## SML ATHENA SWAN ACTION PLAN

Priority actions are indicated with a darker blue background.

| Action no | Issue and rationale | Actions taken to date/ Current initiatives | Actions to be taken | Responsibility | Timescale | Success/Outcome Measures |
|---|---|---|---|---|---|---|
| | The SML needs to systematically embed EDI in governance and administration to ensure EDI matters are taken into account in all planning and activities, and that any issues can be easily reported and dealt with. | i. Appointed an EDI Officer for the School whose responsibilities include leading on AS.<br><br>ii. Appointed staff and students to a SAT with responsibility for addressing EDI matters in the School and applying for AS Bronze Award.<br><br>iii. Appointed Student EDI reps to SSCs<br><br>iv. EDI established as standing agenda item at SEB.<br><br>v. EDI discussed at PS staff away day; reported back to SAT. | a. Establish an SML EDI policy, in line with the University Dignity and Respect Procedure and Equality Strategy. | SAT/SEB | Semester 2 2017-18 | EDI policy, EDI director role and CEDI established. |
| | | | b. Clarify and review responsibilities of EDI Officer as part of EDI policy. | HoS/SM | September 2018 | Policy and role communicated to staff and students. |
| | | | c. Establish EDI as a regular agenda item in PG and UG SSC and at STLC and at PS meetings/away-day. | Senior Tutor, DELT, EDI Officer, EDI Student reps/ SM | From September 2018 | EDI is a standing item at all appropriate committees. |
| | | | d. Communicate to students via SSC report, intranet, social media and relevant handbooks about EDI reps, and how to report any EDI issues. | SSC secretary; EDI officer; Social media officer; student reps; DELT. | September 2018 onwards. | EDI policy and procedures and reps are available to students. |
| | | | e. Following submission for AS bronze award, the SAT will continue to meet as CEDI; remit will include implementation of this Action Plan, planning for AS Silver award, and addressing the wider EDI agenda. | CEDI | From May 2018 | CEDI established to address the wider EDI remit. |
| 1.2 | SAT/CEDI is formed of self- | a. Terms of Reference agreed at initial SAT | a. Review ToR annually. | EDIO; CEDI | Annually at the first | ToR and members' roles clarified to |

| | | meeting, approved by SEB on 13 Oct 2016. | b. Clarify roles of individual SAT/CEDI members. | EDIO; CEDI | meeting of CEDI. | ensure a better functioning committee. |
|---|---|---|---|---|---|---|
| | selected staff members who are not always clear about their individual roles. | | c. Ensure WLM allowance is appropriate to each role. | EDIO; CEDI | | |
| 1.3 | To raise awareness and improve communication around EDI in the School's culture and activities. | a. Regular item in MME, regular report to SEB<br><br>ii. A Staff Survey was circulated in February 2017 and achieved a 60% response rate. The survey was considered by SEB (23 February 2017) and by the SAT (22 Feb and 22 March 2017). The results were fed back to the whole school at a meeting in May 2017. | a. Revise EDI sections in Staff and Student Handbooks; include link to SML EDI policy. CEDI to review annually. | HoS, SM, DELT, CEDI | September 2018 ongoing | EDI policy and procedures available to all staff and students. |
| | | | b. CEDI to review School staff induction processes to ensure EDI principles are articulated and embedded. | CEDI | 2018/19 to implement September 2019 | EDI policy and procedures are available to new staff. |
| | | | c. To use the VLE Community and Social Media to promote our EDI activities. | CEDI, social media officer | From September 2018 | Regular events and coverage will embed EDI in School culture and communication. |
| | | | d. Hold at least one EDI-themed event per semester for staff and students. | EDIO/CEDI | | |
| | | | e. School-specific staff survey to be repeated every two years. CEDI to review questions to take account of wider EDI matters and intersectionality and consider how to improve survey response rate. CEDI to review results to inform future actions. | CEDI/SM/EDIO | Next survey due Semester 2 2019. | Staff have opportunity to feedback anonymously regarding EDI matters. |
| 1.4 | Gender balance of speakers at research seminars and other | i. Research Support officer keeps a record of speakers and assists Director of Research with oversight of gender balance. | a. CEDI to monitor the balance annually and agree a target of F/M speakers for the following year. | CEDI | Annually from 2018/19. | 60% female speakers, including at least one distinguished speaker by 2018/19. |

| | | | b. Ensure 'distinguished speakers' (normally 2 events per year) include at least one woman annually. | | | |
|---|---|---|---|---|---|---|
| | research events does not reflect the population of the School. | | | | | |
| 1.5 | Staff reported the issue of gender bias and inappropriate comments from students in online module feedback. | | a. Item at Teaching Away Day to discuss the issue and agree how to educate students on how to provide constructive feedback. | DELT/Lead DPD/EDIO | May 2018 | Students trained to provide constructive feedback. |
| | | | b. To raise awareness of the issue at school and institutional level (with LTDS initially). | DELT | Summer 2018 | |
| | | | c. Include constructive feedback training in language and content modules. | Module leaders | 2018/19 | |
| 1.6 | The number of female staff in senior and leadership roles (especially on SEB) has declined over the period. | i. Gender balance of senior committees is considered when allocating admin roles. | a. Gender balance of SEB and other senior roles to be written into principles of WLM allocation. | HoS | For 2018/19 WLM allocations | More equal gender representation on SEB (3M/4F by 2021). |
| | | | b. All committee membership to be included in staff handbook, separate to the WLM. | SM | 2018/19 | |
| | | | c. Advertise key admin roles to all staff within the school. | HoS | 2018/19 | |

| Action no | Issue and rationale | Actions taken to date/ Current initiatives | Actions to be taken | Responsibility | Timescale | Success/Outcome Measures |
|---|---|---|---|---|---|---|
| 2.1 | Vacancies in SML (either academic or PS) have not included public affirmation of SML's commitment to EDI. | i. Systematic data has been collected on applications, shortlist and appointments by gender since January 2017. | a. Ensure job adverts and person specifications include a clear statement of the centrality of EDI to the School's culture. | HoS/SM/ Heads of Section | Semester 2 2017/18 | Job advertisements will include a public affirmation of our commitment to EDI. |
| 2.2 | We have not always achieved gender balanced selection panels, even though both genders have always been represented. | i. Over the last 3 years we have ensured that there have been no all-female or all-male selection panels in SML | a. To ensure there is a 2:3 gender split (either F/M or M/F) in all academic selection panels (most have 5 members); ensuring PS selection panels include both genders. | HoS/Heads of sections/SM | 2017/18 recruitment round (Spring) | Selection panels are more evenly balanced by gender across all levels of seniority. |
| | | | b. To ensure that female representation includes senior members of staff. | HoS/Heads of sections | | |
| | | | c. To monitor and review selection panel membership over a 2 year period to ensure an even balance of F/M. | CEDI | From 2018/19; biannually | |
| 2.3 | Not all staff systematically receive UB training. | i. HoS and SM have undertaken enhanced training.<br><br>ii. SAT participated in ODU UB pilot (July-October 2017); feedback gathered at SAT meeting Oct 2017. | a. Require all those involved in staff recruitment, PDR reviewers and mentors to undertake UB training. | HoS/SM | All PDR reviewers to complete UB training by Spring 2019; other staff as needed. | All staff involved in recruitment, PDR, mentoring and with student-facing roles have undertaken UB training. |
| | | | b. Require staff involved with personal tutoring, UG and PG selection, PGR supervision and module delivery to undertake UB training. | HoS | | |

| 2.4 | Women are under-represented at professorial level in all sections of the School. | i. Investigated perceptions around promotion by gender in School Staff Survey and University Staff Engagement Survey (USES). | a. Carefully consider gender balance and EDI in strategic staffing planning and in advertising and promotion of chair-level posts. | HoS/SEB/ Heads of sections | Annually and as job specs are written. | 50:50 gender balance at chair level by 2023, to be achieved through internal promotion and external appointments.<br>To improve current gender balance by the time of our next AS submission (2021). |
|---|---|---|---|---|---|---|
| | | | b. Record and monitor applications and successes in promotion according to gender. | HoS/CEDI | Annually at May/June CEDI meeting | |
| | | | c. Promote mentoring (e.g. NU Mentoring) to all staff throughout the career pipeline. | HoS/PDR reviewers | Annually at PDR/School Meeting | |
| | | | d. Continue to provide SML mentoring for all candidates for Personal Chair. | HoS | Ongoing | |
| | | | e. Proactively encourage external and internal applications for Chair-level posts from women: tactical advertising of posts. | HoS | As posts are advertised. | |
| | | | f. Work with women at SL/Reader level to identify development needs and support their progress towards promotion | HoS | Annually prior to promotions round | |
| 2.5 | Low numbers of eligible staff are applying for promotion; too many of those who do apply are unsuccessful on first application. | i. Encourage attendance at Faculty promotions workshops, monitor attendance and track impact in terms of successful applications.<br><br>ii. SAT and SEB considered USES and School Survey open comments | a. HoS/SM to contact individuals identified in PDR as ready to apply at the beginning of the promotions round and invite them to a meeting. | HoS/SM | 2018/19 | Annual increase of at least one successful application for promotion over next three years. |
| | | | b. Clarify promotions criteria and procedure for all staff. CEDI to revise documentation for clarity and accessibility. | HoS/CEDI | Semester 1 2018/19 | |

| | | | | | | |
|---|---|---|---|---|---|---|
| | School Survey revealed that staff did not have a clear understanding of the promotions criteria/procedure. | responses relating to promotion and agreed the actions to be taken. | c. Invite member of promotions committee to deliver bespoke workshop to School. | HoS | | |
| | | | d. In response to Staff Survey invite HR to deliver a workshop on the promotions procedure to improve transparency. | HoS | | |
| 2.6 | PDR needs to be more supportive in encouraging career planning and development. | i. PDR reviewers encourage reviewees to look beyond the 12-month range required by the University form to aid their career development. | a. Additional training for PDR reviewers, monitor attendance and follow-up to ensure all reviewers have completed prior to conducting reviews. Training will cover: UB; discussion of long-term career plans; how to identify staff ready for promotion, especially at SL and Reader levels; potential impact of EDI-related matters on career progression. | HoS/Deputy HoS | Spring 2019 | Improved satisfaction in Staff Survey in relation to career development, promotions and PDR. |
| | | | b. Monitor promotion applications and successes by gender; include survey questions on links between PDR, and promotion. | HoS/CEDI | | |
| | | | c. Briefing and checklist for PDR reviewers to ensure all points are covered. | HoS/CEDI | | |
| | | | d. Follow up PDR training needs analysis to monitor effectiveness of training. | PDR reviewers | Autumn 2019 | |
| | | | e. Recommend that the University reviews the PDR form in the light of Athena SWAN and EDI matters. | CEDI/HoS | Summer 2018 | |

| | | | | | | |
|---|---|---|---|---|---|---|
| **2.7** | There is no systematic data held on external roles held by staff members by gender. | | a. To collect gender data on external activities: engagement, roles in scholarly associations, journal editing, examining, etc. | Heads of Section/PDR reviewers. | 2020-21 | Increase of at least one female staff member holding a major external role. |
| | | | b. CEDI to review this data annually and identify opportunities for encouraging and supporting women to apply for such roles. | | | |
| | | | c. SEB to consider introducing WL allocations for key external roles, e.g. journal editorship, presidency of subject association. | | | |
| **2.8** | The School does not systematically gather information on the reasons for staff departure. | | a. Conduct exit interviews for staff leavers according to HR advice, to identify ways in which we can improve school processes and support for staff. | HoS/SM | 2017/18 | 100% of leavers offered exit interview with line manager. |
| **2.9** | PGRs require better support in the transition to academic career. | i. Employability-focused workshops support students to develop their CVs. | a. SML to require all supervisors to offer post-submission advice and coaching on transition to post-doctoral career. | PGR Director/ supervisors | Summer 2018 | At least one event per year offering networking opportunities and access to coaching for recent PGR graduates. |
| | | ii. PGRs offered teaching experience. | b. Recommend University extends institutional affiliation for PGRs for 12 months following graduation. | PGR Director | Summer 2018 | |

| Action no | Issue and rationale | Actions taken to date/ Current initiatives | Actions to be taken | Responsibility | Timescale | Success/Outcome Measures |
|---|---|---|---|---|---|---|
| 3.1 | We need better communication around parental leave entitlements, given our high number of non-UK employees. | | a. CEDI to revise text for Staff Handbook section on maternity, paternity and adoption leave. | CEDI | September 2018 | Information about leave entitlements available to all staff. |
| | | | b. Staff induction to include clear information on wellbeing matters and flexible working entitlements. | HoS/SM | September 2018 | |
| 3.2 | Staff Survey identified a lack of knowledge about staff wellbeing services and Flexible working options. | | a. CEDI to revise text for Staff Handbook section on Flexible working options, especially for staff who may be struggling with work/life balance. | CEDI | September 2018 | Information about wellbeing services and flexible working options are advertised to all staff; improved results in next Staff Survey. |
| | | | b. Promote University Wellbeing Services to staff in handbooks and on intranet. | SM | 2018-19 | |
| | | | c. Include wellbeing signposting in checklist for PDR reviewers. | HoS/CEDI | Spring 2019 | |
| 3.3 | Following maternity leave, women need support to manage their return to work. | i. HoS meets with all returning staff after parental leave for re-induction. | a. Discuss Returners' Programme with staff prior to leave. | HoS | Spring 2018 | All returning staff are informed about the Returners' programme and how to apply for support. |
| | | | b. Encourage and support applications to Returners' Programme. | HoS | Spring 2018 | |

| Action no | Issue and rationale | Actions taken to date/ Current initiatives | Actions to be taken | Responsibility | Timescale | Success/Outcome Measures |
|---|---|---|---|---|---|---|
| **4. Student Experience and Environment** | | | | | | |
| 4.1 | Percentage of male students on UG programmes (28%) is currently below that taking A-levels in languages taught in the school (34%) and below the Russell Group benchmark (31%). Percentage of male UG applicants has risen but the number of entries has declined. | i. Email survey of current male UGs undertaken by SAT member in early 2017 to gather intelligence on the attractiveness of SML programmes to male students; responses identified flexibility of programme and importance of visible male role models. ii. An initial review of School website, publications and publicity material was undertaken in Spring 2017 by EDIO. | a. Ensure more balanced staff and student representation at recruitment events and in publicity material. | UG DPDs/ DELT | September 2019 | Achieve target of 31% of male UG students by 2021 and 34% by 2023. |
| | | | b. Designated member of CEDI to monitor publicity and communications to ensure balanced representation in terms of EDI; CEDI to review on an annual basis. | CEDI member/ Social media officer/CEDI | Semester 2 2017-18; ongoing. | |
| | | | c. Include EDI awareness and UB in Language Student Ambassadors' training. | LRC/EDIO | 2018/19 | |
| 4.2 | There is a shortage of male Language Student Ambassadors (21%). | | a. Actively encourage male students to apply for Language Student Ambassador roles. | Personal tutors, DELT, DPDs. | October 2018 | Increase number of male ambassadors to 30% by 2019/20. |
| 4.3 | There is a lack of diversity at PGT level, in particular on certain programmes (e.g. | i. Volunteered to participate in a HEFCE-funded project aiming to improve progression from UG to PGT in underrepresented groups (BME, POLAR 3&4). | a. Conduct a focus group among PGT CHN T&I to gather information about attractiveness of programme to male students, and identify possible actions to improve recruitment. | DPD MA T&I | September 2018 for recruitment for | Increase overall number of male PGT students to 15% by 2021. |

| | | | | | | |
|---|---|---|---|---|---|---|
| | currently only 8% of students on Chinese T&I MAs are male). | ii. Gender balance is comparable with similar programmes at HEIs in the UK and USA. | b. Ensure male representation in publicity material and as far as possible in person with alumni attending recruitment events. | CEDI member/T&I recruitment lead. | 2019/20 cohort. | |
| 4.4 | All applicants to Northern Bridge Doctoral Training Partnership were female in the period 2014-17. | | a. Advertise studentships strategically to ensure appeal to male as well as female applicants. | PGR Director/ NB subject area contacts | 2019 Competition onwards | At least one male applicant per year to NBDTP. |
| 4.5 | A number of students have experienced issues compromising their ability to complete a Year Abroad successfully. | i. A 3-year alternative degree pathway has been introduced for students unable to complete their Year Abroad due to particular needs or circumstances.<br><br>ii. In conjunction with Student Wellbeing and Year Abroad Officers, personal tutors monitor students preparing for their Year Abroad in order to identify additional needs and establish appropriate support networks. | a. CEDI to monitor students taking this pathway in relation to intersectionality and track impact on degree results/employment outcomes over 5 year period (due to small numbers involved). | CEDI/YA team | September 2018-2023. | Students are not disadvantaged due to gender or other EDI factors with regard to the YA. |
| 4.6 | Engagement with the Athena SWAN process has revealed patchy awareness of EDI matters among students. | i. We run specialist translation modules which address gender-specific language issues (e.g. Translating Women's Writing in French). | a. Build awareness of EDI into the curriculum, especially in general language modules, e.g. highlighting issues of translation and differing cultural sensibilities. | LTSC/ Language coordinators | 2019/20 | The next AS assessment process will demonstrate more widespread engagement in EDI matters from students. |