



**Application form for
Juno Champions
Silver Award**



Name of institution	Durham University
Name of department	Department of Physics
Date of application	31st August 2017
Date of Juno Champion award	Announced 21st June 2017
Institution Athena SWAN award	Date: Nov 2014 Level: Bronze
Contact for application Must be based in the department	Dr. Elizabeth Bromley
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ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used by Juno Champion award holders for applications for Athena SWAN Silver department awards.

In addition to the Juno Champion application, a statement should be provided to ECU which includes the information requested in this form. If this information is already included in the Juno Champion application, please provide page references where appropriate.

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit is **3,000 words**.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

1. A PICTURE OF THE DEPARTMENT

- (i) Academic staff by contract function and gender: research-only, teaching and research or teaching-only

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Throughout this document all section numbers refer to our Juno Champion Application unless explicitly written otherwise. Action items labelled 'NCP' or 'PCP' refer to existing actions from our Juno Champion Application and new action items resulting from this document are labelled 'AS'.

Section 1.3.1 contains staff numbers by these role designations and ratios of each by gender. The discussion in this section indicates that, while our efforts to improve career progression and promotions processes have been successful in moving women through the pipeline to higher grades, we must continue to address and improve our recruitment. Sections 2.1, 2.2, 2.3 and 2.4 address our past, present and future recruitment processes, and conclude with actions primarily aimed at increasing the diversity of our applicant pool and in making the Department an appealing destination for women.

Actions: PCP5; NCP2.2; NCP2.3; PCP11; NCP2.4; NCP2.5; NCP2.6; NCP2.7

We are beginning to work on including racial diversity in our analysis as we are acutely aware of the intersectional issues for women of colour, particularly in a non-diverse area of the country such as the North East.

Action: NCP1.5

- (ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

Section 1.3.1 contains staff numbers by these contract designations and ratios of each by gender. The discussion in Section 1.3.1 highlights the fact that we have a higher proportion of women in fixed term posts that corresponds to there being a higher proportion of women in the postdoctoral research group than in the open ended academic group. We intend to improve this situation via the recruitment actions already listed in Section 1(i) of this transfer document.

We also observe an increased representation of women in roles that are traditionally accommodating of part time work, including the administration group within professional support and the teaching fellows. We aim both to promote the option of part-time work and job sharing in new areas of departmental work, to bring more women into those areas, and also to encourage via positive case studies more men to engage in part time work

where they would wish to. Part time and flexible work are discussed in more detail in Section 5.1.

Actions: NCP5.1; NCP5.2; NCP5.4; NCP5.5

(iii) Professional and support staff by gender

Present data on the total number of professional and support staff by gender.

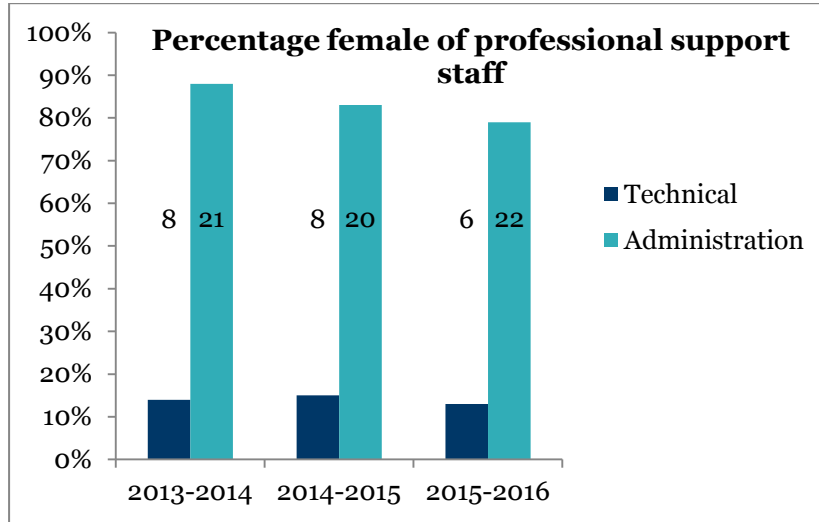


Figure 1: Percentage female in two subcategories of PSS, labelled with the numbers of women.

In Section 1.3.1 we present data on all staff, including PS staff, that indicate this group are around 40% female. This does not appear very biased, however, within this group there is a strong division between technical staff and administrative staff, and each of these groups is strongly gender biased (see Fig. 1). While the number of men in administrative roles appears to be slowly increasing the number of women in technical roles appears static.

For administrative staff we see that between 65 and 80% of our applicants are female, and 86% of those hired over the last 5 years are female (a range is given due to applicants declining to give gender information). For 2015/16 we have shortlisting data in addition that shows that between 26 and 83% of our applicants were female, between 42 and 75 % of our shortlisted candidates were female and 75% of those hired were female. We are hiring towards the upper limit of the proportion of women in the applicant pool.

For technical staff we see for the last 5 years that between 9 and 25% of applicants are female, with 7% of people hired being female. For the last year we had between 10 and 26% female applicants, between 16 and 40% females in the shortlist pool with 9% of hires being female. We are appointing at the lower end of the applicant pool proportion but have improved slightly in the last year.

Further investigation reveals that internal promotion is frequent, which while indicating the strength of our training and support for current employees, will not lead to changes in the gender balance. The recruitment actions listed in

section 1(i) of this transfer document cover PSS recruitment, and should show improvement over the next few years.

Our data (in Section 1.3.1) show a bias towards women undertaking part time work in the PSS group. This is due to a markedly higher level of part time work and job sharing in the Administrative group than in the technical group. Although issues of safety coverage make part time work difficult in the technical group, many of the technical roles could be filled via job sharing. We believe that making this option more clear in adverts and in general may increase the number of female applicants and improve our gender balance in the future, and may also increase the number of men working part-time if they desire to do so.

Actions: NCP5.1; NCP5.2

- (iv) Where relevant, comment on the transition of technical staff to academic roles.

PSS in technical roles are supported to gain additional qualifications including undergraduate and postgraduate degrees. The department meets some of the cost of these qualifications as well as giving technicians time to study. This has, in the past, led to a technical member of staff transferring to an academic role. This support is available to all and is identified via the Annual Development Review (ADR).

2. SUPPORTING AND ADVANCING WOMEN'S CAREERS

2.1. Key transition points

- (i) Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

The REF returns are discussed briefly in section 4.9. In more detail, our RAE return was 100% of all staff, so no gender bias was present. The return rates for REF were 67% of eligible men and 55% of eligible women, which would have been equal with only one additional woman returned. A small difference in return rate for women would be likely given there are a higher proportion of women in the fixed-term researcher category (that were less likely to be returned) than in the academic category (that were more likely to be returned). Only a single female academic was not returned.

The next REF process will be managed by our new Director of Research who is female. This will ensure that there is female representation on all relevant committees undertaking REF work. The Director of Research has committed to maintaining the high standard of confidentiality and respect that was used in the last REF process. Although she expects to return all eligible staff she has undergone unconscious bias training and has committing to monitoring of any gender related issues that might arise. University policy clearly separates REF

from promotions and progression processes and our Director of Research has committed to ensuring this policy is fully enacted at the departmental level.

Action: NCP4.9

(ii) Professional and support staff: Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

PSS all receive induction from their line managers and attend University level induction events, as described in Section 2.1. All PSS are appointed a mentor as outlined in Section 3.2. From our staff survey data PSS have a lower than average satisfaction with mentoring, with only 50% of respondents agreeing that it was useful. Comments made about mentoring by these groups indicate that it is used primarily when problems have arisen. We would therefore wish to refocus mentoring on aspects of career development.

New Action: AS1 – to survey PSS on what they would like to get from mentoring in the future, to raise the profile of mentoring as a career development tool and adapt current provision.

(iii) Professional and support staff: Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

PSS do not follow a promotion pathway, but can instead have their roles regraded or apply for similar roles at a higher grade. Often staff move to similar roles elsewhere in the University. Staff are supported in this process predominantly through the ADR. Staff who demonstrate an interest in seeking a higher grade are supported to take on new elements of work to expand their expertise and responsibilities.

The department previously identified that many PSS had become static in their roles and embarked on a restructuring exercise that generated several more senior positions. This was successful on the technical staff side, however, the current University wide review of administrative roles prevented changes on the administrative side. Once this University process is complete we will be able to gauge the impact on promotions for PSS in the administration area.

New Action: AS2 – to monitor the results of the University wide restructuring programme and support PSS during the process and review how best to support PSS for promotion after this process.

2.2. Career development

(i) Support offered to those applying for research grant applications

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

Staff are supported to apply for funding via several mechanisms including peer review of proposals, specific mentoring for grant writing, centrally run development courses on grant writing and sabbatical time that may be devoted to the activity. Several research groupings have recently begun running grant writing events at which ideas can be brought and discussed with the aim of improving success rates. There is also a culture in some areas of collaborative writing that provides a route for new academics to gain a track record of funding.

Staff that are unsuccessful in obtaining funding are able to access departmental funding to continue to attend conferences and keep their research profile active. Suitably anonymised information on funding success rates is discussed within sections as a means to de-stigmatise unsuccessful applications and counter the bias in reporting between successful and unsuccessful applications.

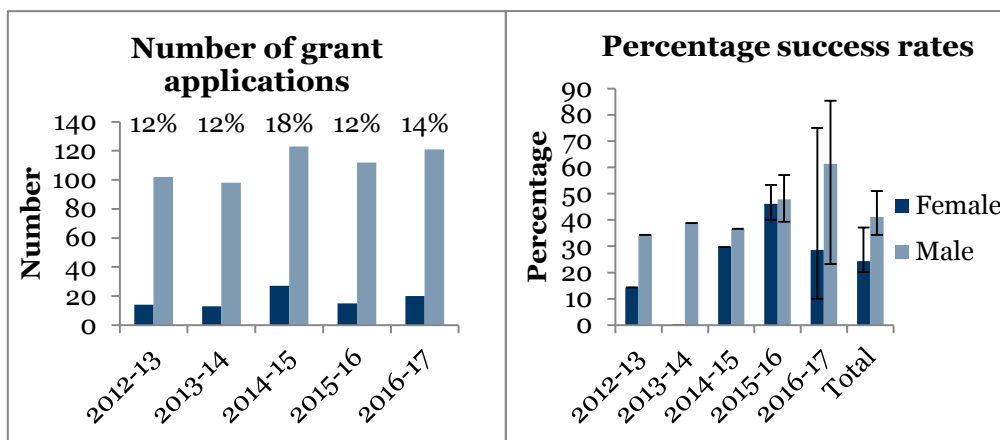


Figure 2: number of applications by gender and success rate by gender. Error bars indicate possible range due to applications awaiting decisions.

We have examined funding applications and success rates by gender (see Fig. 2) by means of assigning applications to the gender of the principle investigator (PI). Averaged over the 5 years, women have made 13.8% of applications, which slightly exceeds their proportion of the academic staff that only recently increased to 13%. The success rate appears lower for women, which may be in part due to the large consolidated grants, which are contributed to by many both male and female applicants, being ascribed only to the male PIs.

Our recently launched new mentoring scheme (described in Section 3.2.1) includes support for grant writing that has already had positive impact on female academics writing grants, although full analysis of the scheme will not be conducted until it has been running for a complete year.

Action: NCP3.1

(ii) Professional and support staff: Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Uptake of training is monitored via the ADR process, along with contextual information on the effectiveness. In Section 4.3 we show that 77% of administrative and 96% of technical staff have undergone EDI training in the last 3 years.

Development training information is advertised on the University portal. In addition to this, town hall meetings are run to enable areas of new specialist training to be identified, with technical staff being offered the opportunity to acquire these new skills. We also run annual departmental staff development days, that focus on various elements of professional development, which PSS attend.

We have analysed the uptake of development courses by gender over the last three years within the PSS group. This shows that 86% and 14% of training courses taken by members of the administration and technical groups respectively were taken by women. This is closely in line with the proportion of female staff in the two groups suggesting no gender bias in accessing training.

Action: NCP4.3

(iii) Professional and support staff: Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

Section 3.1 describes the appraisal and development processes in the department and reports uptake in PSS. Within the two categories of technical staff and administrative staff, there is no gender bias in uptake, however, the administrative staff are less likely overall to have filed a completed form, leading to averages in the last year of 72% and 65% for men and women. Satisfaction is measured via our survey which shows 61% of PSS agreeing that the ADR is useful.

We have an existing action item to improve our response rates across all staff areas by increased monitoring and automated reminders.

Action: NCP3.0

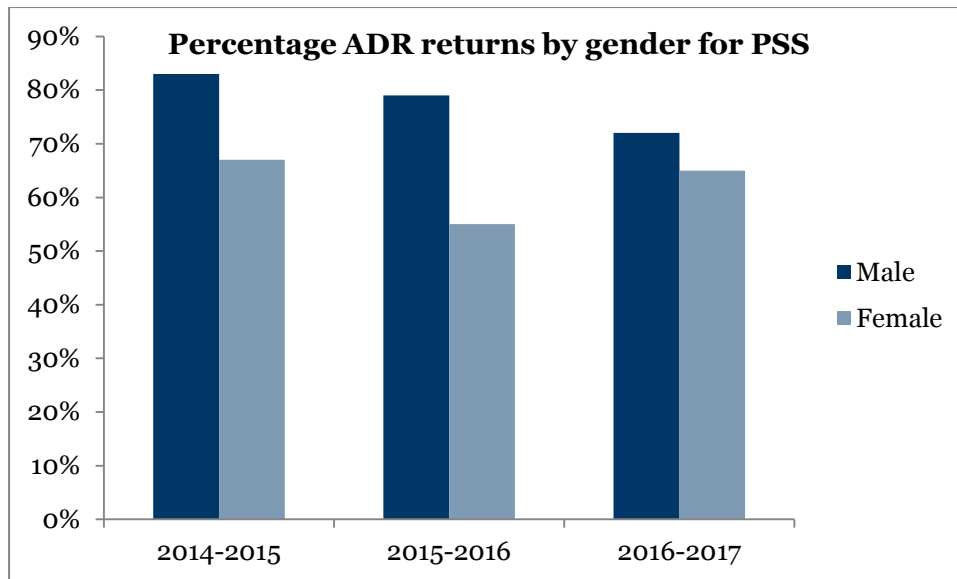


Figure 3: The ADR return rates by gender

(iv) Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

Due to a previously identified lack of communication between academic staff and technical staff we have instituted departmental town hall meetings and ‘champions’ for each of the areas of technical staff. This has greatly enhanced understanding of the differences in contract types and work patterns and also produced many ideas for new areas for expansion of technical services, which have in turn generated new training opportunities for technical staff. This led to a restructuring of the technical staff in which many staff were able to achieve promotion to more senior roles.

New Action: AS3 – to create an administration Champion to help in spreading awareness of the roles and in finding new routes for skills development.

2.3. Professional and support staff: Flexible working and managing career breaks

Throughout this section, highlight any differences in policy and practice between that applied to professional and support staff, and that applied to academic

(i) Cover and support for maternity and adoption leave: before and during leave, and on return to work

Explain what support the department offers to staff before they go on maternity and adoption leave, during their leave and on return to work. Comment on any funding provided to support returning staff.

Our processes regarding academic staff are described in section 5.4. PSS are somewhat different in that work is covered during their absence by replacement staff. Planning for absence is undertaken and maternity/adoption cover positions are advertised. The University supports the use of keeping in

touch days, where someone on leave will be paid to come in to work for a day to maintain contact and continuity. Phased returns to work are also supported and often employed. The department also supports applications for flexible and part-time on return after leave.

Actions: NCP5.4; NCP5.6

(ii) **Maternity return rate**

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

In the last 5 years we have had 14 staff take maternity leave, including 7 PSS. We have a 100% return to work rate.

Time after return	18 months	12 months	6 months
% in post	79%	79%	100%

Two of the people leaving before 12 months left at the end of their fixed term contracts, the final leaver was a member of PSS.

New Action: AS4 - Offer exit interviews to people leaving the department after any form of parental leave.

(iii) **Paternity, shared parental, adoption, and parental leave uptake**

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

We have recorded 5 instances of paternity leave in the last 5 years and have yet to have anyone take shared parental leave. We have been raising the profile of these options in the department by highlighting them on our website, discussing them at our staff development day and holding a discussion group with a representative from HR.

Actions: NCP5.7 (completed); NCP5.8

(iv) **Flexible working**

Provide information on the flexible working arrangements available.

Departmental practice around flexible working arrangements are outlined in Sections 5.1, 5.2 and 5.3. PSS can apply for flexible work via the same process. The ability to grant flexibility is occasionally constrained due to safety regulations in the workshops and teaching laboratories. From our survey PSS staff report a 75% agreement rate with the statement that flexible working is supported.

(v) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

We have examples of PSS who have been working part-time and have increased their hours, though to date no one has requested to return to full time. We have a departmental policy to support requests for changes in contracted hours as is outlined in Section 5.1. To date, requests to alter hours were supported by the department and could be met due to staff vacancies. We have an existing action item to give staff more security in dropping down to part time work temporarily by giving staff the right to return to full time work.

Action: NCP5.4

2.4. Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity, with reference to all staff and students. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

We present data and discussion on the representation of women in committees and in roles that have decision making power within the Department in Section 4.1. These data show that we have some female representation on all committees, but that women are under-represented in the senior roles that have decision making powers. Since our Juno Champion submission we have appointed a female Director of Research which has improved our static percentage of women in senior roles from 10% to 13%. We have action items to address the lack of women in Head of Section roles within the department. These actions centre on defining the role more specifically, providing it with adequate workload credit, and promoting the option of job sharing.

Actions: NCP4.1; NCP4.10

We have previously commented on the over representation of women in fixed term contracts, along with its causes in this transfer document. We have additionally transferred our teaching fellows from fixed term to open ended (subject to funding) contracts. As women were over-represented in this group with respect to the departmental average, this has reduced the proportion of women on fixed term contracts. We have open action items pertaining to seeking promotions for teaching fellows within the new University promotions and progression policy.

Action: PCP6

We have a fully open and accessible workload model that is detailed in Section 4.10. The model gives credit to the whole range of departmental activities (including EDI activities, mentoring, outreach etc.) and has clear procedures for revising or adding new tasks as it becomes necessary. We have current action

items to clarify the responsibilities of all credited roles, and to annotate roles that may be difficult for part time workers to achieve without job sharing.

Actions: NCP 4.10; NCP4.11

Our departmental policy on core hours is outlined in Section 5.3 with contextual information about work life balance in Section 5.2. We currently operate a core hours policy of 10am-4pm, however we have a current action item to move this forward to 3pm due to the early finish of some local schools.

Action: NCP5.3

We have outlined our approach to inclusive social activities in Section 4.5 with an associated action to add an additional event during school holidays to diversify participation.

Action: PCP22

We outline our progress in creating inclusive environments across all demographics from Undergraduates to Staff in Sections 4.2, 4.3, 4.4, 4.5, 4.6, 4.7 and 4.8. In particular we have made substantial progress in providing training for all staff on EDI topics (including bullying and harassment, micro-aggressions, unconscious bias and inclusivity), in raising the profile of women across our various platforms for communication, and in bringing more high profile speakers into the department, both for academic seminars and for targeted women's events.

We have open action items to further improve the gender balance of invited speakers as well as extending our monitoring of balance to all workshops and conferences organised from the Department. We also aim to increase our coverage of EDI training for postgraduate students within the Department.

Actions: NCP4.2; NCP4.3; NCP4.4; NCP4.7; NCP4.8

Our Outreach activities are outlined in section 2.5. Outreach is carried out by a range of people in the department including people funded in part by external trusts and charities, departmental teaching fellows, academics, research staff and both post graduate and undergraduate students. For all staff, outreach work is credited in the workload model at a rate that attempts to accurately reflect the time expended. Of the people who spend a significant proportion of their time on outreach (teaching fellows and outreach officers), around half are women. We have action items aimed at reducing the barriers to people engaging in outreach, and hence to increase the diversity of people taking part.

Actions: NCP2.8; NCP2.9

3. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in the above application. These actions may be merged into the Project Juno action plan; if so, please clearly indicate those actions arising from the above Athena SWAN application.

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

Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

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



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Action Plan for Champion

PCP = Previous Champion Plan; NCP = New Champion Plan Legend: Green = complete; Orange = ongoing; Blue = future plan; Red = failed and replaced.

New Athena Swan action = AS

Principle 1: A robust organisational framework to deliver equality of opportunity and reward					
Aim	Action taken prior to 2016 submission including actions from our Practitioner Action Plan.	Action taken 2016/2017 including actions from our initial Champion Action Plan	Action for 2017-2020	Responsibility	Success measure and timescale
1.1 Establish organisational framework					
1.1.1 Evidence of senior management commitment	DEC created. HoD becomes a DEC member.	HoD is listed as a member of DEC in terms of reference for DEC. HoS are given increased E&D involvement and responsibilities.	Plan for handover to new HoD. Ensure continuation of good practice.	Chair DEC, HoD, HoS	New HoD a member of DEC. Summer 2019
1.1.2 Effective consultation	Reporting from DEC added to the agenda of the BOS.	Full terms of reference and membership lists produced for DEC. E&D items added to agenda of other sub-committees of BOS. JUNO working group created, alongside UG, PG and PDRA groups.	Ongoing monitoring	Chair DEC, HoD	
1.1.3 Clear Accountability for implementation and resource allocated	Work load credit given to members of DEC.	Resource assigned to Chair of DEC and JUNO working group for producing accreditation	NCP1.1 Assign credit for time spent on policy implementation and accreditation	Chair DEC and Director Education	Credit agreed in advance of workload publishing.

		documentation. PCP2: Support student-led E&D and provide funds and resources for student events.	activities in the current year. Budget for funding student activities agreed with HoD at £1000.		Summer 2017 onwards Budget sufficient to cover annual events and sending students to conferences agreed. Summer 2017
1.2 Monitoring and evidence base					
1.2.1. Monitor over time, quantitative data by gender: <ul style="list-style-type: none"> All student admissions and performance All staff applications, shortlists, appointment and promotion, looking at the proportion of women at each stage 	All data collected and analysed.	Add professional support and technical staff data and analysis Include shortlisting data in HR data for fixed term research staff.	NCP1.2: investigate time to completion for male and female PhD. students	Chair DEC, PG Admissions.	Data presented to DEC in Oct 2017
1.2.2. Obtain qualitative data from staff	Staff survey run twice in 2013 and 2015	Staff survey run in 2016, with additional questions about core business hours.	NCP1.3: create targeted surveys for students and PDRA's. Use an external survey engine to increase trust. Encourage higher returns by involving line managers in distribution.	Chair DEC, PDRA Reps, Post Grad Reps.	Deployment of interim PDRA and student survey Response rates of 80 % in all demographics. June 2019

1.2.3. Identify any discrepancies in gender representation and/or progression and identify factors that might be causing them	Gap in gender based undergraduate attainment uncovered.	PCP1: Establish the causes of gender gap in students taking BSc and Mphys degrees	NCP 1.4: hold workshop events to help demystify the promotions process, discuss changes at BoS	DEC, HoD	Increase to 90% in the agreement of women that they understand promotion. Ongoing. June 2018.
1.2.4. Identifying any discrepancies in representation in other areas of diversity.			NCP1.5: Identify areas in which other diversity issues can be investigated, extend monitoring where possible and implement interventions that arise.	DEC	Data collection ethics investigated. Changes to recording made Oct 2018 Appropriate data collected and presented Oct 2019 Actions implemented. 2020
Principle 2: Appointment and selection processes and procedures that encourage men and women to apply for academic posts at all levels					
Aim	Action taken prior to 2016 submission including actions from our Practitioner Action Plan.	Action taken 2016/2017 including actions from our initial Champion Action Plan	Action for 2017-2020	Responsibility	Success measure and timescale
2.1 Ensure that processes and procedures are fully inclusive					
2.1.1. Ensure career breaks are taken into consideration	University policy in place to ensure career breaks	PCP3: Ensure that University policy that	Ongoing monitoring of training, publishing of	Chair DEC, HR contact	Ongoing

	are taken into account.	career breaks are taken into account in appointments	positive case studies.		
2.1.2. Gender awareness included in training for all staff who interview	Organise training sessions with HR on unconscious bias. UCAS training given for admissions.	PCP4: Improve level and uptake of D&E training in appointments and promotions. PCP5: Review the appointment practice of postdocs in all research groups regarding shortlisting.	NCP2.0: Ongoing monitoring of training and extend to postgraduate recruitment.	Chair DEC, HR contact	All postgraduate recruiters trained. Oct 2017.
2.1.3. Provide induction for all new staff, including research assistants, on appointment	Developing welcome pack for incoming staff. All new staff assigned a mentor on arrival.	PCP7: Ensure there is a uniform induction process for new members of all sections PCP8: Establish PDRA forum in each research group; provide resources to improve PDRA collaboration	NCP2.1: Grow influence of PDRA D&E group, to include a member from each section.	PDRA DEC members and Chair DEC	PDRA forum functioning from Oct 2017. First actions forwarded by Oct 2018.
2.2. Take positive action to encourage under-represented groups to apply for jobs					
2.2.1. Monitor applications, shortlists and appointments, looking at the proportion of women (internal and external) at each stage	Monitoring done and analysis shows female applicant rate is the significant issue.	PCP9: Improve data collection related to PDRA appointments; Monitor gender balance of shortlisting PCP12: Improve PhD student gender ratios in research sections.	NCP2.2: Investigate getting applicant number and gender break down prior and post recruitment round closing from HR. Work with HR to develop functional	Chair DEC, HR contact	Improved data from HR both before and after processes close. Reduction in small shortlists.

			<p>shortlisting processes.</p> <p>NCP2.3: Improve data recording and offer turn-around times in PhD student recruitment</p>	<p>Chair DEC, Post-grad Admin & Section Post-grad reps</p>	<p>November 2019</p> <p>Initial decision time reduced to 1 month average. Recording of eligibility for competitive places, a minimum of 20% women at PhD in all sections</p> <p>Reporting in place for Oct 2017. Reduced times evident by April 2019.</p>
<p>2.2.2. Identify any discrepancies and investigate why this might be the case, taking action as necessary</p>	<p>Applicant rate is identified as an issue. Staff encouraged to make every effort to expand applicant pools via advertising.</p>	<p>PCP10: Ensure that University standard wording is used in all job adverts</p>	<p>PCP11: Collate evidence of external contacts to encourage applications; Create database to log data. Increase use of videos showcasing diversity.</p> <p>NCP2.4: Monitor activities and influence of transition team interventions and offer grade on</p>	<p>DEC, HoS</p> <p>Chair DEC</p>	<p>20% female applicants June 2018 25% by 2020</p> <p>Reports for 2.4,2.5 & 2.6 submitted to Oct/Jan DEC meetings</p>

			<p>undergrad acceptances</p> <p>NCP2.5: Liaise with other physics departments and the IOP to prepare for the impact of A-level changes</p> <p>NCP2.6: Liaise with 'Non-traditional backgrounds' research team, engage with curriculum change</p> <p>NCP2.7: Work with HR to reduce emphasis on exclusionary language in adverts.</p>		<p>2018/2019</p> <p>New policy in place at departmental level . Oct 2018</p> <p>At University level Oct 2019</p>
2.2.3 Improving applicant rates through schools outreach	Running science ambassadors scheme with PhD students, 'Physicist of the year' programme, girls only outreach events. Putting	Developing Primary Partnerships, extending Ambassador scheme to A-level student mentors.	NCP2.8: Add gender awareness training and resources to Physics into Schools module.	Chair DEC, outreach coordinator.	Material available and taught. Oct 2017

	female physicist role models into schools via taught 3 rd year module.		NCP2.9: Commit summer student resource to generating 'outreach in a box' resources and provide general outreach training.	Chair DEC, outreach coordinator	Studentships and training available in summer 2018. Increased diversity of outreach participants by Summer 2019.
Principle 3: Departmental structures and systems which support and encourage the career progression and promotion of all staff and enable men and women to progress and continue in their careers					
Aim	Action taken prior to 2016 submission including actions from our Practitioner Action Plan.	Action taken 2016/2017 including actions from our initial Champion Action Plan	Action for 2017-2020	Responsibility	Success measure and timescale
3.1. Transparent appraisal and development					
3.1.1. Appraise all staff, including researchers and PDRAs	All staff including PDRAs have yearly review.	PCP13: Investigate deriving aggregate data from Annual Staff Reviews; continue to monitor ASR responses. HoD reviewing all ASRs.	NCP3.0: Electronic submission of ADRs. Monthly reports on ADR uptake to HoS.	Director Operations	90% uptake of ADR. April 2018.
3.1.2. Mentoring scheme in place with training and guidance available for both mentors and mentees	All staff assigned a mentor in arrival, with academic staff additionally assigned a teaching mentor.	PCP14: Re-invigorate mentoring of staff at all levels; Establish full mentoring scheme. PCP15: Improve training levels on Mentoring;	NCP3.1: Review effectiveness of new mentoring scheme.	Mentoring coordinator	Report to BoS One grade increase in Survey response for mentoring. Summer 2017

		Widen the mentor pool	AS1: Survey PSS on mentoring, raise awareness of use as development tool.	Director Operations	Survey data produced and analysed. Mentoring discussion meeting held. July 2018 Changes implemented October 2018.
3.1.3. Ensure all staff, including PDRAs, have access to impartial career guidance	All PDRAs are assigned a mentor on arrival. All PDRAs have access to University career development courses.	PCP16: Improve monitoring of uptake of careers advice; Liaise with PDRA DEC group to produce useful careers events.	NCP3.2: Offer PDRAs a pastoral contact outside their section.	PDRA DEC members	Scheme starting Summer 2018.
3.2. Transparent promotion processes and procedures					
3.2.1. Ensure promotions process is transparent and fair to all staff at all levels, including those who have had a career break	PCP18: Change format of departmental promotions meeting; provide more information on promotion process	PCP19: Improve support for applicants preparing for promotion; improve advice from mentoring PCP6: Support Teaching Fellows to achieve promotion: Mentoring of Teaching Fellows	NCP3.3: Hold question and answer lunch session targeted at Lecturers; discuss Section by Section issues with HoS. Introduce new scheme through regular BOS updates	Chair DEC, HoD	Sessions held, increase to 90% positive survey responses from lecturers. Ongoing.
3.2.2. Ensure all staff are aware of	University training	PCP17: Ensure that	NCP3.4: Complete	DEC academic	80% of staff

<p>promotion criteria and process and the support available to them throughout the process</p>	<p>courses on promotion process are available.</p>	<p>University Policy on career breaks and promotion are clear to all staff; improve webpages</p>	<p>promotions data capture by including people's opinions on rejection and feedback in the internal promotions round. Look for discrepancies by gender.</p>	<p>members and HoD</p>	<p>agreeing to Survey question on understanding promotion Summer 2019</p>
<p>3.2.3. Take steps to identify and encourage potential candidates for promotion</p>		<p>HoD actively monitoring all staff and contact those who have not recently applied for promotion.</p>	<p>NCP3.5: HoD to actively monitor all staff eligible for promotion.</p> <p>AS2: Monitor progress of Administration restructuring and review tailored support for PSS staff seeking promotion.</p> <p>AS3: Create an Administration Champion tasked with promoting skills development for</p>	<p>HoD</p> <p>Director of Operations</p> <p>Director of Operations</p>	<p>All eligible staff being considered for promotion each year. Summer 2018</p> <p>Regular reports to BoS during process.</p> <p>Review of final structure and promotions support within 6 months of end of process.</p> <p>Post created in work load model. October 2017</p>

			Administrative staff		Feedback generated. January 2018
Principle 4: Departmental organisation, structure, management arrangements and culture that are open, inclusive and transparent and encourage the participation of all staff					
Aim	Action taken prior to 2016 submission including actions from our Practitioner Action Plan.	Action taken 2016/2017 including actions from our initial Champion Action Plan	Action for 2017-2020	Responsibility	Success measure and timescale
4.1.Promote an inclusive culture					
4.1.1. Ensure departmental processes, procedures and practices are fully inclusive	Staff views collated and policy on female members on committees and interview panels reviewed. Students asked to indicate if they experience discrimination on module questionnaires.	PCP20: Ensure department expectation of staff behaviour is prominent on Webpages; Clearer departmental statement PCP30 Ensuring women are considered for committee chair positions, consider at least one woman for all chairs	NCP4.1: Interview senior women to discover why they do not put themselves forward for HoS. Recommend changes to credit and job sharing. NCP4.2: Observe students in various learning settings to monitor engagement by gender	Chair DEC, Director of Education. Chair DEC, Director of Education.	Report to DEC, actions taken. Increase in women applying for HoS. Summer 2019. Report to DEC and changes to training programme. Summer 2018
4.1.2. Gender awareness included in the training for all staff and demonstrators	All PG demonstrators receive training.	PCP21: Include a diversity and equality training element in staff induction process; Run more E&D training though the year NCP4.3: Hold E&D training	NCP4.4: Implement policy to ensure PDRAs have unconscious bias training before contributing to the teaching programme	Chair DEC, Director of Education.	Training completed by all PDRAs in teaching programme. Summer 2017

		sessions for PhD students who have no training, and training sessions for PDRAs and technical staff.			
4.1.3. Promote inclusive social activities and other opportunities for mutual support and interaction	Two family friendly annual departmental events held. All sections holding a range of social events.	PCP22: Hold a wider range of social events and include family in them where possible; widen range of events. NCP4.5 :Introduce an anonymous suggestions box.	NCP4.6 :Train listeners and Introduce a departmental listener scheme.	Chair DEC.	Scheme running Summer 2017 Scheme evaluated. Summer 2018
4.1.4. Use positive, inclusive images in both internal and external communications	Efforts made to achieve gender representation at open days. Holding annual departmental international women's day events.	Monitoring of website, to ensure representation. Use of posters featuring female physicist around the department. Launching 'The Florence Nightingale Prize for Graphical Excellence' for undergraduates.	NCP4.7: Monitoring of website, new Twitter and Instagram accounts, profile pieces showcasing diversity.	DEC.	Positive diversity shown in departmental communications Ongoing.
4.1.5. Encourage and support female seminar speakers	Begin collating data on speakers.	PCP24: Improve gender balance of seminar speakers at departmental and section level; Clearer guidance to seminar organisers	NCP4.8 : Extend monitoring to workshops and conferences organised in the department. Produce resource for workshop/conference organisers.	DEC, HoS.	Having a minimum of 25% women seminar speakers. Reporting from event organisers to DEC.

					Summer 2018
4.1.6 Ensure the REF process is run inclusively and fairly.	Criteria based process implemented for determining staff for submission.		NCP4.9: Monitor the results of internal peer assessment of outputs for indications of bias.	Director Research, Chair DEC.	Ongoing throughout REF process. Reports to DEC after each round.
4.2. Transparent work allocation model					
4.2.1. Recognise the full range of types of contribution and departmental role, including administration, welfare and outreach activities	Publically available Workload model recognises teaching, admin, community service and outreach activities.	Model updated to include credit for collating and analysing data and producing accreditation documentation.	NCP4.10: Ensure that all roles available in the workload model have associated role descriptions available, including HoS. Addition of contextual information about roles. NCP4.11: Request HoS to return a list of section duties and approximate hours spent for all activities not in the workload model.	All staff, Director Education. Chair DEC, HoS.	All descriptions available on DUO. Summer 2018 Report to Oct 2017 DEC meeting.
4.2.2. Ensure all staff are aware of the criteria used to develop the model and that the allocation is transparent	Model is publically visible, discussion of changes to credit are held in BoS meetings.	Ongoing monitoring of work load model.			

Principle 5. Flexible approaches and provisions that enable individuals, at all career and life stages, to optimise their contribution to their department, institution and to SET					
Aim	Action taken prior to 2016 submission including actions from our Practitioner Action Plan.	Action taken 2016/2017 including actions from our initial Champion Action Plan	Action for 2017-2020	Responsibility	Success measure and timescale
5.1.Support and promote flexible working practices					
5.1.1. Clear support from Head of Department for flexible and part-time working	HoD encourages and approves applications for flexible and part time work.	NCP5.1: post positive case studies in the D&E website area.	<p>NCP5.2: Change hiring round procedure to require a decision be made on highlighting jobs as available for part time work.</p> <p>NCP5.3: Complete at least 90% of departmental business inside the hours 10:00 till 15:00.</p> <p>NCP 5.4: Consult with University on extending part-time trial period and a mechanism to allow planned return to full-time work.</p>	<p>Chair DEC Director of Operations</p> <p>HoD, HoS, Chairs of Committees</p> <p>Chair of DEC, HoD</p>	<p>Change to policy Summer 2018</p> <p>90% of departmental business done in these hours. Summer 2018</p> <p>University level policy by Summer 2020</p>
5.1.2. Consistently applied policy on part-time and flexible working	HoD applies University policy to consider all applications for flexible and part time work.	PCP27: Ensuring the University policy on flexible working is clearly included in webpages and induction	NCP5.5: Identify admin and teaching roles that might disadvantage part-	Director of Education	Annotation of the work load model

		materials	time workers and annotate the workload model.		
5.1.3. Promote the benefits of flexible working for both men and women, particularly for those with caring responsibilities	HoD supports and promotes University policy.	<p>PCP26: Collate information on who takes up the option for flexible working; Run focus group for new parents</p> <p>NCP5.4: Consultation and dissemination on reasonable requests for supervision times and work hours.</p>	NCP 5.6: Discover and challenge the underpinning reasons for negative beliefs around work life balance, part time work and career progression. Run a series of surveys and focus groups covering all areas and levels of departmental work.	DEC	<p>Data gathering. June 2018</p> <p>Analysis and actions. Oct 2019.</p> <p>20% Improvement in survey score for part time question. Reduction in comments complaining about working outside of hours.</p> <p>June 2020.</p>
5.1.4. Explicit support for those returning from career breaks or maternity leave	Review the level of teaching duties for those returning from flexible working; offer lower teaching load to those taking long breaks	<p>Publish examples of reductions in work load previously granted on website.</p> <p>University provides one term research leave to parents returning after at least 26 weeks leave.</p>	<p>NCP5.8 Develop a formal departmental policy to enhance University policy.</p> <p>AS4 Offer exit interviews to staff leaving the department after return from leave.</p>	<p>HoD, Director Education, Chair DEC</p> <p>Chair DEC</p>	<p>Policy in place. Oct 2017.</p> <p>Interviews offered and actions arising from Oct 2017.</p>

5.1.5. Encourage take up of paternity and other caring leave	University policy moves to a shared parental leave policy.	Publicise University policy on website.	NCP5.7 Publicise University policy in BoS. Host coffee morning. Add survey question to ask if staff are aware of the policy.	HoD, HoS	New data collected. June 2019.
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