards accreditation with Athena Swan.</p> <p>Rationale/Drivers:</p> <ul style="list-style-type: none"> • There is currently a spread of engagement across faculties: 100% of staff in FSEM are in departments with AS awards; 85% of staff in FSS; 10% of staff in FOA. • In total, 87% of all University academic/professional services staff in academic departments currently belong to departments that hold AS awards. The University aims to increase this figure to 90%+ by 2027/28. 				
<p>1. Maintain and grow strategic support and signpost resources for academic departments who are currently considering AS submissions, ensuring they have access to the corporate experience/expertise of AS within the University.</p> <p>2. Capture of information via the SIG “Get in touch” link on the Athena Swan internal pages.</p>	<p>Departments consider they are well supported in devising their submissions. Maintain and grow a practice of mutual support and peer review in drafting action plans. Ensure these are consistent with the University's Social Inclusion Strategy.</p> <p>This will be achieved by (a) the AS SAT brokering support from departments with successful submissions; (b) linking key staff between departments with AS awards and those working towards them on a ‘buddying’ basis; and (c) developing the University’s internal Athena Swan Network to provide greater mutual support and showcasing of good practice with ‘lessons learned’ from successful submissions.</p>	<p>2024-28</p> <p>This will be in place for 2024, followed by annual reporting of status of units to Faculty Boards and PSG.</p> <p>Reports and feedback from the online form will be used by AS SAT for annual review of best practice and to identify opportunities to form additional</p>	<p>Social Inclusion Manager (Gender) supported by AS SAT</p> <p>Departmental SAT Chairs</p>	<p>87% of FSS staff are in departments with AS awards by 2025/26.</p> <p>At least 90% of <u>all</u> University academic and professional services staff in academic departments belong to departments with AS awards by the end of 2027/28.</p> <p>Evidence that all departmental leaders support gender equality.</p>

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		supporting links.		
3. Give specific support to the School of Creative Arts, Performance and Visual Cultures (SCAPVC - within FoA) in developing its AS submission. Ensure SCAPVC can access appropriate expertise and resources in developing its submission through the means identified in 1 above.	AS SAT monitors the progress in developing this submission and identifies any support required, as appropriate. SCAPVC is facilitated to submit for an award by the end of 2025/26.	2025-26	AS SAT Chair of FoA	In Faculty of Arts SCAPVC submits for an AS Bronze award by end of 2025/26.
4. Identify opportunities within Faculty of Arts to engage more departments in AS work, taking into account capacity. The SCAPVC submission is used as an exemplar for other FoA departments in developing their own submissions.	Faculty of Arts has a strategic plan and timetable for more Arts departments to develop AS submissions, showcasing the SCAPVC submission to encourage greater engagement. AS SAT will monitor FoA progress on a regular basis.	By end of 2025/26.	Chair of FoA and HoDs	Consolidation of learning from the SCAPVC submission to support more Arts departments in developing AS submissions. Agreed FoA timetable for further submissions/gender equality work.
5. Continue to support and secure commitment from departments with existing awards, identifying and working on challenges and embedding good practice, as they submit for AS reaccreditation.	Social Inclusion Manager (gender) signposts resources to support departments developing A-S submissions. SAT maintains a strategic overview of the timing of all submissions to renew existing AS awards. University AS Network is a forum for collaboration.	2024-28	Social Inclusion manager (gender)	All submissions for AS reaccreditation have positive outcomes during the period of this action plan. Faculty Boards receive annual updates from departments and report to AS SAT.

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<p>PRIORITY 2: Improve the amount and scope of data available to support strategic planning and regular analysis of activities and initiatives.</p> <p>Rationale/Drivers:</p> <ul style="list-style-type: none"> • GDPR compliance requirements and implementation of the new HR system completely changed the landscape for how we could acquire and retain data, so it is a priority to continue adapting systems to improve access to ED&I metrics. • The University has comprehensive data sets available for staff and students including data on intersectionality, but training data remain difficult for staff to access. • Some data are dispersed across departments/functions and so are difficult to collate (e.g. Keep In Touch (KIT) days). • HR system presents technical challenges in accessing some data. • Comprehensive recruitment data has been difficult to obtain previously because this function has been outsourced and there are GDPR constraints. 				
<p>1. Obtain more comprehensive data on training courses related to ED&I and inclusive leadership – uptake/completion rates/feedback/other outcomes.</p>	<p>The University continues to evaluate the content and uptake of these training courses and their impact on practice.</p> <p>Courses can be better tailored to the needs of individual staff and of the University.</p> <p>Baseline data are used to facilitate monitoring of trends.</p>	<p>2024/25</p>	<p>Director of HR</p> <p>Director of Strategic planning and analytics (SPA)</p> <p>Chairs of Social Inclusion Task Forces</p> <p>Leadership & Management Development Manager</p> <p>Talent Manager</p>	<p>The University expands ED&I related data collection to be more comprehensive, to drive more robust corporate strategy and policy development.</p> <p>Data are used to evaluate and improve gender-equality-related training provision.</p>

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<p>2. Make more effective use of data related to-</p> <p>(a) Academic Returners Fellowship (ARF) take-up and patterns across faculties / departments; (b) Keeping in Touch (KIT); Shared Parental Leave in Touch (SPLIT) days; (c) take-up of Conference Care Fund (CCF); and (d) the number of staff with caring responsibilities</p> <p>Improve communication of these various initiatives so that all staff are aware of the opportunities. Address any anomalies/grey areas in the ability of staff to access these schemes (e.g. perceived uncertainties about ARF eligibility).</p>	<p>All eligible staff are aware of ARF opportunities and can apply for this scheme as appropriate.</p> <p>Monitoring reveals pattern of take-up of ARF/KIT/SPLIT/CCF initiatives across the University to assist strategic planning. Differential take-up can be identified and addressed to rebalance equity.</p> <p>The University has more comprehensive data on staff with caring responsibilities.</p>	2024-28	<p>Chair of SAT</p> <p>Data Subgroup;</p> <p>Academic Processes Officers;</p> <p>Departmental Heads of Admin</p>	<p>Better monitoring of the take-up of these schemes to facilitate planning and review.</p> <p>All staff are aware of ARF/KIT/SPLIT/CCF opportunities. Any anomalies in take up (or eligibility) between faculties/departments are addressed.</p> <p>(a) ARF is added to the checklist for returners and maternity policy. (b) How to access KIT/SPLIT provision is already detailed on the HR Maternity Leave webpage. Take-up is to be tracked via payroll. (c) CCF is added to the staff benefits webpage and take-up is monitored centrally. (d) Add an identifier for caring responsibilities to HR system (SuccessFactors).</p>
<p>3. Obtain more comprehensive data on recruitment, especially for Equal Opportunities / intersectionality monitoring purposes. Ensure that all recruitment data, including employment offers, are robust.</p> <p>Monitor disclosure rates of protected characteristics of applicants.</p>	<p>The University brings the monitoring of recruitment data in-house.</p> <p>Regular benchmarking and identifying of trends re protected characteristics inform the University's recruitment strategy, with appropriate targeting of groups to ensure inclusivity.</p>	2025-26	<p>Director of HR</p> <p>Director of SPA</p>	<p>More robust recruitment data are available.</p> <p>Through the establishment of baseline information, the University obtains more comprehensive data on protected characteristics for those applying for work. The University is therefore better able to target advertising/recruitment on underrepresented groups.</p> <p>Recruitment strategy and processes reflect Warwick's Social Inclusion Strategy.</p>

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<p>PRIORITY 3: Ensure there are identified progression routes for all academic and PS staff and that career progression routes (for PS staff) and promotion processes (for academic staff) are inclusive and transparent.</p> <p>Rationale/Drivers:</p> <ul style="list-style-type: none"> • Since 2018/19, the University has introduced new initiatives to support staff progression including (for academic staff) a new promotions framework. • This remains work in progress. The percentage of females in academic roles falls from FA5 to FA9. In 2023 26.5% of professors are female. Of the total number of female professors, in 2023, 86% are on TR contracts, 11% on T focused contracts and 3% on R focused contracts. The male equivalents are 88%, 7% and 5% respectively. • There is a further gender imbalance in academic grades FA6-FA8, where taken together females hold 43% of those roles. • For Professional Services staff, 53.9% of grade FA9 staff are female (although the number of PS staff at FA9 is much lower); 57% of staff at grades FA6-8 are female. • Through its Social inclusion Strategy, the University is committed to achieving ambitious targets for increasing academic and professional services staff diversity at FA9 by 2030. • The University Culture Survey 2022 had 1,620 responses, of whom 56% were female, 33% male, 1% non-binary/self-defined and 9% preferred not to disclose a gender. Overall, 30% of responding PS staff (of whom 33% are females and 31% are males) believed there are transparent and equitable opportunities for PS staff; while 40% of responding academic staff (of whom 45% are females and 39% are males) believed that promotions are equitable and transparent. • Focus groups have identified a lack of progression routes for PS staff from FA5 to FA6. For PS staff, currently there are 2.03 females to every male in grades 1A-5. This proportion falls to 1.33 females to every male in grades 6-9. 				
<p>1. Increase the diversity of academic and PS staff at FA9 in line with the University's Social Inclusion Strategy 2023-30 by:-</p> <p>(a) Increasing the percentage of female professors from the current 26.5% at FA9 to 33% by 2027/28. Ensure equality of opportunity for females</p>	<p>Action (a) will require the current trajectory of increases in the number of female academics appointed to FA9 (a mean of c. 10 p.a. between 2017/18-2022/23) to be broadly maintained up to 2027/28. There are several variables, including the number of vacancies, retirements, and</p>	<p>2024-28</p>	<p>Chair of SAT Director of Social Inclusion Chairs of Professorial and Reader Electoral Boards</p>	<p>All the measures in this section, taken together, are aimed at increasing the diversity of senior academic and professional services staff, which is a central priority of the University's Social Inclusion Strategy to 2030. The University will continue its drive towards 50% female professors (and significant increases in BAME, disabled and LGBTQIA+ professors) by 2030.</p>

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<p>applying for promotion to professor on teaching focused, research focused and teaching and research contracts.</p> <p>(b) Increasing the percentage of Black, Asian and Minority Ethnic professors from 11.2% in 2022/23 to 15% in 2027/28.</p> <p>(c) Similar targets apply for BAME professional services staff at FA9.</p> <p>(d) Identify colleagues who have remained on the same grade for 5 years and provide support and mentoring to review career progression/retention.</p>	<p>differential rates of departmental growth within academic staff.</p> <p>Actions (b)-(e) are subject to an acceleration in the appointment of staff with these characteristics (and similar variables) and are essential to fulfilling the University's Social Inclusion Strategy by 2030.</p> <p>Regular monitoring of (i) progress towards the University's social inclusion targets for FA9 staff; and (ii) the efficacy of the Promotions Framework to ensure that all groups have equality of opportunity.</p> <p>Regular analysis of the number of staff on each grade and their characteristics together with length of time at that grade.</p> <p>Annual analysis of staff retention rates.</p>		Chairs of Faculty / Heads of Department	<p>Success measures during the period of this plan:-</p> <ul style="list-style-type: none"> At least 33% female professors by 2027/28 At least 15% BAME professors (2027/28) The same targets for PS staff in respect of BAME staff at FA9. <p>If the overall number of professors remains static (589 in 2023), the percentages for these staff would equate to +40 female professors and +28 BAME professors by 2028. Any expansion in the overall professoriate from 2023 numbers would require equivalent increases to these female and BAME numbers respectively.</p>
2. Raise awareness of the academic promotions system (introduced 2018/19) through systematic and structured work with HoDs and senior line-managers.	Embedding of a wide cultural awareness within academic staff of the benefits of the academic promotions system including how it has addressed previous biases/inequities.	2024-28	Chairs of Faculties HoDs LMD	Greater confidence in the academic promotions system reflected in increased positivity about the system measured by staff surveys (baseline: academic staff 40% positivity in 2022).
3. Establish baseline data to monitor the number of staff moving from	University has a greater awareness of how career progression is	2024-28	SPA	Baseline data are established with annual monitoring/review to assess efficacy of career

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PDRA/contract researcher to open-ended contracts. More systematic monitoring of academic pipeline from FA5/FA6 to FA7 and beyond.	shaped within academic staff and can devise measures to support career trajectory.		HoDs AS SAT	progression opportunities and to identify interventions required.
<p>4. Maintain momentum in closing the Gender Pay Gap for all staff (mean pay gap for hourly pay in 2022 was 20.3%; median 18.6%).</p> <p>In particular, understand the Gender Pay Gap at FA9, which is statistically significant and arises because of several factors: historic differences in demographic by age and gender and recent increases in females at FA9 appointed at the lower end of the scale.</p> <p>Regular analysis of the spread of salaries at FA9 to understand more completely the profile of the professoriate and to identify any gender-specific issues.</p>	<p>Annual reductions in mean and median Gender Pay Gaps for all employees, including FA9.</p> <p>Introduce an FA9 pay framework by 2024/25. Regular monitoring of framework to ensure gender equality.</p> <p>Encourage line managers to support females considering submission for Senior Leadership Remuneration Scheme (FA9 and above); and any merit pay scheme for staff in grades 1-8 recognising and rewarding sustained excellence of performance and contribution.</p>	2024-28	<p>Director of HR</p> <p>Director of Social Inclusion</p> <p>Faculty Chairs</p> <p>Heads of Department</p>	<p>The mean Gender Pay Gap for hourly pay reduces to no more than 15% by 2028.</p> <p>The Gender Pay Gap at FA9 closes at the same rate as other grades. (The mean pay gap for all staff reduced by 5.7% between 2018-22.)</p> <p>N.B. It is probable that the mean Gender Pay Gap at FA9 will worsen in the short term as more new female professors are appointed at the lower end of the FA9 scales. Use of the median as a determinant of the pay gap will give a better measure of central tendency given the potential range of salaries within the FA9 scales.</p> <p>Pay framework for FA9s to be introduced by end of 2024/25.</p>
<p>5. Ensure that the <i>How Warwick Works</i> programme for senior academic staff (Professors/Readers/ Associate Professors) remains fully subscribed (currently 12 places p.a.). Ensure appropriate gender balance in participation.</p> <p>Establish baseline data for academic staff who have attended this course</p>	<p>The University manages the scheme without overloading the Senior Leadership Team / Executive Board. Enhanced participation builds understanding of University executive processes across faculties.</p> <p>Regular monitoring of participants by gender and other characteristics</p>	2024-27	<p>LMD (Leadership and Management Development)</p> <p>University Executive Board (UEB)</p>	<p><i>How Warwick Works</i> programme demonstrates balance of participants together with equitable subsequent promotion rates.</p>

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to assess timescales for subsequent promotion and monitor on an annual basis thereafter.	to assess equity and length of time to subsequent promotion.			
<p>6. Maintain Warwick’s high level of participation in the Advance-HE Aurora Scheme. (Between 2013/14 and 2021/22, 67 Warwick staff have participated in this scheme, with 43 taking part in the current year.)</p> <p>Warwick supports at least 20 colleagues p.a. to benefit from the Aurora Scheme.</p> <p>Establish baseline data and monitor the extent to which Aurora alumnae are successfully applying for promotion to FA8/FA9 and on which timescale.</p>	<p>The University is committed to this scheme as a means of building aspiration, capacity and resilience in its female academic and professional services workforce. Participants are able to make full use of the four modules and two self-directed learning units to enhance their own professional profiles.</p> <p>Ensure an annual review of numbers/cohorts.</p>	2024-28	<p>Director of HR Leadership and Management Development Probation Review Group (PRG)</p> <p>Talent Managers</p> <p>University Aurora Champion</p> <p>HoDs</p>	<p>20 female staff p.a. enrol on Aurora Programme from 2024 onwards.</p> <p>Data (when established) reveal positive promotion rates for Aurora alumnae within two years of participation.</p>
<p>7. Develop Job Families for all PS staff to provide frameworks for career development. Frameworks have role profiles and standardised job titles by grade, with clear career pathways.</p>	<p>More transparent career progression opportunities. Clarity about progression for PS staff from FA4 to FA5, where there are fewer roles (FA4: 692; FA5: 618).</p>	2024-28	<p>Director of HR</p> <p>Talent Managers</p>	<p>Job families to be agreed by end of 2026.</p> <p>Increase in approval rates for both PS staff and academic staff progression by gender as measured by the annual staff Culture Survey with at least 50% positive ratings achieved by 2028.</p>
<p>8. Develop a clear progression route for technicians.</p>	<p>Development and implementation of a suite of Technician job family profiles and role descriptors, encompassing the wide range of current roles across the University.</p>	2025-26	<p>Director of HR</p>	<p>The University has already developed a brochure on career pathways for technical staff. Technical Specialists Promotional Pathway Pilot runs in 2023/24, with explainer sessions in September/October 2023.</p>

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	<p>Technical Specialists Promotional Pathway Pilot to run in 2023/24, with promotions criteria and pathway matrix developed.</p> <p>Better career trajectory for this group of employees.</p>			<p>Review of pilot in summer 2024 demonstrates high levels of satisfaction with the initiative.</p> <p>As part of the People Strategy, a job progression route is developed for technicians, detailing work tasks, and knowledge skills and experience for each grade, working towards better gender balance within grades.</p>
<p>9. Develop Warwick's Coaching/ Mentoring Schemes so that more staff can benefit from these to support career development.</p> <p>Develop line managers' 'operational' coaching skills so they can adopt coaching behaviours in their management practice.</p> <p>Develop executive coaching programme for senior leaders.</p>	<p>Annual monitoring of Coaching and Mentoring schemes to assess take-up and quality including by gender.</p>	2024-28	<p>Director of HR</p> <p>Leadership and Management Development (Coaching Lead)</p>	<p>Coaching culture becomes embedded practice by 2028. Line managers develop operational coaching skills.</p> <p>Executive coaching becomes an established programme.</p> <p>Coaching remains available to all University staff.</p> <p>Staff surveys reveal positive feedback on coaching and its contribution to effective line management.</p>
<p>10. Continue the INspire senior executive leadership development programme for underrepresented groups at grade 9 (disabled, female, LGBTQUIA+, and minority ethnic staff). Maintain the current number of places (12). Develop more comprehensive data sets and monitor outcomes of this programme to assess impact.</p>	<p>Regular review of the outcomes of this programme, with adjustments as necessary.</p>	2024-28	<p>Director of Social Inclusion</p>	<p>Analysis of participation data and regular monitoring of outcomes provide more comprehensive information on the benefits of this programme and its impact on career progression</p>

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11. Maintain a continuous programme of 'Inspiring Women' events and interactive workshops.	At least one 'Inspiring Women' event per term with appropriate publicity. Gender Equality Award winners are celebrated in both internal and external media.	2024-28	Office of the Provost Registrar Gender Task Force Director of Communications	One 'Inspiring Women' event per term. Each event continues to be fully subscribed. Currently 50-80 places are available per event, depending on the venue available. The 'Inspiring Women' Teams channel (currently 340 staff members) continues to support engagement with this programme.
12. Raise the profile of the annual Excellence in Gender Equality Awards to showcase and disseminate good practice.	Publicity raises awareness with more interest in the awards and greater numbers of staff and students participating in them every year.	2024-28	Gender Task Force Director of Social Inclusion AS SAT	Annual Excellence in Gender Equality Awards act as a catalyst to spread good gender-equality practice across the University. Case studies are placed on university website/intranet. Positive publicity and a higher profile for gender equality initiatives. The Awards become a widely recognised annual event attracting increasing interest.
13. Devise new Exit Interview proforma as a template for use across faculties/departments. Offer all leavers an exit interview; at least 75% of leavers complete exit form. Baseline leavers' data to be collated and used for strategic purposes. Monitoring of gender balance of leavers.	New Exit Interview proforma is developed by end of 2024/25. All faculties/departments to be encouraged to use this. Gradual introduction: 25% of leavers complete the proforma in the year of introduction, rising to at least 75% by 2027/28.	2024-28	Director of HR Director of Social Inclusion Heads of Department	New proforma gains acceptance and as a model for departments to use is in regular and consistent use. By 2028, at least 75% of leavers complete the form. Leavers' data are collated through a central system and insights are used to inform HR policy development and talent management and social inclusion strategies.

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<p>PRIORITY 4: Ensure that the University is a safe working environment, including for those who identify as female, in which all staff and students are empowered to achieve their full potential and there is a demonstrable culture of valuing equity, diversity, and inclusion.</p> <p>Rationale/Drivers:</p> <ul style="list-style-type: none"> The University's Culture Survey 2022 gave a 38% approval rating to enough progress being made on social inclusion and a 39% approval rating to policies and procedures that address inappropriate behaviour, bullying, sexual harassment and discrimination. There is more work to do to build staff confidence. Warwick's Social Inclusion Strategy aims: <ul style="list-style-type: none"> (i) to increase the diversity of staff and students; (ii) to develop a culture that helps all staff and students to achieve their full potential; and (iii) to become an internationally recognised leader of inclusive teaching, learning and scholarship. Warwick's People Strategy aims to provide all staff with a structure which supports excellent working practices, opportunities to progress and a strong identification with the University's values. 				
1. Revised personal development review system is currently being devised by HR as part of its People Strategy (Objective Management strand). This will ensure a more consistent approach across departments/faculties/functions. Roll-out of new system from 2024.	<p>Review of the current PDR system to ensure alignment of personal objectives to organisational strategy.</p> <p>All staff benefit from a more continuous review of progress linked to a strengths-based approach with integral coaching/development.</p>	2024-2028	<p>Director of HR</p> <p>Heads of Department</p>	<p>The current PDR model (which has been applied inconsistently) is superseded by a more consistent model aligned to the University's People Strategy (Objectives Management strand).</p> <p>All staff will have an annual progress/objective setting review by 2025/26.</p>
2. All new staff complete the Warwick Principles and Social Inclusion and the Unconscious Bias (Foundation) training Moodles. Staff involved in appointment/promotion panels complete the Recruitment and Selection training Moodle preceded	<p>On a rolling programme, all staff complete the training on Moodle. All panel staff have completed the Recruitment & Selection (+Warwick Principles/Unconscious Bias) training programme by</p>	2024-28	<p>Director of HR</p> <p>Director of Social Inclusion</p>	<p>By the end of each academic year, all new staff will have undertaken the induction training on Moodle.</p> <p>By the end of 2024/25, all appointment/promotion panel staff will have undertaken the Recruitment &</p>

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<p>by the Warwick Principles and Social Inclusion and Unconscious Bias (Advanced) training on Moodle.</p> <p>Unconscious Bias training on Moodle is reviewed to ensure continuing relevance.</p>	<p>2024/25. Training to be refreshed every 3 years.</p> <p>Unconscious Bias Moodles are refreshed by end of 2025/26.</p>			<p>Selection/Warwick Principles/Unconscious Bias training programme within the last 3 years. 33.3% of panel staff refresh per year.</p> <p>An updated Unconscious Bias training programme is developed and implemented by the end of 2025/26.</p>
<p>3. Develop case studies for staff engaged in Job Shares and other Flexible Working practices.</p> <p>Establish baseline data on flexible working practices to inform HR policy development and social inclusion strategy.</p>	<p>The University already has a policy that all advertised roles are open to part-time, job share or other flexibilities (where the business case permits).</p> <p>More staff become aware of these opportunities with (potentially) greater take-up year on year.</p> <p>By the end of 2024/25, case studies are devised and publicised to promote the benefits of flexible working.</p>	2024-25	<p>Director of HR</p> <p>SPA</p> <p>Part-Time Working Network</p>	<p>A series of case studies showcase the benefits of Job Shares and other flexible working opportunities. Publish by the end of 2024/25. Departments/faculties are more open to Job Shares, with an increase year-on-year of such roles.</p> <p>The University collates data on these arrangements from 2024/25 onwards to assess take-up and patterns of working</p> <p>Flexible working arrangements become a recognised part of the working culture of the University, with staff approval measured by future staff surveys.</p>
<p>4. Promote the benefits of hybrid working (subject to business and service-delivery requirements) with a focus on communication, planning, health and safety and wellbeing.</p> <p>Ensure all hybrid-working staff have completed a Remote Working Assessment.</p> <p>The University reviews the take-up of hybrid working on an annual basis</p>	<p>Staff can enjoy better work-life balance, including those with parental/caring responsibilities. Positive impact on staff wellbeing and the environment (fewer journeys to campus).</p> <p>Greater diversity within the staff body.</p>	2024-28	<p>Director of HR</p> <p>Senior Leadership Team / Executive Group</p> <p>Directors of IT and Estates</p>	<p>Hybrid working is a recognised aspect of the University's working practices. Subject to business requirements (and accepting that some roles cannot function remotely), staff who have indicated a desire for hybrid working are able to do so.</p> <p>100% of hybrid workers have completed a Remote Working Assessment (refreshed every year).</p>

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<p>with a view to making regular strategic assessments of space utilisation, energy consumption and IT provision. Staff surveys contain questions about the benefits of hybrid working and lessons learned.</p> <p>The University reflects on the outcomes from the Hybrid Working Pilot Workshops (2023) and associated leadership diagnostic questionnaires, and uses insights to formulate policy and practice.</p> <p>The University develops data/information on how hybrid working interfaces with objectives setting to achieve clarity on how hybrid working contributes to organisational strategy.</p> <p>The University devises a system (e.g. survey or questionnaire) to assess on an annual basis the efficacy of hybrid working, its challenges and opportunities and overall favourability ratings.</p>	<p>Annual review of hybrid working guidelines, take up, and productivity.</p> <p>Remote Working Assessments are continuously reviewed and recommendations/remedial actions made.</p> <p>The University to monitor and review the impact of hybrid working on its carbon footprint with a view to maximising resources.</p> <p>The University to assess how hybrid working acts as a positive catalyst to deliver its overarching strategy, 'Excellence with Purpose'.</p> <p>Staff surveys contain questions about hybrid working.</p>			<p>Learning from the Hybrid Working Pilot Workshops is used to develop/improve policy and practice.</p> <p>An annual (institutional level) review of hybrid working identifies challenges, opportunities, and operational efficiencies and the extent to which hybrid working practices are contributing to the fulfilment of University strategy.</p> <p>Through a regular survey/questionnaire , the University can assess the benefits and challenges of hybrid working and staff favourability ratings.</p> <p>Hybrid Working Policy released by Policy Oversight Group (POG) in May 2023, to be reviewed in May 2025.</p>
<p>5. Continue to communicate and promote the <i>Report and Support</i> platform (for disclosing sexual misconduct, bullying, harassment, discrimination, hate speech etc) with a view to (i) more staff and students feeling confident to use the platform</p>	<p>More students and staff feel confident in using this platform to disclose concerns about misconduct etc. This is reflected in:</p>	<p>2024-28</p>	<p>Director of Student Discipline and Resolution</p> <p>Director of HR</p>	<p>Greater awareness of and confidence in the use of the <i>Report and Support</i> platform by both staff and students.</p> <p>Paradoxically, the ongoing success of this platform should eventually result in a reduction in disclosures because there will be</p>

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<p>(so ameliorating the underreporting of incidents); and (ii) reducing the number of anonymous disclosures:-</p> <p>(a) increase the number of disclosures year-on-year (344 in 2021/22);</p> <p>(b) increase the number of student 'speak to an advisor' disclosures (73% in 2021/22)</p> <p>(c) increase the number of staff 'speak to an advisor' disclosures (53% in 2021/22).</p> <p>(d) ensure 100% of new students complete Warwick Values training package and Active Bystander intervention workshop.</p> <p>(e) explore the possibility of introducing Active Bystander training for all staff as a normative part of induction.</p>	<p>(i) an annual rise in the number of disclosures, and</p> <p>(ii) incremental increases in the numbers of students/staff being willing to speak to an advisor.</p> <p>Active Bystander training becomes an integral part of staff induction.</p>			<p>fewer instances of misconduct, bullying, harassment, discrimination etc as the University's values and its culture and ethos of social inclusivity become more deeply institutionalized.</p> <p>The University to monitor data on a regular basis and continue to publish an annual report. A regular review of trends in data will help to assess the point at which the Report and Support platform is working at an optimal level. The University also monitors Staff Surveys to assess policies/procedures for addressing bullying, misconduct, etc. Based on all student and staff data available, the University devises interventions/training to address and rectify any emerging issues.</p> <p>Insights from the Report and Support system contribute to staff induction training.</p> <ul style="list-style-type: none"> • 100% of students have completed the Warwick Values and Active Bystander training sessions. • Annual increase in the number of staff having completed Active Bystander training.
<p>6. Maximise the benefits to staff and students of Warwick's 2020-2023 participation as one of 46 institutions in the European UniSAFE project making universities and research organisations safe from</p>	<p>Warwick's invitation to, and participation in this major project, confirms its commitment to eradicating gender-based violence.</p>	<p>2024-28</p>	<p>Director of Social Inclusion/Director of Student Discipline and Resolution</p> <p>Director of HR</p>	<p>Research-based findings inform the development of Warwick's suite of policies, developed in 2019, that address student and staff misconduct. Policies updated from their scheduled review dates, 2024-28.</p>

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<p>gender-based violence: https://unisafe-gbv.eu/</p>	<p>Sharing of policies and procedures to establish European-level best practice.</p> <p>Implementing Active Bystander training</p>			<p>PLOTINA library of reports (https://www.plotina.eu/plotina-list-of-actions) is used as a resource, as appropriate.</p> <p>Contribution to formal UniSAFE project outcomes in 2024.</p>
<p>7. Continue to support the University's work on trans-related issues and gender as non-binary / a continuum, raising awareness of this among students and staff, and ensuring that Warwick is a fully inclusive environment.</p>	<p>Reduction of misgendering and normalising the non-assumption of gender based on appearance.</p> <p>Further educational resources and trans-inclusive training to increase awareness of the specific issues faced by trans and non-binary people.</p> <p>Increasing the percentage of staff who have taken the Pronouns Pledge; distributing pronoun badges to staff and students; observing International Pronouns Day.</p> <p>Trans-inclusive demographic data collection (ensuring trans and non-binary people are provided with options to accurately record and reflect their identities); data analysis to provide insights.</p> <p>Developing trans-inclusive pedagogies, improving understanding of trans students'</p>	<p>2024-28</p>	<p>Director of WIHEA</p> <p>Dean of Students' Office</p> <p>LGBTQUIA+ Taskforce</p> <p>Director of Social Inclusion</p> <p>Director of HR</p>	<p>Further resources are developed to support awareness of trans and non-binary issues and perspectives across the University.</p> <p>Observing International Pronouns Day annually.</p> <p>Greater use of pronoun badges (currently approximately 5,000 pronoun badges are issued annually and distributed free of charge to staff and students).</p> <p>Increased use of pronouns in email signatures, etc.</p> <p>Collection of trans-inclusive data to support strategic planning.</p>

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	needs and de-centring cis perspectives in the curriculum.			
8. Introduce free sanitary products across campus to address/combat period poverty within the student & staff community.	<p>Free sanitary products are available during a pilot project in key buildings/locations across campus.</p> <p>Monitoring of usage data provides an assessment of demand and hot/cold spots for staged roll-out considerations.</p> <p>Based on an analysis of the pilot, the University implements wider provision of free sanitary products to meet demand on a sustainable basis.</p>	<p>2024-25 (Pilot)</p> <p>2025-28 phased implementation to provide full coverage of need based on the pilot.</p>	<p>Tender & Contract Manager, Estates</p> <p>Director of Student Experience</p> <p>Gender Equality Lead for Social Inclusion</p>	<p>Pilot project (2024-25) trials availability of free sanitary products in 12 locations across campus.</p> <p>Monitoring of supply/demand confirms need for provision on campus.</p> <p>Planned roll-out of provision across campus to meet overall need by 2028: 75% campus coverage by 2026; 100% coverage by 2028.</p>
9. Repeat Warwick's 'Sexism in Sport' survey and analysis every two years (2023/24 – 2025/26 – 2027/28) and support the Students' Union in ensuring findings are shared/discussed through each sport's executive committee, and appropriate action is taken.	<p>Building awareness of sexism in sport and designing interventions to reduce this. Greater awareness should reduce sexism. (The 2021/22 survey revealed that 27.54% of respondents believed sexism existed in their sport, of whom 55% identified as female).</p> <p>Monitor the outcomes of the pilot 'Maskulinites Project' (2023) with a view potentially to developing future resources and strategies for positive social change.</p>	2024-28	<p>President of Students' Union</p> <p>SU Sports Officer</p> <p>Director of Student Discipline and Resolution</p>	<p>Future surveys reveal a fall in the percentage of respondents identifying sexism in their sport. Aim to reduce this figure below 15% by 2028.</p> <p>If the pilot Maskulinites Project is successful, resources are developed to enhance the experience of students, creating a greater sense of safety on campus. Good practice from the project is shared.</p>

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<p>10. Continue to participate in the Forum for Leaders of Inclusive Cultures (FLIC, a partnership between the University of Warwick, Coventry City Council, Coventry and Warwickshire LEP and Pearn Kandola) to foster good practice in ED&I, including gender equality, across the region.</p>	<p>Warwick can use its profile to encourage good ED&I practice in its region.</p> <p>Staff benefit from participation in FLIC events / webinars.</p>	<p>2024-28</p>	<p>Provost</p> <p>Director of Social Inclusion</p>	<p>Raising of Warwick’s profile as an exemplar of good practice. Positive publicity.</p> <p>Evaluation of sessions and tracking of engagement identify good practice. The University’s Social Inclusion Strategy explicitly aims for Warwick ‘to be recognised as best in class in its approach to equality, diversity and inclusion for staff and students by 2030’.</p>