



Merged Athena SWAN Action Plan

SSESW

4 Thematic Areas for Action

- A. Improve **career development and progression**, especially for female staff.
- B. Improve and promote **work-life balance and a family friendly environment** for all staff.
- C. Improve gender equality and academic progression for **students**, especially women.
- D. Create a more egalitarian **workplace culture**

A: improve career development and progression, especially for female staff.

1. Increase support provided to individual academic staff members around career development

a) Annual workshop run by professorial staff on

- Career development/ promotion (Spring semester, prior to promotion round)
- Publication and research grant income strategies (Autumn semester)

Professorial Workshop Convenor

b) Promote QGI mentoring scheme to female staff members.

SWAN Champions

A: Career development and progression

2. Monitor gender uptake on career development opportunities, including training and sabbatical leave.

a) Collect data on gender uptake of training opportunities

SWAN Survey Sub-group.

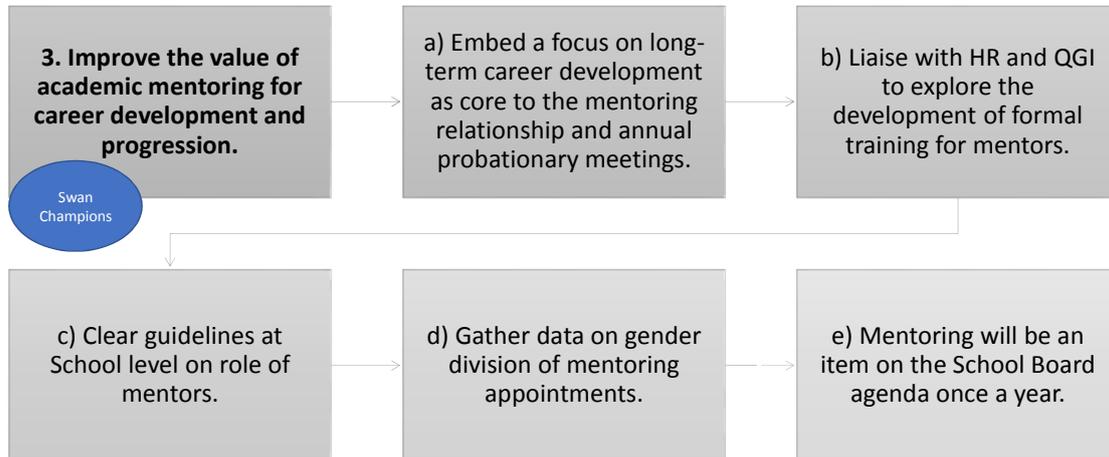
b) Collect data on gendered uptake of academic conference support funds.

DR

c) Collect data on gender uptake of fellowships, secondments and sabbatical and shorter periods of research leave.

Laura Lundy

A: Career development and progression



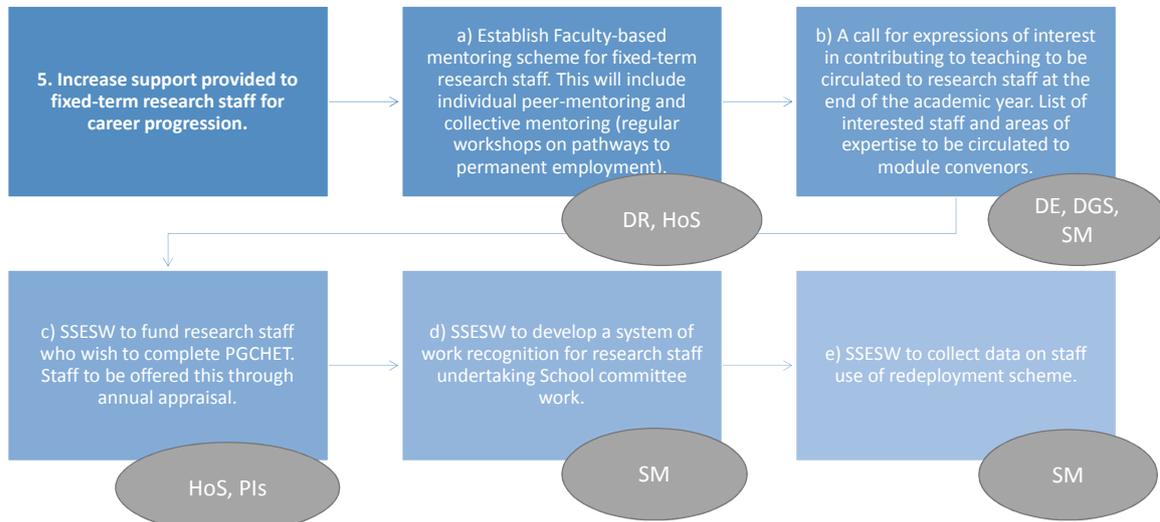
A: Career development and progression

4. Improve the value of the appraisal process for career development and progression

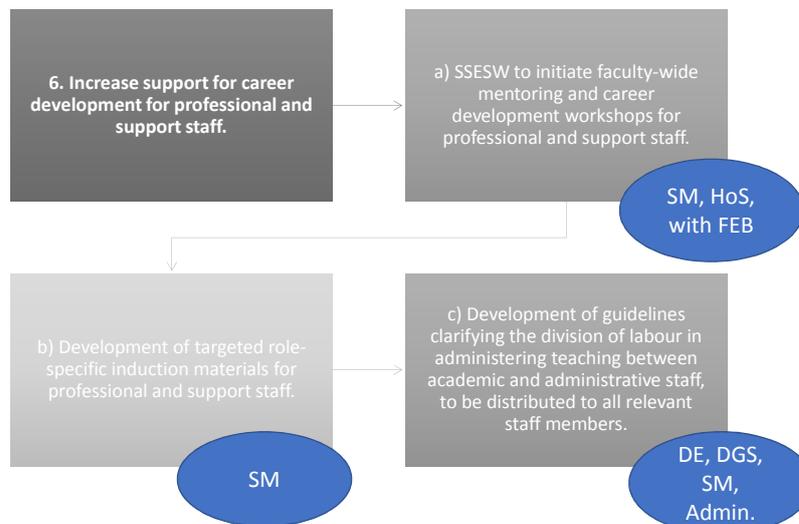
a) Offer internal briefing sessions in advance of each appraisal cycle to encourage appraisers to focus on career development and progression, including plans to apply for promotion, during appraisal.

New Role

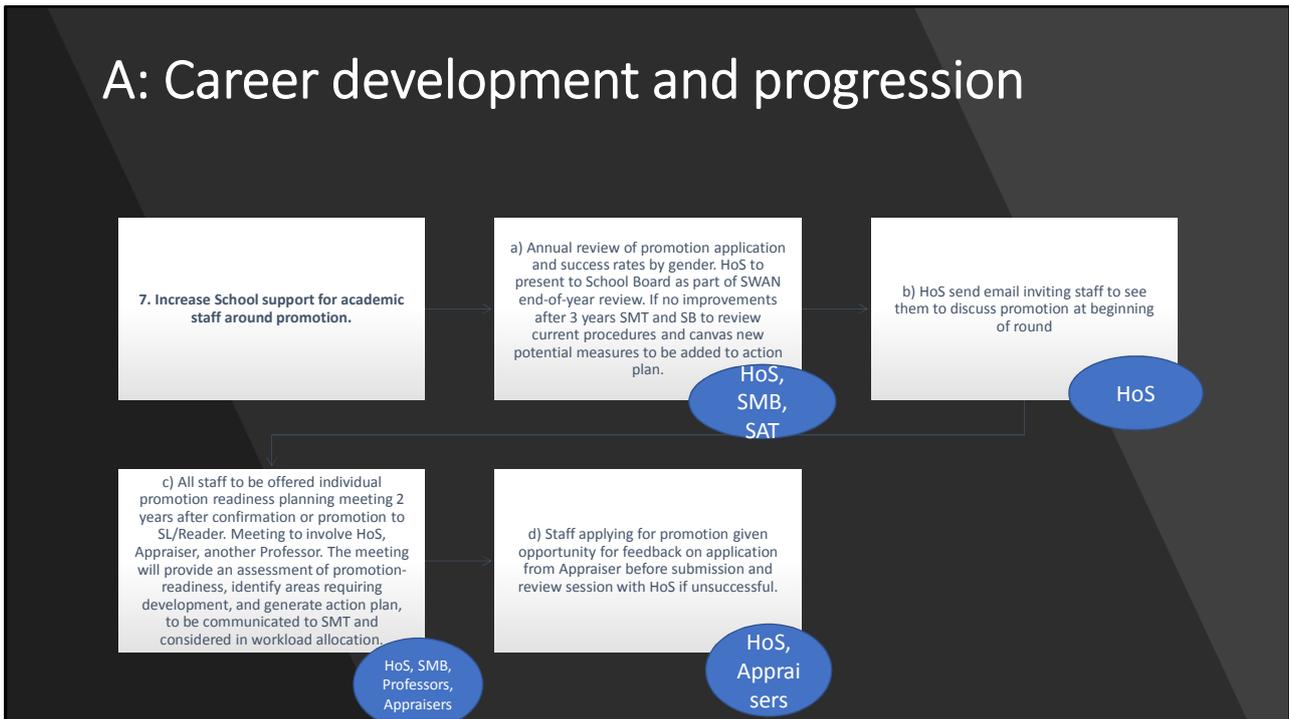
A: Career development and progression



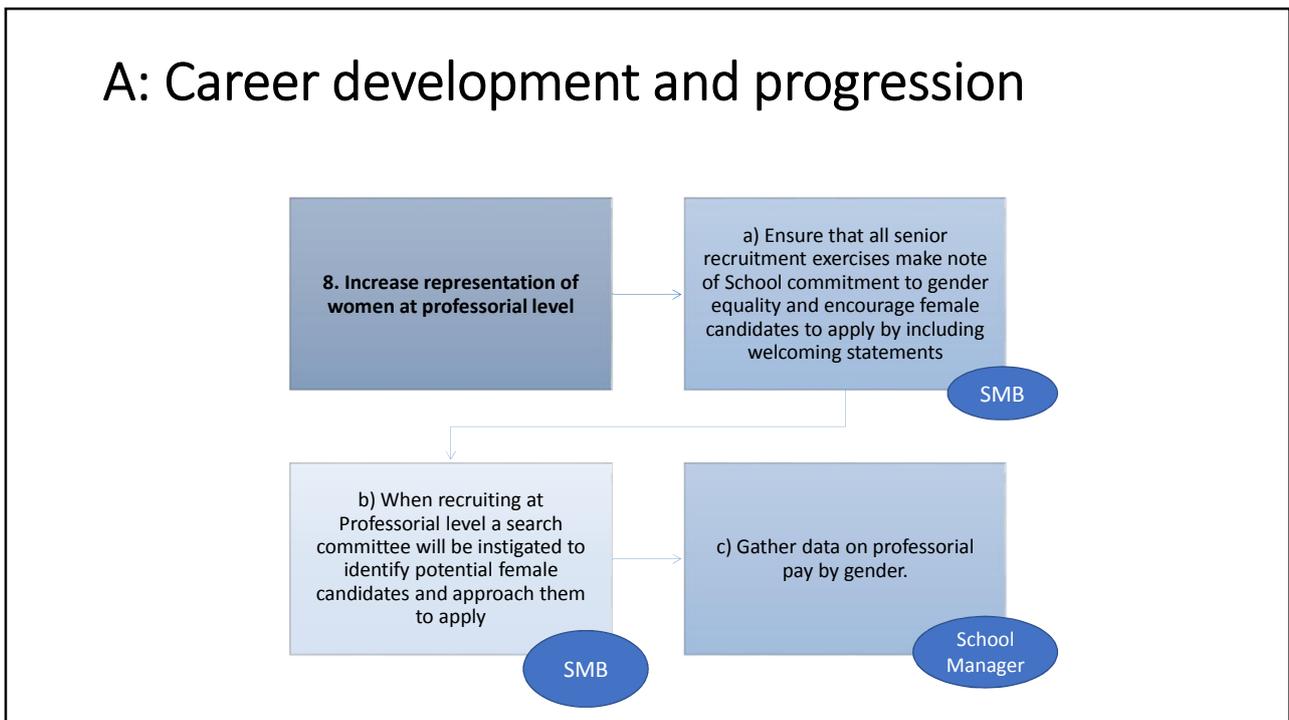
A: Career development and progression



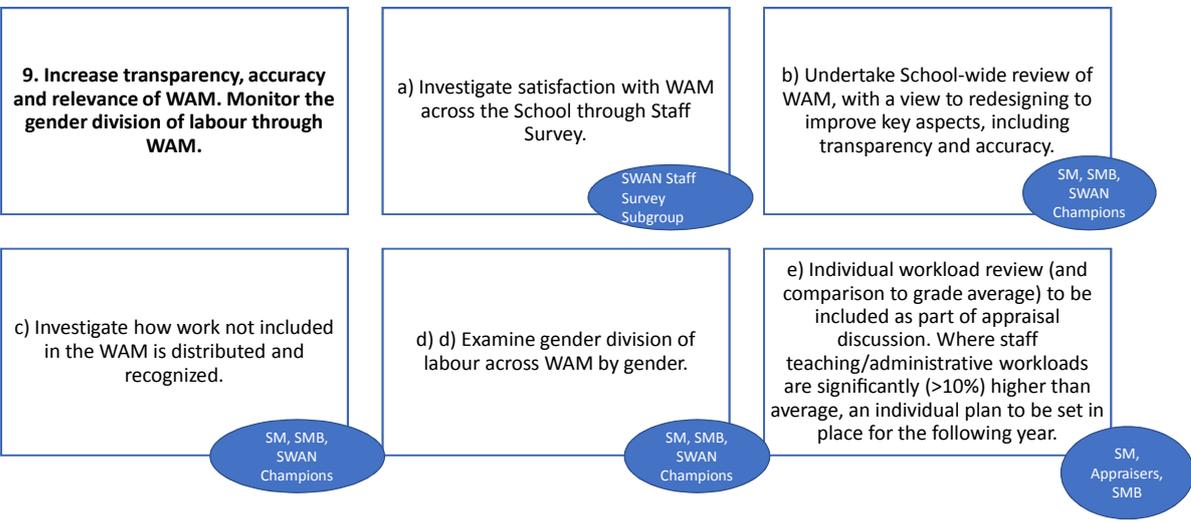
A: Career development and progression



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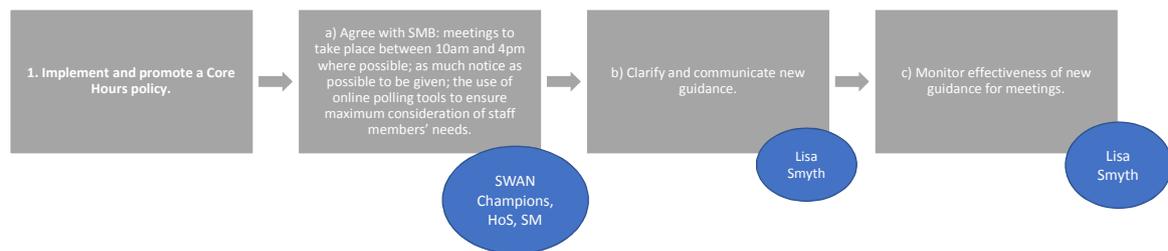
A: Career development and progression

10. Monitor gender in terms of role played in research grant applications and outcomes.

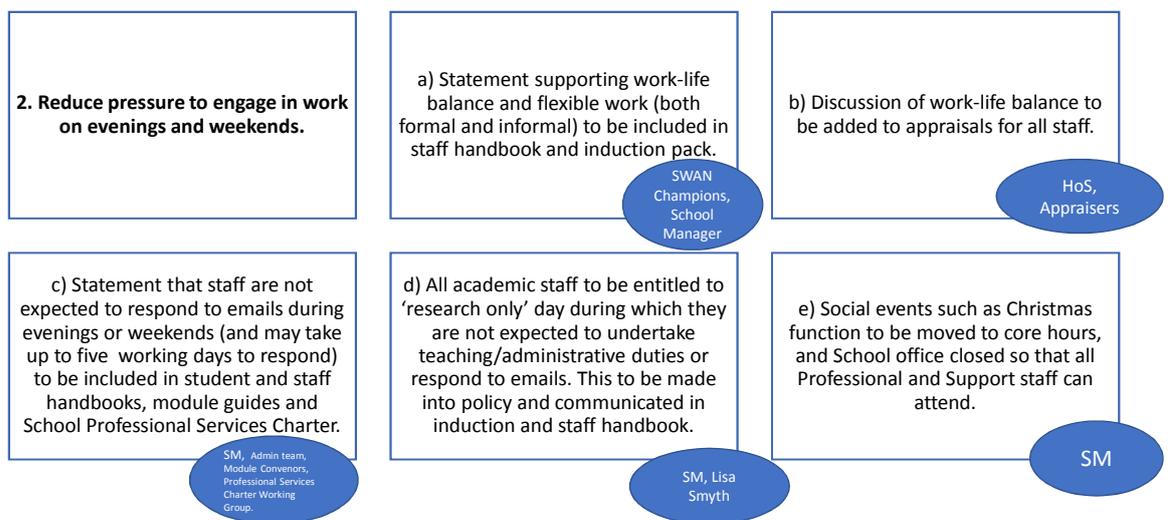
a) Collect data on gender patterns in grant applications and success rate in securing funding.

DR, SM

B: improve and promote work-life balance and a family friendly environment for all staff.



B: Work-life balance and family friendly environment.



B: Work-life balance and family friendly environment.

3. Improve signposting to information and support around family-friendly and work-life balance policies.

a) Signposting to family friendly, work-life balance policies to be included in SSESW induction pack.

SM, SWAN Champions

b) School website to have a dedicated page on work-life balance and SWAN, including: information on flexible working and family-friendly policies; links to Queen's Gender Initiative and mentoring schemes; headline findings of Culture Survey and the Action Plan.

External Relations Administrator, SWAN Champions

B: Work-life balance and family friendly environment.

4. Increased School support for staff undertaking maternity/ adoption/ shared parental leave.

a) Buddy/peer support system to be set up for staff members planning maternity/adoption/shared parental leave where they will be paired with a recent returner who will provide them with guidance and support before, during and after their period of leave.

New role, SM

b) Staff to develop work plan (with reduced responsibilities in all areas) in consultation with line manager for 6 months after returning from maternity/adoption/ shared parental leave, before leave commences.

HoS, SM, Research staff line managers

c) Academic staff to have semester free from teaching following return from maternity leave. This will be funded, so as not to increase workload of other staff.

SMB, Research Staff line managers

d) School to develop a Breastfeeding Policy, and provide a comfortable, lockable space with a fridge.

Jennifer Hanratty

C: improve gender equality and academic progression for students, especially women.

1. Increase profile of male students, across all programmes.

a) Monitor trends in gender profile of all undergraduate and postgraduate students.

Teaching & Research
Admin staff, External
Relations Administrator

b) Ensure male students are profiled on the School recruitment website.

External
Relations
Administrator,
UGDE, DGS

c) Develop a recruitment strategy which showcases male staff and students.

External
Relations
Administrator,
UGDE, DGS

C: Students - gender equality and academic progression.

2. Monitor and explore reasons for gender equality gap in Degree classification for BSW.

a) Education Committee to monitor degree classification by gender on an annual basis.

Admin
team

b) Action plan to address gender gap to be developed if appropriate.

Exams
Officer

C: Students - gender equality and academic progression.

3. Increase the profile of male PGR students.

a) School Postgraduate Research Committee to review gender patterns in applications and admission offers.

DGS

b) Development of recruitment campaign profiling male staff and students (extending UG campaign).

External
Relations
Administrator

C: Students - gender equality and academic progression.

4. Improve part-time PGT and PGR experience of SSESW.

a) Run focus-groups with part-time PGT and PGR students about their needs and expectations for support.

SWAN
Champions

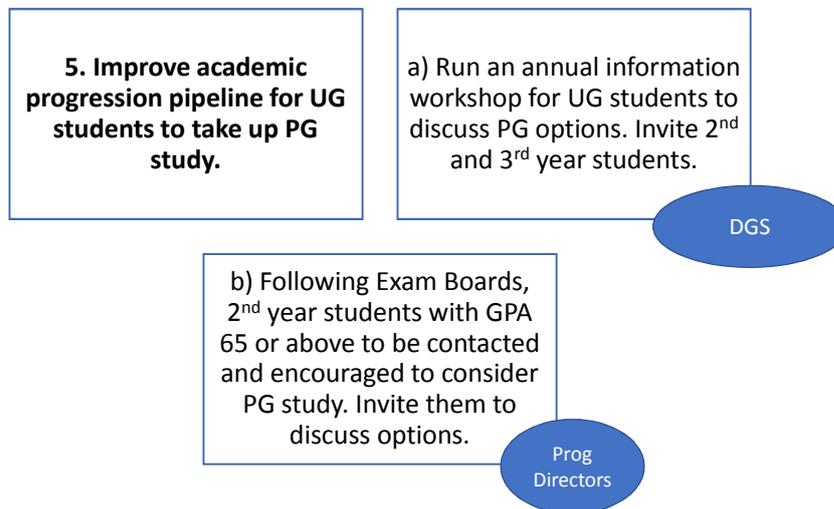
b) PGT subgroup of SSCC to be developed to more effectively obtain and address their needs (to include dedicated part-time representative for PGT and PGR students).

DGS

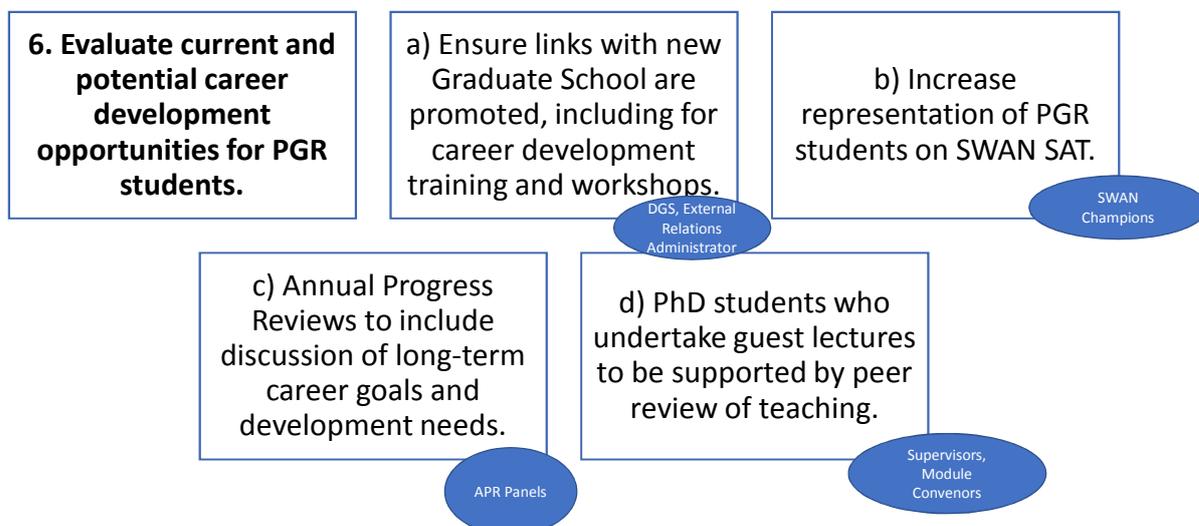
c) Work with Graduate School to develop programmes targeted to the needs of part-time PG students.

DGS

C: Students - gender equality and academic progression.



C: Students - gender equality and academic progression.



C: Students - gender equality and academic progression.

7. Increase involvement UG and PGT students in SWAN process.

a) SSCC to act as a liaison point between SAT and student body:
 SWAN Champion to attend SSCC
 SWAN to become a standing item on SSCC
 Minutes of SSCC to be discussed at SAT
 When specific issues arise, SSCC to delegate a member to attend SAT.

SWAN Champions,
SSCC Chair

b) Produce and distribute modified culture survey for UG and PGT students.

SWAN
Champions

c) Annual prize for best essay by a student on a topic related to gender equality.

Module
Convenors,
SWAN
Champions

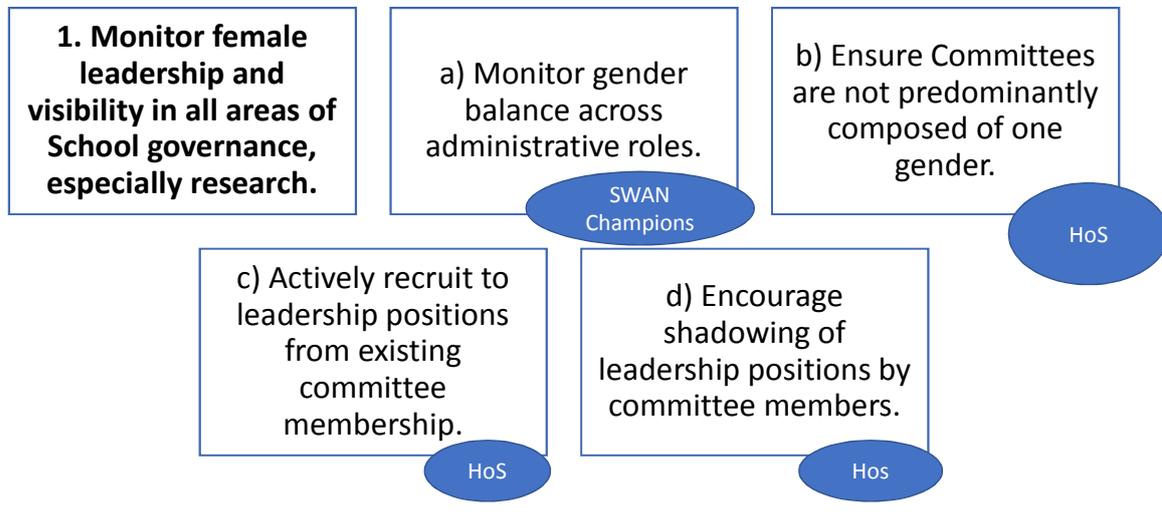
C: Students - gender equality and academic progression.

8. Explore reasons for higher proportion of female applications for Postgraduate course.

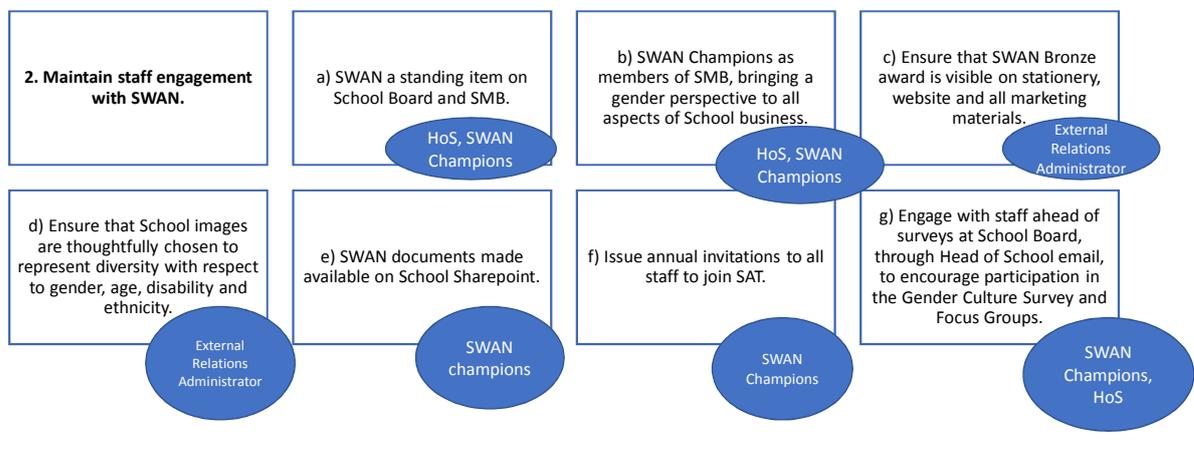
a) Consult current students to find out what attracted them to our courses.

SWAN
Champions

D: Egalitarian workplace culture.



D: Egalitarian workplace culture.



D: Egalitarian workplace culture.

3. Gather information on staff and student views on gender-related and broader culture issues longitudinally, facilitating monitoring of progress and development of further action items.

a) Run a Culture Survey every four years.

SWAN
Champions

b) Carry out Interim Survey to monitor progress with implementation of Action Plan.

SWAN
Champions

D: Egalitarian workplace culture.

4. Gender equality to inform the promotion of a research culture within School.

a) Introduce School Newsletter to share research achievements, including publications and successful funding bids. Coverage by gender to be monitored and reported annually.

External Relations
Administrator, SWAN
Champions

b) School seminar speakers to ensure even gender representation.

Director of Research;
Core Disciplinary
Research Leads;
Research Centre &
Network Leads.

D: Egalitarian workplace culture.

5. Ensure representation of early-career and fixed-term staff in School governance.

a) Include ECR and fixed-term staff representatives on SMB.

DR, HoS

b) Ensure that relevant committees, especially Research Committee, include fixed-term research staff.

DR

D: Egalitarian workplace culture.

6. Greater integration of different staff groups in School culture – particularly fixed-term research and professional and support staff.

a) Welcome coffees to be extended from permanent academic staff to all new staff appointments.

School Manager

D: Egalitarian workplace culture.

7. Monitor the take-up of equality and diversity training among staff.

a) Ensure training time allowance in WAM for academic staff.

School Manager

b) Review training during appraisal meetings.

Appraisers

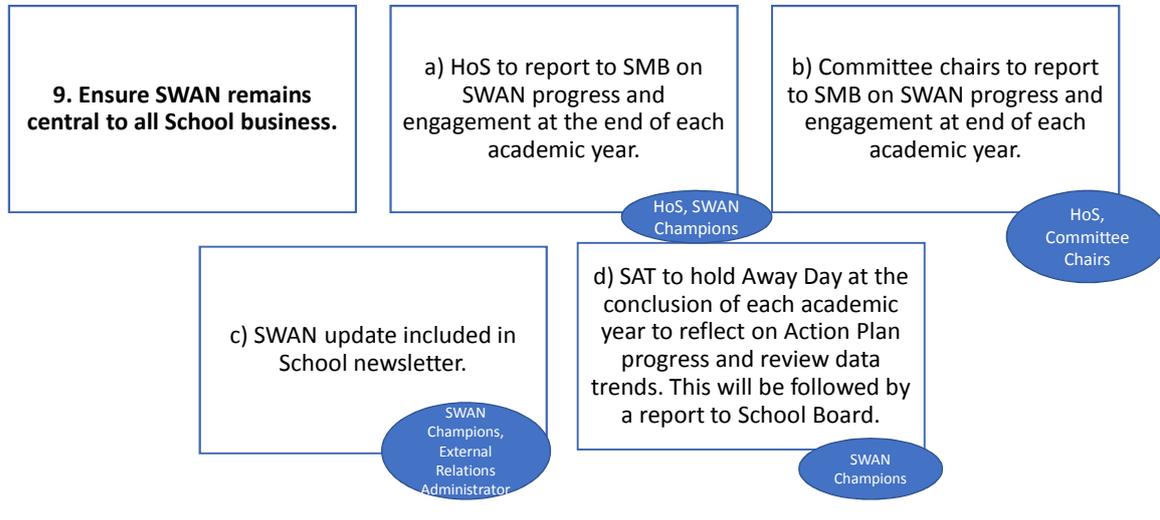
D: Egalitarian workplace culture.

8. Monitor and review the experience of international staff and students; ethnic minority staff and students; and staff and students with disabilities.

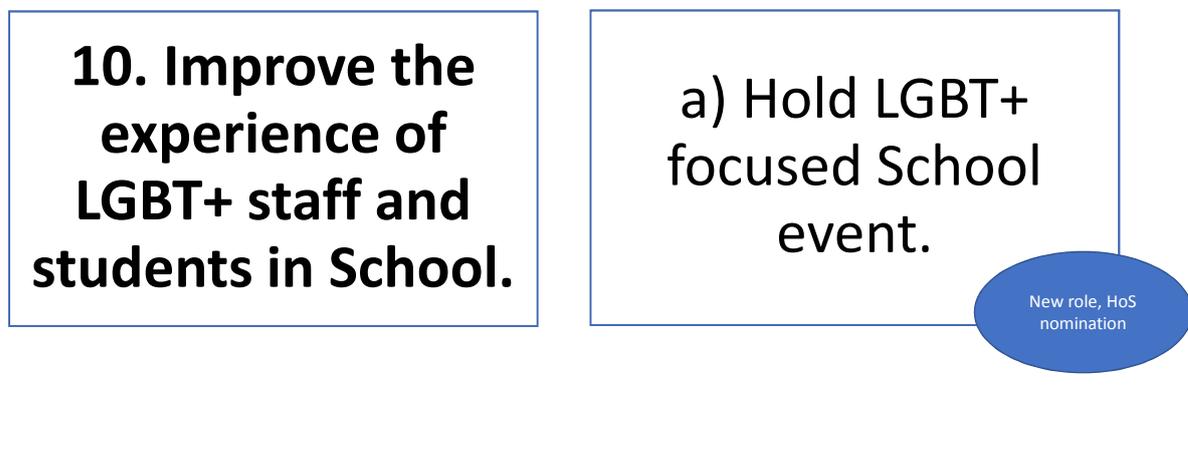
a) Use Staff Survey and Focus groups to gather data on the experience of international, ethnic minority and disabled students.

SWAN Staff Survey Subgroup

D: Egalitarian workplace culture.



D: Egalitarian workplace culture.



D: Egalitarian workplace culture.

11. Increase gender equity in Outreach activities.

a) Establish a rota system for outreach activities

Programme Directors, External Relations Administrator

b) Ensure outreach activities carry WAM time allocation.

School Manager