Department Application
Bronze and Silver Award

Lancaster University
Department of English Literature and Creative Writing

Athena Swan, Bronze Application 2019

ACTION PLAN

1. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

Overarching Objective, Rationale and Priority	**Actions**	**Timeframe**	**Person Responsible**	**Success Criteria and Outcome**
1. Athena SWAN SAT to become an EDI Committee To continue the work of Athena SWAN but also broaden SAT's remit to all protected characteristics.	1.1 SAT team, to be renamed EDI Committee, will meet termly (i.e. 3 times per year) and will broaden remit to all protected characteristics.	Oct 2019-Dec 2020	EDI Officer	i. Athena SWAN Action Plan delivered and 4 further equality and diversity issues raised. ii. 50% women; 1 Teaching only, 1 research only, 1 of each grade 7, 8, 9 and professor, 1 PS staff member, 1UG, 1PGT and 1PhD will serve on the EDI Committee every year. iii. Robust processes in place for monitoring and reporting of equality and diversity data.
	1.2 Creation of new admin role: EDI Officer (75 workload points). The new role will include the work done by the Disabilities Officer previously.	August 2019	HoD	
	1.3 The EDI Committee will have appropriate representation of gender, grade, and role every year.	October 2019	EDI Officer	

Priority: High	1.4 ELCW staff will be given 10 workload points (equivalent to writing a new lecture).	August 2019	HoD	iv. Clear and regular reporting lines established. v. Increase agreement from 62% to 80% among academic staff and from 43% to 65% in PS staff in the survey question 'Are you kept informed by your department and/or institution about gender equality matters that affect you (eg. changes to maternity/paternity leave entitlements, flexible working opportunities, gender equality legislation)?' vi. 100% of staff will have participated in the staff survey.
	1.5 Professional Services Staff member will be given 7 hours' pay and their contribution will be written into their job description.	October 2019	Departmental Officer	
	1.6 Student members will be given a £10 book token each.	October 2019	Part I/Part II/PG Administrators	
	1.7 We will draw up the committee's Terms of Reference, which will show new members what is involved.	Oct-Dec 2019	EDI Committee	
	1.8 EDI Committee will report to FASS EDI committee.	By December 2019	EDI Officer	
	1.9 The EDI Committee will be a standing item on all Committee agenda: the Department Meeting, the Staff Student Consultative Committee, the CW Programme Committee, the UG Teaching Committee, the PG Teaching Committee, the Research Committee.	Oct 2019-Dec 2020	Office Administrators for these Committees	

	1.10 Create EDI noticeboard in the Student Mixing Bay and use departmental social media and posters to inform students of EDI events.	Oct 2019-Dec 2020	EDI Committee member 1	
	1.11 Carry out staff surveys every two years.	Survey 1) Jan-March 2020 Survey 2) Jan-March 2022	EDI Committee member 2	
	1.12 The HoD will bid for the money to pay a Postdoc for 0.1FTE role of EDI Administrator to support the activities specified in the Action Plan.	September 2019	HoD	
2. Present ourselves as a department committed to gender equality. To show that we are equally welcoming to male and female students.	2.1 We will keep records of how many women and men go out to visit schools and seek to send out equal numbers of men and women.	Oct 2020-Sept 2021 (and ongoing)	Schools Outreach Officer	i. 50/50 ELCW male and female staff and students sent out; applicant numbers to be reviewed at EDI Committee. Increase male UG students by 5% from 2017-18 percentages in each degree. ii. Increase male UG students by 5% from 2017-18 percentages in each degree. i. Increase numbers of male Digital Ambassadors by 2.
	2.2 Ensure that both male and female staff are involved at every admissions event on campus.	Oct 2020-Sept 2021 (and ongoing)	Admissions Officers	
	2.3 Increase numbers of Student Ambassadors.	Oct 2020-Sept 2021 (and ongoing)	Part I Administrator	

Priority: Medium	2.4 We will increase the number of male Digital Ambassadors.	Oct 2020-Sept 2021 (and ongoing)	Part I, Social Media	ii. Increase numbers of male Student Ambassadors by 4. iii. Increase female UG students on English Lit and CW degree by 10% from 2017-18 levels (to 70%).
	2.5 Student Profiles on the web will be updated and feature more men.	Oct 2020-Sept 2021 (and ongoing)	IT Officer	
	2.6 We will host 2 study days on topics that will appeal to male prospective students (e.g. science fiction, video games, graphic novels), utilising one of our Visiting Professors, Benoit Peeters.	Study Day 1) Oct 2020-Sept 2021 Study Day 2) Oct 2021-Sept 2022	Admissions Officers	
	2.7 We will offer literature and creative writing workshop to schools.	Oct 2020-Sept 2021 (and ongoing)	CW Admissions Officer	
3. Establish processes for regular data collection, analysis, and reporting on UG students. To ensure that women and men	3.1 Collect data and analyse the gender make-up for UG degrees in ELCW.	May-July 2021 (and annually)	DOUGs (Courses)	i. Increase male UG students by 5% from 2017-18 percentages in each degree. ii. increase female UG students on English Lit and CW degree by 10% from 2017-18 levels (to 70).
	3.2 Compare applications to offers and registrations for UG degrees in English Literature and Creative Writing.	May-July 2021 (and annually)	Admissions Officers	

have equal chances of receiving offers Priority: Medium	3.3 The UG Annual Course Review meeting will be presented with and discuss data for UG students by gender every year.	June 2021 (and annually)	DOUGs (Courses)	
4. Establish processes for regular data collection, analysis, and reporting on PGT students. We differ from national benchmarks. The overall number of women who applied and were offered places seems to have decreased. Priority: Medium	4.1 Collect data and analyse the gender make-up for PGT degrees in ELCW.	May-July 2021 (and annually)	MA Convenors	i. Identify 3 indicators for why our student population differs from HESA benchmarks and act on them. ii. Identify 3 indicators for why female students choose not to take the MA in CW by Independent Project and take actions to change it as a result. iii. Increase women registered for CW PGT degrees by 10% from 2017-18 levels (ie. 67%). iv. Increase female PGT applications by 10% from 63% (in 2017-18). v. Establish 3 reasons for under-performance of female FT PGT students and act to ensure female FT PGT attainment improves. vi. Establish 5 disciplinary-specific factors in the barriers that stop women undertaking PG study.
	4.2 The CW team will take into consideration Athena SWAN findings when they develop the MA CW by Independent Project. The networking and auditing opportunities that are open to these students will be promoted.	May-July 2021	CW Teaching Team	
	4.3 Review promotional materials used for PGT CW degrees.	May-July 2021 (and annually)	MA Convenors	
	4.4 Compare applications, offers and registrations for PGT degrees in ELCW.	May-July 2021 (and annually)	MA Convenors	

The percentage of FT women doing PGT degrees who gain pass with distinction has dropped in the past three years. To ensure that no unconscious bias occurs during any process of recruitment or marking.	4.5 Collect data PGT degree attainment by gender.	May-July 2021 (and annually)	MA Convenors	vii. 100% of ELCW staff have completed 'Diversity and Inclusion in Higher Education' training.
	4.6 Ensure that both women and men are present at our PGT open days and evenings.	October 2020-July 2021 (and ongoing)	MA Convenors	
	4.7 The MA Annual Course Review meeting will discuss data for PGT students by gender every year.	June 2021 (and annually)	MA Convenors	
	4.8 Offer developmental workshop to female UGs to generate ideas and project approaches that might be developed at MA level and to share experience of family friendliness and CW.	May-July 2021 (and annually)	EDI Committee member 3	
	4.9 Every member of staff to undertake the University online 'Diversity and Inclusion in Higher Education' training module.	Oct 2020-Sept 2021	HoD	
5. Establish processes for regular data collection, analysis,	5.1 Collect data and analyse the gender make-up for PGR degrees in ELCW.	Jan-March 2022 (and annually)	PG Directors	i. Increase percentage of female PGR students in English Lit (both FT and PT) by 5% from 2017-18 levels.

and reporting on PGR students. There is a drop-off in numbers of women from PGT to PGR. To ensure men and women have equal access to funding opportunities for PGR study. Priority: Medium	5.2 Collect and analyse data by gender of AHRC funding given to PGR students.	Jan-March 2022 (and annually)	PG Directors	ii. Maintain current gender balance in the allocation of funding for PGR iii. Increase percentage of female PT PGR students by 5% from 2017-18 levels. iv. Establish 5 disciplinary-specific factors in the barriers that stop women undertaking PG study.
	5.3 Compare applications, offers and registrations for PGR degrees in ELCW.	Jan-March 2022 (and annually)	PG Directors	
	5.4 PG Teaching Committee will discuss data for PGR students by gender every year.	March 2022 (and annually)	PG Director (ENGL)	
	5.5 Students applying for funding will be actively mentored through the process by ELCW staff.	Jan-March 2022 (and annually)	All ELCW staff	
	5.6 We will run drop-in sessions for PGT students on how to write funding applications.	Jan-March 2022 (and annually)	PG Directors	
	5.7 The sessions run by MA Convenors on continuing in PG study will explicitly address gender-related issues.	Jan-March 2022 (and annually)	MA Convenors	

6. Increase the proportion of female PG students. We lose female students from UG to PGT to PGR Priority: High	6.1 Series of informal short talks with Q&A for UG and PGT students with ELCW staff and PGR students on the topics that have been identified as reasons why women do not pursue academic study: e.g. combining PG study with having a family; part-time PG study; undertaking PG study while working elsewhere; different career paths before and after PG study; work-life balance; managing career breaks.	Oct 2019-July 2020 (and ongoing)	EDI Committee member 4	i. Establish 5 disciplinary-specific factors in the barriers that stop women undertaking PG study. ii. Increase percentage of female PGR students in English Lit (both FT and PT) by 5% from 2017-18 levels. iii. Increase female PGT applications by 10% to 63% (in 2017-18)
	6.2 Host termly coffee mornings in the Staff/PGR Kitchen on specific issues raised in Athena SWAN.	Oct 2019-July 2020 (and ongoing)	EDI Committee member 5	
	6.3 Update PGR student profiles on our departmental webpage to showcase female success stories of research and grant awards (e.g. AHRC studentships).	April-July 2020 (and annually)	IT Officer	

	6.4 Create new ELCW UG and PGT prizes for 'Best Dissertation on Women's Writing' with award of £50 each.	April-June 2020 (and annually)	DOUGs (Courses)	
	6.5 Run 2 focus groups (with UG and PGT women) using the visual data methods that one ELCW colleague developed and published in the HEA ESCalate (Education Subject Centre) Newsletter, to find out more about decisions not to pursue PGT and PGR study.	April to June 2020	Careers Officer	
	6.6 In addition to our 'gold list' of students identified at the end of the second year (the HoD writes to to encourage them to consider PGT study), there will be a 'platinum list' of students identified at the end of the first term of their third year who the HoD will write to again.	January 2020 (and annually)	HoD	
	6.7 Development of an MA module specifically focusing on women.	April-July 2020	[redacted]	

7. Investigate and address gender differences in the experience of fixed-term contracts. We have more men than the national picture on FTC than women. Priority: Low (because we have so few postdocs)	7.1 Collect, analyse and report information on gender of those on fixed-term contracts for discussion at EDI committee.	Oct-Dec 2022 (and annually)	EDI Officer and EDI Committee	i. Establish 3 reasons for gender imbalance in fixed-term contracts and act upon these. ii. 50% of current RAs to be in full-time academic posts by 2023. iii. Raise 2 postdoc issues at Research Committee and act upon them.
	7.2 RAs to be offered mentor outside their management line.	Oct-Dec 2022 (and ongoing)	Line Managers of postdocs	
	7.3 RAs to be offered chance to deliver research seminar in department series.	Oct 2022-Sept 2023 (and annually)	Research Director (Events)	
	7.4 Create a new role for RA Rep for the Research Committee.	October 2022 (and ongoing)	Research Director (Admin)	
	7.5 Encourage RAs participation in Lancaster University's Research Staff Association.	Oct-Dec 2022 (and ongoing)	Line Managers	
	7.6 Line Managers of staff on fixed-term contracts to implement the recommendations in University English's document 'Employing Temporary Teaching Staff in English and Creative Writing'.	Oct-Dec 2022 (and ongoing)	Line Managers	

8. Find out about destinations and reasons for leaving of all academic leavers. This data is not collected. Priority: Low (because so few people leave)	8.1 We will collect, report and analyse leavers data at the EDI Committee.	Jan-March 2023	Departmental Officer and EDI Committee	i. Establish whether there is a gendered pattern among leavers.
9. Establish processes for regular data collection, analysis, and reporting on staff recruitment We do not have sufficient evidence yet to be sure that women and men	9.1 Use search committees to identify and encourage potential candidates to apply to new posts when they become available.	Oct-Dec 2020 (and ongoing)	HoD	i. By 2023, 2 women in new posts, grade 9 or above. ii. 100% of SL and above completed 'Recruiting the Best' training iii. Increase from 70% to 90% agreement in the Academic Staff Survey to the question: 'My department's recruitment procedures for staff are fair and transparent'?
	9.2 There will be at least one woman on every recruitment panel.	Oct-Dec 2020 (and ongoing)	HoD	
	9.3 All staff SL and above will undertake 'Recruiting the Best' training.	Oct-Dec 2020 (and ongoing)	Departmental Officer	

are recruited on equal terms. Priority: Medium	9.4 All future recruitment adverts to be written in gender-neutral language.	Oct-Dec 2020 (and ongoing)	Recruitment Panel Chairs	
	9.5 Continue to monitor gender equity at the moment of appointment to make sure there is no gender bias in starting grades or salaries.	Oct-Dec 2020 (and ongoing)	EDI Officer	
10. Improve the induction programme to ensure that new staff are fully integrated into the department and able to access information they need. Feedback indicated that new staff did not always receive comprehensive information.	10.1 HoD to meet with all new staff one-to-one.	Oct-Dec 2020 (and ongoing)	HoD	i. academic staff response to the question 'Was your induction helpful?' ii. Induction check-list to be used for 100% of new starters. iii. Establish 3 things to improve about departmental induction (from evaluation carried out 3 months after new posts commence) and have implemented these.
	10.2 Induction check-list to be created.	Oct-Dec 2020 (and ongoing)	EDI Committee member 6	
	10.3 Add links to Moodle site for staff to relevant ELCW procedures and day-to-day practices (e.g. marking practices, viva forms, student wellbeing information).	Oct-Dec 2020 (and ongoing)	IT Officer	
	10.4 ELCW to host a welcome lunch for new staff members in the staff and PGR kitchen (see Figure 4).	Oct 2020-Sept 2021 (and ongoing)	EDI Officer	

Priority: Medium	10.5 Invite new starters to do a research seminar in their first year (or later if they would prefer).	Oct 2020-Sept 2021 (and ongoing)	Research Director (Events)	
	10.6 Three months after new starters have had induction ask for evaluation and suggestions for improvement.	Oct 2020-Sept 2021 (and ongoing)	EDI Officer	
11. Support academic colleagues to build the necessary experience to submit a successful promotion application at the appropriate point in their career. We have more women at grade 8 and fewer women at grade 9 than national benchmarks.	11.1 Request feedback from Promotions Committee on failed promotions.	Oct-Dec 2019 (and ongoing)	HoD	i. 100% of failed promotion cases to be resubmitted within 3 years with success ii. There will be more evenly gendered patterns of promotion. iii. Increase from 65% to 80% in Academic Staff Survey responses to the question 'Has the department supported you in the promotion process?' iv. By 2023, 2 women to be promoted to grade 9. v. By 2023, 2 women to have attained professorial increments.
	11.2 Meeting with HoD after failed promotion case.	Oct-Dec 2019 (and ongoing)	HoD	
	11.3 PDR reviewers will be reminded annually to address promotion planning and preparation with reviewees.	June 2019	Departmental Officer	
	11.4 We will create a ELCW Promotions Committee to meet annually. It will review the CVs of all academic staff who have been 3+ years at a given grade in order to advise on promotion planning.	Oct-Dec 2019 (and will meet annually)	EDI Officer	

Priority: High	Other colleagues may also ask for their CVs to be reviewed.		Research Director (Admin)	
	11.5 We will create a new mentorship scheme that could be used to help those going for promotion.	Oct-Dec 2019	EDI Officer	
	11.6 Invite colleagues who are on the Faculty Promotions Committee, University Promotions Committee, and/or University Chairs Committee to give a talk to all staff in the dept meeting.	Oct-Dec 2019 (and ongoing)	EDI Officer	
	11.7 We will request that FASS run a promotions workshop.	Oct-Dec 2019	EDI Committee member 7	
	11.8 Each year, we will organise a staff lunch to be addressed by a member of ELCW staff about their promotion experiences.	Oct-Dec 2019	EDI Committee member 2	

	11.9 Next staff survey will ask for more information about why people do not go for promotion; results to be discussed at the EDI Committee.	Survey 1) Jan-March 2020		
12. Raise awareness of potential and actual gender imbalances in workload, specifically publications. There were more men not returned in the last REF than women. Priority: Medium	12.1 Collect, analyse, and report gender data for REF2021 return.	Jan 2021	Research Director (Admin)	i. Gender parity achieved in REF returns and exclusions.
13. Increase the awareness and take-up of training opportunities. Staff say that they are unable to do training because	13.1 Ensure that 100% staff have completed the online EDI training.	May-July 2020	Departmental Officer	i. 100% of staff will have undertaken online EDI training. ii. Increase number of other training courses undertaken by ELCW staff by 50%.
	13.2 Request that time for training be included in the new workload model being put forward by FASS via the new EDI committee.	December 2019	EDI Officer	

they don't have the time. Priority: High	13.3 Via PDR, the HoD will bring to DL tutors attention the training that is available online.	June 2020 (and every two years thereafter)	HoD	
	13.4 Lunchtime meetings on research bids will include information on training and staff development and support.	Oct 2019-Sept 2020 (and annually)	Research Director (Admin)	
14. Ensure that PDRs work effectively and consistently for all staff DL tutors think they are not offered PDRs and some have not been promoted since joining Lancaster University. Take up of PDRs generally is low.	14.1 All staff SL and above will be required to take PDR training.	Oct 2019-Sept 2020 (and ongoing)	Departmental Officer	i. PDR take-up to improve to reach 90% from current levels. ii. By 2023, 2 DL staff to have applied for promotion. iii. Identify 3 issues raised by ELCW staff about the new PDR and raise these at the FASS EDI Committee
	14.2 DL staff to be sent a separate email inviting them to participate face-to-face PDR every two years.	June 2020 (and every two years thereafter)	Departmental Officer	
	14.3 HoD to write and agree statement of pathway to promotion for DL staff.	May-July 2020	HoD	
	14.4 HoD to require that all staff have annual PDR (except DL tutors, see 15.2).	June 2020 (and annually)	HoD	

Priority: High	14.5 Review new PDR process in EDI Committee 1 year after it has been rolled out to see whether it addresses concerns expressed in the staff surveys.	June 2022	EDI Committee member 8	
	14.6 PDR reviewers to ask routinely about promotion and work-life balance in annual PDR.	June 2020 (and annually)	Departmental Officer	
15. Increase awareness and take-up of mentoring opportunities. Staff say that they do not know what opportunities are available to them. Priority: Low	15.1 All SL and above staff in ELCW will be available to act as mentors.	Oct 2019-Sept 2020 (and ongoing)	SL and above staff	i. Improvement in staff survey responses. ii. Increase from 51% to 70% agreement in academic staff survey to the question 'they have access to mentoring opportunities'. iii. Identify 5 'networking opportunities' appropriate to ELCW staff and act upon them.
	15.2 We will find out more about what staff understand by 'networking opportunities' and ask for suggestions on how we could improve on this for DL tutors and others.	Survey 1) Jan-March 2020	EDI Committee member 2	
16. We will measure the impact	16.1 Collect, analyse, and report data on UG careers events to the UG Teaching Committee.	Oct-Dec 2021 (and annually)	Careers Officer	i. Maintain 1st place in Guardian University Guide for for 'Career after 6 months'.

of the careers work we are doing. We have a series of careers events in place. Priority: Low	16.2 Collect, analyse and report data on PG careers events to the PG Teaching Committtee.	Oct-Dec 2021 (and annually)	Careers Officer	ii. Establish clear and robust reporting lines.
17. Establish processes and data collection, analysis, and report for grant applications More women than men are applying for an getting grants. Priority: Medium	17.1 New process to be developed to support those unsuccessful in grant application.	Jan-March 2021 (and ongoing)	Research Director (Admin)	i. Increase number of men applying for grants by 2 per year. ii. By 2023, increase number of men being awarded grants by 3 from 2017-18 levels. iii. By 2023, 2 bids to include ECRs. iv. REF2021 to have gender parity in exclusions.
	17.2 New processes to be put in place for ECRs to be named on research bids.	Jan-March 2021 (and ongoing)	Research Director (Admin)	
	17.3 Athena SWAN REF and grant (by gender) statistics will be discussed at the Research Committee and will continue to be monitored.	Jan 2021	Research Director (Admin)	
	17.4 Academic staff to be asked during PDR what their plans are for research grant applications.	June 2020 (and annually)	Departmental Officer	

	17.5 Request that the new workload model being created by FASS to include time to write grant applications.	Dec 2019	EDI Officer	
18. Improve departmental support for maternity and adoption leave. Staff feel that maternity leave has detrimentally affected their career progression. Priority: Medium	18.1 ELCW will write specific guidelines on parental-related leave with HR and Department Meeting input. Every effort will be made to ensure continuity of roles and activities before and after the period of leave.	Oct-Dec 2021	EDI Officer	i. 90% agreement in academic staff survey question: 'Were you offered appropriate support before and during your parental-related leave?' ii. Identify 2 things that could be improved from evaluation of experience of parental-related leave and write these into the department guidelines. iii. Improve responses in academic staff survey from 35% to 60% on agreement with 'Are you kept informed by your department and/or institution about gender equality matters that affect you (eg. changes to maternity/paternity leave entitlements, flexible working opportunities, gender equality legislation)?' iv. Identify 2 things that could be improved from evaluation of failed flexible working requests and act on them.
	18.2 When someone does go on leave we will seek detailed feedback from them on their experience so that guidelines (see 19.1) can be improved.	Oct 2021-Sept 2022 (and ongoing)	EDI Officer	
	18.3 ELCW to propose a mentor for those going on parental-related leave to help people make research and career plans at an early stage.	Oct 2021-Sept 2022 (and ongoing)	HoD	
	18.4 We will adhere to the Advance HE guidance in 'Improving the use of KIT and SPLIT days'.	Oct 2021-Sept 2022 (and ongoing)	HoD	

	18.5 Everyone returning from parental-related leave will have a 1:1 meeting with the HoD.	Oct 2021-Sept 2022 (and ongoing)	HoD	
	18.6 We will use the new EDI noticeboard to inform staff how to request flexible working.	Oct 2021-Sept 2022 (and ongoing)	EDI Committee member 9	
	18.7 In the event of failed Flexible Working submissions, the EDI Committee will request feedback on how the process was dealt with from the person who made the request.	Oct 2021-Sept 2022 (and ongoing)	EDI Officer	
19. Increase awareness of gender equality matters Both academic and PS staff said that they were not kept up to date. Priority: Low	19. We will inform staff of changes in gender policy and opportunities via email and the new Moodle site site and encourage take-up of various forms of leave by disseminating our newly written guidelines (see 19.1) regularly.	Jan-March 2022 (and ongoing)	EDI Officer	i. Improve responses in academic staff survey from 35% to 60% on agreement with 'Are you kept informed by your department and/or institution about gender equality matters that affect you (eg. changes to maternity/paternity leave entitlements, flexible working opportunities, gender equality legislation)?'

20. Establish processes and data collection, analysis, and report on flexible working in the department. Staff responses make it clear that this is a problem area. Priority: Medium	20.1 EDI Committee to be involved in, and advise on, future flexible working requests.	May-July 2022 (and ongoing)	EDI Officer	i. Improve responses in academic staff survey from 35% to 60% on agreement with 'Are you kept informed by your department and/or institution about gender equality matters that affect you (eg. changes to maternity/paternity leave entitlements, flexible working opportunities, gender equality legislation)?' ii. Improve responses in Professional Staff survey from 43% to 65% on agreement with 'Are you kept informed by your department and/or institution about gender equality matters that affect you (eg. changes to maternity/paternity leave entitlements, flexible working opportunities, gender equality legislation)?' iii. Collate information about timetabling requests not honoured and issue raised at FASS EDI Committee.
	20.2 We will ask for further information about whether timetabling requests are honoured and collate complaints from the next Staff Survey.	Survey 1) Jan-March 2020 Survey 2) Jan-March 2022	EDI Committee member 2	
21. Communicate the department's approach to equality and diversity issues to	21.1 We will actively recruit 2 more male POMs.	Jan-March 2020	Part I Co-Ordinator	i. Improve academic staff survey response to question 'Is your department committed to the Athena SWAN charter and its

current and potential staff and students. To give prominence, internally and externally, to the Department's commitment to equality and diversity. Both staff and students want a more diverse curriculum. Priority: High	21.2 We will host an Annual International Women's Day event. £200 will be ringfenced to pay for this event.	Jan-March 2020 (and annually)	Director of Research (Events)	gender equality principles?' from 64% to 100% ii. Improve Professional staff survey response to question 'Is your department committed to the Athena SWAN charter and its gender equality principles?' from 71% to 100% iii. Increase BAME staff (5%) and student population (by 10%) from 2018-19 levels. iv.Increase diversity of PG student population (by 10%) from 2018-19 levels. v. Confirm whether there is a gender inequality in our UG and PGT curriculum and 20% increase in taught materials written by the under-represented gender from current level. vi.Confirm whether there is a lack of diversity in our UG and PGT curriculum and increase the number of BME writers on the taught curriculum by 10% from current level. vii. Increase Academic Staff Survey results for the question 'Do
	21.3 Staff and invited UG and PG students will write a termly short feature (c. 300 words) on a female BAME writer from one of their modules; this will be published on the department's news pages and on social media. Students who write for it will receive a £10 book token.	Jan-March 2020 (and annually)	EDI Committee member 10	
	21.4 Replace our 'Mission and Vision' statement on the department website declaring our commitment to EDI principles and highlighting projects like CW Writing Without Borders and our diverse curriculum.	Jan-March 2020	EDI Commiteee	
	21.5 Ensure that our commitment to gender and race equality is emphasised at Open Days and AVDs.	Jan-March 2020 (and annually)	Admissions Officers	

	21.6 Make short vox pop film featuring our international PG students to be published on our website.		EDI Committee member 10	viii. you agree that your department actively promotes a culture of equality and inclusion?' from 70% to 90%. 90% positive ALs survey response to question about whether they know how to take leave.
	21.7 Audit our UG and PGT modules for gender parity of authors.	Jan-March 2020	EDI Officer	
	21.8 Audit our UG and PGT modules for BAME authors.	Jan March 2020	EDI Officer	
	21.9 Make decolonizing the curriculum the subject of our next staff Away Day.	September 2020	Research Director (Admin)	
	21.10 Host an annual research seminar on BAME writing during Black History Month. £200 will be ringfenced to pay for the speakers' travel and accommodation.	October 2020	Research Director (Events)	

22. Raise awareness of potential and actual gender imbalances in workload. A significant proportion (25%) think that admin roles are not allocated fairly and women think this more than men. Priority: Medium	22.1 Monitor the gender and career level make-up of committee membership.	May-July 2022 (and annually)	EDI Officer and EDI Committee	
	22.2 HoD to check that there is a fair distribution of women and men in the different kinds of admin work done (e.g. UG, PG, Research).	June 2019 (and annually)	HoD	
	22.3 We will ensure that a greater range of staff grade will be represented for subject areas on the Research Committee and that the committee has gender parity.	Oct 2019-Sept 2020 (and annually)	Research Director (Admin)	
23. Ensure that everyone who wants opportunities to sit on external committees is offered them.	23.1 The Promotions Committee will identify those who want to participate on external committees and try to match them to opportunities as they arise.	Oct-Dec 2019 (and ongoing)	HoD and Internal Promotions Committee	i. By 2023, 4 members of ELCW to be newly appointed to influential external committees.

This emerged as an area of concern in the staff survey. Priority: Medium	23.2 The next Staff Survey will ask for information about how ELCW can encourage colleagues to get involved with external committees.	Survey 1) Jan-March 2020	EDI Committee member 2	
24. Remove potential and actual gender imbalances in workload (teaching and administration) Priority: High	24. HoD will continue to achieve gender parity in workload allocation, both points and roles, HoD role excluded.	June 2019 (and annually)	HoD	i. Gender parity in workload allocation, excluding HoD role.
25. Make every effort to include all staff in events organised.	25.1 Ask staff what times would work best for them and institute these in department and committee meeting planning.	Staff Survey 2) Jan-March 2022	EDI Committee member 2	i. Establish most popular times for committee meetings and schedule meetings for these times. ii. Improve academic staff survey agreement with question of whether

There were complaints in the Staff Survey. Priority: Medium	25.2 Ask DL tutors to attend Away Day and Exam Board every year, plus one Department Meeting per year.	June 2021	DL MA Convenor	departmental meetings were completed in hours that enabled those with caring responsibilities from 74% to 90%. iii. Improve Professional Staff survey agreement with question of whether departmental meetings were completed in hours that enabled those with caring responsibilities from 71% to 90%.
26. Communicate our commitment to gender equality to the general public and university audiences. Priority: Medium	26.1 Monitor the gender split in external and internal speakers, chairs, organisers and authors read at events.	May-July 2023 (and annually)	Research Director (Events)	i. Maintain or increase 2017-18 percentage of female speakers (62%) to make up for number of events given by Visiting and Distinguised speakers. ii. Improve percentage of female authors who are the subject of ECLW reading groups from 37% to 50%.
	26.2 Reading group organisers will ensure that the number of male and female authors read will be equal.	May-July 2023 (and annually)	Reading Group organisers	
	26.3 We will encourage our Distinguished and Visiting Profs to discuss female authors during their events.	Oct 2019-Sept 2020 (and annually)	Research Director (Events)	
27. Support PS colleagues to build the necessary experience to	27.1 Use PDRs more systematically to identify training needs for Professional Service Staff and allow for career progression.	June 2020 (and annually)	Departmental Officer	i. Improve Professional Services Staff survey response to question 'Can you access training that is relevant to your

develop their career. There is widespread dissatisfaction among PS staff. Priority: High	27.2 Find out what form mentoring and networking opportunities might take for PS staff.	Survey 1) Jan-March 2020	EDI Committee member 2	career development needs?' from 54% to 70%. ii. Identify 3 mentoring and/or networking opportunities that can be offered to PS staff and, by 2023, these will have been taken up. iii. Identify 2 secondment (or equivalent) opportunities for PS staff and, by 2023, these will have been taken up.
	27.3 The Internal Promotions Committee will investigate what opportunities are available for career development and match them to staff, specifically secondment opportunities.	Oct 2019-Dec 2019 (and ongoing)	EDI Officer	

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