ACTION PLAN

Reference	Planned action / objective	Rationale	Key outputs and milestones	Timeframe	Person responsible	Success criteria and outcome
1	develop role of Equality, Diversity and Inclusion Group (successor to Self-Assessment Team) to address equality matters more broadly, including issues of intersectionality	work of Self-Assessment Team has been helpful and productive; thus, it is to be continued and enhanced	Department has structures in place to monitor its activities with regard to equality and diversity and to adjust policies accordingly	ongoing since 2018	Inclusion Lead and Head of Department	achieve implementation of action plan over 4 years (progress monitored annually); ensure that all departmental policies and procedures take equality issues into account; develop a basis for Silver application; provide termly progress reports

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2	monitor perception of equality issues in the Department regularly	changes in staff and policies may impact on the role of equality issues and their perception	run electronic staff survey annually, increase response rate by changing time for survey; take findings into account when revising departmental policies and procedures	since summer 2017 annually	Departmental Manager, in consultation with Equality, Diversity and Inclusion Group	increasing response rate over next five years; accurate records of perception of equality issues on annual basis; policy changes and other actions prompted thereby documented in minutes of Equality, Diversity and Inclusion Group and of Departmental Meetings
3	contribute to spreading best practice with regard to equality issues across Faculty	not yet enough discussion of equality issues on the level of senior management across Faculty	Department to work with Dean to make equality issues a standing item at Faculty meetings; Dep. EDI Group to mentor other departments making Athena SWAN applications	from academic year 2018/19	Head of Department with Dean of Faculty of Arts and Humanities; Equality, Diversity and Inclusion Group	equality issues standing item at Faculty meetings from academic year 2019/20; all departments in Faculty engaged in Athena SWAN process by 2020/21

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4	collect data on statistics and perceptions regarding equality, diversity and inclusion in the discipline nationwide; produce report, outlining status quo, examples of best practice and action plan	numerous examples of best practice in discipline, but also some issues in some areas such as equal opportunities for career development or representation and behaviour at conferences	establish working group; collect data to be published on website of Department and national subject organization, produce report, present at subject conference in spring 2020, develop action plan	summer 2019 – summer 2020	Head of Department as Department's representative on national subject organization, with working group from national subject organization	all departments in this discipline to be aware of importance of equality, diversity and inclusion issues by summer 2020; guidance presented adhered to by 80% of departments by 2021 and by 90% of conference organizers by 2020; full implementation of action plan by 2021
5	improve data collection for Widening Participation activities, recording gender, social and educational background of participants	while tendencies are obvious, more precise data will enable targeting activities more specifically and to monitor the impact of changes	use Eventbrite for invitations and registrations, along with more detailed data collection via questionnaires at departmental events	from academic year 2019/20	Widening Participation and Schools Liaison Officer and Departmental Manager	detailed data on attendees at Widening Participation events from 2020 (within data protection rules), to target activities more specifically (see action 6), monitored by Equality, Diversity and Inclusion Group (see action 1)

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6	ensure that widening participation activities take equality issues into account and lead to an increase in under-represented groups among the Department's students	on most undergraduate degree programmes offered by this Department the number of male students is below the number of female students, and there are only few BME students	identify reasons for lower participation by surveys of participants at open days and talks in schools; then introduce or modify activities to communicate attractiveness of a degree in this subject area effectively to prospective male and BME students, such as more hands-on and multi-media sessions at open days, targeting boys' schools and having alumni from diverse backgrounds speak	from autumn 2019	Widening Participation and Schools Liaison Officer	better information about reasons for different levels of participation by 2021; increase number of boys' schools targeted by 5% by 2022 (1% by 2020, 2% by 2021, 5% by 2022) and the number of applications to the Department's undergraduate degree programmes by male candidates by 10% by 2024 (2% by 2021, 4% by 2021, 6% by 2022, 8% by 2023, 10% by 2024) and by BME candidates by 20% by 2024 (5% by 2021, 10% by 2022, 15% by 2023, 24% by 2024); progress to be reviewed annually

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7	enhance 'keep-warm' activities	more male candidates than female candidates tend to accept their offers	identify reasons by identifying the destination of those who reject offers; in any case increase initiatives to present Department as an inclusive and positive place to study, keep in touch with applicants via email, social media and event invitations, thus support candidates in making decisions	from autumn 2019	Admissions Tutors (UG and PGT) and Programme Administrators	increase conversion rate for female applicants by 8% by 2023 (2% by 2020, 4% by 2021, 6% by 2022, 8% by 2023)
8	demonstrate attractiveness of postgraduate taught degree to male	more female than male students apply for and complete postgraduate	identify reasons by surveying final-year undergraduate students about their views on	from academic year 2019/20	MA Tutor and Programme Administrator	increase number of applications for postgraduate degrees by male students by 5% by 2022 (1% by 2020, 2% by 2021, 5% by 2022)

students	taught degrees	postgraduate degrees; targeted campaigns and events illustrating the advantages of postgraduate degrees for all students and outlining opportunities for male students				
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9	demonstrate diversity visibly	currently more applications by female than by male candidates and very few from BME candidates	review and modify existing promotional material in print and online; ensure descriptions and images reflect diversity of topics studied as well as of staff and students	from autumn 2019	Equality, Diversity and Inclusion Group, Webmaster, Communications Officer	present Department with refreshed promotional material by autumn 2020; increase number of enquiries and applications from male candidates to all the Department's programmes by 5% (1% by 2021, 2% by 2021, 3% by 2022, 4% by 2023, 5% by 2024) and by BME candidates by 10% by 2024 (2% by 2021, 5% by 2022, 8% by 2023, 10% by 2024); progress to be reviewed annually

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10	better support for transition to postgraduate research degree	number of students drops between undergraduate and postgraduate research degrees, generally and in particular among women	identify reasons via survey of final-year undergraduate and postgraduate taught students; provide better information about benefits of postgraduate degrees and funding and support mechanisms	from autumn 2019	Departmental Tutor, Graduate Tutors, Careers Liaison Tutor	a body of postgraduate research students whose composition is more in line with that of the undergraduate student body in the subject: shift proportions between genders by 4% by 2024 (1% by 2021, 2% 2022, 3% by 2023, 4% by 2024)
11	increase support for early-career academics	despite large numbers of female students and female senior academics in Department, transitional period is still difficult for junior academics and esp. women	provide better mentoring; increase number of career workshops	from academic year 2019/20	Graduate Tutors, Head of Department, Mentors	enable smoother career transitions for early-career academics, especially women: career workshops for PhD students and postdoctoral researchers offered at least once a year from 2019/20; at least one completing PhD student per year moving to a teaching fellowship or postdoctoral position

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12	better and more extensive support for grant applications of staff	not all colleagues are currently making applications for large research grants; all staff whose research could benefit from external funding should feel confident to apply	annual workshops on practicalities; grant applications element of discussion at annual meetings with Director of Research; mentor scheme for grant applications	from academic year 2019/20	Director of Research, Faculty Research Facilitators	one grant application workshop annually from 2019/20; discussion of grant applications at annual meetings with Director of Research from 2019/20; increase number of grant applications by 5% by 2023 (1% by 2021, 3% by 2022, 5% by 2023)
13	better support for flexible working and remote attendance at meetings	process for flexible working to be made more explicit, to encourage everyone who would benefit from such arrangements to take full advantage of available options	annual polling about requests; investment in technology to enable remote communication (more laptops available to staff and upgrades to software and systems that enable remote access)	from academic year 2019/20	Head of Department, Departmental Manager, IT Representative	more staff able to work remotely and attend meetings virtually when required from 2019/20; better work/life balance for staff and more engagement with departmental policies and more productive work; checked annually through results of staff survey and policies reviewed annually by Departmental Meeting and Equality, Diversity and Inclusion Group

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14	student survey on perception of equality, diversity and inclusion matters in Department	students seem fairly satisfied with equality matters in Department, but there may be unknown issues not raised: to be investigated by an anonymous survey	obtain better data on student perception of EDI matters in Department; adjust student support and topics of modules accordingly	develop electronic survey by summer 2019 and then run annually; annual follow-up actions as required; address EDI matters more explicitly	Departmental Tutor, Inclusion Lead, Student Representatives, monitored by Departmental Teaching Committee and Staff-Student Consultative Committee	student perceptions to be checked through results of annual survey from 2019/20; supplemented by monitoring attendance figures and attainment in all modules as well as data on academic progression in relation to BMI issues from 2019/20; introduce additional module explicitly addressing equality issues by 2021/22; revise personal tutoring to provide better support for minority groups by 2021/22
15	monitor all departmental policies for equality issues formally	no perceived equality issues at present; formal processes to be introduced to maintain this	ensure inclusive and fair working environment remains by continuing to include all sub-groups in key decision-making and regularly monitoring perceptions by staff and student surveys (see actions 2 and 14)	from academic year 2019/20	Equality, Diversity and Inclusion Group	no departmental policies that might have a negative impact on equality issues from academic year 2020/21

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16	survey of first-year undergraduate students about reasons for choosing this institution	fewer female than male applicants usually accept offers; reasons for acceptances and rejections to be identified	develop electronic survey of first-year undergraduates to identify reasons and then increase number of female applicants accepting offers	survey initiated in autumn 2019 and then carried out annually; annual follow-up actions as required	Departmental Tutor, Admissions Tutors	run survey annually from autumn 2019; bring proportion of acceptances from male and female candidates to a comparable level by 2022/23
17	invite more female speakers to deliver Department's annual lecture	so far there are more male than female speakers across all years, balance is to be adjusted	reach parity of male and female speakers; ask entire research community for suggestions of speakers	starting in autumn 2019 with invitation for 2020	Head of Department, Director of Research	have equal number of male and female speakers across the years by 2023

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18	investigate reasons for differences in attainment between genders at postgraduate taught level	male students tend to be slightly overrepresented proportionally in the top categories	raise issue with students at Staff Student Consultative Committee meetings, interview students about potential difficulties and preferred assessment practices in personal tutor meetings; obtain data about comparable programmes offered by other departments and review assessment practices at Teaching Awayday	from autumn 2019	Graduate Tutors, Departmental Tutor, Chair of Exams	complete investigation by spring 2021; achieve more even distribution of top results between genders by autumn 2023