

ACTION PLAN 2021–2026

SHORT-TERM ACTIONS ARE HIGHLIGHTED IN RED; MEDIUM-TERM IN ORANGE AND LONG-TERM IN YELLOW.

Ref	Planned action/objective	Rationale (page numbers cross-referenced)	Key output(s)	Timetable	Person responsible	Success criteria & outcome(s)
3.1	Establish a new EDI committee with a broader remit, incorporating the SAT.	i) The department's organisation of AS does not dovetail with that of other departments in FASS, where AS and EDI leads are identical. ii) The new committee will improve our understanding of intersectionality (p. 19 above)	Reconfigured membership, taking into account a wider range of EDI considerations when selecting non- <i>ex officio</i> members. New terms of reference and a schedule of meetings.	1 October 2021	Deputy HoD (who will become the SAT/EDI committee lead)	a) The departmental roles document for 2021/2 to show new EDI committee; b) Committee lead attending FASS AS and EDI committees; c) Committee to include members of the university parents & carers network and LGBTQIA+ allyship.
3.2	Increase PS staff representation on the SAT/EDI committee to a proportionate level (20%).	The SAT presently has only one PS member (the DO) and so PS input is under-represented (pp. 12, 19).	Two PS representatives to be included, one on an <i>ex officio</i> basis (the DO) and the other to be given appropriate workload allocation.	1 October 2023 (medium-term: it cannot happen until staffing returns to normal post-Covid.)	DO (SAT <i>ex officio</i> member)	The departmental roles document for 2023/4 to show two PS staff on the EDI committee.
3.3	Recognise the work of student and RA SAT members through 'thank you' gestures.	Currently there is no mechanism for recognising the input of these SAT members because the WAM does not apply to them (pp. 14, 19).	Book tokens provided as thanks for student input. The FASS AS committee is currently discussing a budget that could fund the tokens.	30 July 2021 and annually to 2026 (short-term, to thank current SAT members)	HoD (SAT <i>ex officio</i> member)	a) The contribution of 100% of SAT members is to be recognised; b) There will be increased activity: each member to be involved in ≥ 2 extra initiatives per year.

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3.4		Improve students' awareness of AS and the surveys at induction events and classes.	Relatively low response rates to the student surveys (30%–50%) indicate a need for more student engagement (pp. 14, 19).	i) AS introduced as part of 'Welcome week'. ii) Visits to third-year Special Subjects and the HIST401 MA course to introduce the surveys.	December 2021 and annually thereafter to December 2025 (virtually during the pandemic)	UG Part II and PGT Directors (<i>ex officio</i> SAT members)	a) UG/MA survey responses of >50%; b) > 50% of those attending departmental AS events will be students (see AP 4.10).
3.5		Transform the AS page on the student 'My History' Moodle site into an EDI Teams site, featuring information about the AS Charter as well as survey links.	The page currently features only links to the AS student surveys, with no contextual information, and this may have deterred students from taking the surveys (p. 19).	A Teams site, which will become a key point of reference for EDI, featuring information about: AS; Black History Month; LGBT+ History Month; Decolonising the Curriculum; widening participation.	Starting in October and complete by December 2021 Short-term: this AP can be completed quickly.	Deputy HoD	" Ditto
4.1		Arrange focus groups of first-year students to understand the factors that influence their decisions to opt for Lancaster at the offer stage.	Currently more female than male students accept their offers (31%f compared with 26%m in 2018/19; 26%f compared with 22%m in 2019/20) (p. 21).	Focus groups of first-year students exploring the reasons why they accepted their Lancaster offers, and revealing any gendered trends.	Starting in December 2022 and annually until December 2025. Medium-term: funding for focus group facilitators first needs to be established by FASS.	Deputy HoD	One focus group to be organised per year from 2022 with a 50:50 gender balance, reporting to EDI committee. Four years' worth of focus groups and application data will be used to create action points for our 2026 Silver application.

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4.2		Gather data on attainment by module and analyse the information to ascertain whether male UG students perform better on some modules or assessments than others.	A higher proportion of male students than female students receive 2:II results. Female students consistently attain the majority of first-class degrees (p. 23).	An annual standing item on the Education Committee's meetings, where EDI committee can report findings and analyse information about performance by gender, module and assessment type over the next four years.	Long-term: extensive analysis. Start with Special Subject data in December 2021/2; 2xx modules in 2022/3; 1xx modules in 2023/4; full analysis in 2024/5	DO to compile data; Deputy HoD to circulate to EDI committee	Quantitative data showing performance by gender on 100% of modules, enabling analysis of performance (by gender and year) on: i) exams; ii) essays; iii) presentations; iv) dissertations/projects This will inform APs in our Silver application (2026).
4.3		Encourage students of all genders to come forward in advertisements for UG student representatives.	Only four of the current UG representatives identify as male (p. 23).	Amend advertisements to encourage students of all genders to apply.	01 October 2021 Short-term: this AP can be completed quickly.	Chair of Education Committee	An improved gender balance amongst the UG student representatives. Target: 50% male.
4.4		Interrogate the university's digital attendance monitoring data (once it is complete) to ascertain gendered patterns in attendance.	A higher proportion of male students than female students receive 2:II results. Female students consistently attain the majority of first-class degrees (p. 23).	Annual collation of data enabling analysis of attendance by gender across each UG year and PGT, and module-by-module.	Long-term: the AP hinges on the university resolving problems in the system. Annual data collection from July 2023–5.	Chair of Education Committee	Target by 2025: 100% of UG and PGT taught modules to be analysed. APs will be developed to address disparities for our 2026 application.

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4.5		Establish a network of academic tutors to raise awareness of the needs of male students.	A higher proportion of male students than female students receive 2:1 results. Female students consistently attain the majority of first-class degrees (p. 23).	Ongoing support through a Teams site and at least one education forum per year on this theme, to ensure that academic tutors are aware of the tendency towards male underperformance, and the support available for male students.	Establish network in October 2021, first forum in March 2022. Short-term: there is a trend towards weaker male performance, which needs to be arrested.	Chair of Education Committee	a) Teams site to be established; b) One education forum per year in 2022–6; c) Annual appraisal of the group’s activities to take place in the Education Committee at the end of each academic year.
4.6		Monitor recruitment to, and conversion rates for, all three MA programmes (including variations between internal and external applicants) and the new PGCert. Develop new actions as necessary.	The female proportion of our PGT students declined in 2018/19 and again in 2019/20. We need to monitor whether it is a long-term trend; e.g. whether new programmes have a sustained effect (pp. 24–5).	Data sourced from the university’s Tableau system in relation to student applications, offers, acceptances and registrations on a programme by programme basis.	June 2022 and annually until June 2025 Long-term: extensive analysis.	Director of PGR (SAT <i>ex officio</i> member)	The success criterion will be a return to within 5% of the national benchmark (56% female, 44% male).

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4.7	Run the MA module HIST441 (From Athena to Katyusha: Women's Experience in War and Conflict)	This new module would diversify the MA International & Military and MA History curricula (p. 25).	<ul style="list-style-type: none"> i) Workload planning for the relevant staff member(s) to prioritise this module. ii) Focus group with the first cohort to test whether the module influenced their MA application and curriculum experience, and note any gendered aspects to the feedback. 	October 2023 to July 2026 Medium-term, to follow eased workloads	HoD Director of PGT (to arrange group and inform programme convenors of outcomes)	<p>To run the module at least twice during the five-year period, taking into account sabbaticals and workload.</p> <p>Evidence from the focus group will help us to test the module's impact on the curriculum and will guide further planning for current and future MA programmes.</p>
4.8	Ascertain the reasons for variable proportions of female applications at PGT and PGR level. This will take place via focus groups and liaison with the regional DTPs, who are already gathering such data. We will then develop further actions accordingly.	<p>The UG and MA surveys revealed that 76% of female students are deterred from the MA by funding, as opposed to 44% of male students.</p> <p>Qualitative comments in response to the surveys show that female students are more likely to have negative perceptions of an academic career (pp. 29–30)</p>	<ul style="list-style-type: none"> a) Focus groups to discuss whether female students are deterred by the practicalities of academic life, and whether students are influenced by staff diversity when applying to study for a PhD. b) A reporting mechanism from the regional DTPs to the departmental EDI Committee. 	<p>Focus groups and data collection from the DTP to be started in March 2022 and continued annually until 2024. Further actions then developed.</p> <p>Long-term, but with earlier milestones.</p>	Director of PGR	<ul style="list-style-type: none"> a) One focus group per year, with a target of 50% male and 50% female students in each group. b) DTP data to be analysed annually from 2022 onwards. c) Further actions aiming for a target of female responses to the survey question equal to those of their male counterparts.

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4.9	Circulate calls for NWSSDTP 1+3 and college funding schemes, and provide information about the fees/maintenance packages and the application process.	Table 16 shows that relatively few of our PGT students (female or male) have gained funding from these schemes (p. 30).	Special Subject tutors are able to offer information to third-year students through Progress Review meetings. These happen earlier than university PG open days.	November 2021, and annually until November 2025 Short-term because action can be started quickly.	PGR Director (<i>ex officio</i> SAT member) to galvanise all Special Subject tutors.	An improved rate of applications for MA funding. Target: more than one student applying per year for each scheme.
4.10	Invite former Lancaster PhD students working in academia and related careers to speak about their career path.	Qualitative comments in the third-year/MA surveys show that female students are more likely to have negative perceptions of an academic career (p. 30).	An annual event, featuring a panel of former Lancaster History PhDs working in a variety of academic-related fields.	January 2023, and annually until 2026. Medium-term, for when the usual events resume post-Covid.	Academic events organiser	One event per year, >50% attending to be UG/PGT students. We will monitor the changing perceptions of academia through qualitative comments in student surveys.
4.11	Offer exit interviews in addition to scrutinising central HR exit surveys, and feed results and actions into EDI committee agendas.	HR established a central exit survey in 2018, but the participation rate is 40%. LU AP CP13 recommends departmental-level interviews in addition to the central survey (p. 36).	In the past, our HoD has offered exit interviews. In future, Deputy HoD will examine the results of central surveys and offer interviews, identifying tendencies for discussion in EDI committee.	From October 2021, reviewing take-up rate in 2023. Short-term: this AP links with a central initiative.	Deputy HoD	70% take-up rate of exit surveys and interviews by 2023 (institutional AS target CP13).

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5.1	EDI lead to scrutinise the wording of advertisements with a view to encouraging applications from under-represented groups.	The low proportion of female applicants for our recent professorial post (18%) suggests the need for job descriptions that encourage a wide range of applicants (p. 38), but other factors need to be reviewed as well.	i) Advertisements thoroughly checked from an EDI perspective. (Standard HR wording on diversity is now being added.) ii) A focus group of female departmental staff, examining the last professorial advert amongst other university adverts, and discussing any other perceived barriers to under-represented groups applying.	All future posts, starting in 2021/2 Short-term because there are vacant positions. Medium-term because no professorial positions will be advertised imminently.	Deputy HoD	i) Target: adverts for 100% of posts to be scrutinised. ii) Identify improvements to future adverts to encourage applications from a more diverse range of candidates. Ultimate aim: increased proportion of applications from females for senior posts (> benchmark of 26%), and from BAME candidates for all posts.
5.2	Ensure that members of panels undergo 'Recruiting the Best' training.	The academic/research staff surveys show that female staff believe the department could do more to encourage applications from under-represented groups (p. 38).	A departmental list of those who have undertaken the training, to aid implementation of university Athena Swan AP CP5, whereby data are recorded in the CORE HR system and sent to DOs and HoDs.	Short-term: list established in October 2021, in time for any posts to be advertised in 2021/2, and updated annually until 2025/6.	DO	Target: 100% of panellists to undergo training by October 2025; with a milestone of 80% by October 2022, in line with the university's target (LU AP CP5).

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5.3	Ascertain the effectiveness of 'buddies' for helping new appointees to settle in.	Comments from recent appointees indicate that little was done to welcome them, beyond official procedures (p. 39).	A focus group of recent appointees (2018–22) to discuss the effectiveness of the buddy system and induction.	Focus group in January 2023, reporting to EDI committee. Medium-term (posts are frozen)	Deputy HoD	>75% of staff to indicate satisfaction with the induction and buddying process on the staff survey.
5.4	Arrange a welcome event for new appointees, and invite them to deliver a seminar to introduce their research.	“	i) Afternoon tea for new appointee(s) at the start of their first term. ii) Invitation to deliver a research seminar during their first year.	January 2023–January 2026. Medium-term, for when frozen posts are filled.	DO (welcome event) Events organiser (seminar)	“
5.5	HoD to review routes to professorial promotions with Grade 9 staff in PDRs.	There had been no recent professorial promotions at the time of application. Summer 2021 saw two women promoted to Professor, and one to Reader, with women now the majority in senior ranks. This increases the focus on the group of predominantly male staff at the top of Grade 9 (pp. 40–1).	PDR forms showing consideration of new promotions criteria for balanced cases and/or Teaching and Scholarship contracts.	Short-term: the AP can start in the PDR cycle from September 2021, annually to September 2025.	HoD	An increase in successful promotions to professor within the department. Target: two or more internal professorial promotions by 2025, in addition to those of 2021.

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5.6	Re-establish the promotions committee with a broader remit, to support staff through the promotion process.	The department's promotions committee is the professoriate. It has rarely met, and its remit has been to assess rather than support promotions (p. 41).	A revised remit, meeting pattern and membership, as represented on the departmental roles document.	Medium-term: revise terms of reference in 2022; re-establish the committee in October 2023.	HoD	An increase in successful promotions to professor within the department. Target: two or more internal professorial promotions by 2025, in addition to those of 2021.
5.7	Monitor staff mentoring schemes in 2021/2, leading to assessment at the end of the year and biennial assessment thereafter.	The SAT working party adopted FASS guidelines for under-represented groups and suggested mentoring for long-serving male staff toward promotion (p. 41).	Feedback on the success of the scheme from mentor/mentee pairs, and via staff surveys.	Long-term: review coverage by the end of 2021/2. Surveys biennially thereafter to 2026.	Deputy HoD	a) An increase in successful promotion applications (see 5.5). b) Survey questions to show perception of fairness increase >60%.
5.8	Study the 2021 REF submissions with a view to advising staff on the REF-ability of their publications.	The male average for outputs submitted to REF2021 is 2.1; the female average is 1.8 (p. 43).	Analysis of REF2021 outputs, reporting to EDI committee, and discussions in individual research interviews.	Long-term Milestones: Study in 2021/2; interviews in May 2022–6.	Research Director	Submissions per capita for the next REF to aim for gender parity.
5.9	Assess the balance of female representation in Impact and REF outputs during PDRs, with a view to maximising women's career progression.	“ Female staff played a leading role in all three of our Impact Case Studies (pp. 43, 68).	Identify reasons why women have been more involved in Impact, and how this affects their publications. Activities to be balanced in PDRs.	Long-term (for next REF) Milestones: Study in 2021/2; include in PDRs in 2022–6.	Research Director (investigate); HoD (PDRs)	Submissions per capita for the next REF to aim for gender parity

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5.10	DO to communicate new university system for identifying mandatory training needs to staff; line managers to check compliance in PDRs.	Table 28 reveals that only 63% of staff have undertaken the mandatory diversity training module (p. 44).	A departmental checklist showing that training has been completed, using the PDR process to highlight that it is mandatory.	New system implemented in 2021/2. Line managers to raise in PDRs from 2022–2025.	DO to liaise with line managers	95% of staff to have undergone diversity training by October 2022. (University APC8 target)
5.11	Allocate points on the WAM to support training schemes such as Bonington, ATLAS and other teaching programmes.	Table 28 shows that leadership schemes appeal to female staff, but we have not had a female HoD for three decades. Several male staff lack teaching qualifications, which hinders promotion (p. 44)	The equivalent of twenty workload points allocated to ensure that staff have the capacity to undertake the training (this is equivalent to committee membership)	Medium-term, following implementation of a new hours-based WAM. Planning in 2022/3 for the WAM of 2023/4.	HoD	a) At least three Grade 9 staff members to go through leadership training by the end of 2025/6. b) 100% of staff to have a teaching qualification by 2025/6.
5.12	Run annual departmental training sessions to support departmental culture at the away days and assess feedback to improve future training.	Departmental training has been piloted in 2020. These training sessions should now become annual events (pp. 45, 55, 58).	Two training sessions per year (in the summer term and at an away day). Themes and panellists for training sessions to be identified by the EDI committee (starting with a session on PDRs).	Short-term: starting in September 2021 and annually thereafter to September 2025.	Deputy HoD	a) High levels of staff attendance (target: >80% of staff not on sabbatical). b) Improved satisfaction (target: >75% content) for survey questions on how the department informs staff about gender equality, and promotes a culture of equality.

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5.13	Revise the timetable for, and departmental communications about, PDRs.	Departmental uptake was 73% in 2019/20. Fewer male than female survey respondents were happy with the process (p. 46).	i) Revised timetable for departmental PDR communications. ii) Departmental analysis of PDR uptake annually in November.	Revise the timetable in summer 2021, for review in summer 2022, reporting to EDI committee.	DO and HoD	a) Improved uptake of PDRs (target: 100%). b) Improved rate of satisfaction with PDRs according to staff surveys (target: >75% content).
5.14	Build on the support for RAs within the department, for example through mock interviews.	Of five RAs who have left, two have gained permanent positions and three have gone to temporary contracts (p. 47).	i) Guidelines devised, for implementation by the end of 2021/2. ii) SAT members invited to listen and respond to practice presentations.	Short-term (the pandemic has caused instability in the jobs market): 2021/2.	Research Director and SAT RA rep	At least 50% of departing RAs to leave for a permanent job, by 2024/5.
5.15	Planning for sabbatical leave applications to be discussed in PDRs.	LU suspended sabbaticals during the pandemic, which affects all staff, especially those with caring responsibilities (p. 47).	PDR meetings now to address sabbatical leave planning.	Medium-term: for implementation in 2022/3, once sabbaticals return to normal.	HoD to brief line managers	A success rate of over 50% for sabbatical leave requests sent by the department to FASS.
5.16	Establish a mechanism for including a research day in the timetable for academic staff.	The temporary suspension of sabbaticals underlines the need to protect research time during the term (p. 47).	Departmental mechanisms for ensuring research days.	Short-term: for study in 2021/2; implementation in 2022/3.	DO, reporting to DMG	100% of academic timetables to show a day free of teaching and departmental meetings.

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5.17	Assess the uptake of Academic Tutor meetings amongst UG students by gender and mode (online or face-to-face).	There is a pattern of male students being less engaged with the department than their female counterparts (pp. 23, 48).	Collation of Academic Tutors' registers. Analysis of the results by EDI committee, leading to new APs to improve the Academic Tutorial system.	Long-term: for analysis post-pandemic. Collation annually in June (2022–5). New APs agreed in 2026.	DO to instigate collation. Deputy HoD to instigate data analysis.	Improved rate of male attendance at AcT sessions, enhancing the information available about further study and careers. Target: >60% of male students to attend.
5.18	Consult FASS placements organiser on gendered trends in placement uptake in 2021–4; formulate APs for our departmental schemes, monitor to 2025/6.	The uptake of heritage placements amongst male students ranged from 0 to 33% during the audit period (p. 49).	Annual meetings between History and FASS placement organisers; recommendations formulated and monitored annually.	Long-term: meetings in May 2022–4; formulate APs in 2024; monitoring in teaching reviews to 2026.	BA and MA placement organisers (meetings); Director of UG Part II (APs and monitoring).	A more gender-balanced uptake of UG placements. Target: consistently > 40% of placements to be undertaken by male students.
5.19	Encourage more male students to submit high-quality applications for heritage placements.	“	Academic Tutor meetings to cover applications for placements.	Medium-term (following AP5.18), October 2024–6.	BA and MA placement organisers to instigate	“
5.20	Build on a pilot training scheme to support PGRs in finding postdoctoral positions and jobs.	Our Assistant Lecturer cohort is gender-balanced. They are seeking help to secure long-term posts (p. 50)	An annual training scheme for History PGRs.	Short-term (building on pilot scheme) March 2022	PGR Director (SAT <i>ex officio</i> member)	Participants to be surveyed on whether they gained new skills. Target: >80% agreement.

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5.21	Review and update the expertise bank annually, and assess its effectiveness through research interviews.	Female members of staff submit the majority of grant applications, but these are for smaller amounts than those submitted by male colleagues (22% in 2018/19) (p. 51).	We have already formed the expertise bank. We now need to ensure that it is updated annually to meet the needs of colleagues, especially early career staff and female staff.	i) Promote the initiative at away days in 2021; ii) assess uptake through research interviews; iii) Update the bank annually.	Research Director	Female grant applications and amounts awarded to increase in total value to a proportionate level (at least 42%).
5.22	Establish the 'Research Project Incubator' and monitor its effectiveness through research interviews.	"	The RPI is being formed in 2020/1. We will monitor its impact in relation to gender disparities in amounts & success rates.	Research interviews annually from May 2022–6, reporting to EDI committee.	Research Director	"
5.23	SAT Lead to sit on the university review of the Maternity & Adoption Research Leave scheme.	No-one from our department or faculty is known to have used the scheme.	The review will improve the scheme for arts/humanities researchers.	Short-term: the university review is taking place in summer 2021.	SAT Lead	100% of eligible staff to be aware of the scheme. Applications submitted by > 50% of them in 2022–6.
5.24	Invite academics and PS staff role models to present positive experiences of flexible/part-time working and career progression.	The PS focus group and the academic staff survey revealed a need for further discussion of flexible working in relation to career progression (p. 56).	A session in the next annual training day, featuring LU parents' & carers' network, repeated the following year with staff from other institutions.	Short-term: September 2022, repeated in September 2023, evaluated in the December 2023 survey.	Deputy HoD	A majority of survey respondents to be in agreement that flexible working offers opportunities for career progression.

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5.25		HoD to arrange support for the DO in collating timetabling requests and liaising with timetabling, from 2022/3.	The department has a request form to avoid clashes with caring roles but it is time consuming to collate requests (p. 57)	PS support once resource becomes available (once frozen administrative posts are filled)	Medium-term: for when PS staff levels return to normal in 2022/3.	HoD	100% of requests submitted to LU's timetabling unit to be included on the timetable.
5.26		Investigate the long-term effects of pandemic caring responsibilities in the staff surveys, feeding recommendations into PDRs and research interviews.	Women in the department are especially likely to have caring responsibilities, which the pandemic has magnified (pp. 56–7).	i) Staff survey questions on the topic from 2021. ii) Recommendations for PDRs and research interviews.	Long-term: add questions to survey in 2021/2. Discuss in PDR & research from 2022/3 to 2025/6	Deputy HoD	> 75% of the staff who answer the questions in 2022 to feel supported; further actions to be developed if not.
5.27		Create a departmental email policy, taking into account FASS guidelines e.g. email signatures that indicate understanding of flexible working hours.	The PS focus group and the academic/research staff survey highlighted problems with communication within the department (p. 58).	A departmental email policy noting FASS guidelines and highlighting the need for timely responses to specific types of emails.	Short-term (October 2021): the FASS email policy has already been discussed at DM.	Deputy HoD	i) EDI committee to track patterns in their emails (e.g. response rates, volume, timing) over sample days in 2022 to assess effectiveness of guidelines. ii) >75% of respondents to staff survey to agree that communication has improved.

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5.28	HoD to present a new timetable for teaching and workload discussions, incorporating personal discussion at the PDR.	Comments on the staff survey raised the need for a more interactive approach to teaching allocation (p. 58).	New WAM linked with initial discussions about teaching, feeding into PDR in September/October.	Short-term: implement in September 2021; for DMG review in June 2022.	HoD	i) 100% of PDR meetings to broach workload and planning, as shown in the PDR record. ii) > 75% of respondents to staff surveys to agree that communication has improved.
5.29	Take gendered patterns of service into account when distributing committee roles as part of the WAM, from 2021/2 planning (for 2022/3)	Table 36 reveals relatively high levels of female committee membership (p. 60).	An equitable new WAM and good departmental governance.	Short-term: planning in 2021/2 for the 2022/3 WAM.	HoD	Spread committee memberships proportionally on the WAM. Target: 58% m: 42% f.
5.30	By the end of 2020/1, in advance of the HoD's final year (2022/3), he will present step-by-step information about the process of appointing a new HoD to the DM.	There has not been a female HoD since the 1980s. Discussion in the SAT revealed that the appointment process is little understood (pp. 60–1).	Up-to-date information on the procedure for appointing a HoD provided to the DM.	Medium-term: By 2020/1, to allow for informal shadowing by the successor in the HoD's final year (2021/2).	HoD	i) Greater transparency surrounding the process (as revealed by qualitative discussion on staff surveys). ii) At least one of the HoD candidates to be female.
5.31	Establish a new group to oversee appointments to departmental administrative roles and ensure that the gender balance is monitored.	In 2020/1 the department trialled a new system for advertising administrative roles. The appointment process needs to be more transparent (p. 63).	A group comprising HoD, Deputy HoD, DO and Chair of the Education Committee to assess applications for administrative roles.	Short-term (September 2021): following the appointment system devised in 2020/1.	HoD	Gender-based analysis of WAM to show a ratio of 85–115 for administrative roles.

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5.32		Remove the three-year correction mechanism and aim for no member of staff to be more than 10% above average workload in any given year.	Following feedback on our previous AS application, we cannot continue with this practice, which is notably disadvantageous for those with caring responsibilities (p. 64).	i) Workload averages estimated in advance of teaching allocation, and workloads adjusted. ii) PDR to monitor the situation from each individual's perspective.	Medium-term: For implementation following the hours-based WAM in 2022/3.	HoD	i) WAM data analysed annually. Target: no staff to be 10% above average. ii) Greater satisfaction with the WAM in surveys. Target: a change from 75% disagreement with WAM to 75% agreement.
5.33		Present the hours-based workload model to DM and implement it by 2022/3.	The WAM working party has recommended a new WAM based on hours, in line with LU best practice. This will help to arrest the rising averages of workload points (p. 64).	i) New hours-based WAM model discussed and accepted by DMG and DM. ii) New model to be used for workload planning.	Short-term: i) DM to accept new WAM by December 2021 ii) Model used in 2022/3 planning. iii) EDI Committee to monitor through surveys.	Deputy HoD	"
5.34		Clarify guidelines for the timing of social events within working hours at DM.	The PS focus group noted that some events clash with caring duties, excluding them from events attended by academic colleagues (this concern also affects some academics) (p. 65).	Suitable slots identified for end-of-term social events when face-to-face gatherings resume.	Short-term: during the academic year 2021/2, when pandemic restrictions allow	External linkages co-ordinator	Improving communication between academic and PS staff. Target: 75% of PS staff to perceive improved relations in surveys.

Ref		Planned action/objective	Rationale (page numbers cross-referenced)	Key output(s)	Timetable	Person responsible	Success criteria and outcome(s)
5.35		Work with colleagues in Law to identify female candidates for the annual Iredell lecture.	The speakers at this prestigious named lecture have been male since 2014 (p. 66). No female speakers have been invited.	i) Female candidates for the 2023–5 Iredell lectures. ii) Monitor acceptances and any reasons why nominees decline.	Medium-term: begin discussions ahead of the lecture in March 2023 (post-pandemic).	Director of Research	i) At least one, and preferably two, female Iredell lecturers in 2023–6. ii) If nominees cannot attend, we will devise actions to remove barriers.
5.36		Analyse participants in open days and AVDs by school type and gender once the data become available.	We do not currently have access to information about the gender and schools of participants in outreach events (p. 67).	A dataset prepared by the CRM team, once they have investigated information governance.	Medium-term (from 2023/4): contingent on discussions in the CRM team.	Director of Admissions	A dataset provided to the department annually in September.
5.37		Research Director to monitor emerging impact areas to encourage an even spread of activity while ensuring recognition of the work.	Female staff members undertook 70% of the impact and engagement activities during the assessed period (p. 68).	Development of expressions of interest into work towards Impact Case Studies for the next REF.	Long-term: this is the beginning of a new REF cycle. Beginning in 2021/2, for review in 2024.	Director of Research	A more even distribution of activities on the HE-BCI spreadsheet from 2022/23 up to 2026. Target: female/male ratio within the 60/40 range.
5.38		Audit the training needs of PS staff and ascertain how much time is needed to facilitate training.	The PS focus group identified training needs (such as pastoral care) but the group currently lack capacity to pursue more training (p. 69).	i) PDRs used to plot the training needs of PS staff and how much time is required; ii) Capacity created once the frozen 1FTE of PS posts are filled.	Medium-term: to be followed up once the posts are filled, by October 2023 at the latest.	DO (PDRs)/ HoD (workload capacity)	i) Training for career development (e.g. professional programme) to increase by 10% per year in 2023/4 and 2024/5. ii) PS surveys to show >75% agreement that training needs are being met.

