Athena SWAN: Bronze and Silver department applications

Contents

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Athena SWAN Bronze Department Awards

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

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.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

Completing the form

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

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form.

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 for applications are shown in the following table.

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.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	**10,500**	**12,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	Durham University	
Department	Physics	
Focus of department	**STEMM**	
Date of application	29th July 2022	
Award Level		**Silver**
Institution Athena SWAN award	**Date:2018**	**Level: Bronze**
Contact for application Must be based in the department	Prof. Elizabeth Bromley	
Email	e.h.c.bromley@durham.ac.uk	
Telephone	01913343644	
Departmental website	www.durham.ac.uk/departments/academic/physics	

1. Letter of endorsement from the head of department

Recommended word count: Silver: 500 words : Actual: 594

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.

Durham University

Inspiring the extraordinary

Outgoing Head of Department (July 2022) Prof. Nigel Glover

I wholeheartedly endorse the application made by the Department of Physics for an Athena Swan silver award. Our 2017 application found evidence that we were below the national average for female academic staff in Physics Departments. Since then our focus has been to increase recruitment of women into the department, particularly to fixed term research positions and to academic posts. This has led to a significant demographic shift, rising from 16% female to 22% female in 2022 (to be compared with our incoming pipeline percentage for undergraduate students of 24%). I am proud that 36% of the permanent academic staff recruited in this period are female and that all sections now have female representation, with our first female Head of Section in post, and that we will soon have our first female Head of Department.
Though more work needs to be done, I believe that the "departmental culture" has significantly improved in the past few years. Our survey data show that 71% of PGR and 86% of staff feel the department makes it clear that inappropriate or discriminatory language or behaviour is unacceptable and that a large majority of staff feel like they belong in the department and that staff (especially females) feel that the department is a great place to work.

We have instituted numerous practical changes to support all staff in their teaching and research. Among the highlights:

- I established the Chair of the Equality and Diversity Committee as the Director of EDI (DoEDI), raising the profile of equality, diversity and inclusivity in the department. The DoEDI is involved in every senior management group in the department – the Operations Group and Senior Management Committee, directly influencing decisions. This practice is being adopted across the University.
- We established a Research Staff Consultative Committee (co-chaired by two research staff and an academic) to give Research Staff in the department a voice.
- Our work on Respect at Work continues, and a poster, outlining our stance and pointing people towards relevant help, has been signed by myself and all of the Heads of Sections. These are prominently displayed across the department.
- To recognise individual's contributions in teaching, research and citizenship across the Department, I instituted the annual Excellence in Physics Award in 2018 and introduced the Developing Talent Award in 2020 to support talented early career researchers develop their independence.
- Teaching staff have been moved from fixed-term to open-ended contracts and a new Physics Education and Scholarship Section created to raise their profile and build identity.

I confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the institution/department.

Incoming Head of Department (August 2022) Prof. Paula Chadwick

Durham University Palatine Centre Stockton Road Durham DH1 3LE UK
Telephone +44 (0)191 334 2000
www.durham.ac.uk

As incoming Head of Department, I fully support this application for an Athena Swan silver award. The work initiated by Prof. Glover and the EDI team has set a firm foundation towards progressing gender equality and becoming a more open and welcoming Department. This is a continuing journey and more needs to be done, particularly in the light of the impact of the pandemic. I am fully committed to taking the Action Plan forward and I want to lead the Department on to Beacon status as we work towards a Gold award. I am keen to enhance our support networks, which are so important in a large department, review staff workloads and to ensuring that the Department continues to provide a welcoming, supportive and inclusive environment that enables all staff and students to grow as both people and physicists.

Paula Chadwick

Date July 2022

2. Description of the department

Recommended word count: Silver: 500 words : Actual 442

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

The Physics Department at Durham has grown steadily over the last decade and it is the 7th largest physics department in the UK. It is highly successful in both research and teaching, with particular emphasis on theoretical particle physics, cosmology and astronomy, instrumentation, condensed matter, atomic and molecular physics. We have an annual research grant and income in kind of around £21 M. We teach Bachelors and Masters physics undergraduate courses for which we achieve high levels of student employability and satisfaction as measured by National Student Survey (92.7% overall satisfaction).

Table 1: Members of the Department by Position, 2021/22.

Position in the School	Female	Male	% Female
Research Track Staff			20%
Education Track Staff			38%
Research and Education Track			15%
Total permanent Academic Staff			19%
Fixed Term Research Staff			27%
Fixed Term Teaching Staff			25%
Total Fixed Term Academic Staff			27%
Business process and people			90%
Technical services			19%
Total Professional and Support Staff			36%
Postgraduate Research			25%
Undergraduate			23%

The department is divided into six research sections and a newly formed Physics Education and Scholarship section (Fig.2). All academic staff belong to one or more sections, each led by a head of section (HoS) (rotated every 3 years). The Physics Education and Scholarship section was created in part via the conversion of fixed term teaching positions into open-ended Education Track positions. The department is spread over 3 co-located buildings, with each having significant social spaces (Fig.3).
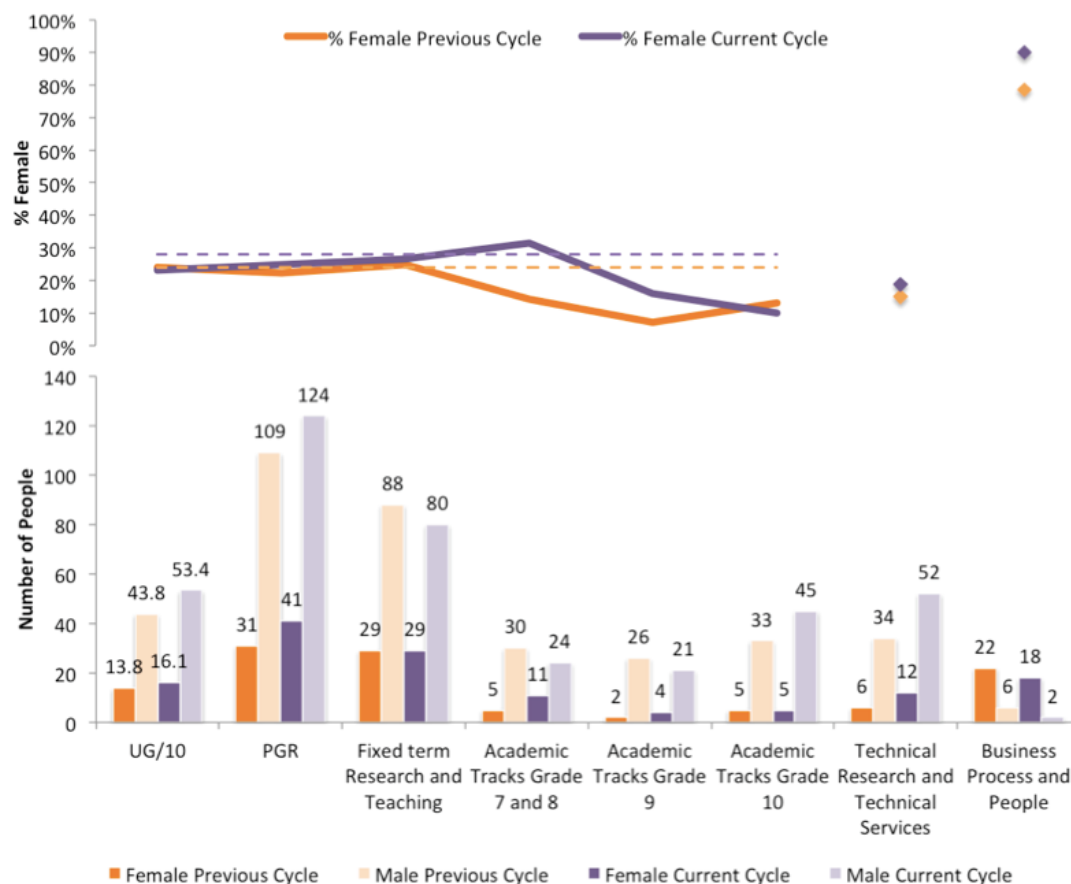
Figure 1 The change in demographic distribution across roles from 2016/2017 to 2021/2022. Dotted lines indicate the incoming % female undergraduate applications we received against which we can measure the reduction of women from in the pipeline.
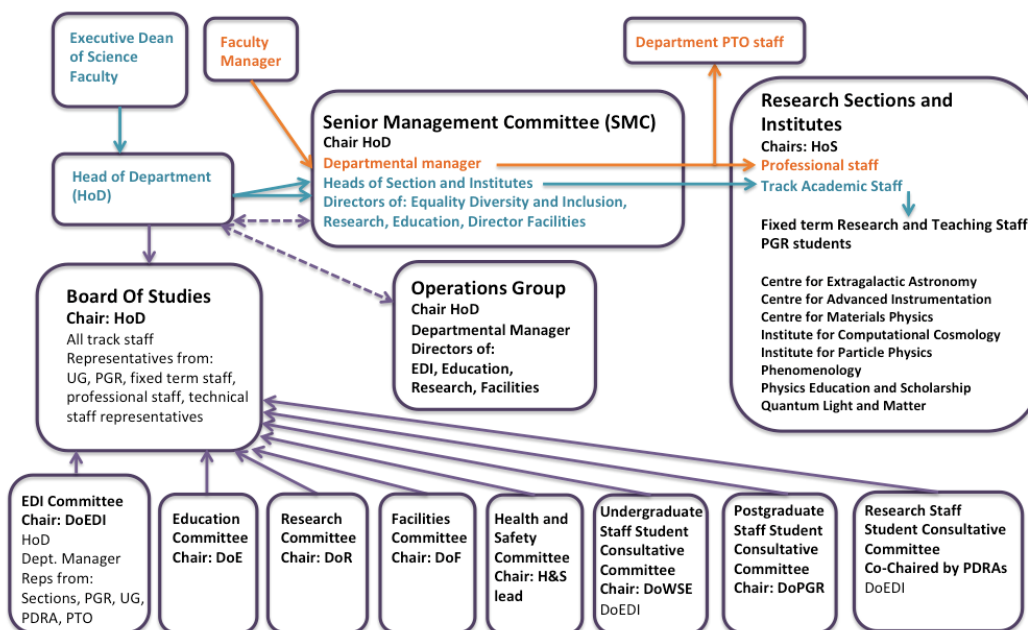

Figure 2 Structure of the department and the reporting lines to the Board of Studies (purple), lines of advisory groups (purple dotted), line management for Academic staff (blue) and PTO staff (orange).

The department has an established history of engagement in gender equality work, including an EDI focused committee reporting to the Board of Studies (BoS) that has been running for over a decade. We achieved accreditation through the Institute of Physics (IOP) Project Juno, (Practitioner 2014 and Champion 2017), which we transferred to Athena Swan Silver. This application is our first to be made directly to the Athena Swan scheme.

Key demographic impact:

Our recruitment process has been refined to ensure that highly qualified female and other underrepresented candidates are provided with equality of opportunity.

Resulting in:

A significant increase in female representation in grades 7 and 8 fixed term and academic track recruitment

Increase in representation of women in grade 9 roles following progression and promotion

Key organisational impacts:

We have significantly reduce the precarity of our education focused staff group (a group that had a higher proportion female than the academic focused staff), by creating new open-ended Education Track positions in a new section led by a female HoS.

The HoD created a Director of EDI role comparable to the director roles for Education and Research with a 1 day a week time allocation. The Director of EDI sits on both senior management groups. This practice has significantly raised the profile of EDI and has facilitated EDI practice being embedded throughout our activities (eg, adoption of EDI principles in managing applications for research leave, summer student internships, and providing a multi-purpose EDI space). This investment in EDI was highlighted as good practice by the University and has been taken up in all Science Faculty departments and a majority of departments across the University.

Figure 3 The two department buildings and social spaces.

3. The self-assessment process

Recommended word count: Silver: 1000 words : Actual 858

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team;

The implementation of our gender equality action plan and the on-going assessment to review outcome and impact has been driven by our EDI Committee (EDIC).

EDIC was formed 10 years ago with the remit of engaging with the IOP Juno Project and it has expanded to include oversight of EDI issues across all protected characteristics and socio-economic background.

EDIC meets 4 times a year and is chaired by the Director of EDI (DoEDI) (currently job shared) and reports to the Board of Studies (BoS) under a standing item. EDI is a standing item on the subcommittees of BoS and representatives from the EDI committee sit on subcommittees to ensure gender and EDI actions are advanced and embedded in wider strategy. The DoEDI also attends the research staff (RSCC) and undergraduate (UGSSCC) and will attend Postgraduate (PGSSCC) committees in the future, to further embed our action plan.

EDIC currently has 20 members (9 male 11 female) and includes the HoD and Departmental Manager as well as staff from the academic track, fixed term researchers, PGR and UG students, and Professional and Technical staff. The committee contains staff who identify as Black, Asian, Minority Ethnic (BAME), LGBTQ+, and as having physical and mental health disabilities. The EDIC has two working groups, the gender equality SAT described below, and the Decolonising Working Group (50% BAME, 25% female).

The EDIC also reports back to Faculty and University structures through the Faculty of Science EDI committee, which reports through its chair to the Faculty Board. This ensures alignment in strategic direction between department, faculty and university levels.

The DoEDIs attend the University Athena Swan Forum, which meets termly to facilitate the sharing of best practice in EDI between departments. Dr. Bromley in her role as Deputy Exec Dean for People and Culture is also a member of the Institutional Athena Swan SAT and the Race Equality Charter SAT and DEAG.

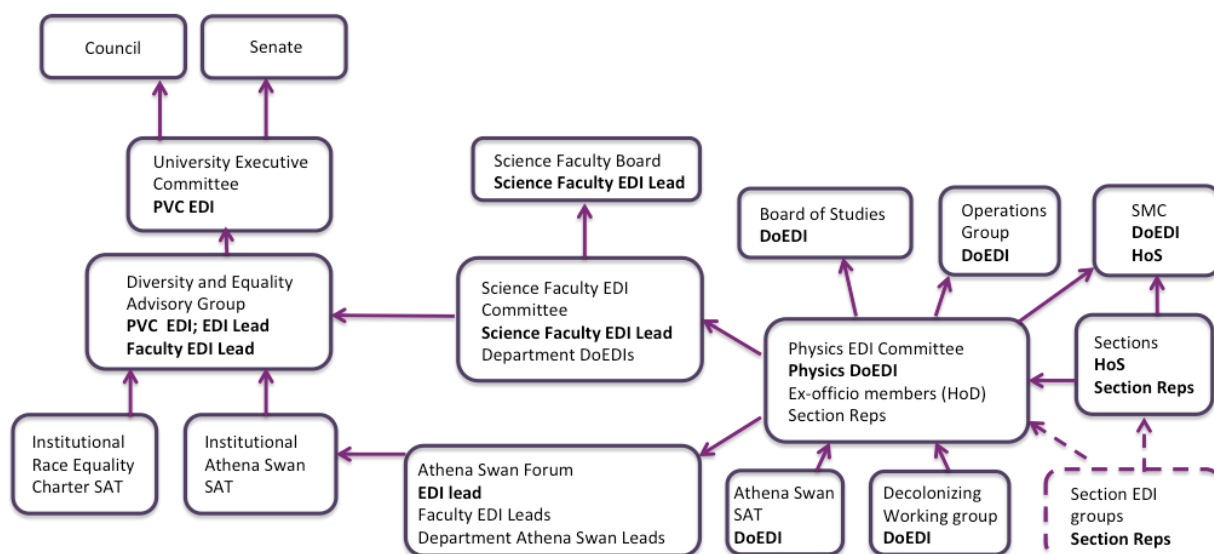**Table 2.** The Membership of the SAT working group of EDIC.

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Figure 4 Organisational chart for EDI. Roles in bold are reporting entities. Dotted line indicates future reorganisation.

(ii)   an account of the self-assessment process;

EDIC RAG rates the action plan annually, receiving reports on the department's demographic data every two years (in 2021 this was expanded to include ethnicity and intersectional data). Further actions have been developed following our one-year probationary Juno Champion report (2018), our interim culture survey (2020), pulse surveys on promotions (2019), succession planning (2020) and wellbeing (2020), and reports from within the department on topics including support for trans and non-binary students, along with reports generated by our decolonizing the curriculum (DTC) undergraduate interns.

The surveys (conducted in April 2022) supporting this application were developed within the working group following engagement with the Research Staff consultative committee (RSCC), the Postgraduate consultative committee (PGSSCC) and the DTC interns and working group. Undergraduates were surveyed for the first time and a record high response rate from was achieved from both PGR students and staff.

Table 3. The demographics of survey respondents.

Demographic	UG n=150	PGR n=78	Staff n=160
Female	39%	28%	31%
Other gender ID	8%	3%	0%
BAME	18%	20%	11%
LGBTQ+	-	20%	3%
Disability	-	9%	6%
Identify as coming from a deprived socio-economic background	-	16%	10%

Focus groups and discussions were conducted including on retention of female academic track staff and the experiences of women in the department, evolving the structure of the EDI committee to connect with Section based EDI interest groups, and embedding reflective EDI practice in all sub-committees of BoS.

The impact of our previous action plan has been measured with reference to changes in our demographic data and survey responses. Where actions were not fully successful in achieving required impact, actions were refined or built upon to address identified issues.

Action planning was managed via the circulation of the data sets and analysis identifying action areas arising from all the information gathered, to a range of groups that would be expected to have ownership of actions in their area, including OG, SMC, EDIC, RSCC, PGSSCC, UGSSCC. The returned actions were collated and signed off by both the action holders and then the BoS.

(iii)   plans for the future of the self-assessment team.

The role of Chair of the EDIC has been shared over the last 18 months to maintain continuity after handover. Ex-officio roles on EDIC are appointed via applications against role descriptions. Representatives have previously been replaced as required. Focus group work has identified that we need to both formalise and democratise the committee to engage more effectively with the growing grass-roots section-based EDI activism groups. This will be achieved by having section EDI group leads report to their respective Section meetings (**Action 6.3a**) and becoming the representatives on EDIC (**Action 6.3b**). We will also introduce specific PGR EDI roles (**Action 6.3c).**

We will embed the consideration of relevant EDI demographics in all subcommittees of BoS **(Action 6.1),** sub-committees will compile EDI data relevant to their remit annually (**Action 6.2a**), data will be discussed and related actions developed (**Action 6.2b**). Progress against our action plan will be reported annually to BoS **(Action 6.2c)**.

We will continue to include ethnicity data, and for student outcomes, disability, socio-economic status and international status, intersected with gender data. The annual reporting pattern will embed ownership of EDI activity in the subcommittees as well as facilitate the routine incorporation of data and progress against actions into the Departmental Planning round documentation.

The DoEDI will continue to engage with the Faculty EDI committee to share practice that has been found to be effective in the Physics Department and to transfer and adopt good practice from other departments in the Faculty and across the wider University and beyond.

Table 4. Action plan extract.

	New Actions
Action 6.1	Ensure all subcommittees and sections have EDI as a standing item
Action 6.2a	All subcommittees and sections compile gender equalities data and actions annually
Action 6.2b	BoS to receive equalities data annually from EDI and all other subcommittees
Action 6.2c	Dissemination of actions via website and display screens
Action 6.3a	Improve Research Section structure and engagement to support improved communications to all members of the Department
Action 6.3b	Sections to hold termly meeting for all staff and PGR students
Action 6.3c	Introduce specific PGR EDI roles

4. A picture of the department

Recommended word count: Silver: 2000 words (+500 COVID) : Actual 2610

A. Student data

If courses in the categories below do not exist, please enter n/a.

(i) Numbers of men and women on access or foundation courses;

N/A

(ii) Numbers of undergraduate students by gender.

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

The department offers two full-time undergraduate programmes: a 3 year BSc and a 4 year MPhys. Although we recruit separately to these two programmes, it is possible for students to switch between these at any point in their studies (though the MPhys is limited to students who exceeded 55% in their 2nd year of study). We further have three MPhys degree strands, Physics, Physics and Astronomy and Theoretical Physics. Again, students may switch specialism on the basis of which modules they select. We can therefore compare the degree choice at registration with that at graduation to see how preferences for each course change by gender during their studies.

DU runs Natural Sciences degree programmes with both 3 year BSc and a 4 year Masters options, in which students may take as few as one physics module, up to joint honours including the Maths-Physics route. We do not currently have access to data that would allow us to trace Natural Sciences students taking physics modules, or to trace the outcomes for students who switch between programmes. It is not, therefore, currently possible to assess completion or drop out rates. This data is expected become available following the completion of a University student data project when we will be positioned to explore this further (**Action 3.1b**).

Table 5. Action plan extract.

	New Actions
Action 3.1b	Use lifecycle type student data once available to understand degree programme transfers

Table 6. National data on percentage female Physics (including astronomy) UG students in Russell Group Universities (HESA).

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
% Female UG	21.9%	22.9%	24.3%	24.9%	25.6%	26.1%
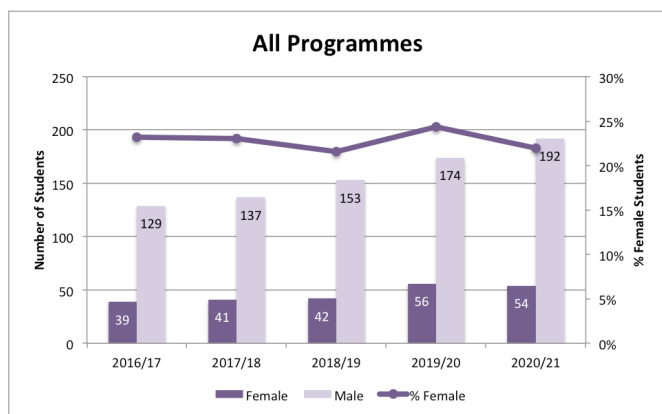
Figure 5. Registration numbers and percentage female across all undergraduate programmes.

Table 7. Headcount data by year and gender for all UG programmes.

Year	Gender	F300 (BSc)	F301	F344	FF3N	MPhys	All
2016/17	Female	7	19	2	11	32	39
	Male	21	72	19	17	108	129
	% Female	25%	21%	10%	39%	23%	23%
2017/18	Female	4	26	7	4	37	41
	Male	30	74	20	13	107	137
	% Female	12%	26%	26%	24%	26%	23%
2018/19	Female	10	21	2	9	32	42
	Male	32	87	14	20	121	153
	% Female	24%	19%	13%	31%	21%	22%
2019/20	Female	12	34	5	5	44	56
	Male	54	74	24	22	120	174
	% Female	18%	31%	17%	19%	27%	24%
2020/21	Female	21	19	3	11	33	54
	Male	56	89	22	25	136	192
	% Female	27%	18%	12%	31%	20%	22%
Total	Female	54	119	19	40	178	232
	Male	193	396	99	97	592	785
	% Female	22%	23%	16%	29%	23%	23%
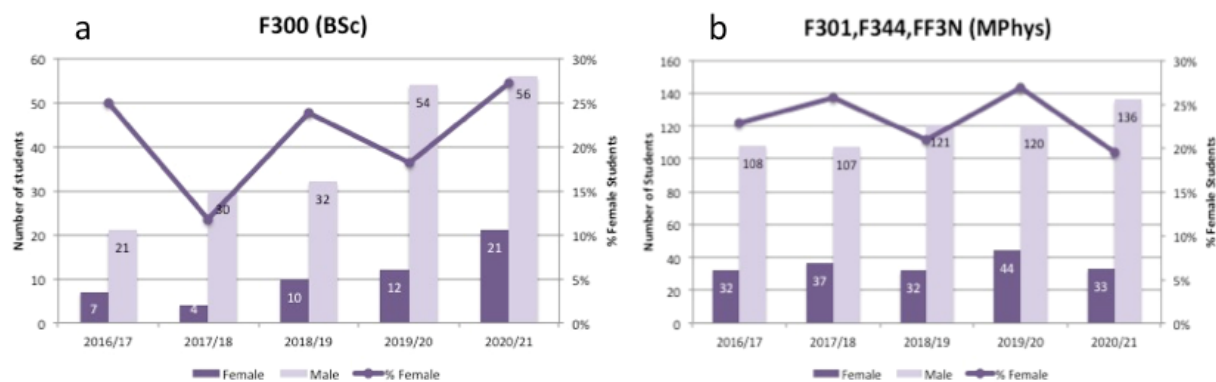
Figure 6 Numbers of students and percentage female starting on a) 3 year BSc course b) 4 year MPhys courses.
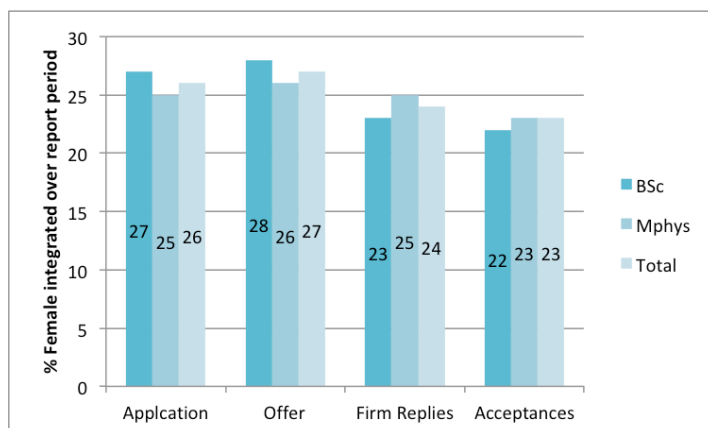
Figure 7. Recruitment pipeline for all undergraduate programmes.

Table 8. Recruitment data for BSc physics students.

Year	Gender	Applications	Offers	Firm replies	Acceptances	Offer: Applications	Firm reply: Offer	Acceptance: Firm Reply	Acceptance: Applications
2016/17	Female	63	49	11	7	78%	22%	64%	11%
	Male	165	111	38	21	67%	34%	55%	13%
	% Female	28%	31%	22%	25%				
2017/18	Female	62	48	8	4	77%	17%	50%	6%
	Male	194	150	54	30	77%	36%	56%	15%
	% Female	24%	24%	13%	12%				
2018/19	Female	77	63	19	10	82%	30%	53%	13%
	Male	259	192	56	32	74%	29%	57%	12%
	% Female	23%	25%	25%	24%				
2019/20	Female	104	83	18	12	80%	22%	67%	12%
	Male	289	218	78	54	75%	36%	69%	19%
	% Female	26%	28%	19%	18%				
2020/21	Female	121	99	30	21	82%	30%	70%	17%
	Male	267	205	69	56	77%	34%	81%	21%
	% Female	31%	33%	30%	27%				
Total	Female	427	342	86	54	80%	25%	63%	13%
	Male	1174	876	295	193	75%	34%	65%	16%
	% Female	27%	28%	23%	22%				

Table 9. Recruitment data for MPhys physics students.

Year	Gender	Applications	Offers	Firm replies	Acceptances	Offer: Applications	Firm reply: Offer	Acceptance: Firm Reply	Acceptance: Applications
2016/17	Female	201	166	49	32	83%	30%	65%	16%
	Male	617	501	170	108	81%	34%	64%	18%
	% Female	25%	25%	22%	23%				
2017/18	Female	217	185	65	37	85%	35%	57%	17%
	Male	607	515	165	107	85%	32%	65%	18%
	% Female	26%	26%	28%	26%				
2018/19	Female	217	190	60	32	88%	32%	53%	15%
	Male	682	538	184	121	79%	34%	66%	18%
	% Female	24%	26%	25%	21%				
2019/20	Female	247	201	61	44	81%	30%	72%	18%
	Male	684	542	172	120	79%	32%	70%	18%
	% Female	27%	27%	26%	27%				
2020/21	Female	201	171	53	33	85%	31%	62%	16%
	Male	577	456	167	136	79%	37%	81%	24%
	% Female	26%	27%	24%	20%				
Total	Female	1083	913	288	178	84%	32%	62%	16%
	Male	3167	2552	858	592	81%	34%	69%	19%
	% Female	25%	26%	25%	23%				

Table 10. Comparison of Degree Programme choices at entry and graduation, by gender, summed over 2016/17 to 2020/21.

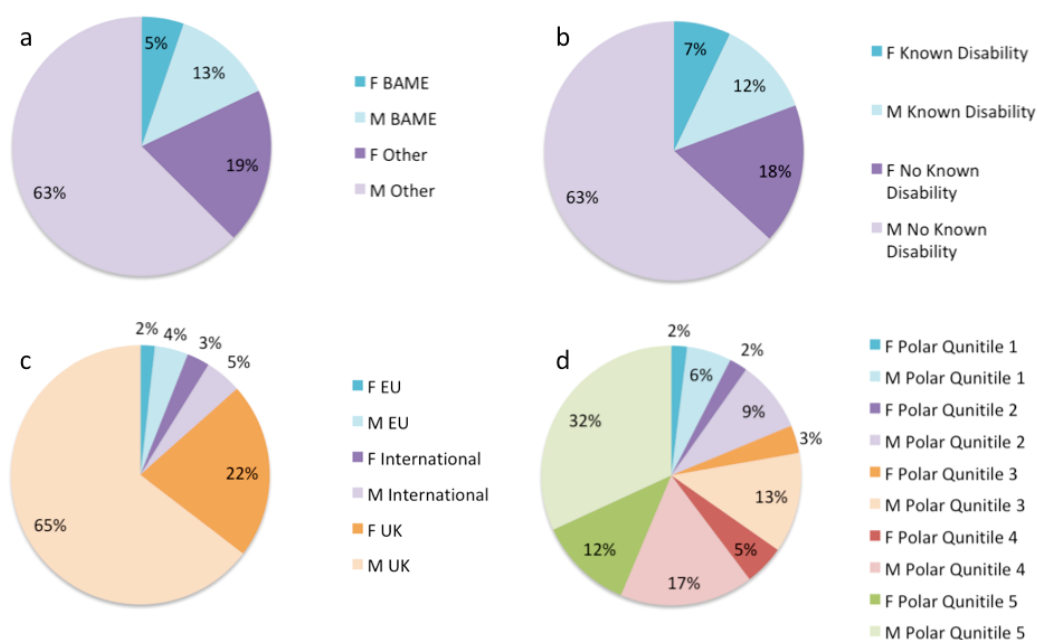|	Gender	F300 (BSc)	Physics	Theory	Astro	MPhys	All
Degree choice at entry	Female	54	119	19	40	178	232
	Male	193	396	99	97	592	785
	% Female	22%	23%	16%	29%	23%	23%
Graduating degree choice	Female	47	77	25	25	127	174
	Male	163	197	60	75	332	495
	% Female	22%	28%	29%	25%	28%	26%

Figure 8. UG demographic data by gender and a) BAME b) disability c) Nationality d) Polar Quintile

We had previous embedded practice prior to our last application regarding gender representation on websites, media, open days and within the admissions team. Our 2017 analysis indicated we would need to increase the rate of female applications in order to improve female UG representation.

Table 11. Extract from previous action plan

	Previous Actions
Action NCP2.8	Add gender awareness training and resources to Physics into Schools module.
Action NCP2.9	Commit summer student resources to generating 'outreach in a box' resources.

We implemented both actions, however both were impacted by COVID, with the Physics into Schools module being put on hold. Admissions has been significantly centralised and the institutional focus has been on the Polar Quintile 5:1 ratio, and gender is no longer been used to differentiate between equally qualified applicants. The admissions team were further constrained by teacher assessed A-level grades causing inflation and lost a significant degree of selectivity of students in the last two admissions cycles

Analysis of the headcount and recruitment data reveals:
- Close to the sector average for percentage female UG on both 3 and 4 year programmes with no obvious trend over time (Table 5)
- Percentage female at intake is similar across MPhys and BSc programmes (Table 5)
- Female applicants marginally more likely to receive offers (Table 6/7)
- BSc female applicants are significantly less likely to make a Firm Reply
- MPhys female applicants significantly less likely to accept having made a Firm Reply
- Female students are roughly equally represented by BAME and Polar Quintile status, but are over-represented in the International student group and the known disability group (Fig. 7)
- There is a significant enhancement of the percentage female in the MPhys cohort and a significant rebalancing of female students from the Astronomy option to the Physics and Theoretical physics options over the course (Table 8)

Given we have one of the lowest Polar Quintile 5:1 ratios for DU of around 6 (reduced from 10 in 2017), and clear evidence that we need an increased offer rate to bring through a 27% female cohort from the 27% female applicants we receive, we will continue to work with admissions to increase the offer rate to equally qualified female applicants (**Action 1.2a**).

Table 12. Extract from action plan.

	New Actions
Action 1.2a	Negotiate with central admissions to increase the offer rate to equally qualified female applicants.

UG degree Outcomes
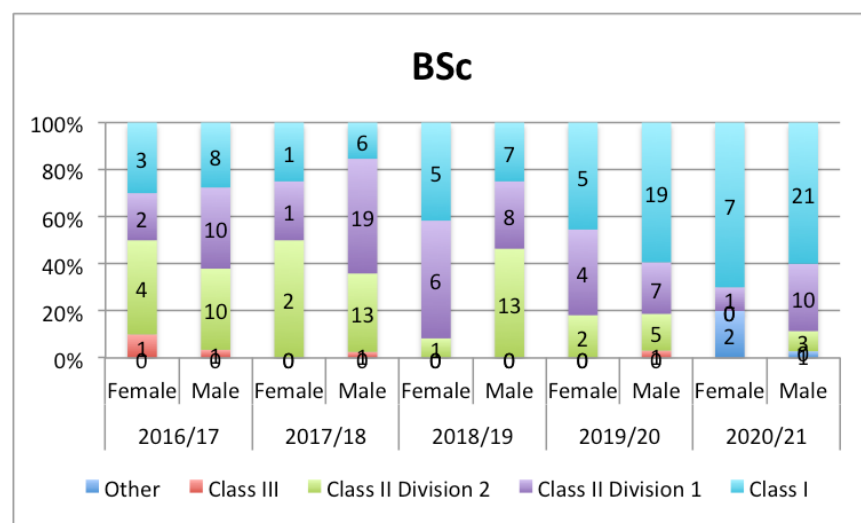
Figure 9. Degree outcomes by gender for BSc programme.

Table 13. Degree outcomes by gender and year for the BSc Programme.

Year	Gender	I	II.1	II.2	III	Other	Total
2016/17	Female	30%	20%	40%	10%	0%	10
	Male	28%	34%	34%	3%	0%	29
2017/18	Female	25%	25%	50%	0%	0%	4
	Male	15%	49%	33%	3%	0%	39
2018/19	Female	42%	50%	8%	0%	0%	12
	Male	25%	29%	46%	0%	0%	28
2019/20	Female	45%	36%	18%	0%	0%	11
	Male	59%	22%	16%	3%	0%	32
2020/21	Female	70%	10%	0%	0%	20%	10
	Male	60%	29%	9%	0%	3%	35
Overall	Female	45%	30%	19%	2%	4%	47
	Male	37%	33%	27%	2%	1%	163
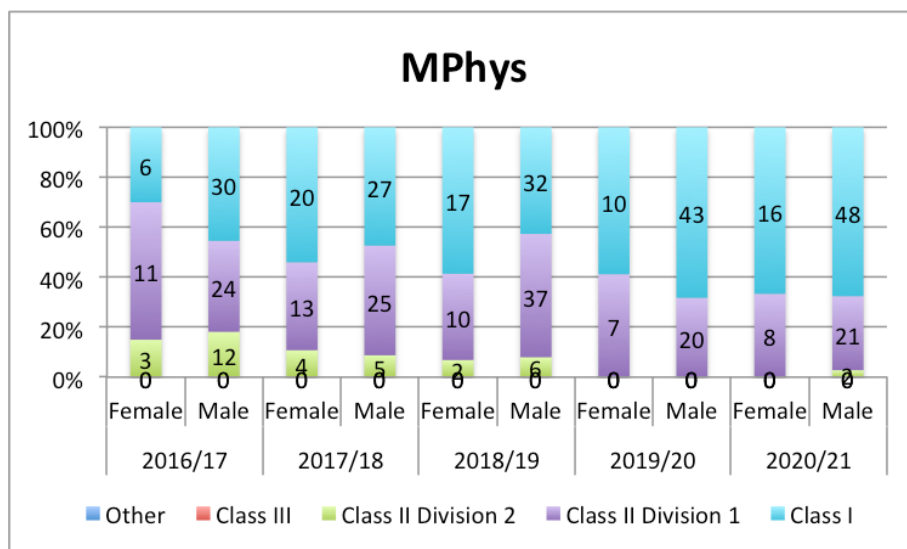
Figure 10. Degree outcomes by gender for MPhys programme.

Table 14. Degree outcomes by gender and year for the MPhys Programme.

Year	Gender	I	II.1	II.2	III	Other	Total
2016/17	Female	30%	55%	15%	0%	0%	20
	Male	45%	36%	18%	0%	0%	66
2017/18	Female	54%	35%	11%	0%	0%	37
	Male	47%	44%	9%	0%	0%	57
2018/19	Female	59%	34%	7%	0%	0%	29
	Male	43%	49%	8%	0%	0%	75
2019/20	Female	59%	41%	0%	0%	0%	17
	Male	68%	32%	0%	0%	0%	63
2020/21	Female	67%	33%	0%	0%	0%	24
	Male	68%	30%	3%	0%	0%	71
Overall	Female	54%	39%	7%	0%	0%	127
	Male	54%	38%	8%	0%	0%	332

Figure 11 Average score across assessments by gender.

Figure 12. Average marks across all assessments by gender and a) BAME, b) disability status, c) nationality and d) polar quintile status.

We had previously embedded the use of increased scaffolding and structure in exam questions to close gender-based attainment gaps. Our work prior to our 2017 application identified a remaining small over-representation of males in the highest end of achievemen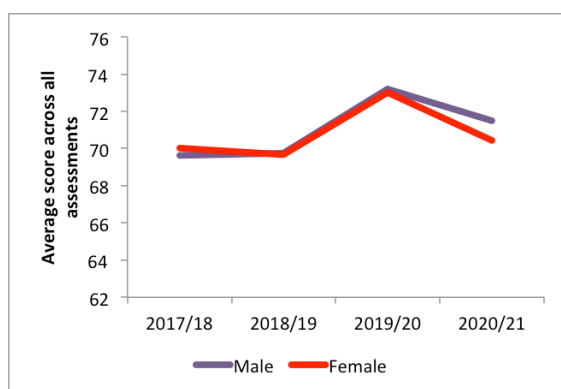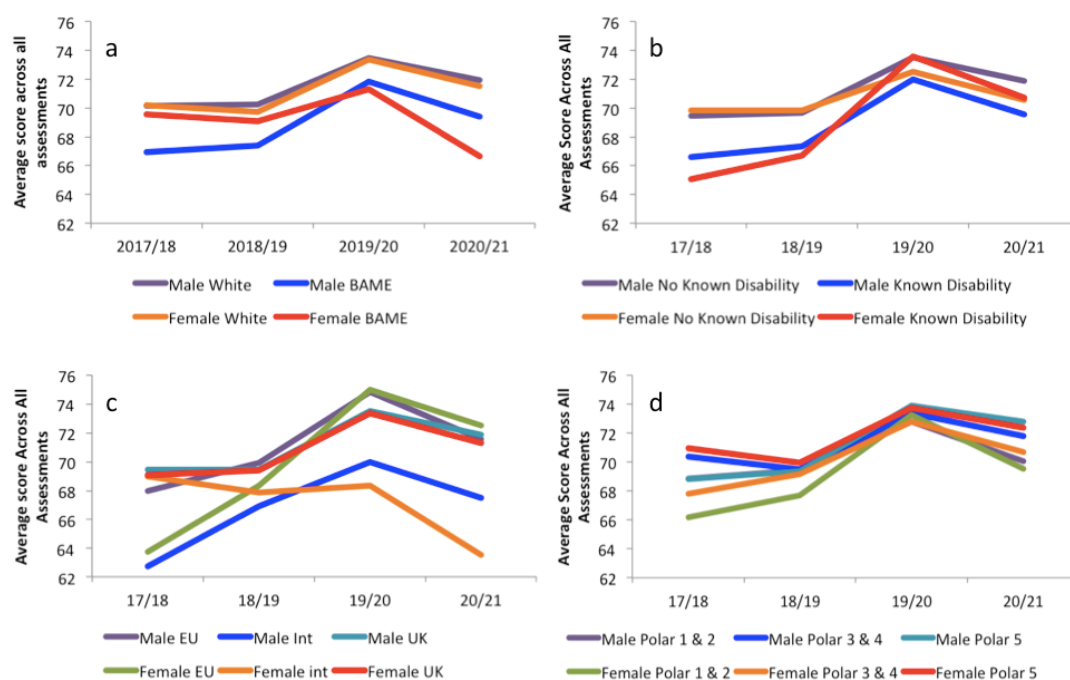t. Students who had not studied A-level Further Mathematics were also found to have lower outcomes, a group that contained a higher proportion of women.

Table 15. Extract from previous action plan

	Previous Actions
Action NCP2.4	Monitor work of 'Transitions Team' and investigate impact of contextual offers.
Action NCP2.5	Monitor uptake by gender of Further Maths by gender as a result of changes to AS and A-level
Action NCP2.6	Liaise with non-traditional backgrounds research team and engage in curriculum change.
Action NCP4.2	Observe interaction and engagement in learning environments as a function of gender

Implementation and Impact: NCP2.4 and **NCP2.6** were taken forward including the formation of a 1st generation scholars group. This group provides support and networking opportunities for students from non-traditional backgrounds. **NCP4.2** was implemented in settings including the L1 tutorials, which were observed. This led to best practice advice being issued to support tutors in engaging all students. The outcomes data shows no difference by gender in the awarding of degree classifications. The gap in average module mark attainment was also cancelled out prior to the pandemic's impact on teaching and assessment. **NCP2.5** was partially completed, Further Maths uptake rates have fallen by 4% for males and 3% for females, somewhat closing the gender gap against our expectations in 2017.

COVID Impact: During the pandemic our teaching and assessment methods shifted extensively to delivering teaching online and to assessing in first 48 (AY 2019/2020) then 24 hour (AY 2020/2021)

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take home assessments. We organised staff Teams to facilitate the transfer of best practise from both Durham and IoP practice development groups to staff, many of whom were having to juggle caring responsibilities during lockdown. We used surveys and the UGSSCC to consult with students about the assessment changes and feedback their opinions to central COVID working groups. During AY2020/21 we adapted our academic advising practice to engage all students at the start of each term. Through the advisor system we heard that isolation was creating significant additional anxiety around performance and deployed virtual social spaces to try to help students regain the missing peer-to-peer support. We considered the inclusion of female students in the new environment, and asked all staff to monitored engagement of all within online classes.

We can see the impact of the pandemic in our attainment data as an increase in the average mark gap on the basis of gender, ethnicity, international and polar quintile 1 & 2 status. We can also see evidence of the intersectional effect of being in a minority within a minority for BAME women, polar quintile 3 & 4 women and international women. Given that the gap in all cases is larger in the years where the teaching was COVID impacted rather than the assessment, and drawing a parallel from the known increased impact of impostor syndrome on members of under-represented groups, we identify the pandemic driven impact on student confidence and belonging is the primary reason for this shift. We therefore expect the gap to reclose as the student experience returns to something nearer normal. For students with disabilities we note there is a closing of the attainment gap that coincides with the change in assessment.

We will continue to evaluate and report on the impact of changing teaching practice and assessment practice on the performance of students as a function of their protected characteristics and to develop action particularly for BAME and International students through our Decolonizing Working Group **(Action 3.1a).**

Table 16. Extract from action plan.

	New Actions
Action 3.1a	Annual Monitoring of gender and intersectional diversity attainment gaps during the post pandemic period, and derived actions through working groups.

(iii)   Numbers of men and women on postgraduate taught degrees.

 Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

N/A

(iv)   Numbers of men and women on postgraduate research degrees.

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

Table 17. National data on percentage female in Russell Group Universities for Physics (HESA).

	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21
% Female PGR	27.1%	26.3%	24.8%	25.8%	27.9%	27.8%

Table 18. Numbers of PGR students by gender.

	Female	Male	% Female
2016/17	42	154	21%
2017/18	43	159	21%
2018/19	52	173	23%
2019/20	57	174	25%
2020/21	56	175	24%
Total	250	835	23%

Table 19. Recruitment of PGR students.

Year	Gender	Applications	Offer	Accept	Final accept	Offer: Applications	Accept: Offer	Final accept: Accept	Final accept: Applications
2016/17	Female	63	16	12	11	25%	75%	92%	17%
	Male	198	47	32	32	24%	68%	100%	16%
	% Female	24%	25%	27%	26%				
2017/18	Female	63	18	14	10	29%	78%	71%	16%
	Male	214	52	38	37	24%	73%	97%	17%
	% Female	23%	26%	27%	21%				
2018/19	Female	64	19	11	10	30%	58%	91%	16%
	Male	194	44	32	32	23%	73%	100%	16%
	% Female	25%	30%	26%	24%				
2020/21	Female	61	10	9	9	16%	90%	100%	15%
	Male	217	36	25	25	17%	69%	100%	12%
	% Female	22%	22%	26%	26%				
2021/22	Female	65	16	10	8	25%	63%	80%	12%
	Male	182	36	27	27	20%	75%	100%	15%
	% Female	26%	31%	27%	23%				
Overall	Female	316	79	56	48	25%	71%	86%	15%
	Male	1005	215	154	153	21%	72%	99%	15%
	% Female	24%	27%	27%	24%				

As part of our 2017 application we found that although there did not seem to be significant under-representation of female PGR with respect to the pipeline, there was a divide in percentage female for self-funded versus those applying for scholarships. A lack of data recording around funding made this hard to investigate.

Table 20. Extract from previous action plan.

	Previous Actions
Action NCP2.3	Improve data recording and offer turn around times for PhD recruitment.

Outcomes and Impact NCP2.3 was enacted. With access to recruitment information on the basis of funding source we sought to address the lower proportion of women accepting scholarships the Physics Department had full control over awarding. This was done by embedding a panel process that

took active note of the gender ratios throughout the pipeline for the STFC quota allocations, to move to recruiting as a cohort rather than multiple individual recruitment processes organized by individuals. This practice was then extended to other sections allocating STFC and EPSRC studentships. The impact of this change in policy has been an increase over the reporting period to a 31% female allocation in 2020/21.

Table 21: Allocation of studentships from UKRI DTA sources.

Year	Gender	Number
2016/17	Female	1
	Male	15
	% Female	6%
2017/18	Female	5
	Male	15
	% Female	25%
2018/19	Female	4
	Male	12
	% Female	25%
2019/20	Female	5
	Male	13
	% Female	28%
2020/21	Female	5
	Male	11
	% Female	31%

Analysis of headcount and recruitment data

- Since 2016/17 we had 60 Masters by Research students of which 26% were female
- fewer than 5 people enrolled in part time study on PGR degrees
- Each year, between 23% and 26% of PGR applicants are female
- Offer rates vary and overall females are slightly more likely to receive offers than males
- Overall acceptance rates are the same for females and males, but males are statistically significantly (χ^2, P<0.05) more likely to convert accepts into final accepts than females
- The percentage female being allocated DTA scholarships has significantly improved

Given that women are less likely to convert accepts into final accepts, maintaining contact with female applicants in this time period is important (**Action 1.2c**).

There is more work to be done to understand the processes for scholarship award across a wider range of scholarship types that staff have influence within, including through shared CDTs (**Action 1.3**).

Table 22. Extract from action plan.

	New Actions
Action 1.2c	Develop further post offer activities for support PGR offer conversion
Action 1.3	Expand scholarship award coverage to CDT based recruitment

PGR Outcomes data

18% of graduates over the last five years have been female. This compares to the female representation among the final acceptances from 4-5 years ago, which is between 21% and 24% suggesting that females are less likely to complete their PhDs than males.
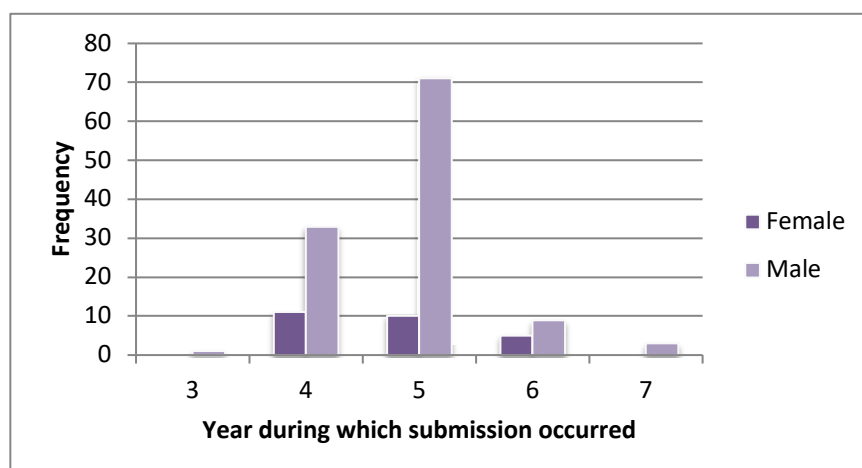
Figure 13. Histogram of time to submission by gender.

We investigated average time to thesis submission as a function of gender: there is little difference in the average, which is 52.5 and 52.4 months for females and males, respectively. Whole life-cycle data for PGR students that would enable us to directly address the rates of completion or the results of PhD vivas by gender has not been available **(Action 3.4).** This is being rectified and we will be able to add this analysis to our annual equalities discussion.

PGR students have suffered significant impact from the pandemic and our survey showed they are not confident in the COVID mitigation provided so far (10% female PGR agree we have mitigated the gendered impact of COVID). We will continue to offer students additional support to complete due to time lost to their studies during lockdown, as well as adapting expectations as to the volume of work they can achieve in their PhDs (**Action 3.2**).

Table 23. Extract from action plan.

	New Actions
Action 3.2	Disseminate information about COVID mitigation to PGR students and supervisors
Action 3.4	Once available, assess lifecycle type data for PGR outcomes and develop actions

(v)   Progression pipeline between undergraduate and postgraduate student levels.

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

The department has embedded practice on hosting events to encourage PGR applications where we demonstrate diversity in those who participate. We have also created a number of short videos made by existing female undergraduate and postgraduate students to help promote diversity externally.
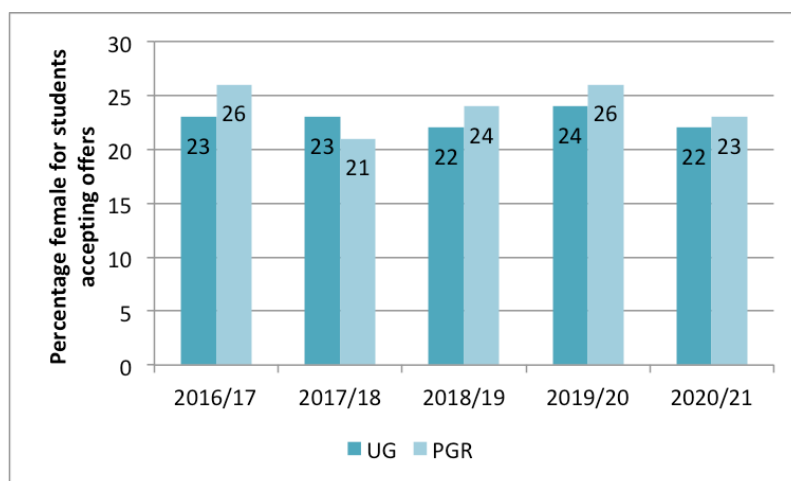
Figure 14. Comparison of UG and PGR % female acceptances

There is close correspondence between the proportion of women who study at undergraduate level and those that study at PGR level, with both sitting at around 24%.

B. Academic and research staff data

(i) Academic staff by grade, 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.

Academic staff in DU are split into those with open-ended contracts on one of three 'Tracks', Education and Research (E&R-Track), Education Track (E-Track) and Research Track (R-Track), and those on either fixed term research contracts (R-FT) or fixed term teaching fellowships (T-FT).

Table 24. Academic staff data by contract function and gender.

Contract Function	Gender	2016/17	2017/18	2018/19	2019/20	2020/21
Teaching and research	Female	10	10	11	10	12
	Male	73	70	68	67	69
	% Female	12%	13%	14%	13%	15%
Teaching only	Female	2	3	3	3	4
	Male	2	4	4	7	8
	% Female	50%	43%	43%	30%	33%
Research only	Female	24	29	34	37	33
	Male	110	110	103	97	93
	% Female	18%	21%	25%	28%	26%
Total Academic Staff	Female	36	42	48	50	49
	Male	186	185	176	172	171
	% Female	16.2%	18.5%	21.4%	22.5%	22.3%
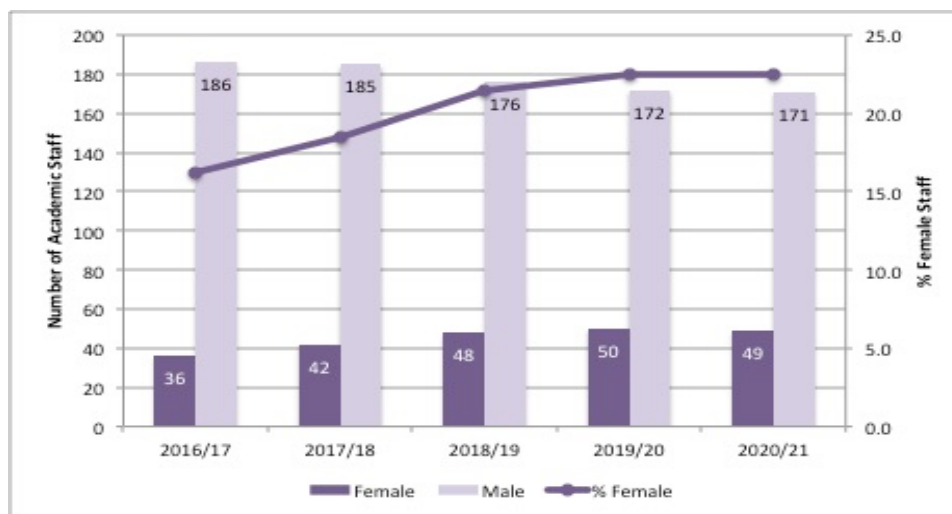
Figure 15. Number of academic staff by gender and percentage female.

Table 25. Academic Staff by Part time and Full time by gender and contract function.

Function	Gender		2016/17	2017/18	2018/19	2019/20	2020/21
Teaching and research	Female	Full time					
		Part time					
		% Part time	10%	10%	10%	10%	17%
	Male	Full time	61	60	60	58	61
		Part time	11	9	7	8	7
		% Part time	15%	13%	10%	12%	10%
Teaching only	Female	Full time					
		Part time					
		% Part time	50%	33%	33%	33%	25%
	Male	Full time					
		Part time					
		% Part time	50%	25%	25%	14%	25%
Research only	Female	Full time					
		Part time					
		% Part time	13%	3%	6%	5%	6%
	Male	Full time					
		Part time					
		% Part time	4%	3%	3%	3%	3%
All Academic	Female	Full time					
		Part time					
		% part time	14%	7%	9%	8%	10%
	Male	Full time	169	170	163	158	157
		Part time	16	13	11	12	12
		% Part time	9%	7%	6%	7%	7%

Table 26. Numbers of all academic staff and percentage of all academic staff who are female by grade.

Grade	Gender	2016/17	2017/18	2018/19	2019/20	2020/21
G6 and below	Female					
	Male					
	% Female	0%	67%	43%	33%	0%
G7	Female	25	28	31	30	27
	Male	99	99	86	77	81
	% Female	20%	22%	26%	28%	25%
G8	Female					
	Male					
	% Female	17%	18%	17%	25%	36%
G9	Female					
	Male					
	% Female	4%	6%	13%	14%	15%
G10	Female	6	6	6	5	5
	Male	36	38	40	41	42
	% Female	14%	14%	13%	11%	11%
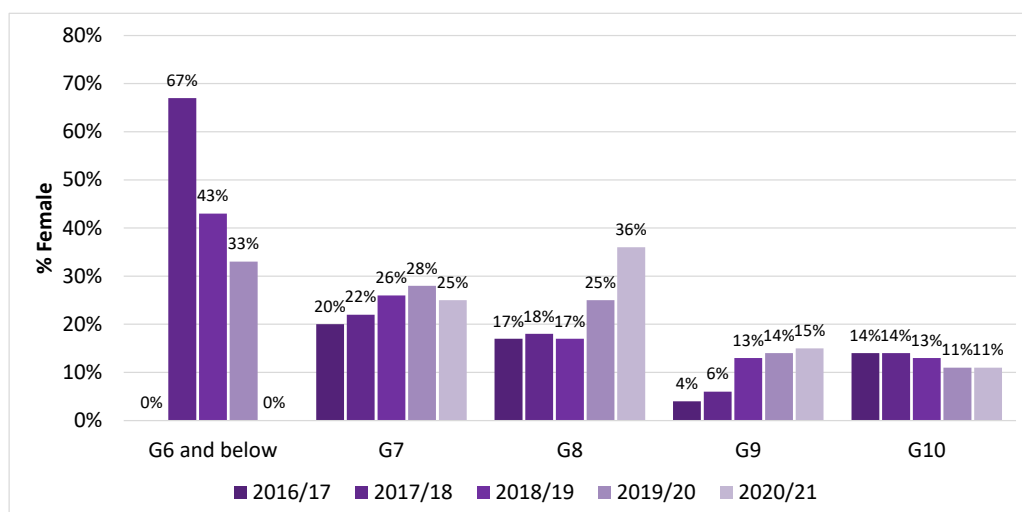
Figure 16 Distribution of percentage female across grade

Research Only Staff Data (R-Track and R-FT)

Table 27. Numbers of research only staff and percentage of research only staff who are female by grade.

Grade	Gender	2016/17	2017/18	2018/19	2019/20	2020/21
G6 and below	Female					
	Male					
	% Female	0%	67%	43%	33%	0%
G7	Female	23	26	30	29	25
	Male	94	95	83	74	77
	% Female	20%	21%	27%	28%	25%
G8	Female					

	Male					
	% Female	10%	9%	7%	20%	44%
G9 and G10	Female					
	Male					
	% Female	0%	0%	0%	25%	17%
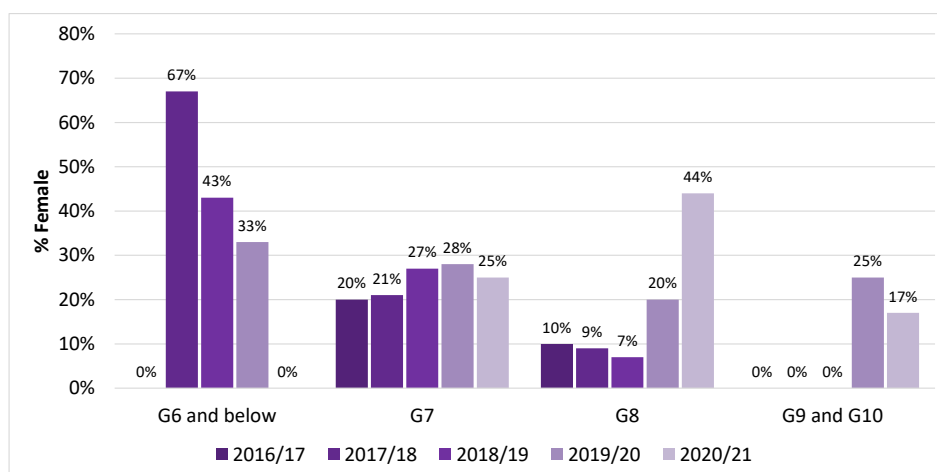
Figure 17 R-Track and R-FT Staff by grade.

Teaching Only Staff Data (E-Track and T-FT)

Table 28. Percentage of teaching only staff who are female by grade.

Grade	Gender	2016/17	2017/18	2018/19	2019/20	2020/21
G7	Female					
	Male					
	% Female	50%	50%	33%	40%	33%
G8	Female					
	Male					
	% Female	-	33%	50%	33%	33%

Research and Teaching Staff Data (E&R-Track)

Table 29. Numbers of teaching and research only staff and percentage of teaching and research only staff who are female by grade.

Grade	Gender	2016/17	2017/18	2018/19	2019/20	2020/21
G7 and G8	Female					
	Male					
	% Female	18%	20%	17%	29%	29%
G9	Female					
	Male					
	% Female	4%	7%	14%	12%	14%
G10	Female	6	6	6	5	5
	Male	35	37	39	40	41
	% Female	15%	14%	13%	11%	11%

Figure 18 Percentage of Research and Teaching staff across grade by gender.

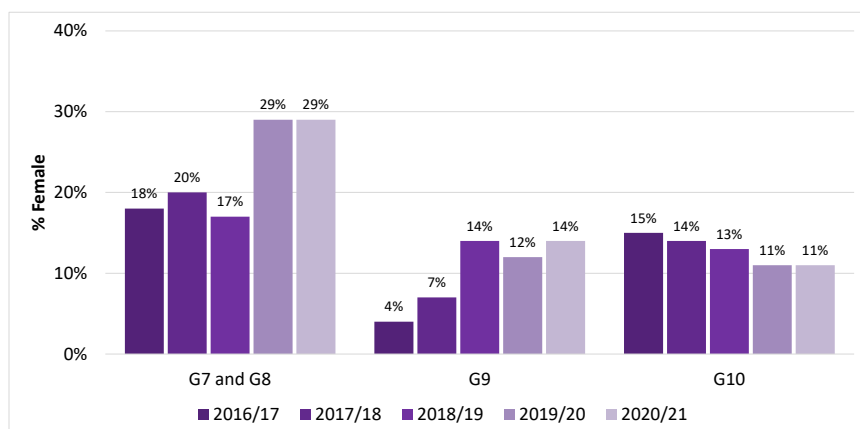Our 2017 application found that we were below the national average for female academic staff overall, though slightly above average for female professors. We focused our actions on increasing recruitment of women to the department, specifically to the E&R-Track and R-FT roles.

Table 30. Extract from previous action plan.

	Previous Actions
Action NCP2.2	Acquiring applicant pool information ahead of processes closing
Action PCP11	Collating external contacts and creating video content to showcase diversity
Action NCP2.7	Working with HR to reduce exclusionary language

Implementation and Impact: All actions were taken forward and are discussed in more detail under recruitment. We have seen a significant shift in the percentage female of academic staff from 16% to 22%.

Analysis of Academic Staff headcount data
- Overall percentage female across all staff has risen in the reporting period
- We have a small group of academic staff employed on part-time contracts. This fraction does not seem to be changing and does not appear to show a gendered pattern.
- Female representation has increased at G7, G8 and G9 and fallen slightly at G10.
- Female representation falls with increasing grades.
- E&R-Track staff dominate the senior grades. Representation of females is now similar at G9 and G10.
- R-FT female representation at G7 and G8 has increased

"The number of women being appointed has increased in the last few years dramatically. The culture of the department has changed. There is more respect for people who are navigating academia in a wider range of ways"

We have not seen any increase in the percentage of females at grade 10 and we will experience a further downturn as we have lost women from grade 10 in the last year that do not yet appear in the data. Exit interviews have been conducted with female leavers.

Focus groups on the experiences of women on the open-ended E&R-Track, R-Track and E-Track have also been held, which found that women are still unfortunately experiencing isolated negative events. Most women on the E-Track and E&R-Track have teaching/citizenship roles that help them form

connections with other staff across the Department, however R-Track women reported feeling isolated. We will continue to address non-inclusive behaviour, and do more to offer departmental roles to R-Track staff (Table 31).

Table 31. Extract from action plan

	New Actions
Action 2.1	Develop focus group into women's network group
Actions – 2.2b, 2.3,2.4,2.5,2.6	More detail available on culture actions in section 5F
Action 4.4c	Make citizenship/service roles available to R-Track staff and R-FT staff

SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

Apprentices have been supported to study for degrees while working in the department. Career development has enabled technicians to obtain roles as research officers within the department. Staff are supported at the research-technician interface to transfer between roles in order to best support their career progression.

(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.

Table 32. Fixed term and Open Ended by gender for Academic staff.

Function	Year	Gender	Contract type		
			Fixed Term	**Permanent**	**% Fixed Term**
Research only	2016/17	Female			100%
		Male			84%
	2017/18	Female			90%
		Male			87%
	2018/19	Female			94%
		Male			87%
	2019/20	Female			97%
		Male			87%
	2020/21	Female			91%
		Male			87%
Teaching only	2016/17	Female			50%
		Male			50%
	2017/18	Female			67%
		Male			75%
	2018/19	Female			67%
		Male			75%

	2019/20	Female			67%
		Male			57%
	2020/21	Female			25%
		Male			38%
Teaching and Research	2016/17	Female			0%
		Male			7%
	2017/18	Female			0%
		Male			1%
	2018/19	Female			9%
		Male			1%
	2019/20	Female			0%
		Male			3%
	2020/21	Female			0%
		Male			0%

We continue to acknowledge the challenges presented by fixed term contracts and have been actively converting fixed term roles into open-ended positions in both the research and technical and education areas of our activity. In 2017 we had noted the use of sequential contracts for T-FT, and our lack of success in promoting T-FT staff.

Table 33. Extract from previous action plan.

	Previous Actions
Action PCP6	Support Teaching Fellows to achieve promotion, mentoring of T-FT.

Implementation and impact: PCP6 was taken and expanded to address the underlying issue of employing teaching fellows (with higher proportion female than any of the other academic subset) on a series of short-term contracts. The number of education track open-ended contracts available was increased substantially during the reporting period. This has culminated in the creation of the Physics Education and Scholarship Section, led by our first female HoS. Creating the Section has enabled better coordination with other DU E-Track staff, improved mentoring and opportunities to apply for funding. The department has supported six E-Track staff to move to grade 8 and (in 2021/22) two staff to move to grade 9.

Analysis of contract type data:
- Around 90% of research only staff are on fixed-term contracts. In most years, a higher proportion of female staff are on fixed term contracts, but the differences are not statistically significant
- The proportion of teaching only on fixed term contracts varies but is generally above 50%.
- Small proportions of teaching and research staff are on fixed term contracts. There are no gendered patterns. There has been a shift in departmental policy away from appointing fixed term lecturers (Education and Research), and instead appointing open-ended Education Track staff, so the proportion of fixed term staff will continue to fall in future
- NB. Redeployment is discussed in more detail under recruitment

We are engaged in a DU initiative to put all UG and PGR students undertaking work for DU on an employment contract. This change has impacted PGR students supporting workshops, and tutorials, as well as UG students working on accessibility projects and decolonizing the curriculum work. This data is not presented here, as the transformation is not yet complete.

In acknowledgement of principle 8, all R-FT contracts are converted from fixed term to Non-fixed term subject time limited funding contracts after 4 years of continuous employment. We have also been able to offer similar TRTS contracts to some R-FT staff who have been on sequential short-term contracts, which will lower the number of R-FT staff in the next data round.

(iii) Academic leavers by grade and gender and full/part-time status.

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

Table 34. Leavers data by function and gender.

Function	Gender		2016/17	2017/18	2018/19	2019/20	2020/21	Average
Teaching and Research	Female	Staff						
		Leavers						
		Leaving rate	0%	0%	9%	0%	8%	3%
	Male	Staff						
		Leavers						
		Leaving rate	4%	6%	3%	6%	6%	5%
Teaching only	Female	Staff						
		Leavers						
		Leaving rate	0%	33%	0%	0%	0%	7%
	Male	Staff						
		Leavers						
		Leaving rate	0%	0%	0%	0%	13%	3%
Research only	Female	Staff	24	29	34	37	33	
		Leavers	6	5	7	11	9	
		Leaving rate	25%	17%	21%	30%	27%	24%
	Male	Staff	110	110	103	97	93	
		Leavers	26	28	29	16	22	
		Leaving rate	24%	25%	28%	16%	24%	23%

- Leaving rate for research only staff is notably higher than other functions reflecting the fact that most are R-FT
- Average leaving rates for R-FT staff are around 24/23%, with no gender difference
- Over the five years, 2 out of 38 female and 10 out of 121 male leavers were on open-ended contracts
- Average leaving rates for teaching and research and teaching only staff are between 3% and 7% with no significant gender difference

We have embedded practice to offer exit interviews to all staff leaving DU.

5. Supporting and advancing women's careers

Recommended word count: Silver: 6500 words : Actual 6966

A. Key career transition points: academic staff

(i)   Recruitment.

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

At the University level, recruitment is split into two categories. E&R-Track, R-Track and E-Track roles are recruited to through Academic Recruitment Campaign (ARC), involving international advertisements, while all other recruitment (PTO and R-FT and T-FT) is handled through the non-ARC process. We present these data separately. The number of academic recruitments to grades other than 7 and 8 is below 5 over the reporting period so no disaggregation by grade is given.

Table 35. Recruitment pipeline by gender for non-ARC processes.

Year	Gender	Applicants	Shortlisted	Offered	Accepted	Shortlisted: Applied	Offered: Shortlisted	Accepted: Offered	Accepted: Applied
2016/17	Female	69	24	11	11	35%	46%	100%	16%
	Male	251	70	35	32	28%	46%	91%	13%
	Unknown	25	6	0	0	24%	0%	-	0%
	% Female	20%	24%	24%	26%				
2017/18	Female	48	19	14	14	40%	74%	100%	29%
	Male	201	48	23	23	24%	48%	100%	11%
	Unknown	21	6	1	0	29%	0%	0%	0%
	% Female	18%	26%	37%	38%				
2018/19	Female	51	28	13	13	55%	46%	100%	25%
	Male	181	71	29	28	39%	39%	97%	15%
	Unknown	14	4	0	0	29%	0%	-	0%
	% Female	21%	27%	31%	32%				
2019/20	Female	75	28	6	6	37%	21%	100%	8%
	Male	233	58	23	23	25%	40%	100%	10%
	Unknown	25	1	0	0	4%	0%	-	0%
	% Female	23%	32%	21%	21%				
2020/21	Female	61	16	5	4	26%	25%	80%	7%
	Male	182	45	17	16	25%	36%	94%	9%
	Unknown	13	4	1	0	31%	0%	0%	0%

	% Female	24%	25%	22%	20%				
Overall	Female	304	115	49	48	38%	42%	98%	16%
	Male	1048	292	127	122	28%	42%	96%	12%
	Unknown	98	21	2	0	21%	0%	0%	0%
	% Female	21%	27%	28%	28%				

We have embedded practice including, all interviewers undergoing unconscious bias training, gender balanced panels, and the screening of all Departmental advertisement text for gender-coded language. Post COVID we have continued to offer online interviews for all, including those with caring responsibilities.

Analysis of Non-ARC recruitment:

- The proportion of applicants who are female gradually rose over the 5 years but the overall average was 21%, broadly in line with the pool of potential applicants
- Shortlisting rates vary and in four out of five years, females were notably more likely to be shortlisted than males. Overall females were significantly more likely than males to be shortlisted (χ^2, P=0.00085), although shortlisted females and males were equally likely to be made an offer and acceptance rates are high
- Overall females applicant were 33% more likely than male applicant to accept an offer
- One person has so far identified in the 'other' gender category newly available in the University-wide level records

The data show that in the pre-pandemic years we recruited a higher proportion of women than were in the applicant pool, however this trend reversed for the most recent years of data. In this period we also saw an increase in internal recruitment. Preliminary investigation shows that Internal processes have a lower average of 19% female appointed as opposed to the 25% for those filled by an external applicant. We need to investigate why this difference exists and make sure that women are getting the same opportunity to apply as internal candidates for roles offered under redeployment (**Action 1.1a**).

Table 36. Extract from action plan.

	New Actions
Action 1.1a	Investigate gender patterns in redeployment and associated processes.

Table 37. ARC recruitment data by gender.

Year	Gender	Applicants	Longlisted	Shortlisted	Offered	Accepted	Longlisted: Applied	Shortlisted: Applied	Offered: Shortlisted	Accepted: Offered	Accepted: Applied
2016/17	Female	11	-	1	0	0	0%	9%	0%	-	0%
	Male	49	-	8	3	1	0%	16%	38%	33%	2%
	Unknown	10	-	4	1	0	0%	40%	25%	0%	0%
	% Female	16%	-	8%	0%	0%					
2017/18	Female	15	6	1	0	0	40%	7%	0%	-	0%
	Male	71	17	7	2	1	24%	10%	29%	50%	1%
	Unknown	5	1	0	0	0	20%	0%	-	-	0%
	% Female	16%	25%	13%	0%	0%					
2018/19	Female	37	15	7	1	1	41%	19%	14%	100%	3%
	Male	208	51	27	6	6	25%	13%	22%	100%	3%

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Year		C1	C2	C3	C4	C5	P1	P2	P3	P4	P5
	Unknown	23	6	3	0	0	26%	13%	0%	-	0%
	% Female	14%	21%	19%	14%	14%					
2019/20	Female	56	28	15	5	5	50%	27%	33%	100%	9%
	Male	235	38	21	3	3	16%	9%	14%	100%	1%
	Unknown	17	3	2	0	0	18%	12%	0%	-	0%
	% Female	18%	41%	39%	63%	63%					
2020/21	Female	35	10	9	4	3	29%	26%	44%	75%	9%
	Male	144	20	12	5	5	14%	8%	42%	100%	3%
	Unknown	17	8	7	0	0	47%	41%	0%	-	0%
	% Female	18%	26%	32%	44%	38%					
Overall	Female	154	59	33	10	9	38%	21%	30%	90%	6%
	Male	707	126	75	19	16	18%	11%	25%	84%	2%
	Unknown	72	18	16	1	0	25%	22%	6%	0%	0%
	% Female	17%	29%	27%	33%	36%					

In addition to the practice in place for Non-ARC recruitment, we have embedded practice reflecting additional DU policy on ARC recruitment, including appointing search committees to diversify applicant pools, and screening applicant pools before and after long-listing and short-listing. In our previous application we identified that we were successful in bringing qualified female applicants through at a higher proportion than they applied in. Our actions focused on increasing the proportion of women in the applicant pool.

Table 38. Extract from previous action plan.

	Previous Actions
Action NCP2.2	Obtain applicant information prior to recruitment closing, extend if lack of pool diversity
Action PCP11	Collating external contacts and creating video content to showcase diversity
Action NCP2.7	Work with HR to remove exclusionary language from the advert templates

Implementation: All actions were taken forward with recruitment resources produced and extending of recruitment cycles used in cases where pool diversity was not reflective of the sub-field being recruited from. We have continued to screen the Departmental contribution to advertisements. We have extended these actions to including the introduction of EDI statements. Adding this evidence stream for applicants to demonstrate their commitment to EDI values and citizenship work has improved the diversity of candidates being shortlisted by mitigating the prior over-emphasis on research quality as measured by paper-based metrics including journal acceptances and citations that are known to be gender and race biased.

Analysis of Impact

- Percentage female ARC hires increase from 18% in 2017 to 36%
- Percentage female R-FT hires increased from 22% in 2017 to 28%
- Average percentage female ARC applications has risen from 14% to 17%
- Average percentage female R-FT applications increased from 19% to 20%
- Female applicants are now more successful at each stage of the application process

- For ARC recruitment, three people identified as the newly available 'other' category

Although we have not yet hit the percentage female that would match the 25% female of the qualified (PGR) pool (**Action 1.1b**) we have made significant gains over the recruitment process as a whole.

Table 39. Extract from action plan.

	New Actions
Action 1.1b	Continue to develop and improve advert language to support diverse applicant pools.

(ii) Induction.

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

All staff are offered an induction session through the University. This focuses on navigating the institution, how to locate all of the DU policy information and respectful behaviour. This induction is enhanced locally by materials provided by HoS, who take new staff through the HR induction checklist, which includes accessing all mandatory initial training on Health and Safety GDPR, and basic online EDI training. During COVID we also signposted new staff to online new starter coffee mornings hosted by the Organisational Development team.

Academic staff have a one year probation period. HoS complete this form with staff after a 6 month check in and feedback process. Once completed probation forms are sent to the HoD and to HR.

Fixed term research staff were identified through the research staff consultative committee (more detail in section 5b(iii)) as having specific additional needs around induction, and the committee has responded by establishing a buddy system that pairs staff with research staff from other sections.

We have embedded DU policy around assigning mentors to all incoming staff. Our 2017 application noted issues with access to and satisfaction with mentoring particularly for R-FT staff.

Table 40. Extract from previous action plan.

	Previous Actions
Action NCP3.1	Review effectiveness of mentoring scheme
Action PCP16	Monitor provision and uptake of careers advice through the RSCC
Action NCP3.2	Offer PDRAs a pastoral contact

Implementation and impact: NCP3.1: The original mentoring scheme was not found to be effective in the long term as engagement dropped after the 1st year. Several variations have been tried in the intervening period. We now offer section level mentors for teaching and research who receive training and workload allocation for supporting staff with teaching and research needs. Additionally, staff may enter into specific workload allocated mentoring relationships, particularly for navigating transition points including promotions.

- Survey data shows we have 54% agreement that the department provides useful mentoring opportunities overall

- This is 63% for R-FT staff but 50% for female R-FT staff, which represent significant improvement from 2017

The scheme will continue to be reviewed and developed and is further supported for R-FT staff by a buddying scheme run through the RSCC. Further pastoral support is available to all staff and students through the Department Listeners scheme.

(iii) 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.

We had previously embedded practice of approaching all individuals who had not been recently promoted to engage in 'demystifying' workshops.

In AY 2017/18 DU introduced a new, proactive promotions and progression scheme aimed at increasing promotions amongst under-represented groups by requiring all staff (with at least 24 months service) to submit CVs for promotion every year against an explicit set of criteria covering Citizenship, Education and Research.

The process is multistage with the Department Promotions and Progression committee (DPPC) determining if cases are put forward to the Faculty Promotion Committee (FPC), at which point external referees are contacted. The DPPC panel receive training in unconscious bias and in how to implement the scheme. The DPPC provides feedback against all criteria to all staff submitting a CV. Staff may elect to self-nominate to FPC independently if they disagree with a negative DPPC decision. Fixed term staff who have 24 months service and are not within the last year of their contract are also able to apply for promotion (typically grade 7 to 8).

AY 20/21 was an anomalous year for this process due to COVID as applications were, unusually, not mandatory. Instead the HoD followed up with staff who had not recently been promoted to ensure they knew they could apply if they wished. For AY 20/21 and AY 21/22 DU added 'COVID impact statements' to the process. These allowed staff to indicate the impact the pandemic had had on their progression and for departments to take this into account in deciding if the criteria had been met.

All planned actions relating to the old promotions system were eclipsed by the introduction of the new system.

The Physics Department has run annual briefing sessions, to help staff navigate the process and the form, and for people who are on the panel to share experiences of how best to strengthen their cases. **This good practice was adopted by the University in the 4th year the scheme has run.** From year two, the DoEDI has been a DPPC member, and this practice is now being more widely adopted in the faculty. This year the department piloted a new process for obtaining internal reviews of research outputs, that emphasized the avoidance of biased metrics (like citation numbers) and placed particular focus on the need to evaluate interdisciplinary research (which has a tendency to attract higher numbers of people from under-represented backgrounds) with particular care.

Written feedback on applications is given to all staff, who are invited to a one-to-one feedback session with the HoD or an alternative DPPC member if they prefer.

Table 41: Promotions Data by Gender and Grade (NB 2020/21 is an anomalous year due to COVID)

Grade		2017/18 F	2017/18 M	2018/19 F	2018/19 M	2019/20 F	2019/20 M	2020/21 F	2020/21 M	Total F	Total M
Grade 8	Eligible staff									23	64
	Submitted to DPPC									11	41
	Nominated by DPPC									3	5
	Promoted									3	5
	Self Nominated										
	Promoted										
	Total success rate (promoted/eligible)	100%	67%	14%	9%	0%	5%	0%	0%	13%	8%
Grade 9	Eligible staff									28	81
	Submitted to DPPC									12	47
	Nominated by DPPC									2	13
	Promoted									2	12
	Self Nominated									2	1
	Promoted									1	1
	Total success rate (promoted/eligible)	0%	6%	0%	26%	0%	14%	8%	17%	11%	16%
Grade 10	Eligible staff									14	104
	Submitted to DPPC									8	69
	Nominated by DPPC										14
	Promoted										12
	Self Nominated										
	Promoted										
	Total success rate (promoted/eligible)	0%	3%	0%	15%	0%	16%	0%	13%	0%	12%
Band Change	Eligible staff									22	161
	Submitted to DPPC									13	86
	Nominated by DPPC									2	11
	Promoted									2	9
	Self Nominated									1	
	Promoted									0	
	Total success rate (promoted/eligible)	17%	13%	17%	0%	0%	5%	0%	5%	9%	6%

NB. We have reported 4 years data as the previous year was the last year of the old promotions system and the results would not be comparable. In 2016/17 we promoted 1 female, 6 males to Grade 9 and 3 males to Grade 10, there were no rejections.

Analysis of promotions data:

- No evidence of gendered pattern in promotions

- Increased rate of female promotions from 4% in 2017 to 13%

- Academic Track staff agreeing with promotions being clear and transparent has
  increased from 58% in 2017 to 68% in 2022. For female respondents this has increased from 33% in 2017 to 79% in 2022

Remaining Issues:

- Low confidence of R-FT (25%) that promotion process is clear, transparent or fair

- Females less likely to take up feedback sessions (track staff 76% over all 50% for female, fixed-term staff 22% and 0% for female)

- The survey also shows a universally low level of agreement that the pay award processes (increments and professorial merit awards) are fair or transparent

"It isn't clear what the threshold is to get an ECP or DA, whereas the criteria are very clear for promotion."

We will continue addressing the deficit in knowledge throughout the department with regard to promotion and reward process, through out annual CPD sessions (**Action 3.7**).

Table 42. Extract from action plan

	New actions
Action 3.7	Add material on pay award processes and ADR and DPPC feedback processes to CPD sessions.

(iv) 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.

For the 2021 REF cycle the process in physics was managed in full consultation with the DoEDI. This included consulting on the ethics consideration of process and feeding back on the writing of the environment statement and communications about the process. Unconscious gender bias was actively considered when selecting outputs for assessment. Female outputs were slightly more likely to be selected than indicated by their proportion, but the difference was not statistically significant.

In the previous two REF cycles (2008 and 2014) the department used criteria-based assessments to determine which staff would be submitted. This was done to prevent subjectivity and unconscious bias from influencing the decisions. The department returned female staff in proportion to their numbers in the department; there was no evidence of gendered difference.

Key career transition points: professional and support staff

(i) 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.

Initial induction is the same as for academic staff. PTO staff have a 6 month catch-up and feedback session to assess if they have any further induction needs, and for the creation of a development plan. Staff are signed off on their probationary period at 12 months. The uptake of induction for PTO staff is 100%. Induction materials are kept under review by the Departmental Manager, and feedback from 6 month meetings is used to reflect on induction effectiveness.

PTO staff are assigned mentors on arrival. For operational staff these are often people in the same role in other departments, whereas for technical staff they are people in the same section or workshop. Female staff are slightly more positive on mentoring (52% female agree they have useful mentoring opportunities), and mentoring is seen as most useful in the first years.

(ii) 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.

Direct promotion in role is not available to PTO staff in DU. Progression can occur through applying for roles at higher grade, often in other departments or divisions of DU. We therefore present headcount and recruitment data here.

Table 43: HESA Russell Group comparator data for Physics Departments.

	2015/16	2016/17	2017/18	2018/19	2019/20
% Female Academic	17.9%	18.2%	19.4%	19.4%	20.0%
% Female PTO	37.9%	37.1%	38.0%	39.1%	40.4%

Table 44: Percentage female of PTO staff by job family

Job Family	Gender	2016/17	2017/18	2018/19	2019/20	2020/21
Business Process and People Services	Female					
	Male					
	% Female	96%	96%	96%	92%	90%
Technical Research and	Female	8	10	9	12	12
	Male	53	52	48	50	52

Technical Services	% Female	13%	16%	16%	19%	19%
All PTO staff	Female	31	34	33	35	30
	Male	54	53	49	52	54
	% Female	36%	39%	40%	40%	36%

Table 45. Percentage female by part time / full time.

Gender	Full Time / Part Time	2016/17	2017/18	2018/19	2019/20	2020/21
Female	Full Time	17	21	16	18	18
	Part Time	14	13	17	17	12
	% Part Time	45%	38%	52%	49%	40%
Male	Full Time					
	Part Time					
	% Part Time	6%	2%	4%	4%	7%

Table 46. Percentage female by contract type.

Gender	Fixed Term / Permanent	2016/17	2017/18	2018/19	2019/20	2020/21
Female	Fixed Term	7	12	12	11	10
	Permanent	24	23	21	25	20
	% Fixed Term	23%	34%	36%	31%	33%
Male	Fixed Term	10	12	9	10	13
	Permanent	44	41	41	41	42
	% Fixed Term	19%	23%	18%	20%	24%

Table 47. Recruitment pipeline for technical roles.

Year	Gender	Applied	Shortlisted	Accepted
2016/17	Female	1	0	0
	Male	9	4	2
	Unknown	0	0	0
	% Female	10%	0%	0%
2017/18	Female	0	0	0
	Male	9	5	2
	Unknown	1	0	0
	% Female	0%	0%	0%
2018/19	Female	13	7	2
	Male	59	18	3
	Unknown	3	1	1
	% Female	17%	27%	33%
2019/20	Female	1	0	0
	Male	13	7	2
	Unknown	1	1	0

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	% Female	7%	0%	0%
2020/21	Female	16	5	3
	Male	47	17	8
	Unknown	6	4	1
	% Female	23%	19%	25%
Overall	Female	31	12	5
	Male	137	51	17
	Unknown	11	6	2
	% Female	17%	17%	21%

Table 48. Recruitment pipeline for operations roles.

Year	Gender	Applied	Shortlisted	Accepted
2016/17	Female	14	10	4
	Male	1	1	0
	Unknown	0	0	0
	% Female	93%	91%	100%
2017/18	Female	5	5	3
	Male	0	0	0
	Unknown	0	0	0
	% Female	100%	100%	100%
2018/19	Female	28	18	7
	Male	10	5	0
	Unknown	1	0	0
	% Female	72%	78%	100%
2019/20	Female	1	1	1
	Male	0	0	0
	Unknown	0	0	0
	% Female	100%	100%	100%
2020/21	Female	18	9	3
	Male	7	3	0
	Unknown	1	0	0
	% Female	69%	75%	100%
Overall	Female	66	43	18
	Male	18	9	0
	Unknown	2	0	0
	% Female	77%	83%	100%

Table 49. Leavers by Year and Gender.

Gender	Leavers	2016/17	2017/18	2018/19	2019/20	2020/21	Total
Female	Staff						163
	Leavers						8
	Rate	0%	0%	3%	9%	13%	5%
Male	Staff						262

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						18
Leavers						18
Rate	7%	11%	10%	0%	6%	7%

The University has standardized PTO roles across all PTO functions. This resulted in the production of job families that cover all non-academic staff in the Physics Department.

Our previous application indicated a need to monitor the impact of the university wide restructuring of professional staff within departments, both to support people through a difficult transitional period and to make sure the proposed advantages of the job families format in allowing PTO staff to progress through the grades was being delivered.

Table 50. Extract from previous action plan.

	Previous Actions
Action AS2	Monitor results of the restructuring and investigate of progression was being supported

Outcomes and Impact: Action AS2 has been taken up throughout the reporting period. Although every effort was made to mitigate the impact of the restructuring, the department was considered over-resourced and suffered significant losses of valued colleagues and institutional knowledge. Due to the focus on the operational side of departmental organization this restructuring has had a differentially higher impact on women. This was raised for inclusion in the Institutional equality impact assessment. The restructuring has significantly impacted the recruitment patterns in the reporting period, with a majority of recruitment being internal and between old and new roles. This has given very little opportunity to diversify this staff group, which was identified in 2017 as being highly biased towards women, as ensuring continuity of employment for existing staff was a higher priority. A small increase in %female has been achieved in the technical staff group.

We are aware of the limitation of the job families in providing career progression especially for highly specific technical roles were applying to higher graded roles elsewhere in DU is not possible. We are in dialogue with the University about this directly and through the technicians commitment steering group, to support the progression of technical staff (**Action 3.6**).

Table 51. Extract from action plan.

	New Actions
Action 3.6	Monitoring PTO staff turnover and progression in role and continue engagement with the technicians commitment steering group

b. Career development: academic staff

(i) 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?

New E&R-Track staff are supported to build their research activity by a reduction in teaching and citizenship to 1/3rd in their first year and 2/3rds in their second year. This allows new staff time to

engage in training on managing research groups and writing grant proposals, and to begin their pathway to become fellows for the Higher Education Academy through attending the DELTA 2: Postgraduate Certificate in Academic Practice. Fixed term staff and PGR students are encouraged to engage in DELTA1 as part of their career progression.

Annual monitoring of training uptake identifies no gender patterns in the uptake of courses.

Our 2017 application noted EDI training needs for PGR and R-FT staff.

Table 52. Extract from previous action plan.

	Previous Actions
NCP4.3	Hold EDI sessions for PGR, and training sessions for R-FT and PTO staff
NCP4.4	Implement policy on R-FT staff receiving EDI training prior to teaching.

Implementation and Impact:

We enacted **NCP4.3** providing training for all staff and PGR groups. Timely in person training was not possible and prevented **NCP4.4** from being achievable, however online courses will facilitate delivery in the next academic year. For training on EDI, unconscious bias, responding to reports of sexual misconduct and violence, our levels of uptake with academic track staff have remained very high at 90% overall agreeing and 100% of women. This training is required learning for all staff (**Action 2.4**).

For fixed term staff this is somewhat lower at 80% overall and 67% agree for women, which is a significant increase since 2017.

Table 53. Extract from action plan.

	New Actions
Action 2.4	Deploy mandatory training and recording through Oracle Learn.

(ii) Appraisal/development review.

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers 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.

The process of annual development reviews (ADR) for staff on all three academic tracks has been replaced by the promotions and progressions process (DPPC). R-FT staff and T-FT staff are offered an ADR whether or not they are eligible for the DPPC, but are not required to complete an ADR if they have completed a DPPC application. The ADR process involves setting out mutually agreed objectives and training needs which are then reviewed annually with the manager of supervisor. Progress against agreed objectives is evidenced through staff ADR ad used to support additional performance related pay awards.

Table 54: Completion rates of ADRs for R-FT staff.

Year		Contract Research Staff	
		Female	Male
2016/17	Complete	6	39

	Eligible	13	66
	Percentage	46%	59%
2017/18	Complete	8	24
	Eligible	14	67
	Percentage	57%	36%
2018/19	Complete	3	3
	Eligible	17	70
	Percentage	18%	4%
2019/20	Complete	4	17
	Eligible	18	69
	Percentage	22%	25%
2020/21	Complete	4	11
	Eligible	16	67
	Percentage	25%	16%
2021/22	Complete	5	19
	Eligible	9	36
	Percentage	55%	53%

The percentage completion given in the table assumes no fixed term R-FT take part in the DPPC, which is not accurate, however the lack of clarity over the numbers expected to engage in DPPC or ADR is problematic. This confusion is evident in the staff survey with 25% (17% Female) of R-FT respondents agreeing that the promotion process is clear and 34% (25% Female) of R-FT respondents agreeing that that their ADR was useful.

We have implemented a new system of recording ADR completion to tie together responses through ADR and DPPC to ensure that all fixed term staff are getting appropriate annual progression feedback (**Action 3.5a).**

	New Actions
Action 3.5a	Monitor impact of new recording system, resolve residual DPPC/ADR issues.

Table 55. Extract from action plan.

(iii) Support given to academic staff for career progression.

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

Our previous application noted the need to improve support and communication to R-FT staff.

Table 56. Extract from previous action plan.

	Previous Actions
Action PCP8	Establish PDRA Forum in research sections
Action CU2.1	Create research staff consultative committee

Implementation: A departmental research staff consultative committee (RSCC) was established (2017) to provide a valuable space for amplifying the voices of R-FT staff and for assisting in supporting the career development of this precarious group, for example by uncovering gaps in knowledge around progression.

This generated actions, including changes to the way teaching opportunities were made available to research staff (increasing transparency and agency for research staff) and the creation of the 'Developing Talent Award' that seeks to improve the employability of research staff who might be seeking permanent contracts within Durham (25% female winners). An annual prize and award seminar series for postdoctoral researchers was also introduced, that awards one prize to staff in each of the sections of the department (25% female winners).

"It feels like research staff are more included and listened to in department decision making."

The impact of the RSCC can be seen in the increase in both the number and percentage female of grade 8 fixed term researchers, and in the level of agreement on access to impartial career advice at 75% overall and 83% for female fixed term staff.

For academic track staff, a significant career progression element is the feedback from the DPPC process, see promotions section (5aii) and the mentoring arrangement, see induction section (5ai). Staff who are identified as needing support to recover research activity (often after significant life events including the COVID pandemic) are offered bespoke mentoring, and allocated research leave as a priority.

The staff survey shows very strong agreement that people feel their line manager supports their career development across both academic track staff (82% agree, 79% female) and fixed term staff (78% agree, 75% female). This represents a significant improvement from 2017 when the equivalent figure was 50%, 41% female).

Career progression for teaching focused staff is being supported through the creation of the new PhES research section, and through the establishment of joint research projects with teaching focused staff across DU. Physics has allocated 20% of work-loaded time for PhES staff to engage in scholarship and has supported their attendance at conferences by providing a budget of £500 per staff member.

The department has supported a range of female staff, fixed term PTO and Track to attend leadership courses including the Advance HE Aurora Leadership course.

(iv) Support given to students (at any level) for academic career progression.

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

All undergraduates are assigned an academic advisor to support them in their studies. UG have access to female staff through the departmental listener scheme. We avoid generating tutorial or lab groups in which a single female student is allocated.

A series of research and careers lectures are delivered to 2nd and 3rd year students. The University Careers service is also signposted to students.

We offer summer research internships to undergraduate students. We have fully centralized our recruitment process to monitor the diversity of internships awarded. This has resulted in women receiving internships in proportion to their representation in the cohort.

Female UG students have been sponsored to attend the Conference for Undergraduate Women in Physics (CUWiP) over the last 5 years.

PGR students have primary and secondary supervisors, a review team and pastoral contact. They produce a training needs analysis form annually which is assessed by the supervisory team. PGR students are offered the opportunity to engage in paid teaching activities for up to 6 hours per week. They can also attend the University run Delta teaching courses.

Graduate employment data from the last 3 years shows no gendered pattern in unemployment employment or study type after graduation for UG or PGR students.

89% (90% for female) of PGR students agreed their supervisory team supported their career development. The rate of agreement with having access to impartial career advice was somewhat lower at 62% (64% for female), though this was due to uncertainty rather than disagreement. There was no disagreement with the statement that students are offered career development irrespective of their gender. PGRs showed a significant decrease in their agreement that suitable mentoring was provided (**Action 3.3**).

Table 57. Extract from action plan.

	New Actions
Action 3.3	Develop a bespoke mentoring solutions for PGR

(v) 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.

All grant applications receive peer feedback before submission. We also have section-based research mentors who can advise on grant writing and on responding to review comments.

We have investigated the application and success rates for funding. The currently available data are limited to Physics department PIs, and does not include Co-Is whose contributions to funding applications are vital, particularly in interdisciplinary and large grants. There is some indication of lower application and success rates for female applicants.

The DoR is developing an enhanced research application support process targeted at ECRs (**Action 3.5c**).

Table 58. Extract from action plan.

	New Actions
Action 3.5c	Implement grant writing support programme

Table 59: Percentage of male and female by number of submitted grant applications by principal Durham investigator gender and outcome.

Year	Applications		Success rate		Unsuccessful rate		Outcome Unknown Rate	
	Male	Female	Male	Female	Male	Female	Male	Female
2018/19	85%	15%	35%	33%	65%	67%		
2019/20	84%	16%	54%	50%	45%	50%		
2020/21	87%	13%	58%	29%	41%	71%		
2021/22	77%	23%	26%	19%	22%	19%	52%	62%

Table 60: Percentage male and female by value of submitted grant applications by gender and outcome (including consolidated grant).

Year	Applications		Success rate		Unsuccessful rate		Outcome Unknown Rate	
	Male	Female	Male	Female	Male	Female	Male	Female
2018/19	84%	16%	36%	35%	64%	65%		
2019/20	85%	15%	58%	50%	42%	50%		
2020/21	80%	20%	60%	31%	40%	69%		
2021/22	83%	17%	20%	22%	20%	21%	60%	57%

Table 61: Percentage male and female by value of submitted grant applications by gender and outcome (excluding consolidated grant).

Year	Applications		Success rate		Unsuccessful rate		Outcome Unknown Rate	
	Male	Female	Male	Female	Male	Female	Male	Female
2018/19	81%	19%	32%	35%	68%	65%		
2019/20	80%	20%	52%	50%	48%	50%		
2020/21	77%	23%	55%	31%	45%	69%		
2021/22	70%	30%	20%	22%	20%	21%	60%	57%

Table 62: Research leave applications and leave granted by gender.

Year	Female applied	Male applied	Female Granted	Male Granted	Percentage Female Taken	Percentage Male Taken
2016/17					10%	11%
2017/18					20%	16%
2018/19					9%	26%
2019/20					30%	22%
2020/21					8%	14%
2021/22					33%	9%
Total					18%	16%

There is no significant variation in the uptake of research leave by gender, however the overall rate is low. We are moving to a rota-based system for research leave in the future.

We have looked at the nature and potential for bias in all of our internal processes including REF selection, research leave allocation and internal selection of fellowship or grant applications.

Table 63. Extract from previous action plan.

	Previous Actions
Action NCP4.9	Monitor the results of internal peer assessment for bias

Implementation and Impact: The scope of our original intentions expanded significantly. Inclusion of EDI considerations has been facilitated at the start of a wide range of internal processes including REF, research leave allocation and internal rounds for fellowship applications. We strengthened the clarity of selection criteria and application materials and extended this to improve the peer review of research outputs that is required to feed into the promotions and progression process. **The impact of this work is evidenced in the absence of gender patterns in the REF return, research leave allocations and promotions processes.**

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C. Career development: professional and support staff

(i) 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?

All staff are required to take an EDI training module. Systems have recently been introduced to track attendance at training sessions centrally, this has not previously been fully captured.

In 2017 we saw strong uptake of training in PTO staff that was marginally higher for female staff.

From the 2022 survey we found that 88% of PTO staff reported engaging in EDI related training including unconscious bias and respectful behaviour training (for which we held a bespoke in person session for PTO staff, just prior to the pandemic), Sexual misconduct and violence training and EDI training. 95% of female PTO staff indicated they had undergone training. DU provides a substantial portfolio of in-house and external leadership development programmes available for those with responsibility for others e.g. Team Leaders, Supervisors, Managers, Department Managers and Senior Leaders (grades 3-10).

(ii) 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.

All PTO staff have an ADR annually. This sets out mutually agreed training needs and objectives for the next year following engagement and discussion with the line manager. Evidence of progress against set objectives is used to form the basis of decisions to put staff forward for discretionary or exceptional contribution pay awards.

Training needs and development opportunities are highlighted through the ADR process, including nominating female staff to be put forward for the Aurora leadership programme.

Table 64. ADR completion rates for PTO staff.

Year		Business Process and People Services		Technical Research and Services		All PTO	
		Female	Male	Female	Male	Female	Male
2016/17	Complete					12	25
	Eligible					21	26
	Percentage	59%	100%	50%	96%	57%	96%
2017/18	Complete					10	37
	Eligible					28	45
	Percentage	30%	100%	60%	81%	36%	82%
2018/19	Complete					4	16
	Eligible					30	44
	Percentage	13%	33%	14%	37%	13%	36%
2019/20	Complete					20	23
	Eligible					27	45
	Percentage	76%	67%	67%	50%	74%	51%
2020/21	Complete					18	29
	Eligible					25	47
	Percentage	72%	100%	71%	59%	72%	62%
2021/22	Complete					12	25
	Eligible					12	27
	Percentage	100%	100%	100%	92%	100%	93%

The system for recording ADR completions has been upgraded in the last academic year and we have seen a marked improvement in recorded completion rates as a result.

Historically, we have seen a higher rate of recording completion for men, though this is reversed in the last year. From the survey women are far more positive with 81% agreeing that the department provides them with a helpful annual review of progress in their roles, than men who responded positively at 38% (**Action 3.5a, Action 3.5b**).

Table 65. Extract from action plan

	New Actions
Action 3.5a	Implement new ADR recording system
Action 3.5b	Provide training to ADR reviewers.

(iii) 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.

Staff are supported through development opportunities, including access to training and through secondments or job shadowing other roles. All staff receive a minimum of 21 hours to support development annually and are able to access a number of in-house training courses.

In 2017 we found PTO staff felt under-valued. In response we made sure PTO staff are members of all relevant committees including Operations group, Senior management committee, EDI, Research and Education committees. In this way the needs of PTO staff have been given equal footing with those of academic staff in departmental planning and decision making.

Our 2022 survey found that 90% of female PTO staff agree that they feel they belong, with 81% agreeing that people care about them in their department. 95% agree that their contributions are valued.

d. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately.

(i)   Cover and support for maternity and adoption leave: before leave.

Explain what support the department offers to staff before they go on maternity and adoption leave.

Our Maternity Leave policy offers the ability to access Maternity, Adoption or Paternity Leave from day one of employment. This qualifying periods also apply to: Paternity Leave while Adopting; Shared Parental Leave; Parental Leave and Research Leave following Maternity. The length of time that staff receive full pay while on Maternity or Adoption Leave is 26 weeks.

When academic staff inform the department they are taking maternity or adoption leave, they will meet with their line-manager to discuss options for what types and length of leave they are planning. Their workload allocation (across teaching, citizenship and administration) for the leave period and the post-return research-leave period is redistributed by the HoD and DoE (in a large department this is a negligible increase to the average load). Arrangements are also put in place to cover PGR supervision and laboratory safety as required (the embedded use of supervisory teams for all PGR provides continuity).

For PTO roles, maternity cover posts are advertised.

Occupational Health assessments are used to ensure all inappropriate teaching and research duties (e.g. due to potential chemical exposure) are transferred during pregnancy.

All staff are supported in taking parental leave and are free to attend prenatal appointments during working hours. In discussion with occupational health, time can be taken out in the case of pregnancy complications and/or illness.

(ii) Cover and support for maternity and adoption leave: during leave.

Explain what support the department offers to staff during maternity and adoption leave.

Staff have up to 10 paid Keeping In Touch (KIT) days during all forms of parental leave.

Line managers agree with staff the level of communication they would like to receive during leave. This can include being invited to social events. Prior to COVID our in person social events have been family friendly, with games for younger children.

(iii) Cover and support for maternity and adoption leave: returning to work.

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

For Track staff, the Department supports and promotes the DU policy on providing a term of research leave (or equivalent reduction of load) to staff returning from Maternity and Shared Parental Leave. We advertise the possibility of transferring the research leave resource into other forms, for example technical cover to keep experiments running during leave and the availability of University level funds for supporting childcare costs for attending conferences.

All staff returning to work after an extended absence are offered a return to work meeting. All staff may request a trial period of changed working hours.

The University has a Day Nursery, which is available for children between six weeks and school age. All University employees can make a tax and national insurance saving on the whole of their monthly nursery fees payments via the salary sacrifice scheme.

Our EDI room is available for breast-feeding, expressing and storing milk.

(iv) 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.

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

Within the academic staff group we had 5 examples of people taking maternity leave. One woman left within 6 months and another within 18 months from fixed term contracts due the funding ending. There were no other leavers within 18 months of taking any form of parental or adoption leave, and no examples of contracts being allowed to expire or not being renewed during leave.

Within the PTO staff group we had 4 instances of maternity leave in the reporting period and no one left within 18 months of taking any form of parental or adoption leave.

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(v) 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.

Within the academic staff group we had 7 examples of people taking paternity leave.

Uptake of shared parental leave has increased in this reporting period: 3 academic and 3 PTO staff have taken shared parental leave.

Awareness of parental leave policies has been increased through multiple activities, including increased publicity in different forums, including hosting coffee mornings.

Table 66. Extract from previous action plan.

	Previous Actions
NCP5.7	Hold coffee mornings to acquaint staff with parental leave policy

(vi) Flexible working.

Provide information on the flexible working arrangements available.

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.

The department supports and promotes (through an annual CPD event) the University policy on Flexible working. All staff have the right to request flexible working hours and all requests to work compressed hours or flexibly to support caring responsibilities are responded to positively.

For academic staff involved in teaching the University offers a timetabling scheme to allow people to exclude times in the working week in which they cannot teach due to caring responsibilities or religious observance. Whether due to part-time, flexible working or caring responsibilities, the DoE has responsibility for switching workload allocations in order to accommodate staff needs.

From the survey 88% of staff (91% female) agree that 'My department enables flexible working' and 65% agree (79% female) that there is support for flexible working requests. The lowest positive agreement is among men on the academic tracks, and it appears that it is a lack of experience in requesting flexible working that is driving uncertainty rather than disagreement (**Action 4.3a**).

Table 67. Extract from action plan.

	New Actions
Action 4.3a	Expand flexible working information in annual CPD session.

We have both promoted and used the University policy on part-time working requests, to enable staff to reduce their hours temporarily, often to respond to changes in caring responsibilities, while maintaining the option of returning to full time work later.

We are currently hosting a Daphne Jackson fellow in the department. This scheme is designed to allow people returning from career breaks to gain the training and experience required to return to academic roles while working part-time.

e. Organisation and culture

(i) Culture.

Demonstrate how the department actively considers gender equality and inclusivity. 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.

The department has made a serious commitment to embedding the Athena Swan principles on gender equality, ensuring respectful treatment of all, and addressing the intersectional barriers for people who are members of multiple minority groups. Our survey shows 81% of staff (87% female) agree that the departmental leadership actively supports gender equality.

" *More importance given to EDI issues, in particular, but not exclusively, issues related to parental responsibilities, gender, minorities, and to some extent mental health. I feel the "atmosphere" in the Department has changed in a way more conducive to inclusivity, and there is a clear accent on trying to make everyone welcome."*

We have worked hard to improve understanding across the department of the harm that inappropriate behaviour and comments can do, particularly to the sense of belonging for members of under-represented groups. Staff and students have been engaged in training around respect and bullying and harassment as well as sexual misconduct and violence. The requirement for respectful behaviour is highlighted at the start of BoS meetings, and there has been a significant shift towards a culture of active by-standing as a result.

52% of UG students (38% female) ,71% of PGR (67% female) and 86% staff (87% female) feel the department makes it clear that inappropriate or discriminatory is unacceptable and 74% PGR (86% female) and 77% staff (77% female) feel a sense of belonging in their local team. To increase belonging and appropriate behaviour we will expand briefings beyond induction and extend to PGR students, and advertise the University characteristic based networks (**Action 5.4**)**.**

"*Strengthening the EDI agenda of the department has created a supportive environment for personal growth and development, the ability to talk openly about concerns, making us aware of issues and how to tackle them*."

We have also been working to support mental health and wellbeing across the department. This issue became particularly acute during COVID. We formed a wellbeing social Team, creating a 'zoom tree' to allow regular contact with all staff outside of their line management structure, circulating emails outlining the psychological impacts of lock down and signposted to resources for mental health available through the DU Organisational Development pages and beyond. We promoted the Employee Assistance programme that provides finance, health and counselling services and the increased access to emergency leave from 5 to 10 days. We consistently emphasized in all communications that the impact of COVID was uneven, with additional impact for people from BAME backgrounds and those with caring responsibilities. We sought volunteers to cover key time critical tasks in case of illness, including marking, which built a significant sense of community spirit.

We have since begun mental health focussed coffee mornings for PGR students, the deployment of signposting posters on mental health, a CPD event centred on departmental impostor syndrome experiences, and a seminar from Dr. Zoë Ayres, a STEM mental health activist. Survey findings show that 50% of staff agreed that their mental health was supported (66% female), and 55% of PGR agree (48% female). We plan to extend our drop in coffee mornings to create one for staff we also plan to extend the Impostor syndrome workshop series and EDI seminar series to help to increase a sense of belonging **(Action 2.5, Action 2.6, Action 5.6).**

Figure 19 A range of signs from around the department.

The EDIC had been privileged to work with a number of student EDI practitioners. This included a non-binary student who conducted research on the representation of minorities in physics and the accessibility of physics. The student joined the EDIC which resulted in a number of actions including repainting toilets in non-gender stereotyped colours, provision of emergency sanitary products in gender neutral toilets and the adoption by the senior leadership team of giving pronouns in email signatures (**Action 5.1**).

We have also welcomed three interns working on decolonizing the curriculum, which was extended into reporting on the ethnicity pipeline (18% BAME at UG drops to 10% BAME for E&R-Track) and anti-racism, who have written reports detailing the ways in which physics varies globally, the impact of lack of visible role models, and the decolonizing activity being undertaken across the UK. We have also surveyed the undergraduate students to understand their level of engagement with decolonizing. These reports are currently being used to generate proposed actions for adoption across the department (**Action 5.3**).

Table 68. Extract from action plan.

	New Actions
Action 5.4	Hold annual briefing sessions for all UG and PGR students covering policy, behaviours and shared characteristic networks.
Action 2.5	Duplicate PGR Mental Health coffee mornings to provide for staff and UG students
Action 2.6	Hold annual imposter syndrome event
Action 5.6	Deliver one EDI seminar hosted by each research section annually.
Action 5.1	Continue to support EDI topics as part of UG coursework, remind staff of this possibility when e-mails circulated about recommending project title for UG.
Action 5.3	Recommendations from student lead decolonisation work to be presented at annual review of teaching for implementation by Education committee.

(ii) HR policies.

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR polices.

The Department has embedded training in DU policy on EDI, bullying and harassment and in the respect at work policy, now replaced by the 'Staff concerns' policy. We have raised awareness through CPD, emails and the website of the DU 'Report and Support' tool (**Action 2.2b**)

Survey findings show a significant improvement on the question relating to it being clear that disrespectful or discriminatory language or behaviour was not acceptable for female PTO staff from 43% agreeing in 2017 to 86% agreeing in 2022.

Although our survey noted strong agreement that people knew how to report incidents of bullying and harassment, grievance and sexual misconduct and violence in general, we did not see high enough agreement from PGR students, and none of the incidents cited in the survey as experienced or witnessed had been reported through these channels.

We have instituted an annual termly CPD slot for staff and PGR students to be updated on changes to HR policies. As the new University 'Staff Concerns' policy is rolled out we will use the Oracle Learn system to monitor attendance in its associated training modules (**Action 2.2a**).

Table 69. Extract from previous action plan.

	Previous Actions
Action NCP4.6	Introduce a departmental listener scheme

Implementation and Impact: We created a scheme with 6 trained volunteers that was advertised through the website and BoS and email communications. We expanded the group to 9 over the course of the reporting period. The listeners have supported people from all areas and levels of the department from UG students though to all staff roles.

We will continue to monitor the progress of the Listeners scheme and to extend it to include a partnership with the Psychology department who are setting up a similar scheme (**Action 2.3**).

Table 70. Extract from action plan.

	New Actions
Action 2.2a	Address PGR reporting hesitancy
Action 2.2b	Communicate new Staff Concerns policy.
Action 2.3	Refresh and develop the Departmental Listeners scheme

(iii) Representation of men and women on committees.

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.

We previously identified a lack of women in senior leadership roles, in particular in the HoS roles none had been held by a woman, this created a significant gender imbalance across a range of committees. The recent appointment of a female HoS and a female HoD will continue to build on the improvements to committee balance we have made so far.

Table 71. Extract from previous action plan.

	Previous Actions
Action NCP4.1	Interview women to understand why they do not apply to be HoS

Implementation and impact: We interviewed senior women to discover why they do not put themselves forward for HoS and found the reasons were a combination of concerns about the nature of the role and the fact that many senior women are bought out of teaching and administration due to research fellowships. To address some of the issues both the role description for HoS and the WAM credit were changed during the reporting period. We have subsequently had three applications by women to become HoS, with one being successful. Remaining issues have been found to be around the process for selection involving gaining popular support. We will consult on further improvements to the process to inform practice and address gender imbalance (**Action 4.2**).

Table 72. Extract from action plan.

	New Actions
Action 4.2	Consult on and create a HoS process that centres respect

Table 73. Membership of committees, highlight means female chair. NB. EDI 2021/22 is a job share between one male and one female.

Committee	Gender	2016/17	2017/18	2018/19	2019/20	2020/21	2021/22
Senior Management	Female						
	Male						
	% Female	10%	25%	25%	25%	25%	25%

Operations Group/COVID	Female						
	Male						
	% Female	17%	50%	50%	50%	50%	33%
EDI	Female			6	8	11	11
	Male			8	9	7	9
	% Female			43%	47%	61%	55%
Research	Female						
	Male						
	% Female	20%	27%	31%	31%	25%	18%
Education	Female						
	Male						
	% Female	19%	22%	22%	19%	19%	19%
Facilities	Female						
	Male						
	% Female	14%	13%	14%	14%	14%	29%
Board of Studies	Female			13	14	25	27
	Male			81	81	89	88
	% Female			14%	15%	22%	23%

We have proportionate female representation across the majority of our decision-making committees, with the exception being the EDI committee, which has an over-representation of women. Members of EDIC receive workload allocation for the time taken in attending the committee. For all other committees, workload allocation is via the ex officio roles resulting in committee membership. We previously ran a successful succession planning exercise that has fed into improving committee diversity. Understanding of committee selection processes is very low for R-FT staff (6% all, 0% female), which we will address through offering shadowing (**Action 4.1a, 4.1b**).

While female representation on committees is proportionate, the majority of committees are chaired by men. This is a result of the HoD chairing three out of seven of the committees; the gender balance will change with the incoming HoD.

Table 74. Extract from action plan.

	New Actions
Action 4.1a	Re-run our succession planning exercise.
Action 4.1b	Create opportunities to shadow on departmental committees and sub-committees.

(iv) Participation on influential external committees.

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Staff are encouraged to engage in external committees and external citizenship it is also a criterion for promotion for track staff. 10% of track staff time is allocated to external citizenship, which will

(v) Workload model.

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The department has had a detailed workload model covering all aspects of teaching, teaching support, administration and service roles within the department. The model is maintained and work allocated primarily through the DoE. The model has historically had high levels of support for its transparency and fairness. In the last survey we saw an increase in confidence on fair allocation from female PTO staff to 67% and a slight decrease for academic staff to 59% (57% female). The decline may be reflective of people's workloads being unevenly impacted during COVID depending on role and caring responsibilities.

All areas of research, teaching, administration and service are relevant during promotion and progression of E&R-Track staff. We have historically included citizenship roles in what was originally a teaching workload model. This has had the consequence of not sharing citizenship roles evenly into the research track. This is likely to have had a gendered impact as the research track has a higher proportion of females. This is being rectified by a currently active workload working group (**Action 4.4c**).

Workload overload has been identified as a key issue facing staff during and after the pandemic. Our survey showed just 36% agreement from E&R-Track staff that workload was manageable (43% female). In response to this we are actively developing our workload model to adjust tariffs and include work flow over time, to help staff to rebalance their work in our post-COVID normal (Table 75).

Table 75. Extract from action plan.

	New Actions
Action 4.4c	Opening citizenship to research focused staff.
Actions6.4/4.4b	Review all workload model tariffs including for EDI roles
Action 4.4a	Use TAS and survey data to measure workload overload
Action 4.4d	Add workflow data to the workload model and collate full task descriptions

(vi) Timing of departmental meetings and social gatherings.

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

We had previously embedded practice on holding a majority of departmental business meetings within core hours and on holding a variety of social events at different times. During the pandemic it was necessary to re-evaluate the times at which meetings were be held as people were often juggling

home schooling during core hours. We encouraged holding meetings at a variety of times to enable people with different demands on their time to attend. During the pandemic we held several online social events using *wonder.me* and other virtual social meeting spaces.

As we return to the workplace and begin to hold in person social events, we are consciously evaluating lessons learned from the pandemic around the variety of times different people find it possible to engage in events. We need an approach that supports hybrid working as many people are no longer working in the office full time as well as part-time workers (**Action 4.3b**).

Table 76. Extract from action plan.

	New Actions
Action 4.3b	Reset core hours practices post COVID.

(vii)   Visibility of role models.

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.

In 2017 we noted an on-going need to improve the diversity of representation in our external facing web presence and also in the diversity of speakers we invited to the department.

Table 77. Extract from previous action plan.

	Previous Actions
Action NCP4.7	Monitoring website and social media for gender and other diversity
Action PCP24	Improve gender balance of seminar speakers to a target of 25% female
Action NCP4.8	Extend monitoring of invitations to conferences and workshops

Implementation and Impact: Work to monitor the website, new Twitter and Instagram accounts, and add profile pieces showcasing diversity has been taken forward by the communications team including the production short profile posts and videos from female students and staff. These have been deployed on International Women's Day and International Day for women and girls in STEM. We actively monitor the diversity portrayed on our website. We have been showing videos and profile pieces on women in the department both internally on display screens and externally through social media.

We have also worked to improve the gender balance of seminar speakers at the department and section levels including developing guidance to seminar organisers, achieving an average of 32% female in the last year, which exceeds the percentage female in the physics sector. We have invited high profile female speakers for both of our first two in person Rochester and Sir Gareth Roberts lecture series since the pandemic (Prof. Heather Lewandowski, and Prof. Dame Sue Ion respectively). We are extending our monitoring to workshops and conferences organized in the department and plan to produce resources for workshop conference organisers.

Feedback through the survey indicates that we need to expand the diversity of genders that are visible in the department, with undergraduate Trans and Non-binary students in particular commenting that they did have visible role models (**Action 5.5**). There is a significant push from the grass roots to do more on this front and to expand the remit on visible role models to raising the profile of all under-represented genders, and in particular those people who belonging to multiple minority groups. We wish to extend this beyond seminars and into workshops conferences and research collaborations. We have agreed a 'departmental commitment' to elevate the voice of people from under-represented gender and intersectional groups, that staff and students will be able to personally sign up to, and report their activity against (**Action 5.2**).

Table 78. Extract from action plan.

	New Actions
Action 5.2	Implement a scheme of personal commitment to elevate the voices of people from under-represented groups in physics including non-binary, gender-fluid and LGBTQ+
Action 5.5	Move beyond binary in our gender representation in posters, speakers, website

Figure 20 Content from departmental social media and schools outreach activity

(viii) Outreach activities.

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

The Physics Department is home to the Science Outreach team who deliver award-winning outreach to schools across the North East, and who recently celebrated training their 2000th young person to be a science ambassador. The Physics Department outreach programme is strongly connected with the

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team and many PGR and staff members have been involved with Celebrate Science and in delivering the planetarium experience to schools in particular. Over the pandemic period, outreach activities in schools have been heavily impacted, however staff from the department became involved in a new initiative called Scientist Next Door, which delivered online science discussions to local families. We also continued to deliver our Christmas lecture series during the pandemic by streaming the lectures to participating schools. Our most recent lecture was by Prof. Suzanne Fielding "When solids flow and liquids jam!".

In the last year the people involved in delivering outreach have been a roughly equal split by gender, which suggests an over-representation of women, however, the numbers are dominated by the Science Outreach Team. Outreach is recognized as both an external citizenship activity and a research impact activity both of which are criteria in the promotion and progression process for academic track staff.

Silver Applications Only

Case Studies: Impact on individuals.

Recommended word count: **1,000 words : Actual 995**

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

THE SECOND CASE STUDY SHOULD BE RELATED TO SOMEONE ELSE IN THE DEPARTMENT. MORE INFORMATION ON CASE STUDIES IS AVAILABLE IN THE AWARDS HANDBOOK.

6. Further information

Recommended word count: Silver: 500 words : Actual 0

Please comment here on any other elements that are relevant to the application.

7. Action plan

The action plan should present prioritised actions to address the issues identified in this 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.

The plan should cover current initiatives and your aspirations for the next four years. 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.

Action Plan for 2022-2026 period. Listed ranked by priority.

	Objective	Rationale (what evidence prompted this action/ objective)	Specific actions	Time frame	Person responsible (include job title)		Success criteria and outcome
				Start **End**	**Implementation**	**Oversight**	
High Level Objective 1: Equalise opportunities in recruitment of new staff and students. Addressing AS Charter: Principle 6, Principle 7 **Rationale:** We have significantly improved our recruitment practice for academic staff and seen an increase in our rate of female recruitment, however we have not achieved our goals on the proportion of applicant pools that are female. We identified that the lower acceptance rate for female versus male undergraduates, impacting the gender balance of our cohort. **Priority** = 1							
1.1a	Improve transparency and equity around recruitment for all staff types.	Evidence of a gender difference in uptake of internally advertised posts.	Investigate redeployment process for fixed term staff. Report on experience by gender.	07/22 07/23	Dept. Manager	OG	Report on redeployment made to EDIC and BoS. Identified actions implemented and reported on to BoS termly.
1.1b		Continued use of University level advert wording that is male coded.	Work with HR to design job adverts that will help to attract a wider diversity of applicants	07/22 07/24	DoEDI	HoD	Reframed language implemented. 80% of ECR pulse survey respondents state that

			Review sector practice and apply relevant learning. Test reframed language and approach with ECR and wider staff – through focus group activity (or questionnaire).				reframed recruitment materials would encourage them to apply. 25% of applicants are female.
1.2a	Improving the conversion of female applicants at UG level into women starting the UG courses.	The loss of female applicants in between applying and accepting places at UG level.	Agree an increased offer ratio to women and underrepresented gender identities at UG level with Admissions.	10/22 10/24	HoD	OG	Issue raised with Access and Admissions, VP-Education and VP-global. Increased offer ratio to women agreed.
1.2b			Restart actions on outreach – encompassing diversity at intersection of socio-economic deprivation, ethnicity and gender.	07/22 07/25	WSE team	HoD	Increased recruitment of women to the UG programme in line with their application rate.

1.2c			Introduce post offer activities to maintain connections with applicants.	10/22 10/25	WSE team	HoD	New post offer activities developed. Participant feedback monitored and reviewed and reported annually to BoS.
1.3	Extend work on PGR recruitment processes to encompass a wider variety of studentship funding sources.	Lack of knowledge or data on recruitment processes from CDTs and individual grants.	Collate process data from CDT recruitment processes, and input into them to improve. Collate data on all individual PGR recruitment processes.	07/22 07/23	PGR admin	DoPGR	Report from PGR committees to BoS. Data being recorded fully.

High Level Objective 2: Create a culture that supports the retention of women at all levels and across academic and PTO staff. Addressing AS Charter: Principle 2 Principle 3

Rationale: Although we have made significant progress to increase the retention of women through the pipeline from UG through to Professor, there is much work still to do before we achieve representative proportions of women across all grades. Survey data shows gendered patterns of females witnessing more inappropriate behaviour and being less confident in how to report or that reporting will be effective.

Priority = 2

2.1a	Address retention of grade 9/10 female academics through continued focus meetings and through engagement in departmental citizenship	Loss of female staff from grades 9 and 10.	Hold further focus group meetings and continue growth of women's group.	Ongoing 10/23	DoEDI	HoD	Meetings held – summaries circulated to EDIC. Actions developed and taken forward.
2.1b			Citizenship roles advertised to this group and new	05/23 05/25	DoE	HoD	Role descriptions made available and uptake by research focused staff

	(This is also addressed through culture changes and EDI training).		incoming research track staff and fellowship holders.				monitored and reported by means of annual review of workload allocation within the model by gender and role.
2.2a	Address bullying and harassment reporting hesitancy – particularly for fixed term and PGR, by means of information sessions and publicity material.	Survey data showed that cases of bullying and harassment are happening and are not being reported to the department or university (8% have witness all, 24% female)	Incorporate bullying reporting information into new annual briefing on reporting processes and expectations of behaviour to all UG, PGR, fixed term and staff groups.	10/22 10/25	DoEDI	OG	Monitor knowledge of policies, and reporting by means of annual surveys. 80% agree with knowing how to report for PGR and fixed term researchers. Removal of gender gap in reporting knowledge.
		62% PGR know how to report,(52% female) as do 56% of fixed term researchers (32% female).	Pulse survey to monitor impact and report.	01/24	DoPGR	DoEDI	Increase in reporting of recent incidents from a baseline of zero.
2.2b		Satisfaction with how bullying is handled is lower for female PGR (33% agree all, 29% female).	Communicate changes in 'Respect' policies to all staff and students – Staff Concerns, Student Concerns by means of training sessions, and reporting changes at	10/22 01/23	DoEDI	HoD	Sessions held, at least annually. Attendance monitored by gender.

			appropriate committees.				
			Pulse Survey to monitor impact and report.	03/23	DoEDI	HoD	80% positive awareness across staff and PGR students. Removal of gender gap in confidence and awareness.
2.3	Refresh and develop departmental listeners, add exchange member from Psychology, and increase profile of DU Bullying and Harassment Advisor Network. Begin annual reporting of uptake to EDIC.	Lack of wider knowledge of the scheme. Uptake not as high as previously.	Advertise scheme in all start of year briefings. Email sent out to department. Advertise scheme in BoS meetings.	10/22 10/25	DoEDI	HoD	Reporting received. Obtain feedback from listeners, Monitor knowledge of scheme by means of adding question to annual surveys.
2.4	Roll out mandatory EDI training using the Oracle Learning platform which will	Less than 89% uptake of EDI	Assign EDI training to all staff through Oracle Learning.	10/22 ongoing	HoD	OG	Annual check on uptake/completion of training. Review training

	allow easier access to all parts of the department.	training from survey.					needs annually, via ADR returns. 95% uptake of EDI training.
2.5	Duplicate PGR Mental Health coffee mornings to provide for staff and UG students.	Need for further support for mental health and wellbeing particularly for male staff members identified from survey data (50% staff agree mental health is supported, 66% female; 55% PGR agree, 48% female).	Hold coffee mornings for UG students. Hold coffee mornings for staff.	07/22 07/24	HoS Dept Manager	SMC	Sessions scheduled. Participation levels recorded and reported to SMC. 80% of staff and PGR know where to find support for wellbeing and mental health. Removal of gender gap in awareness and support.
2.6	Extend impostor syndrome workshop work to produce an annual activity on this topic.	Feedback that this work is important and more would be welcome from female staff and PGR students.	Hold at least one even annually on Impostor syndrome targeting support for those experiencing it, and driving environmental changes to mitigate it.	07/22 07/24	DoEDI	HoD	Sessions scheduled. Participation by gender recorded and reported to SMC. Target 50% of staff and students attending virtually or in person.

High Level Objective 3: Produce a supportive and inclusive environment particularly for UG, PGR and fixed term research staff who have been particularly impacted by COVID, and to ensure people of all genders can progress through these key pipeline areas. Addressing AS Charter: Principle 1, Principle 2, Principle 3.

Rationale: UG attainment data shows a small gender gap has opened during the pandemic, the gap is larger for female students with intersections of ethnicity, and socio-economic background. Survey data showed PGR and UG students are currently feeling the least supported and engaged in the gender equality and EDI agenda.

Priority = 3

3.1a	Monitoring and supporting Undergraduate attainment across a range of protected characteristics that intersect with gender.	Appearance of attainment gaps by gender and intersections with gender as a result of pandemic driven changes in teaching and assessment.	Monitor Attainment gap for UG across all diversity types during return to normal teaching practice and inform development of assessment practice.	07/22 07/25	DoE	BoS	Report annually on gender attainment gap data to Education committee and BoS. Develop any necessary actions if gaps are not closed by return to normal teaching practices.
3.1b			Address lifecycle type information for Nat Sci (UG) transfer to understand any gendered patterns of transfer.	10/24 10/25	DoE, DoNatSci	DoEDI	Data obtained and reported to BoS.

3.2	Disseminate information on the PGR response to COVID so far, continue monitoring PhD outcomes and addressing remaining funding issues. Ensure supervisor expectations are in line with what is achievable.	Very low agreement that impacts of COVID had been mitigated from PGR survey 34% overall, 10% of female respondents.	Continue to bring information on COVID mitigations to the PGSSCC and to take information on emerging gaps in mitigation. Pulse survey to asked focused questions around ongoing COVID issues.	07/22 07/24	DoPGR	DoE	Messaging sent to PGR students, messaging sent to all supervisors. Pulse survey for affected students to measure change in awareness of COVID actions. 50% agreement as a target, and removal of gender gap in positive response.
3.3	Enhance pastoral support for PGR via the wider supervisory teams. Investigate need for additional mentoring pathways for PGR students.	Lower agreement that mentoring was available and effective for PGR students. 39% agree (24% of female respondents) that useful mentoring is available.	Development and communication of 2nd supervisor role to explicitly reference mentoring.	7/22 7/23	DoPGR	DoE	Communications sent to all supervisory teams and all PGR students.
			Pastoral gap analysis for PGR community, including by gender identity.	10/22 03/23	DoPGR	DoE	Consultation with PGSSCC completed and reported to EDIC
			New scheme developed if needed.	03/23 07/24	DoPGR	DoE	Scheme designed and deployed if needed
			Pulse Survey to monitor uptake engagement and usefulness of steps taken.	07/24	DoPGR	DoE	Increased survey agreement on useful mentoring. 70% agree as a target, and the removal of the

							gender gap in positive responses.
3.4	Address lifecycle type information for PGR students to assess completion rates as a function of gender.	Incomplete data preventing analysis of outcomes of vivas and graduation rates. Uncertainty as to why fewer females appear to graduate than are recruited.	Collate data internally to record the progression of students at all key points in their studies.	10/22 10/23	PGR Admin	DoPGR	Data recorded in database. Reported to PGSSCC and onwards to EDIC and BoS. Develop any necessary actions around any evidenced gender gap for completion.
3.5a	Increased progression support for ECRs and fixed term researchers.	55% F and 53% M uptake of ADR. Low usefulness of ADR from survey for fixed term staff (34% positive, 25% for female). Identified need to continue to address issues raised by RSCC including alternative career advice and grant writing opportunities.	Address issues raised by the overlap between DPPC and ADR during CPD sessions. Use new database system to ensure all fixed term research staff are engaged in annual progression reviews	07/22 07/24	Dept Manager	SMC	Increased ADR completion rates for fixed term staff. Target 80% completion.
3.5b			Biennial training for people delivering ADR appraisals (across PTO and academic staff).	10/22 10/23	Dept. Manager	HoD	Increase in agreement with the usefulness of ADR for fixed term researchers to 65% and removal of the gender gap.

3.5c			New grant writing support programme to be implemented.	07/22 07/23	DoR	SMC	Uptake monitored by gender, reported to Research committee and BoS.
3.5d			Expand and enhance work on annual careers (academic and non-academic) seminars for fixed term researchers.	07/22 07/25	RSCC	DoEDI	Seminars held, attendance monitored and reported to RSCC and BoS.
3.6	Continue to monitor impact of job families scheme on PTO staff progression and engage with consultation via the technicians commitment steering group on re-grading in post for all roles in which no progression pathway exists currently.	Lack of promotion opportunities for technical and other staff in highly specific roles. High levels of staff turnover in female dominated operational roles.	Record and report on staff turnover and re-grading activity. Pulse survey to monitor perceptions of access to progression in different role types.	06/23 06/25	Dept. Manager	HoD	Report to BoS annually on progress with progression and turnover for PTO staff. HR led consultations engaged with.
3.7	Improving uptake of DPPC feedback meetings. Improve transparency of pay	Females less likely to attend feedback sessions (76% overall, 50% female).	Add material to staff CPD sessions to indicate the value of attending feedback sessions. Add material to staff CPD sessions to	10/22 10/24	DoEDI	HoD	Information delivered. Uptake continuously monitored. Removal of feedback uptake gender gap.

	award processes for all staff.	Pay awards transparency received 8% agree for professorial merit (14% female) and 19% agree (19% female) for ECP and DA.	explain the processes behind pay awards, and noting the relationship between ECP and DA to ADR submission, to further support ADR submission.				Pulse survey to measure change in perceptions 7/24.

High Level Objective 4: Equalise opportunities for career progression to all, de- mystifying the work and selection processes of committees and enabling workload and task allocation to be more transparent and cognisant of the challenges for part-time staff. Addressing AS Charter: Principle 1, Principle 2, Principle 7.

Rationale: Lower confidence in transparency of committee allocation for fixed term staff and females and a need to expand diversity considerations beyond binary gender representation on committees. Somewhat reduced confidence in the WAM, and a need to address work overload due to its gendered impact on carers and part-time workers.

Priority = 4

4.1a	Demystify committee work and the selection processes for committee membership in the department to enable greater diversity of gender and other representation.	Survey results on understanding how these roles are filled. (6% agree from fixed term researchers (0% female) and 48% agree from academic staff (43% female).	Build light touch succession planning for departmental roles into annual teaching allocation survey.	10/23 10/24	HoD	OG	Improved understanding of how committees are selected. Target 60% agree for fixed term researchers and 80% agree for academic staff. Shadowing opportunities created and uptake reported to BoS. Increase in applications from underrepresented
4.1b			Create opportunities for unrepresented staff to attend committees to understand their role and application in practice.	10/22 10/24	OG	HoD	

							groups on to committees where there is currently a gender/intersectional representation imbalance.
4.2	Consultation to develop a HoS selection process that delivers representation through a respectful transparent and supportive process.	Disengagement due to current approach, feedback Identified fewer women willing to put themselves forward due to perceptions of the process being negative.	Clearly outline issues raised on current process to BoS and agree steps to support change. Consultation on HoS process and development of a new process.	10/22 10/23	HoD	SMC	Consultation carried out, changes to process proposed and implemented. Reviewed after 3 years.
4.3a	Increased understanding of flexible working options.	80% (86% female) academic track staff agree flexible working is supported, but only 50% agree (64% female) that they feel their line manager would support a flexible working request from survey.	Promotion of flexible working policies via CPD. Managers and supervisors to attend lunch and learn session to review flexible working policies and practice to inform application. Requests are tracked and reviewed to	10/22 07/24	DoEDI	HoD	Increased positive response in survey. 90% agree as a target.

			ensure consistent approach.				
4.3b			Reset core hours practices, including approaches to scheduling seminars and committees, to capture good practice that emerged through the pandemic.	10/22 10/23	SMC	HoD	New core hours practice agreed and communicated to staff. Implementation reviewed and reported to BoS.
4.4a	Development of the workload model to address workload overload and to map more closely to progression and promotion activities across all tracks.	Lower confidence in workload model for research focused staff. 54% of staff agree their workload is manageable.	Use TAS and survey data to measure workload overload.	10/22 10/24	HoD	SMC	Annual report to BoS on staff workload.
4.4b			Further develop departmental workload model to include research and external citizenship tasks.	Ongoing 07/23	Workload working group	HoD	Proposed model brought to BoS for discussion. 3 year review in 2026. Target of 70% agreement that workload is manageable.
4.4c			Open up admin/service/citizenship roles to fixed term staff. Investigate gendered uptake of activities in workload model.	Ongoing 07/23	Workload working group	HoD	Policy change communicated. Report to BoS on change workload allocation by gender.

4.4d			Each job/role in the new workload will have a full description of tasks required and when in the year they will need to be carried out, with the aim of making them accessible to part time staff as well as full time staff.	Ongoing 07/23	Workload working group	HoD	All descriptions available. Annual workflow data available to staff.

High Level Objective 5: Promote, achieve and maintain a more inclusive environment in the physics department, recognising the intersectionality of gender with other factors Addressing AS Charter: Principle 4, Principle 5, Principle 6.

Rationale: Survey data shows that while students and staff are proud of the progress to date on improving inclusion in the department there is desire to diversify the equalities work beyond binary gender, and a need to constantly work on inclusion and respect for all.

Priority = 5

5.1	Continue to support investigations on EDI topics as part of UG course work; projects, reports etc, and continue to use the findings in departmental EDI work.	Positive outcomes of reports received to date and opportunity for visibility of a wider range of under-represented groups.	Add reminder that EDI topics are welcome for project topics to circular emails inviting staff to recommend project titles.	Ongoing 07/25	DoEDI	HoD	Papers and reports delivered for discussion at EDIC. Actions developed and taken forward.
5.2	Implement a scheme of personal	Difficulty in coordinating	Scheme deployed through Teams to	07/22	DoEDI	SMC	Scheme deployed, uptake monitored and reported.

	commitment to raising the profile of all under-represented groups.	seminar invites across the department, need to extend to other forms of invites appearing in survey. For UG 62% positive that gender diversity is visible (57% female, 36% non-binary).	allow sharing of good practice and quarterly reminders to participants.	07/24			Increase in confidence that diversity is represented in speaker invites, extension to other invitations. 70% agreement that diversity is visible as a target, and the removal of the gender gap in positive responses.
5.3	Continue student led decolonisation work and apply conclusions from student interns to practice in the department.	Survey results from UG indicating strong engagement in decolonising work and that it is seen as intersectional with gender.	Recommendations from student led work brought annually to the Annual Review of Teaching for implementation by Education committee.	Ongoing 10/25	DoEDI DoE	OG	Suggested changes in practice returned to BoS and Annual Review of Teaching.
5.4	Expand UG EDI briefing and extend to PGR students, add information highlighting the shared characteristic	Lack of communication of EDI activity from UG and PGR surveys . eg. 50% PGR agree (48% female) the	Hold annual briefing sessions for all UG and PGR students covering policy, behaviours and shared characteristic networks.	10/22 10/24	DoEDI	HoD	Briefings held, attendance reported to EDIC, improvement in survey responses to 70% agree we are tackling issues.

	networks for students and staff.	department leadership actively supports gender equality.					
5.5	Increase visibility of LGBTQ+ and other under-represented scientists.	Evidence from survey that LGBTQ+ students don't feel visible and don't have visible role models. Only 36% of non-binary students agreed they had visible role models.	Move beyond binary for gender (posters/social media/speakers/website).	10/22 10/24	DoEDI Comms team.	HoD	Increase in width of social media and website diversity evidenced from posts and materials. Increase in positive response in survey to 80% general agreement and 60% for non-binary students.
			Encourage diverse participation and advertise research talks to UG and PG students as well as staff.	10/23 10/25	HoS	SMC	PGR attendance at talks reported to EDIC. Making all online talks also available to UG to attend.
			Create a centralised web resource for advertising and sharing recorded talks for both internal and external research talks and EDI talks.	01/23 10/23	Dept Manager	HoD	Creation of resource and report on people viewing materials shared in this way to EDIC.
5.6	Continue to support section based gender	Support for the initiative, but a lack of success in	One EDI seminar hosted by each section annually with a co-	10/22 10/24	HoS	DoEDI	One seminar delivered per section annually for

	equality and EDI seminars.	delivering across all sections.	ordinated approach to ensure intersectional topic based themes

Record seminars and make these publicly accessible to ensure inclusive access | | | | two years. Attendance reported back to EDIC.

70% of respondents report that the sessions were useful and informed wider practice and engagement. |

High Level Objective 6: Restructuring of EDI to enable flow through from all areas of the department and to ensure responsibility for equality work is transferred to all subcommittees; Addressing AS Charter: Principle 1 Principle 2 Principle 7

Rationale: We have reached a tipping point in our EDI work where there is sufficient global engagement to distribute the responsibility for EDI throughout the department and all its operations, rather than having it focused through the EDI committee.
Our goal is to support the growth of EDI engagement in the department by allowing Sections and sub-committees of BoS to take more EDI responsibility, and to enhance communication and visibility of departmental EDI activity. This is important because it ensures the effective delivery of all other priorities within this plan and strengthens communication streams discussed throughout.

Priority =6

6.1	Ensure all sub-committees and Sections to have a standing item on EDI for all formal meetings.	SMC and EDI practitioner focus groups highlighted need to embed EDI and gender related activity and information wider than the EDIC.	Review the Terms of Reference of all committees, sub-committees and Sections and embed EDI.	07/22 12/22	Dept. Manager	OG /HoD	Reviews completed. All committees have a standing item on EDI.
6.2a	Embed a shared annual process for	Review of equality data and	All committees, sub-committees and	10/22	SMC	HoD	Minutes confirm that all committees have an annual

	the evaluation of gender and intersectional equalities data and communication of outcomes.	information is too focused in the EDI committee, reducing engagement across the department.	Sections will have an annual EDI discussion at the start of the academic year and an annual review of gender and intersectional equalities data at the end of year, which will be reported to BoS.	10/24			discussion of EDI and review relevant gender equalities data Annual Reviews from each committee are submitted to the June BoS.
6.2b			BoS to have an annual review of equalities data collated from across the department to produce an EDI Action log indicating that actions are complete or ongoing.	10/22

10/23 | Dept. Manager and DoEDI | HoD | 1st Annual EDI action Log presented to 1st BoS of AY23-24 (and in subsequent years).

Gender related actions tracked and completed. |
| 6.2c | | | Dissemination of the Action log (1.3) using the display screens, emails, poster and the website. | 10/23

12/23 | DoEDI with Comms team | DoEDI | Action Log (1.3) displayed throughout department (as described) before end of first term in AY23-24 (and in subsequent years).

Improve by 15% to 85% of staff/students believe that work is visible and integrated with departmental activity. |

6.3a	Improve research section structure and engagement to support communication to all department members on gender and wider equality activity to progress operational and cultural change.	EDI practitioner focus group highlighted a lack of connectivity between section and department level gender equality activity.	Sections facilitate the meeting of section-based groups for EDI, including gender equality.	10/22 10/23	HoS	HoD	Groups formed and meetings put into the calendar for the academic year.
6.3b			Sections to hold open meetings termly to allow PGR and fixed term researchers to engage, with section EDI leads reporting to both Section meetings and to EDIC.	10/22 10/23	HoS	HoD	Section reports feature in EDIC action log, and are recorded in EDIC minutes which are presented to BoS. Focus group feedback reports Increased staff engagement.
6.3c			Extending the workload allocation mechanisms in order to explicitly allow PGR students and fixed term research staff to have workload allocated hours spent on gender equality and wider EDI work.	10/22 10/23	DoE	HoD	Increased PGR and fixed term research staff involvement and contributions to EDI agenda increased as evidenced in workload model data. Increase in % of PGR students (70% from 55%) and PDRAs (improve to 50% from 22%) who feel their EDI work is valued.
6.4	Departmental workload allocations reviewed to ensure	Lower confidence in fair allocation of	All teaching and citizenship time allocations to be	10/22 10/23	DoE	HoD	Revised workload tariffs including for EDI roles

that Athena Swan and wider EDI activity is incorporated within all related roles.	work for female academic staff. (Fixed term all 50% agree, 42% for female; Track all 59% agree, 57% female.)	reviewed as part of ongoing workload model development.			allocated time in workload model. Removal of the gender gap in transparency and fairness of work allocation. 70% agree over all as a target.

Updated RAG rated 2017 Action Plan

	Previous Action	Rationale	Implementation
NCP1.1	Assign credit for time spent on policy implementation and accreditation activities in the current year. Budget for funding student activities agreed with HoD at £1000.	Burden of additional work to produce accreditation documents not previously acknowledged. Budget previously ad hoc.	Both actions implemented. Increase in annual workload hours for EDI to 350 hours and conversion of role to Director EDI. Budget agreed.
NCP1.2	Investigate time to completion for male and female PhD. students.	Concerns about differential graduation rates.	Carried out and results reported to PGSSCC.
NCP1.3	Create targeted surveys for students and PDRAs. Use an external survey engine to increase trust. Encourage higher returns by involving line managers in distribution.	Poor engagement with Juno survey from PGR students who didn't think it addressed their issues directly.	Production of a tailored PGR survey.

NCP1.4	Hold workshop events to help demystify the promotions process, discuss changes at BoS.	Lower positive response rate from women that they understood promotion processes.	We have held a briefing event annually. This was valuable when the new promotions scheme came in.
NCP1.5	Identify areas in which other diversity issues can be investigated, extend monitoring where possible and implement interventions that arise.	Grass roots feedback that we need to move beyond binary gender and begin to look at intersectional issues.	We have received reports and developed actions around trans/non-binary barriers and created a decolonizing working group to look at data and policy.
NCP2.0	Ongoing monitoring of EDI training and extend unconscious bias training requirements to those involved in postgraduate recruitment.	Gender imbalance of PGR students.	Implemented.
NCP2.1	Grow influence of PDRA D&E group, to include a member from each section.	Increasing EDI engagement.	Attempted but unsuccessful. Higher levels of engagement are now in place.
PCP8	Establish PDRA forum in each research group; provide resources to improve PDRA collaboration.	Growing the visibility of and communication with Research staff. Developing further actions to provide career progression and support.	Implemented, and actions developed.
CU2.1	Create Research Staff Consultative Committee Co-chaired by Academic and Research Staff Reps.		
NCP2.2	Investigate getting applicant number and gender break down prior and post recruitment.	Increasing the diversity of applicant pools prior to shortlisting.	Implemented – DU policy now in place on this.

NCP2.3	Improve data recording and offer turn-around times in PhD student recruitment.	Lower female acceptance rates.	Partially implemented – work ongoing.
PCP11	PCP11: Collate evidence of external contacts to encourage applications; Create database to log data. Increase use of videos showcasing diversity.	% female in applicant pools lower than % qualified from previous level of the pipeline.	This action was partially taken forward to create video content, but sharing of external contacts has not yet been formalized.
NCP2.4	Monitor activities and influence of transition team interventions and offer grade on undergrad acceptances.	Need to support students from deprived socio-economic backgrounds.	This actions was expanded to include the creation of a physics 1st gen scholars network.
NCP2.5	Liaise with other physics departments and the IOP to prepare for the impact of A-level changes.	Concerns that the number of women with further maths A-level would be lowered by changes to A-level provision.	This action was only partially taken up having been side-lined during the pandemic.
NCP2.6	Liaise with 'Non-traditional backgrounds' research team, engage with curriculum change.	Need to support students from deprived socio-economic backgrounds.	This actions was expanded to include the creation of a physics 1st gen scholars network.
NCP2.7	Work with HR to reduce emphasis on exclusionary language in adverts.	Presence of heavily gender coded language around excellence and world class and leadership in HR owned parts of adverts.	We have taken the action forward, but have not yet succeeded in getting this language changed.
NCP2.8	Add gender awareness training and resources to Physics into Schools module.	Need to train students interacting with school children	This was done.

		to make sure they do not perpetuate stereotypes.	
NCP2.9	Commit summer student resource to generating 'outreach in a box' resources and provide general outreach training.	Need to expand and diversify range of people delivering outreach by reducing workload associated with delivery.	This was enacted and the resources were produced.
NCP3.0	Electronic submission of ADRs. Monthly reports on ADR uptake to HoS.	Lower rates of recording ADR completion than actual ADR participation.	This has been enacted, in the last cycle.
NCP3.1	Review effectiveness of new mentoring scheme.	A new strand to the departmental scheme had been added. Uptake and satisfaction need to be measured.	This was done and a further new scheme developed to improve engagement.
PCP16/CU3.1	PCP16: Improve monitoring of uptake of careers advice; Liaise with PDRA DEC group to produce useful careers events. Begin a set of annual careers event and networking meetings to enable research staff to find out about non-academic careers.	Evidence from survey that PDRAs would like more career support particularly for non-academic.	This was taken forward but interrupted by the pandemic.
AS1	AS1: Survey PSS on mentoring, raise awareness of use as development tool.	Mentoring was cited as useful for induction period, not beyond.	This was enacted.
NCP3.2	Offer PDRAs a pastoral contact outside their section.	PDRAs did not always report feeling comfortable with talking about sensitive issues with line	This was enacted but also expanded to the provision of a

		managers, or those in the same section.	buddy system that paired PDRASs together.
PCP6	PCP6: Support Teaching Fellows to achieve promotion: Mentoring of Teaching Fellows.	We had not secured any promotions for Teaching Fellows or teaching focused staff.	This was enacted through seeking to connect physics staff with other teaching focused staff, and by providing more contract security.
NCP3.3	Hold question and answer lunch session on promotions targeted at Lecturers; discuss Section by Section issues with HoS. Introduce new scheme through regular BOS updates.	Low of agreement that promotion process is fair or transparent.	This was implemented before the new DPPC process. We continued to brief on the new process and to monitor the impact of the new process by gender.
NCP3.4	Complete promotions data capture by including people's opinions on rejection and feedback in the internal promotions round. Look for discrepancies by gender.		
NCP3.5	HoD to actively monitor all staff eligible for promotion.		
AS2	Monitor progress of Administration restructuring and review tailored support for PS staff seeking promotion.	Restructuring produced significant loss of experience and morale. Need to support PS staff to progress in new system.	This was enacted and secondments and training courses supported.
AS3	Create an Administration Champion tasked with promoting skills development for administrative staff.	Desire to raise the visibility of the work done by administrative and operational	This action was retired due to it perpetuating the myth that academic champions are

		staff and the respect with which they are treated.	required for an issue to be visible.
NCP4.1	Interview senior women to discover why they do not put themselves forward for HoS. Recommend changes to credit and job sharing.	No female HoS currently or historically.	This was enacted and role descriptions for the role brought in as a result.
NCP4.2	Observe students in various learning settings to monitor engagement by gender.	Focus group evidence around female students feeling less able to ask questions in tutorials.	This was enacted and best practice for tutorials put forward.
NCP4.3	Hold EDI training sessions for PGR students who have no training, and training sessions for PDRAs and technical staff.	Lack of EDI training in these groups.	Training held.
NCP4.4	Implement policy to ensure PDRAs have unconscious bias training before contributing to the teaching programme.	Wanting all teachers to have basic EDI and unconscious bias training.	Training on EDI for PDRAs has been increased, but it wasn't possible to deliver in person training in a timely fashion to meet this action.
NCP4.5	Introduce an anonymous suggestions box.	To allow people to report issues anonymously.	This was done.
NCP4.6	Train listeners and Introduce a departmental listener scheme.	Need to provide local pastoral support for staff and students around bullying and	Training done and scheme launched.

		harassment but also for mental health and wellbeing.	
CU4.1	Introduce Prizes for Research Staff and use departmental research day to highlight research staff excellence.	Raising the profile of Research staff and providing support for career progression towards acquiring permanent roles.	Prizes introduced – extended to include PTO staff prizes and EDI prize.
NCP4.7	Monitoring of website, new Twitter and Instagram accounts, profile pieces showcasing diversity.	Improving % female in applicant pools across student and staff recruitment.	Annual use of social media to promote EDI calendar dates e.g. International women's day. Video content created to showcase diversity.
PCP24	PCP24: Improve gender balance of seminar speakers at departmental and section level; Clearer guidance to seminar organisers.	Improving visibility of role diverse role models.	This was implemented but only partially successful. Coordinating between different sections hard.
NCP4.8	Extend monitoring to workshops and conferences organised in the department. Produce resource for workshop/conference organisers.		
NCP4.9	Monitor the results of internal peer assessment of outputs for indications of bias.	Ensure REF submission represented all contributions equally.	This has been implemented more thoroughly with respect to internal peer review of outputs for promotions.
NCP4.10	Ensure that all roles available in the workload model have associated role descriptions available, including HoS.	Lack of knowledge of role requirements at the point of	Role descriptions for service roles created.

	Addition of contextual information about roles.	handing over roles in the workload model.	Workload as a function of time being incorporated in the model currently.
NCP4.11	Request HoS to return a list of section duties and approximate hours spent for all activities not in the workload model.	Section based workload including PGR teaching not captured in department model.	This was enacted.
NCP5.1	NCP5.1: post positive flexible working case studies in the D&E website area.	Improve agreement that flexible working is facilitated.	This was implemented.
NCP5.2	Change hiring round procedure to require a decision be made on highlighting jobs as available for part time work.		This was implemented.
NCP5.3	Complete at least 90% of departmental business inside the hours 10:00 till 15:00.		This was partially implemented but became problematic during the pandemic due to caring responsibilities.
PCP26	PCP26: Collate information on who takes up the option for flexible working; Run focus group for new parents.		This was implemented.
NCP5.4	Consult with University on extending part-time trial period and a mechanism to allow planned return to full-time work.		This was already DU policy and so was disseminated to staff.
NCP5.5	Identify admin and teaching roles that might disadvantage part-time workers and annotate the workload model.		This has been partially implemented and is being improved currently.

NCP5.6	Discover and challenge the under pinning 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.	Survey comments indicated people did not think part time work was compatible with research productivity.	This was enacted, with an on-going departmental conversation on workload arising.
NCP5.7	Publicise University Parental leave policy in BoS. Host coffee morning. Add survey question to ask if staff are aware of the policy.	Lack of awareness of the policy.	This was enacted.
NCP5.8	Develop a formal departmental policy to enhance Parental leave University policy around research leave on return from parental leave.	Need to make sure a wider range of options exist to support research during parental leave.	This action was not required as DU policy had already adapted on this point.