

Principle ref number	Objective	Rationale i.e. what evidence is there that prompted this objective?	Action already taken to date and outcome	Further action planned	Timeframe		Person responsible Include job title	Target outcome Where possible include a tangible measure of success	Comments
B1.1	Review the process by which performance reviewers and reviewees are matched, in order to identify and address gender-specific barriers to progression.	Underrepresentation of female staff at senior levels (Reader and Professor)	Performance reviews include a standard section on aspirations for progression	Department Management Team to review performance reviewer allocation and to discuss possible mechanisms by which female staff might be matched to female reviewers	Oct 2014	Oct 2015	Department Management Team	Departmental mechanism for junior female staff to request a female peer reviewer	
B1.2	Review the need for a mentoring scheme which matches female staff to female mentors within the Department.	Underrepresentation of female staff at senior levels	A University mentoring scheme for female academics already exists. Informal mechanisms by which female staff can seek advice from senior colleagues exist.	Department Management team to consult with staff about the need for a mentoring scheme for female staff	Oct 2014	Oct 2015	Department Management Team	Collation of staff views (female) on need for mentoring scheme	

B1.3	Review the process by which academic members of staff might request a change of performance reviewer.	To allow staff to be matched with a reviewer of the same gender if they feel this would benefit them	Each member of staff is allocated a reviewer with broadly matching research interests. Gender is not currently considered as a criterion for allocation.	Department Manager and Head of Department to consider the process by which staff might request a change of reviewer and the implications for allocation	Oct 2014	Oct 2015	Department Manager and Head of Department	Departmental policy specifying how (and when) staff might request a change of performance reviewer	
B2.1	Review of process for appointment to committees and agreement on clear guidance on procedures for appointment.	There is currently no standard procedure for making key appointments to teaching or research committees	Action has been taken to make appointment process more transparent, for example, by inviting expressions of interest. This has had mixed results and it has not been decided to adopt this process in future.	Department Management Team to agree on clear procedures for appointment to committees and produce guidance outlining this.	Sept 2014	Dec 2014	Department Management Team	Development of guidance for appointments to committees	
B2.2	Formalisation of current good practice into Departmental policy which should be easily accessible on the intranet, in	The Department has good practice in terms of encouraging junior academics to take on leadership roles. There is no policy	Recording of existing good practice in GEM application and Departmental documents e.g. Periodic Review.	Head of Department to outline current practice in collaboration with Equality and Diversity champion	Sept 2014	Dec 2014	Head of Department and Equality and Diversity Champion	Formalisation of departmental initiatives to encourage staff to take on leadership roles and administrative	

	the staff handbook, and via email reminders.	outlining or promoting this at present.						responsibilities	
B2.3	Review of procedures for ensuring that junior female staff are not overloaded with administrative responsibilities i.e. 'committee overload'	Female staff are currently overrepresented at junior levels and underrepresented at senior levels. While acknowledging that administrative responsibilities can be beneficial for progression it is important to monitor the impact on other areas of work.	The Departmental workload allocation model ensures that work is allocated on a fair and transparent basis across all staff. Action to clarify and formalise process for appointment to committees will further enhance transparent allocation of roles.	Department Management Team to monitor appointments to committees to ensure gender balance and to be mindful of 'committee overload' for junior female staff.	Ongoing	To be completed by Sept 2015	Department Management Team	Ongoing monitoring by Department Management Team of committee appointments.	
B3.1	Ensure that within the range of forums offered in the Department, a broad range of views is actively sought out and acted upon. Agree upon procedures for	Female staff currently outnumber male staff overall and in terms of core membership of teaching committees.	All staff are invited to attend teaching committees and boards of studies. Staff are actively encouraged to contribute at meetings by chairs and	Chairs of Teaching and Research committees to agree upon procedures for seeking out a range of views so these can be clearly outlined in Departmental policy. To be done in collaboration with Department	Ongoing	To be completed by Sept 2015	Chairs of Teaching and Research committees and Department Management Team.	Development of clear policy regarding mechanisms for seeking a broad range of views.	

	achieving this and monitor success.		agendas clearly demarcate items that are for discussion by all staff present.	Management Team.					
B3.2	Actively approach members of underrepresented groups to solicit their views outside formal meetings, for example, via email or via the GEM working group.	Female staff currently outnumber male staff overall and in terms of core membership of teaching committees. The views of staff with protected characteristics (gender/sexual identity, disability and ethnicity) are not sought separately.	The Department has a clearly stated commitment to equality and diversity. The UKRC staff survey indicates that the culture of the Department is supportive of a range of views and experiences across gender and other protected characteristics.	The GEM working group and/or Equality and Diversity champion to ensure that staff from underrepresented groups are actively invited to give their views on specific issues for the Department e.g. publicity materials, inclusive teaching. Procedure for doing this to be developed and made visible on staff intranet.	Ongoing	Procedure to be developed by Dec 2014	GEM working group or E& D champion in liaison with Department Management team.	Development of clear procedure for seeking views of underrepresented groups in the Department outside of formal meetings.	
B4.1	Review the ways in which existing good practice might be formalised and embedded into processes of committees	Numerous examples of good practice regarding gender equality in committees exist but few are formalised in policy.	Junior colleagues (where women are overrepresented) are proactively encouraged to take on senior administrative roles. Chairs of	Head of Department to work with GEM working group/E&D champion to outline policy for embedding gender equality into thinking and processes of committees.	Dec 2014	Jul 2015	Head of Department and GEM working group/E&D champion	Development of policy which outlines process for embedding gender equality into committees.	

			all teaching and research committees are currently female and the Department Management Team has a male:female ratio of 1:3						
B4.2	Develop a checklist of issues for good practice in relation to gender equality in different areas of the Department's work.	Numerous examples of good practice regarding gender equality in committees exist but few are formalised in policy.	Numerous examples of good practice in relation to ensuring representation of women in leadership positions, and seeking a gender balance in relation to key roles in the Department.	Head of Department to work with GEM working group/E&D champion to develop a checklist outlining existing good practice in relation to committees	Dec 2014	Dec 2015	Head of Department and GEM working group/E&D champion	Development of checklist of good practice for gender equality in committees	
B4.3	Develop a checklist for innovative and aspirational practice in relation to gender equality in different areas of the Department's work.	In order to be champions of gender equality and diversity it is important to think innovatively about ways to promote and achieve gender equality in the Department.	Several forward-thinking initiatives exist in the Department including transparent and open workload modelling; innovative practice in relation to	Head of Department to work with GEM working group/E&D champion to develop a checklist outlining innovative/aspirational practice in relation to committees	Dec 2014	Dec 2015	Head of Department and GEM working group/E&D champion	Development of checklist of innovative practice for gender equality in committees	

			enabling staff with caring responsibilities to achieve professional goals.						
B4.4	Chairs of teaching and research committees and Department Management Team should refer to this checklist in reflecting on their processes and procedures. An annual self-evaluation and update of the checklist should take place.	No formalised reflection in relation to gender equality and diversity currently exists.	The current Head of Department monitors gender balance in relation to key roles in the Department, external visibility and representation and new appointments.	Department Management Team and Chairs of committees to conduct annual self-evaluation in reference to good practice checklist. Update to take place where relevant.	Ongoing	First self-evaluation to take place in Summer 2016	Department Management Team and Chairs of committees	Completion of self-evaluation	
B4.5	Include a section which explicitly details the Department's commitment to gender equality in student and staff handbooks	Departmental handbooks do not currently contain an explicit statement on gender equality	Some Departmental materials, such as job advertisements, include an explicit statement in relation to equality and diversity	Department Manager to ensure that a statement of the Department's commitment to gender equality and diversity is included in student and staff handbooks.	Sept 2014	Oct 2014	Department Manager (and programme administrators)	Inclusion of statement about gender equality and diversity in student and staff handbooks.	
B5.1	Information session with Equality and	Training for committee chairs and research	All staff have access to online equality and	Department Manager to ensure that all incoming committee	Oct 2014	Oct 2015	Department Manager	All committee chairs and research centre	

	Diversity Office to be compulsory for all incoming committee chairs or research centre leaders	centre leaders does not currently include gender equality training.	diversity training, which includes a component on gender equality.	chairs and research centre leaders have a face-to-face session with E&D office about gender equality, additional training, support and resources.				leaders to have undergone face-to-face information session with E&D office by October 2015.	
B5.2	Online module on Equality and Diversity Awareness to be compulsory for all committee chairs and for members of the Department Ethics committee.	Training for committee chairs and research centre leaders does not currently include gender equality training.	All staff have access to online equality and diversity training, which includes a component on gender equality. This is not currently compulsory.	Department Manager to ensure that all incoming committee chairs and research centre leaders have completed the online equality and diversity awareness module.	Oct 2014	Oct 2015	Department Manager	All committee chairs and research centre leaders have completed online awareness module by Oct 2015.	
B5.3	Clear guidance about the Equality and Diversity Office and what forms of advice and support are available for staff to be included in the staff handbook.	The staff handbook does not currently contain information about the Equality and Diversity Office.	All staff have access to online equality and diversity training, which includes a component on gender equality. This is not currently compulsory.	Department Manager to ensure that a section about the Equality and Diversity office and what forms of advice/support are available to staff is included in the staff handbook. (This section might be written in liaison with E&D champion)	Sept 2014	Oct 2014	Department Manager (in collaboration with E&D champion)	A section on Equality and Diversity office to be included in staff handbook	
B5.4	Induction process to include explicit	Documentation for the induction process does not	New staff are made aware of the online	Department Manager to ensure that a written statement	Ongoing	To be completed by Jul 2015	Department Manager	A statement about the Department's	

	reference to Department's commitment to equality and diversity (e.g. written statement to be included on documentation)	currently include a statement about equality and diversity.	equality and diversity awareness module.	about the Department's commitment to equality and diversity is included on documentation for induction process.				commitment to equality and diversity to be included on documentation for induction of new staff.	
B5.5	A Departmental 'welcome' pack to be developed, which includes information about parental leave, childcare and sources of family support in the community for all short-listed applicants (in recognition that the family-friendliness of a Department and University may influence a candidate's decision to accept a post)	The Departmental welcome pack does not currently include documentation for new staff with caring responsibilities.	New staff can access information about parental leave, childcare and sources of community support via the University HR website.	Department Manager to include information about University policy on parental leave, University sources of childcare and key sources of support in the community in 'welcome' pack for appointed candidates (at the point of offer rather than acceptance)	Oct 2014	Jul 2015	Department Manager	Inclusion of family-friendly material in Departmental 'welcome' pack to be sent to candidates at the point of offers being made	
C1.1	Review of	Existing good	Existing	Department	Ongoing	To be	Department	Development of	

	existing good practice and ways to formalise this into Departmental policy e.g. statement that single-sex interview panels should be avoided; interview panel should comprise at least 50% women and at least one male member of staff	practice in relation to gender equality in Departmental process, procedures and practice exists. It is not currently formalised in Departmental policy.	examples of good practice include gender sensitive chairing of meetings, attention to gender balance in interview panels, support of work-life balance, transparent workload modelling and flexible working arrangements.	Management Team to review and collate existing good practice and develop policy that clearly states expectations for gender equality in Departmental practices.		completed by Jul 2016	Management Team	clear Departmental policy regarding gender equality in different areas of the Department's work (based on existing good practice).	
C1.2	Process for nominating Departmental Equality and Diversity champion to be outlined by Department Management Team. Process and remit of this role to be made available on the Departmental intranet.	No transparent procedure for nomination to this role exists. No clear remit for this role currently exists in writing.	Information about equality and diversity policies and sources of support are circulated to staff electronically and in writing at regular intervals (usually the start of the academic year). The Head of Department deals with	Department Management Team to outline the remit of the E&D champion and the process for nomination to this role.	Oct 2014	Dec 2014	Department Management Team	Development of role description and process for nomination of E&D champion.	

			concerns regarding discrimination on the basis of protected characteristics.						
C1.3	Introduction of final pre-advertisement stage of recruitment process, whereby Department Manager checks the interview process, ensures the pay grade proposed is commensurate with similar roles in the Department and comparable to grades of existing staff.	The Head of Department currently does this but there is no formalised process to ensure standardisation and sustainability.	The Head of Department currently checks equity in terms of proposed pay grade and role.	Department Manager to develop formalised process for the pre-advertisement stage of recruitment to ensure equity for candidates with protected characteristics.	Dec 2014	Dec 2015	Department Manager (in liaison with Department Management Team)	Development of formal process for equity checks in recruitment process.	
C1.4	Job descriptions for senior academic positions (Reader or above) to include an explicit statement encouraging applications	Women are underrepresented at senior levels (Reader, Professor) in the Department. Job descriptions for senior academic positions do not currently include an explicit	The Department has initiatives to support women to progress to senior positions. Since 2012, four women have progressed to	Department Manager to ensure that job descriptions for senior academic positions include an explicit statement encouraging women and other underrepresented groups (people with disabilities, sexual	Sept 2014	Dec 2014	Department Manager (in liaison with E&D champion)	Development of explicit statement for job descriptions for senior roles.	

	from women and other underrepresented groups	statement encouraging women (and other underrepresented groups) to apply.	Senior Lecturer and Reader via internal promotion. While Senior Lecturer is not defined as a 'senior' role this transition has shifted the balance of women in junior/early career roles.	minorities and ethnic minorities) to apply.					
C1.5	Review current 'working from home' policy in relation to those adopted by Departments with high proportion of female staff (in recognition that staff with child-care responsibilities may be adversely affected by limited flexibility regarding where they work)	The UKRC staff survey suggested that about 50% of staff felt flexible working arrangements might be improved. While not all respondents were academic staff the qualitative comments made suggested that 'working from home' was a particular issue for academics.	The Department has informal and formal flexible working practices. In terms of informal practices, the Head of Department permits academic staff to work from home on one day a week. It is, of course, recognised that meetings, seminars and other events take staff out of the office at	Department Management Team to consult with Athena SWAN accredited departments at the institution to share examples of good practice with regard to flexible working/working from home.	Jan 2015	Oct 2015	Department Management Team	Consultation with Athena SWAN accredited departments and report to staff on outcomes in writing and/or staff meeting.	

			other times.						
C2.1	Monitoring of induction process to include possible feedback from staff about interviewing process if problems are noted in relation to gender balance	We have no current concerns about gender inequality in relation to interview and induction process in the Department. We will continue to monitor this to ensure our record remains positive.	Interview panels are gender-balanced, colleagues across all levels of seniority are invited to attend presentations and lunches with candidates. New appointments are introduced to key members of staff including committee chairs(currently all female)	Head of Department to monitor induction process and respond to any concerns arising about gender balance.	Ongoing	Ongoing	Head of Department	Report to Department Management Team if any concerns regarding gender balance in induction process arise.	
C2.2	Enhanced communication about impacts of specific gender-sensitive employment policies to all staff in order to inform staff about the necessity of these policies and practices (e.g. via Staff	We do not explicitly communicate the positive impacts of our gender-sensitive initiatives to staff, although individual staff achievements are certainly celebrated.	Staff successes are communicated to all staff electronically and on the Departmental webpages.	External relations manager to ensure that, where applicable, the impact of gender-sensitive employment policies are communicated to staff e.g. case studies of staff on the Department webpages. This would follow existing good practice in Athena SWAN accredited departments.	To commence by Jan 2015	Ongoing	External relations manager	Development of case study profiles to showcase positive impact of gender sensitive employment practices.	

	pages on intranet or Departmental website as appropriate)								
C2.3	Strengthening of link between Department Management Team and GEM working group, such that negative impacts can be jointly identified and responded to	There is currently no formal process for dealing with negative impacts of existing policies. The Department Management Team monitors this on an ongoing basis and acts as appropriate.	The Department monitors negative impacts of policies on staff via mechanisms such as annual performance reviews, individual staff consultations with the Head of Department and monitoring of progression statistics. No negative impacts have been identified thus far.	The relationship between the Department Management Team and GEM working group and/or Equality and Diversity champion should be strengthened so that negative impacts can be jointly identified and responded to. A formal process for dealing with negative impacts should be developed.	Ongoing	Formal process to be developed by Dec 2015	Department Management Team and GEM working group/E&D champion	Development of a formal process for responding to negative impact of policies or practices.	
C2.4	GEM working group to review employment policies, practices and procedures on an annual basis and will report on impact and proposed enhancements	There is currently no gender equality working group in the Department (other than GEM self-assessment team)	The self-assessment team has reviewed current policies, practices and processes in the Department. Much excellent	The GEM working group and Equality & Diversity champion will review Departmental policies, practices and processes on an annual basis and report on impacts and proposed enhancements to the	Ongoing	First self-assessment report to Department Management Team in Oct 2014	GEM working group and E&D champion	Formalisation of GEM working group and report to Department Management Team in Oct 2014	

	to Department Management Team.		work goes on but there is room for enhancement. This requires ongoing monitoring, reflection, ambition and innovation.	Department Management Team.					
C4.1	Enhance mechanisms for enabling a more representative sample of staff to be returned to next REF	Women were overrepresented in sample of eligible staff not submitted to the REF (80% of staff not submitted were women)	The Department adopts an inclusive approach to the REF, aiming to submit all staff who are eligible. Staff are supported in achieving their goals for REF via performance review, research centre, as well as by the Director of Research. Existing mechanisms include supportive discussion of research plans, annual performance	Director of Research and Department Management Team to review submission of staff to the REF paying particular attention to the overrepresentation of female staff among those not submitted. Consideration of mechanisms to further enhance support given to junior (and female) colleagues e.g. flexible working, 'teaching-light' terms, reduced administrative responsibilities.	Ongoing	Review and recommendation to be completed by Jul 2016	Director of Research (with Department Management Team)	Review and recommendation to be developed and communicated to staff at Department Research Committee by Jul 2016.	

			review, award of research leave.						
D3.1	Monitor the progression of female staff from Grade 8 posts to professorial positions and review potential barriers to progression	Female staff in the Department are underrepresented at senior levels (Reader and Professor)	Gender-sensitive initiatives to help staff overcome personal and structural barriers to progression exist. These have impacted positively on female staff at junior levels.	Department Management Team to review the obstacles that hinder progression of female staff to Reader and Professor positions. DMT to make recommendations for initiatives that might be implemented to support female colleagues to progress to senior levels.	Ongoing	Initial review to be completed by Jul 2016	Department Management Team	Review and recommendation to be completed by Jul 2016 and reported on in suitable staff forum.	
D3.2	Monitor the attendance of staff on University leadership programmes and identify and take steps to redress any gender imbalances	Female staff are encouraged to take on leadership roles within the Department but women continue to be underrepresented in institutional leadership positions and at senior academic levels	The Head of Department currently monitors the gender balance of staff attending University leadership programmes. No imbalances have been identified thus far.	Head of Department to continue to monitor the attendance of staff on University leadership programmes and to take steps if imbalances arise.	Ongoing	Ongoing	Head of Department	Continued gender balance in terms of attendance at leadership programmes.	
D3.3	Harmonisation of practice for supporting staff on fixed-term contracts, for example,	The Department has an excellent record of supporting staff on fixed-term contracts to	Line managers currently advise and support staff on fixed-term contracts	Head of Department/Department Management Team to develop advisory panel arrangement for all	Oct 2014	Jan 2015	Head of Department/Department Management Team	Development of formal procedure for creating advisory panels for staff on	

	through the development of advisory panels which will mentor staff on temporary contracts about career progression and professional development opportunities	transition into continued and permanent employment at the institution or elsewhere. In order to ensure equal opportunities for all staff on temporary contracts a formalised procedure should be developed.	regarding future employment. The Department has retained 100% of teaching staff on fixed-term contracts and has supported all post-doctoral researchers in finding continued employment in the Department or elsewhere.	staff on temporary contracts, in order to harmonise practice for supporting these colleagues. Each advisory panel will comprise the staff member's line manager and one other member of academic staff.				temporary contracts.	
D4.1	Discrete guidelines should be developed for the performance review of postdoctoral researchers to include discussion of progression opportunities and forward planning.	The Department has an excellent record of supporting staff on fixed-term contracts to transition into continued and permanent employment at the institution or elsewhere. Discrete guidelines for performance review might impact positively on forward	Line managers currently appraise and review the performance of post-doctoral researchers at (unspecified) regular intervals. In very few instances has this process been unsatisfactory for one or both parties.	Department Management Team/Research centre leaders to develop discrete performance review guidelines for post-doctoral researchers. These guidelines should explicitly deal with opportunities for progression and forward planning.	Jul 2015	Jul 2016	Department Management Team and Research Centre Leaders	Development of performance review guidelines for appraising performance of post-doctoral researchers.	

		planning for these colleagues.							
D4.2	Recommend to performance reviewers that they include discussion of work-life balance and changes to family life during annual review.	No formalised process exists by which staff can discuss work-life balance with a senior peer, including impacts of changes to family life on work.	Performance reviewers use the pro-forma developed by the University (HR) for Departments. It includes questions on progression and aspirations but no questions about impacts on these e.g. family life, changes in work-life balance.	Head of Department/Department Manager to include a recommendation in guidance to performance reviewers to ask reviewees about work-life balance and changes to family life in annual review.	Jul 2014	Oct 2014	Department Manager/Head of Department	Inclusion of recommendation in guidance for performance reviewers that they ask about work-life balance and changes to family life in annual review.	
D4.3	Recommend to performance reviewers that they pro-actively discuss promotion with junior academics and identify opportunities for taking on more responsibilities that would aid progression.	The performance review pro-forma includes a section on progression and aspirations. Junior colleagues may be hesitant to plan for promotion or be unable to identify clear opportunities that would aid them in progression (research suggests that this is more likely to be the	Performance reviewers currently discuss what colleagues have indicated in the section on progression. The UKRC staff survey data suggests that some staff (50%) would value enhancements to the process to include	Head of Department to include recommendation to performance reviewers who review junior colleagues in particular, to pro-actively discuss promotion (not just progression) and help them to identify opportunities for taking on more responsibility.	Jul 2014	Oct 2014	Head of Department/Department Manager	Inclusion of recommendation in guidance for performance reviewers that they are pro-active in discussing promotion and opportunities for leadership with junior colleagues in particular.	

		case for female staff)	discussion of skills, experiences and future opportunities.						
D5.1	Review process for making staff aware of promotions criteria and consider whether enhancements can be made.	The UKRC staff survey indicates that some staff (42%) do not feel well-informed about promotions criteria and processes in the Department	The Head of Department circulates information about promotions criteria and deadlines to all staff on an annual basis. This information includes detail about the process to follow in the Department for staff considering applying for promotion.	Department Management Team to review the process for informing staff about promotions criteria and process and to consider whether/how enhancements might be made.	Oct 2014	Ongoing	Department Management Team	Report on review and potential enhancements to process in suitable staff forum in 2015/16	
D5.2	Consider the need to develop specific initiatives to encourage women to apply for promotion, particularly to senior positions (Senior Lecturer to Reader and	Female staff in the Department are underrepresented at senior levels (Reader and Professor)	Gender-sensitive initiatives to help staff overcome personal and structural barriers to progression exist. These have impacted positively on	Department Management Team to review the obstacles that hinder applications for promotion to Reader and Professor positions. DMT to make recommendations for initiatives that might be implemented to	Ongoing	Initial review to be completed by Jul 2016	Department Management Team	Review and recommendation to be completed by Jul 2016 and reported on in suitable staff forum.	

	Reader to Professor). See also D3.2		female staff at junior levels.	support female colleagues to progress to senior levels.					
D7.1	Review current arrangements for keeping women in touch with developments while on maternity leave	No standardised procedure for keeping women in touch with developments while on maternity leave exists.	The Head of Department asks for alternative contact details which can be used to keep women on maternity leave in touch about work developments. No standard procedure exists for how and when women on maternity leave should be updated about work.	Department Manager to consult with Athena SWAN accredited departments at the institution in order to share models of good practice in this regard. Recommendations for a formal and harmonised procedure to be developed.	Jan 2015	Dec 2015	Department Manager	Recommendation for harmonised Departmental procedure to be developed after Consultation with Athena SWAN departments.	
D7.2	Review of arrangements for women returning from maternity leave. Improvements might include development of policy for discussing flexible working options available to women before	No standardised procedure for transitioning women back into work in the Department exists.	Department Manager sends information about return to work and discusses preferred dates of return to work with women going on maternity leave. There is currently a low take-up of	Department Manager to consult with Equality and Diversity champion and Athena SWAN accredited departments at the institution to share examples of inclusive practice. These might include the development of a standard policy to discuss flexible working options that	Jan 2015	Dec 2015	Department Manager (with E&D champion)	Recommendations for policies that might enhance return to work for staff taking parental leave.	

	returning to work.		flexible working arrangements by staff with caring responsibilities in the Department.	are available to staff taking parental leave before they return to work.					
D10.1	Review Departmental process for raising awareness about flexible working options for academic staff	No standardised process for informing staff about options for flexible working exist. The UKRC staff survey indicated that over 25% of staff either did not know about flexible working or disagreed that it was supported in the Department.	Information about types of flexible working is available on the University (HR) webpages. The Department does not have many requests for flexible working.	Department Management Team to review current process for raising awareness among staff about flexible working options. This might include develop pro-active ways of promoting flexible working as an option for staff with caring responsibilities.	Jul 2015	Mar 2016	Department Management Team	Development of procedures for pro-actively informing staff about flexible working options.	
D10.2	Consider ways in which men might be encouraged to consider flexible working in order to achieve a work-life balance (See also D10.1)	The UKRC staff survey indicated that all male respondents agreed that the Department is supportive of flexible working requests. No male staff in the Department have requested flexible working arrangements in the assessment	Information about types of flexible working is available on the University (HR) webpages. The Department does not have many requests for flexible working (one in total in the assessment	Department Management Team to review current process for pro-actively promoting flexible working as an option for male staff with caring responsibilities.	Jul 2015	Mar 2016	Department Management Team	Development of specific mechanisms aimed at male staff with caring responsibilities.	

		period.	period)						
D11.1	To aim for enhanced family- friendly timetabling by scheduling meetings between 9.30am and 4.00pm.	The UKRC staff survey indicated that some staff (18%) felt more could be done to make timetabling of meetings family-friendly. Early morning starts (9am) or late afternoon finishes (5pm) might preclude staff with young children from attending meetings.	The Department currently schedules all committee meetings and research seminars in core hours (9am-5pm). Staff with caring responsibilities can indicate additional constraints on their time ahead of timetabling of teaching e.g. no teaching after 5pm. There have been no formal complaints about this system thus far.	Department Management Team to consider enhancing family-friendly scheduling by starting meetings at 9.15am and finishing by 4pm where possible.	Jan 2015	Oct 2015	Department Management Team	Revised scheduling of morning and afternoon meetings to start at 9.15am and finish by 4pm.	