

8. ACTION PLAN

The department has already strengthened actions to address 2018 feedback:

- i) Equality, Diversity and Inclusivity is now included as a standing agenda item at Departmental Meetings.
- ii) At each departmental meeting, the HoD dedicates one part of the meeting to sharing information with staff on processes involved in running the department, seeking questions and comments. Workload distribution, recruitment processes, budgeting and the financial position of the department are areas that will be addressed in 2019.

Following the 2019 survey results, further actions will be:

Table 19: Action Plan

| Action Number | Section Reference | Action | Rationale | Key outputs & milestones | Timeframe | Person responsible | Output to-date | Success criteria & outcome |
|--|-------------------|---|---|---|---|--------------------------------|---|---|
| A. Developing and sustaining a culture of equality, diversity and inclusion | | | | | | | | |
| 1. | 3 | Generalise sense of responsibility within DeLC for Athena SWAN and enhance visibility | Some staff stated in surveys DeLC culture does not exhibit gender equality awareness as it should | 1. Acceptance that all staff will participate in SAT for 2 year service. | 1. Begin. academic year 2019-20, make proposal to dept. meeting | 1. HoD | EDI standing item on dept. meeting agenda | 1. At least 90% satisfaction in survey returns that DeLC's culture and practices foreground gender equality by 2023. 2. Athena SWAN and gender equality written into all departmental roles by begin. academic |
| | | | | 2. Develop SAT Rota for next three years | 2. Begin. academic year 2019-20 | 2. Current SAT Chairs to draft | EDI officer role and SAT merging | |
| | | | | 3. Include UG and PG student rep. on SAT (paid) and ensure workload allocation or ex gratia payments for PS staff on SAT | 3. Begin. academic year 2019-20 | 3. Current SAT Chairs | | |
| | | | | 4. Work with DeLC, LU & FASS EDI officers/committees to make induction plan for new SAT members and update EDI section of dept. website | 4. by Sept. 2019. | 4. Current SAT Chairs to do | | |

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| | | | | 5. Delivery of Athena SWAN Action Plan written into every Director's role | 5. Start of academic year 2019-20 | 5. HoD, with SMT | | year 2020-21. 3. In 2020, aim for 50% staff survey participation increasing to 60% in 2021, 70% in 2022, 80% in 2023. Aim for 20% student responses in 2020, 30% in 2021, 40% in 2022, 50% in 2023. |
| | | | | 6. Increase AS staff survey responses from 45% in 2018 and 38% in 2019 levels. Increase student survey responses from 7% in 2018 and 12% in 2019. Consider promotional strategy and timing of surveys. | 6. From January 2020, and annually | 6. SAT | | |
| 2. | 5.6 (i) | Generalise sense of responsibility within DeLC for EDI | We need to ensure we keep staff and students together as we match dept. practice to changing EDI objectives | 1. Extend SAT analysis to intersectional issues – e.g. how does our picture/strategy change if we look at ethnicity as well as gender in our student and staff populations? 2. Hold an EDI workshop, with particular emphasis on unconscious bias 3. Keep staff and students up to date on EDI issues/ opportunities via | 1. From beg. academic year 2019-20 2. Summer term 2019 3. From summer 2019 | 1. SAT and EDI Officer 2. Chair of AS SAT team 3. EDI officer/SAT/DO | SAT chair already circulates EDI opps via dept. email | 1. At least 90% awareness of EDI practice in DeLC/ LU reported on survey returns by 2023 2. 100% confidence that DeLC supports equality, diversity and inclusion in its culture and practice |

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| | | | | posters around the department; refer staff to relevant pages of HR website during induction also to LGBT and LU Women's network; DO to send emails to staff who have not completed EDI training every Monday morning until it is done | | | | on survey returns by 2023 3. 100% confidence among students that they could make a complaint without fear of ridicule or reprisal by 2023 |
| 3. | 5.6 (iii) | Review membership of SMT | There is currently only 1 grade 9 academic-related staff (HoD) to serve on SMT. Academic-related staff represent 58% (14 of 24) of permanent academic staff and a large part of fractional staff. | Include Chair of LangCom on SMT | October 2019 | HoD | | Inclusion of Academic-Related staff member on SMT by 2020 |

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| 4. | Section 5.3 | Lobby for better promotion frameworks for Professional Services staff | It is hard to progress in job roles in the PS team without either seconding or moving roles | 1. Form a DeLC working group and brainstorm possible proposals | 1. Summer 2020 | 1.SAT with EDI officer and PS team | | In the 2022 survey, we aim to have 90% satisfaction that DeLC is working to improve promotional frameworks for PS staff. Improved promotion frameworks by 2023. |
| | | | | 2. Contribute to work being done by HR, Faculty & Central staff to enhance Professional Staff promotion | 2. Ongoing | 2. HoD, SAT and EDI | | |
| | | | | 3. Through PDRs, support PS staff to enhance competencies and to consider and prepare for secondments. | 3. By Sept. 2020 | 3.DO, HoD and PDR reviewers | | |
| 5. | 5.6 (v) | Investigate senior staff perceptions around workload allocation | 3 Senior Lecturers feel work is not allocated on a clear and fair basis | Understand why this perception is reported by running focus groups run by an external facilitator | Summer 2019 | HoD and PDR reviewers | | 100% staff survey report that workload is fairly allocated by 2022 |
| 6. | 5.6 (vi) | Run workshop on recognising and rewarding citizenship (open to PGs and ECRS as well as part of their career development | 'Citizenship' is important and growing, as part of engagement agenda | Staff understand that citizenship is counted towards workload and promotion | Summer 2020 | HoD | | 100% staff survey report that citizenship is fairly recorded and |

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| | | – understanding the changing landscape of HE) | | | | | | acknowledged by 2020 |
| 7. | 4.2 (iii) | Collect data as staff leave, to supplement the data which the Institution will begin to collect and to inform DeLC’s longer term EDI practices | To know whether there are gendered reasons for staff departures | 1. Develop an anonymous online DeLC exit questionnaire for staff who leave | By Sept. 2019 | 1. Athena SWAN SAT Chairs | | A database of qualitative data from staff who leave on their reasons for leaving, beginning with the next departure |
| | | | | 2. Ask departing staff to complete the questionnaire | Ongoing | 2. HoD | | |
| 8. | 5.6 (iii) | Gather information on gender representation across workload | DeLC aims to have a balanced gender representation | 1. Annual gender analysis of workload allocation | March 2020 | 1. HoD and DO | | More information for decision-making on gender representation across workload |

B. Developing strategies for overcoming gendered pipeline challenges at undergraduate and postgraduate levels

| Action Number | Section Reference | Action | Rationale | Key outputs & milestones | Timeframe | Person responsible | Output to-date | Success criteria & outcome |
|---------------|-------------------|--|--|--|-------------------------------|--|------------------------------------|--|
| 1. | 2 and 4.1 | Improve the pipeline for potential male undergraduates | DeLC aims to improve on modern languages | 1. Provide more male role models in outreach and | 1. From academic year 2019-20 | 1. Knowledge Exchange Officer & Schools Liaison Officer (being careful | 1. Since 2018, our Schools Liaison | 1. Rise in applications by male candidates |

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| | | interested in studying at DeLC | sector gender ratio, where women UGs are in majority | engagement events at Secondary school level | | not to overburden underrepresented staff) | Officer is a male academic-related member of staff – this will continue | by 10% by 2024 2. Rise in acceptances of offers by male candidates by 10% by 2023 |
| | | | | 2. Highlight male role models at our Open Days and Applicant Visitor Days | 2. from 2019-20 | 2. Recruitment officer | | |
| | | | | 3. Run gender neutral recruitment events and follow up with underrepresented candidates; plan tailored recruitment event following Edinburgh Napier University model | 3. Plan for roll out in 2020/1 | 3. HoD, SMT, Outreach/Engagement officer, Recruitment Officer | | |
| 2. | Section 4.1 | Improve UG-PGR progression pipeline for female applicants | Our data shows we have a shortfall of PGR acceptances by women in comparison to UG | 1. Form PG specific working group to explore reasons for leaky pipeline (survey prospective and current students re: factors influencing decisions to continue into PG study, and choosing to continue their studies in DeLC; | 1. Begin. Academic year 2019-20 | 1. Postgraduate co-ordinator | New MA in Translation has already begun this work | 1. Attain a ratio of male/female PGRs that is 50%F/50%M by 2023. Our ratio is currently 45% F to 55% M |

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| | | | | develop actions in response to these findings) | | | | |
| | | | | 2. Employ female PGRs as ambassadors in recruitment activities | 2. Implement PGR ambassador programme in 2019-20 cycle | 2. Postgraduate co-ordinator | | |
| | | | | 3. Staff to identify female UG students to discuss PG options | 3. Lent term every year | 3. PG Director/MA in Translation Director | | |
| 3. | 4.1 | Improve degree attainment at ug and PGT level for male students and monitor degree attainment for women at PGR | Since 2015 M 1sts have decreased while M 2:2s have increased; the inverse pattern is discernible for women; men are less likely to achieve distinction at PGT; degree | 1. Understand the reasons why degree attainment issues exist by forming a working group with SAT/EDI and student-staff committee 2. Run an intersectional analysis of men at UG, PGT and women at PGR to understand other potential factors | 1. Begin. academic year 2019-20 2. Begin. Academic year 2019-20 | Director of UG Studies/Director of PG studies | | A four-year plan to improve degree attainment in male UGs and PGT: By 2023 increase M 1sts from 0% to 20%); in PGT increase Distinctions by 33% to 43%; |

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| | | | completion at PGR for women requires monitoring | contributing to attainment issues | | | | establish monitoring system for female attainment at PGR |
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C. Improving support for flexible and part-time working and managing career breaks

| Action Number | Section Reference | Action | Rationale | Key outputs & milestones | Timeframe | Person responsible | Output to-date | Success criteria & outcome |
|---------------|-------------------|---|--|--|------------------------|--------------------|----------------|--|
| 1. | 5.5 (iii) | Improve the support for those preparing for maternity/adoption or paternity leave and returning to work after | Of the two cases of maternity and adoption leave over the last 5 years, both had concerns about support provided | 1. Introduce phased return for maternity /paternity/adoption leave (to grow research before teaching starts) | 1. 2020 | HoD | | A four-year plan designed to yield an upward trend of annual increases in satisfaction re: communication re: maternity/paternity/adoption leave from 67% towards 100% by 2023; ensure that the next colleague eligible for |
| | | | | 2. Lobby the central administration for breastfeeding locations on campus | 2. Active, 4 year plan | 2. EDI and SAT | | |
| | | | | 3. Monthly check-in meeting with line manager during pregnancy and on return to work to check preparations and support are in place and to discuss applicable policies | 3. Sept. 2019 | 3. Line managers | | |

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| | | | | | | | | MARS submits a request (or expresses a clear reason why this is not desirable) (ongoing); submission of a DeLC request for FASS to explore breast-feeding facilities by the end of 2019/20. |
| | | | | 4. Discuss and plan for Keeping in Touch days before going on leave | 4. Now active, and ongoing | 4. HoD and DO | Already in place (since 2018) | |
| | | | | 5. As soon as leave is confirmed, inform research active staff of MARS | 5. Now active, and ongoing | 5. HoD and DO | Already in place (since 2018) | |
| | | | | 6. Ask staff if they wish departmental emails to be sent to their personal emails rather than have to logon to work email. | 6. Now active, and ongoing | 6. DO | Already in place since 2018 | |
| | | | | 7. Create & display posters summarising policies in the department | 7. From May 2019, ongoing | 7. AS SAT | | |

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| | | | | 8. Discuss with HR ways to connect returning staff to mentors with similar experience. | 8. From May 2019 | 8. EDI and SAT | | |
| 2. | Section 5.6 (vi) | Ensure committee and dept meetings are not just scheduled but also completed in core hours | This was a comment that came through in the staff survey | Start meetings at 1.pm instead of 2.pm | 1.Ongoing | HoD and all staff who will prepare for Dept. Meetings, plus staff who will give shorter verbal reports | Reports already shared before the meeting to shorten verbal reports. | 100% of dept. meetings concluding in core hours from 2019-20 |
| 3. | Section 4.2 (vi) and 5.5 (vi) | Consider how to enhance value felt by part-time and fractional staff | Part-time staff form a large part of DeLC's staff. It is important that they wish to contribute and feel part of the team. | 1. SAT team / EDI will organise an externally facilitated focus group in order to drill down into the experiences of staff on various types of contracts (eg fractional, part time ftc) and formalise strategy to combat any sense of disenfranchisement | 1.Sept. 2019 | 1. EDI Officer/SAT | Part-time staff are already invited to all events, and are on LU and DeLC mailing lists. Impending move to new office | 100% respondents to staff survey consider part-time staff to be equally valued and fully integrated into the |

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| | | | | 2. Consult with other dept. to see how they manage this | 2. Sept. 2019. | HoD | space will bring a staff room, which will help general staff integration | dept. by 2023 |
| 4. | Sections 5.5 (i), (ii), (iii), (iv), (v) and (vi) | Improve awareness of University policies on flexible working | Staff who had taken maternity leave felt we could better communicate policies | 1. Review the department's communication plan to check we improve communications re. maternity/ adoption/ shared parental leave policies and flexible working with regard to i) what we communicate ii) how we communicate | 1. i. January 2020. 1.ii. August 2020. | EDI Officer/SAT | Shared parental leave posters are on display, others will be created and displayed | 100% staff aware of policies by Dec 2020. |

D. Find long-term solutions for departmental growth and reliance on fixed-term, fractional posts

| Action Number | Section Reference | Action | Rationale | Key outputs & milestones | Timeframe | Person responsible | Output to-date | Success criteria & outcome |
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| 1. | 5.6 (i) | Adjust to growth | Reduce the number of Associate Lecturers employed on fixed-term, part-time contracts | Lobby Faculty for the need for new dept. post, and work with HR about improving employment practices in DeLC | 1. Ongoing from 2019-20 | SMT, HoD and HR | | Acquire one new academic post for 2021-22 or, at least, establish full clarity from Faculty on expected staff FTE growth in the period of this Action Plan. |

E. Improving awareness and ensuring best practice in recruitment, promotion and training

| Action Number | Section Reference | Action | Rationale | Key outputs & milestones | Timeframe | Person responsible | Output to-date | Success criteria & outcome |
|---------------|-------------------|--|--|---|---------------|--------------------|-----------------------------------|--|
| 1. | Section 5.1 (ii) | Revise and relaunch a Department Induction Handbook to sit alongside the | Survey showed that more work needed to | 1. Over the course of summer 2019 and summer 2020 and 2021, sections of the | Summer 2020/1 | SMT, HoD, DO | The current Handbook is available | Improved awareness in the staff survey – all |

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| | | revised University Induction portal | be done to ensure awareness amongst staff of the practices like recruitment and promotion | handbook will be produced and shared on a new Moodle page | | | on staff shared drive, but this is not very user-friendly | staff (100%) aware of promotion criteria and process by 2021 |
| 2. | Section 5.1 (i) | Ensuring best practice and transparency in recruitment processes | Data from the surveys showed staff had little idea whether recruitment processes were carried out fairly and without gender bias | <p>1. All staff on Senior Management Team to undertake recruitment training as a matter of course</p> <p>2. Provide Staff Development Session on the University's new 'Recruitment Toolkit' to improve awareness of recruitment process</p> <p>3. Yearly report to Departmental Meeting about recruitment policy and practice</p> <p>3. Ensure the new Recruitment Toolkit used for new appointments including the new software tool check on adverts to avoid any</p> | <p>1. From 2020 ongoing</p> <p>2. Summer 2020</p> <p>3. Every May</p> <p>3. From May 2019</p> | <p>SMT, HoD</p> <p>HoD</p> <p>DO</p> | <p>Software tool already used for latest appointme</p> | Improved awareness in the staff survey – all staff (100%) aware of recruitment process by 2021 |

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| | | | | gender bias – relevant staff familiarise themselves with this | | | nt in Spanish | |
| 3. | Section 5.1 (iii) | Improve awareness of promotion criteria/processes | Some staff not aware of the promotion process for their role | 1. Include promotion timelines/criteria in the Induction toolkit 2. Posters around dept. | 1. Next academic year (2019-20) 2.2019/20 | EDI/SAT with DO and HoD and Staff Development Officer | The HoD or other PDR reviewer already works with an 18-month plan for people being promoted | 100% awareness of promotion processes in 2021 staff survey |
| 4. | Section 5.3 (i) | Design a new system for monitoring training needs for all staff, which includes post-training evaluation of effectiveness. | 3 (21%) out of 14 respondents in 2019 felt they were unable to access training that was relevant to their career development needs | 1. DO to collect training needs identified in PDRs to produce a yearly staff development action plan; also to communicate with HR OED centre to arrange for bespoke training if not currently offered. | Start at the next round of PDRS summer-Sep 2019 | DO to collate and HoD to run | | Decrease number of respondents in 2021 survey who feel unable to access training they need to max. of 5% |

F. Improving student experience of gender equality – improving staff-student communication

| Action Number | Section Reference | Action | Rationale | Key outputs & milestones | Timeframe | Person responsible | Output to-date | Success criteria & outcome |
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| 1. | Section 5.3 (iv) | Improve communication between staff and students about gender-related issues in students' experience | In the 2019 survey, 5 (22%) out of 23 students felt that gender inequality did affect their ability to progress throughout their degree | <p>1. Include staff EDI Officer and SAT member at every staff-student committee meeting (termly) to table discussion about gender-related issues arising</p> <p>2. Improve general communications between staff EDI rep and students; regular email contact; posters in the resource centre; attendance at freshers events</p> | <p>1. Every term ongoing</p> <p>2. Every year and ongoing</p> | Staff EDI Officer/SAT member | | <p>1. 100% confidence among students by 2021 that they could make a complaint without fear of ridicule or reprisal</p> <p>2. Minimise the percentage of students who feel gender plays a role in their academic progression with an aspiration of 100%</p> |

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| | | | | | | | | success and an expected success rate of at least 90% by 2021 |
| 2. | Section 5.6 (i) | Raise awareness about informal and formal channels for students to report gender-based harassment | 18 (78%) out of 23 student respondents to the 2019 survey said they would not know where to go to make a formal or informal complaint if they did at any point feel they had experienced gender-based harassment | 1. Add section to student handbooks on the DeLC web office with information about university services (The Base – student services) | 1. By summer 2019 | 1. EDI rep and the DO officer is responsible for checking that this has been done. | | Minimise the number of students who are unaware of where to go in the event of gender-based harassment with an aspiration of 100% success by 2020. |

G. Improving support and transparency around research

| Action Number | Section Reference | Action | Rationale | Key outputs & milestones | Timeframe | Person responsible | Output to-date | Success criteria & outcome |
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| 1. | Section 5.1 (iv) | Improve transparency of REF process to ensure colleagues are reassured re: gender equality of process | 7 out of 13 respondents to the 18-19 staff survey were unsure of whether the process was being undertaken in a gender equal manner | 1. Statement about DeLC's ethos and practices re. REF to be included in new Departmental Induction Handbook; Involve all research staff in drafting statement 2. Director of Research will provide a detailed report about our own REF processes at the next departmental meeting | 2019-20 Year beginning 2019-20 | Director of Research | All staff are set to be returned for REF 2020/1 | Improved awareness shown in staff survey – at least 90% of respondents confident of gender equal manner of REF process |
| 2. | Section 5.3 (v) Support with research grants | Provide support to research staff following unsuccessful bids to support them to developing bids in new ways | To grow the research base of the department | All unsuccessful bids followed up with a 1:1 | 2019-20 | Director of Research | 1:1s already happening in prep for grant submission | To strengthen the research environment with special attention to grant capture from external sources and at least 1 unsuccessful bid resubmitted to another |

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