



## Department Application For Silver Award

University of Southampton  
School of Physics & Astronomy

November 2017



Name of institution	University of Southampton	
Department	Physics & Astronomy	
Focus of department	STEMM	
Date of application	November 2017	
Award Level	Silver	
Institution Athena SWAN award	Date: September 2016	Level: Silver
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## 1 LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Word count: 489 words / 500 recommended

Equality Charters Manager  
Equality Challenge Unit  
7th Floor, Queens House  
55/56 Lincoln's Inn Fields  
London WC2A 3LJ

23 November 2017

Dear Sir/Madam

**Re: Application for Athena SWAN Silver Award**

I am delighted to give my strongest support to this application for an Athena SWAN Silver Award. We gained our Athena SWAN Bronze award in November 2014 and have subsequently been awarded IoP Juno Practitioner status in January 2017. I believe strongly in providing equal opportunities to all staff and students. In carrying out our Bronze action plan over the past three years we have been doing our utmost to achieve this.

We have moved from diagnosing gender equity issues in the department, to enacting, and routinely monitoring, measures that have produced positive changes to ensure that diversity (not just for gender but ultimately for all protected characteristics) is championed in the department. For example, following a complete revision of our admissions processes and materials, the fraction of women in our intake of new students in October 2017 has increased from 18% to 26%. This is an historical high for Physics and Astronomy after many years where it was below 20%. Our postdoc hiring shows increased short-listing and appointments for women, and our single lecturer appointment in the last three years attracted a one-third female shortlist, with offers to two women. We also have vastly improved procedures to support women on their return from maternity leave, including an investment of £20,000 in a new baby-change and baby-nursing room, the impact of which is evidenced in our case studies.

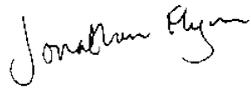
I also stress my personal commitment to our SAT. I provide administrative support for the committee and ensure that committee members receive workload credit for their SAT work. Our high profile, award-winning Women's Physics Network (WPN) now has an independent budget. A key member of our EDIC is our full-time Public Engagement Officer; the work of her team with schools and colleges has frequently highlighted obstacles that face women interested in the physical sciences. I am pleased that since gaining our Athena SWAN Bronze award, I have also been able to convert the post of a second Outreach Officer into a permanent position. Finally, I and the department's Senior Management Team strongly support Professor Sullivan. I add my Head of Department's authority to back up the SAT's work and embed its policies, for example on 'core hours' and 'email etiquette'.

Despite clear progress made since 2014, challenges remain. The numbers of female staff remain low, despite our recent improvement at postdoctoral level. Our work and detailed consultations have uncovered low-level harassment in our undergraduate teaching laboratories. While it is gratifying that our students now feel comfortable reporting these issues to the SAT, this student feedback was sobering. Finally, there are clear improvements to make in our mentoring schemes for staff.

Addressing these challenges forms the basis of our ambitious Silver Action Plan.

I confirm that the information presented in this Silver application, including qualitative and quantitative data, is an honest, accurate and true representation of the Department of Physics and Astronomy.

Yours faithfully

A handwritten signature in black ink, appearing to read 'Jonathan Flynn', written in a cursive style.

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## Glossary of abbreviations

AP	Action plan
AS	Athena SWAN
CAO	Community and Operational (job family)
ECR	Early career researcher
ECS	Department of Electronics and Computer Science
ED&I	Equality, diversity and inclusion
EO	P&A Executive Officer
ERE	Education, Research and Enterprise (job family)
FOS	Faculty Operating Service
FTE	Full-time equivalent
FTC	Fixed-Term contract
FPSE	Faculty of Physical Sciences and Engineering
FY	Foundation Year
HESA	Higher Education Statistics Agency
HoD	Head of Department
HoG	Head of Group; the head of the Astronomy, Theory or QLM research groups
IoP	Institute of Physics
MSA	Management, Specialist and Administrative (job family)
ORC	The Optoelectronics Research Centre
P&A	Department of Physics and Astronomy
QLM	Quantum, Light and Matter (P&A research group)
RG	Russell Group
SMT	Senior Management Team in P&A; P&A decision making body
TAE	Technical and Experimental (job family)
TRM	P&A Technical Resource Manager
UoS	University of Southampton
STEMM	Science, technology, engineering, mathematics and medicine
WiSET	Women in Science, Engineering and Technology
WPN	Women's Physics Network

## 2 DESCRIPTION OF THE DEPARTMENT

The Department of Physics and Astronomy (P&A) at the University of Southampton (UoS) is one of three departments in the Faculty of Physical Sciences and Engineering (FPSE), along with the Department of Electronics and Computer Science (ECS; AS Bronze) and the Optoelectronics Research Centre (ORC; no AS Award). All P&A staff are based in a five-storey 1960's-era building on the Highfield campus, co-located with the ORC. P&A staff offices are located across three levels, with additional P&A teaching/research laboratories and technical workshops distributed through the building. There is a departmental seminar/coffee room that acts as a central social space for P&A, and hosts our seminar series, larger meetings and forums.

P&A is a medium-sized research-intensive physics department. We have three research groups: Astronomy ('Astro'), Theoretical High Energy Physics ('Theory'), and Quantum Light & Matter ('QLM'), each with a Head of Group (HoG). Data on the total number of staff and students, and line management, is given in Table 2-1. We have 103 members of staff, 10 of whom work on a part-time basis. Our 480 undergraduate (UG) students study either a four-year integrated Masters (MPhys) or three-year BSc degree, with a typical entry of 140-150 students. We run four 'flagship' MPhys programmes, including a year abroad at Harvard or CERN, a placement in industry, or a year of experimental research. We also offer entry via a Foundation Year (FY). P&A has 78 postgraduate (PG) research students, but does not offer taught postgraduate (PGT) degrees.

P&A has two Deputy Heads, one responsible for education ('Director of Programmes') and one for research. Together with the HoD, the three HoGs, the P&A Technical Resource Manager (TRM) and the P&A Executive Officer (EO), they form P&A's Senior Management Team (SMT) overseeing the operation of P&A. All SMT posts (except for the TRM and EO) are appointed for three-year periods. SMT meets fortnightly, and discusses ED&I recommendations from the SAT at least once per term. There is a termly 'lunch forum' involving all staff for consultation on strategy and processes, and faculty forums twice-termly for news and interactions with the larger faculty.

P&A is part of SEPnet (the South-East Physics Network) with nine partner universities, entering its third phase ('SEPnet-3') in 2018. SEPnet is hosted by UoS, and provides a network to promote excellence in teaching and research, works to improve diversity by sharing best practice among its partners, and raises the quality of PG training through shared 'GRADnet' tuition.

The administration of student programmes, human resources, finance, and marketing is organised at faculty (and university) level. However, P&A runs (and controls) its own UG recruitment days including interviews, organises PG student and staff appointment panels and shortlisting, assigns workload to staff, and designs and implements its own local policies for the operation of the department.

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*Table 2-1 The breakdown of staff and students in P&A on October 1st 2017.*

<b>Group</b>	<b>Men</b>	<b>Women</b>	<b>%Women</b>	<b>Line management</b>
Permanent academic staff (ERE)	31	5	14%	P&A, through research group head
FTC academic staff <sup>1</sup> (ERE)	8	3	27%	P&A, through HoG
Research Fellows ('Postdocs' <sup>2</sup> ; ERE)	30	7	19%	P&A, through grant PI
Technical Staff (TAE)	12	2	14%	P&A TRM
Professional administrative staff (MSA)	0	4	100%	P&A EO; central faculty management
Support staff (CAO)	0	1	100%	Local MSA staff
<i>Total staff</i>	<i>81</i>	<i>22</i>	<i>21%</i>	
PG students	56	26	32%	N/A; supervision through research groups
UG Students	372	108	23%	N/A

*(The job families ERE/TAE/MSA/CAO are explained in Section 4.2 on p. 22)*

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<sup>1</sup> 'FTC academic staff' refers to ERE family on FTCs at level 5+, or at Level 4 on the teaching/balanced pathways.

<sup>2</sup> 'Postdoc' refers to ERE family on FTCs on the research pathway at Level 4.

### 3 THE SELF-ASSESSMENT PROCESS

#### 3.1 Description of the self-assessment team

Our self-assessment team (SAT) is equivalent to our P&A Equality, Diversity, and Inclusion Committee (EDIC), and our IoP Project Juno (PJ) committee. The Chair reports to i) the P&A SMT, who formally approve policies and initiatives; ii) The Faculty EDIC, which discusses faculty-wide policies; and iii) The University AS committee. The mandate<sup>3</sup> of the EDIC is to develop, implement and monitor (local P&A) policies and best practices that promote ED&I in the department, including the AS/PJ action plans. The EDIC has been in place for four years.

- The SAT has 20 members: 9 women, 11 men (Table 3-1).
- The SAT includes those with a broad range of work-life balance responsibilities, from caring duties and childcare responsibilities, to international staff managing life at distance from family support networks. There are 10 parents, 5 recent promotions, and 6 members of dual-academic families.
- The basis of the committee membership is in Figure 3-1. As members rotate off (e.g., UGs, PGs, postdocs), the Chair and HoD identify replacements in consultation with HoGs and student-led bodies (e.g., Physoc, WPN). The *ex officio* posts rotate every 3 years; the previous holder remains on the SAT for several months to ensure continuity.
- The EDIC is fully embedded within the department. The Chair regularly attends SMT meetings to discuss EDIC policies. These have always received approval from SMT.

- 
- Chair (selected by SMT)
  - P&A HoD, Director of Programmes, and Admissions Tutor (*ex officio*)
  - University AS/Diversity Officer
  - 1-2 academics from research groups (selected by HoGs)
  - Representative of Faculty Operating Services based in P&A (P&A EO)
  - Public Engagement representative
  - An UG Senior Tutor
  - Technical staff representative
  - Two postdoc representatives
  - Two PG representatives
  - Two UG representatives
  - Representative from the P&A Women's Physics Network

Figure 3-1 How the EDIC/SAT represent our department

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<sup>3</sup> Terms of Reference available here: <http://www.phys.soton.ac.uk/equality-diversity-and-inclusion-committee>

Table 3-1 The composition of our AS Self Assessment Team

Name	P&A / SAT Role
Mark Sullivan	Professor (ERE; Astro Group); Chair of EDIC; P&A Senior Tutor.
Charlotte Angus	Postdoctoral researcher (ERE; Astro Group)
Vasilis Apostolopoulos	Associate Professor (ERE; QLM group)
Tony Bird	Professor (ERE; Astro Group); outgoing Director of Programmes (2014-2017)
Sanja Barkovic	Senior Teaching Laboratories Technician (TAE)
Michael Childress	Lecturer (ERE; Astro Group)
Pasquale Di Bari <i>ex officio</i>	Professor (ERE; Theory Group); incoming Director of Programmes (2017-)
Jonathan Flynn <i>ex officio</i>	Professor (ERE; Theory Group); HoD (2015-)
Rebecca French	PG Student (QLM Group); Chair of Women's Physics Network; Head Guide for P&A Open Days
Matt Himsworth	Senior Research Fellow (ERE; QLM Group)
Sebastian F Hoenig	Associate Professor (ERE; Astro Group); EDIC Deputy Chair
Caitriona Jackman	Associate Professor (ERE; Astro Group); Senior Tutor
Pearl John	Public Engagement Leader (MSA); P&A and SEPnet Outreach Officer
Alex Melhuish <i>ex officio</i>	University Diversity Officer (MSA)
Alex Moor	UG Student
Andy O'Bannon	Royal Society University Research Fellow (ERE; Theory Group)
Zoe Slade	PG Student; co-chair of WPN
David C Smith <i>ex officio</i>	Professor (ERE; QLM Group); Admissions Tutor
Kate Tuck	UG Student
Natasha Webb <i>ex officio</i>	P&A Executive Officer (MSA)

### 3.2 The self-assessment process in P&A

The SAT meets twice termly. Attendance is usually more than 70%. Meetings are minuted, with actions recorded, and are available to all staff via our intranet.

The SAT consults with members of the department from all grades and roles. We conduct online surveys of all staff and PG students to gather data (these surveys are annual since 2016), which are anonymous and administered by the central university ED&I team. Our 2014 survey mixed staff and PG students; following PG student feedback these are now separate surveys.

The SAT also consults three established focus groups: one for UGs, one for PGs, and one for MSA staff, led by the reps on the SAT. The groups are informal, and the student groups are open to all in the cohort. We have gained detailed (and frank) perspectives on experiences in P&A using these groups.

Survey response rates are in Table 3-2, and the gender breakdown for 2017 in Table 3-3. The gender breakdown of responses is consistent with the profile of P&A (Table 2-1). We have a reasonable to good engagement from permanent ERE staff and MSA staff, but a poorer engagement with postdocs and TAE staff.

*Table 3-2 The response rates to our staff and PG culture surveys, presented both as numerical values and as fractions of potential respondents in each group*

Survey Year	Total responses	All Staff	Academic staff	Postdocs	MSA	TAE	No job family reported	PGs
2014	41	34/34%	-	-	-	-	-	7
2016	52	52/53%	32/62%	9/30%	1/25%	6/43%	4	-
2017	79	47/49%	25/56%	11/34%	4/100%	2/14%	5	32/45%

*Table 3-3 Gender breakdown for the 2017 survey round. Data presented as numerical values, and as the gender breakdown in each response group*

Gender	Total responses	Staff Survey						PG Survey
		All	Academic staff	Postdocs	MSA	TAE	Other / not reported	
Women	22/28%	13/28%	4/16%	4/36%	4/100%	1	0	9/28%
Men	51/65%	28/60%	20/80%	6/55%	0	1	1	23/72%
Not given	6/8%	6/13%	1/4%	1/9%	0	0	4	0

We have recently formed a TAE focus group, who were consulted for this submission after an initial meeting. We will improve the engagement with postdocs with a new focus group. This leads to our first action point (AP):

**AP 3-1:** Convene, and consult with, a new focus group for postdocs on ED&I issues

We will extend the scope of our culture surveys and will run a new UG culture survey:

### **AP 3-2:** Improve undergraduate student engagement via a new undergraduate student culture survey

We run department-wide events focusing on diversity (BAP 2-1): in 2014, we held a department-wide meeting on unconscious bias with an external consultant; in 2016, we held an Equality Seminar that discussed statistics of gender representation in physics and factors contributing to inequity; in March 2017, a Faculty-wide Diversity Forum featured our Women's Physics Network (WPN).

#### 3.2.1 Key achievements since 2014

- Our UG intake shows an increasing fraction of female students (from 18% to 26%), and a similar fraction of men and women now accept our offers (Table 4-3);
- Our one round of faculty hiring saw a higher fraction of female applicants, shortlisted candidates (1 in 3 were women), and candidates to whom offers were made (50% women), compared to historical data (Table 5-1; the women declined our offers and men were hired);
- Our postdoc hiring shows increased short-listing, offers and appointments for women; 33% were women over the last two years (Figure 5-1);
- We have invested £20,000 in improved infrastructure supporting staff with babies, with excellent feedback (Section 5.5.3);
- The culture of AS is embedded with established 'core hours' for meetings (85% of staff agree this occur). We have a far more inclusive culture: our staff understand the reasons for promoting gender equality (Figure 5-4), and our students are comfortable reporting ED&I issues, with an expectation they will be taken seriously (Section 5.6.1);
- Our WPN is a network of P&A students/staff of all genders, with an independent budget, championing the promotion of ED&I in P&A and the support of women at all levels. The WPN is recognised university-wide, winning the Vice Chancellor's award in the diversity category in 2017.

This submission was drafted over the Summer/Autumn of 2017, received detailed feedback from the full SAT, and was signed off by SMT in November 2017.

*“This is a friendly and broadly sympathetic department which has recently become very much more aware of the needs of a diverse workforce. The culture of the department is significantly more inclusive than that of the university.”*

*-- Female academic, Staff Survey*

*“I'm glad that I work in a department that is active in promoting equality and diversity.”*

*-- Female PG Student, PG Survey*

- *95% (M:100%; F:85%) understood P&A's reasons for promoting gender equality (85% in 2014);*
- *95% (M:96%; F:92%) understood why positive action may be required to achieve gender equality;*
- *100% of women staff think P&A is a great place to work for women.*

*(2017 staff survey)*

*Figure 3-2 Summary of general comments from 2016 and 2017 staff culture surveys*

### **3.3 Plans for the future of the self-assessment team**

Many of our APs require discussion with our faculty about policies, procedures and funding. The SAT Chair will now participate in a new Faculty ‘SAT Chairs’ meeting, with the Dean of Faculty and the Chairs of the three departmental SATs. The first was in November 2017, with further meetings scheduled in January and March 2018. This is an opportunity to directly discuss our AS actions with Faculty senior management.

We have found that even twice-termly SAT meetings can mean some action items make slower progress. We will refocus our monitoring scheme by ensuring that progress on *all* action plan items will be checked regularly (before each SAT meeting) by an Action Plan Monitoring Team (APMT). APMT membership will be one academic, our EO, and the SAT Chair, and will use project management software to track progress. The APMT will check with those responsible for each action item when it approaches a milestone, and assist in making progress should that action be behind schedule:

**AP 3-3:** Convene new Action Plan Monitoring Team (APMT) meeting prior to each SAT meeting to improve monitoring and effective implementation of action plan.

**Word Count: 1097 / 1000 recommended**

## 4 A PICTURE OF THE DEPARTMENT

### 4.1 Student data

Our Bronze AS submission identified several themes in our UG student data:

- The fraction of female entrants (and cohort) was lower than the Russell Group (RG) average (we understand it was the lowest of the RG);
- Offers made to women had a lower conversion fraction than offers to men;
- The fraction of women on our BSc course was consistently higher than on the MPhys course.

We undertook many activities designed to review and if necessary adjust our recruitment practices to make them more accessible to female applicants (*BAP 3.2.5-1*), and these have been expanded over the past three years. These include:

- An overhaul of all our prospectus and website material to ensure prominent role models of both genders and all ethnicities, both staff and students;
- Ensuring female student guides are available on UCAS/open days, as well as an overhaul of the content of these days to ensure gender-sensitive language;
- Ensuring AS and PJ, as well as the WPN, are prominent in our prospectus and websites;
- From 2017/18 entry, offering optional interviews for UG students on UCAS days.

Implementation began in early 2015, and we would therefore expect to see potential impact in UG data beginning with the 16/17 entry. Where relevant, this period is marked as a thicker horizontal line in tables.

#### 4.1.1 Numbers of men and women on access or foundation courses

Southampton runs an Engineering/Physics/Maths/Geophysics Foundation Year (FY) for applicants with a non-standard background, run by the Faculty of Engineering & the Environment. Students apply for their UG degree via this programme (although they can switch at the end of the FY). Those choosing physics transition on to our BSc/MPhys degree programmes. The uptake for the Physics FY is very low (Table 4-1).

The female fraction on the FY is lower than the P&A female entrants fraction (Table 4-2); but we recognise the role the FY can play in widening participation in physics amongst historically under-represented groups. Thus, we plan to review the way the FY is advertised in our recruitment material:

**AP 4.1-1:** Review the way the Foundation Year is advertised in our prospectus and webpages, and if necessary improve its visibility

Table 4-1 Statistics for the foundation year programme

Academic Year	All UoS FY Student			P&A Entrants from FY		
	F	M	%F	F	M	%F
2012/13	10	70	13%	0	3	0%
2013/14	21	86	20%	2	5	29%
2014/15	15	122	11%	1	3	25%
2015/16	10	131	7%	2	3	40%
2016/17	20	116	15%	0	3	0%
<b>Average</b>	<b>15</b>	<b>105</b>	<b>13%</b>	<b>1.0</b>	<b>3.4</b>	<b>23%</b>

#### 4.1.2 Numbers of undergraduate students by gender

##### Total UG students

All students in P&A commence on full-time degrees. We have no formal part-time degree, although it is possible to progress through the course at a different rate in special circumstances. The total number of UG students has remained relatively flat over the last six years (Table 4-2), with the historical fraction of women around 17-19% (national average 21.2%)<sup>4</sup>. The historical fraction of women on our BSc degree (21%) is higher than on the MPhys degree (17%) (national average 21.7% and 20.7% respectively). Since AY16/17:

- The fraction of women on our UG courses has increased (from 18% to 23%);
- The fraction of women enrolled on the BSc and MPhys courses are now closer (Figure 4-1).

Table 4-2 The total numbers of UG students enrolled on our two main degree programme families

Academic Year	MPhys			BSc			Total		
	F	M	%F	F	M	%F	F	M	%F
2012/13	59	282	17%	22	74	23%	81	356	19%
2013/14	59	294	17%	23	80	22%	82	374	18%
2014/15	66	295	18%	23	76	23%	89	371	19%
2015/16	56	272	17%	20	94	18%	76	366	17%
2016/17	72	286	20%	21	83	20%	93	369	20%
2017/18	80	283	22%	28	89	24%	108	372	23%
<b>Average</b>	<b>65</b>	<b>285</b>	<b>19%</b>	<b>23</b>	<b>83</b>	<b>22%</b>	<b>88</b>	<b>368</b>	<b>19%</b>

<sup>4</sup> Benchmarking data provided by the IoP.

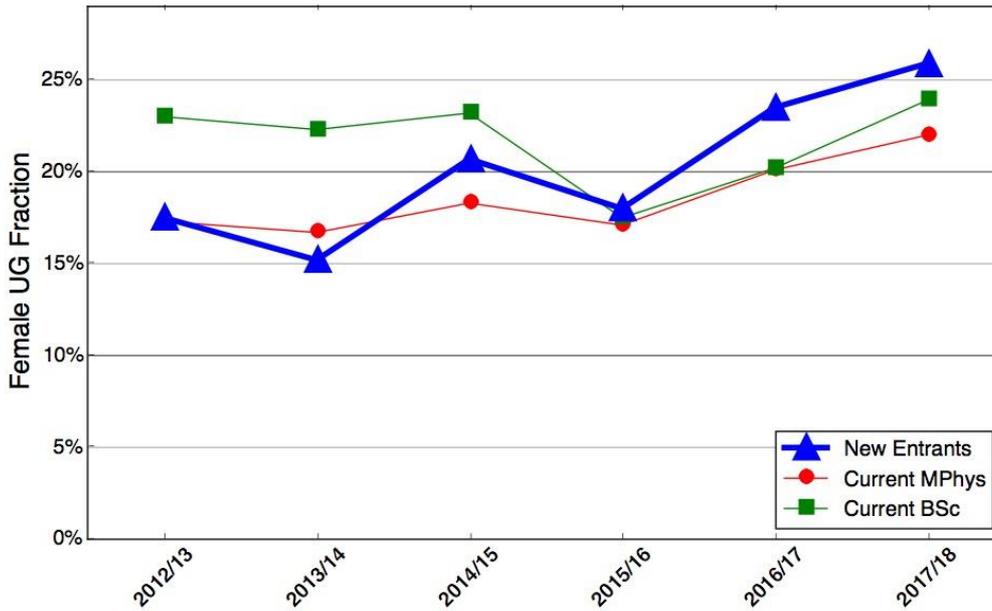


Figure 4-1 The fraction of women entrants, and the fraction of women enrolled on each degree course, over time. The fraction of women on each course are now very similar.

#### UG applicants to entrants

Our UG application data is in Table 4-3 and Figure 4-2. Key features:

- The fraction of female applicants has increased in the last two years (to 25% in 17/18);
- The fraction of female entrants has increased (to 23% in 16/17 and 26% in 17/18). 26% is an historical high for P&A, and is our largest female cohort in absolute terms;
- Our 'converted offers' for women and men are now similar; indeed, women have been more likely to accept offers in the last two years (Table 4-3).

We resist the temptation to link these outcomes with *specific* actions – but these are clearly encouraging trends that reflect the positive work being done in P&A and the efforts made throughout the department to improve our recruitment processes.

Table 4-3 Application/offers/entrants information for UG degree programmes in P&A

Academic Year	Applications			Offers			Entrants				'Converted' Offers	
	F	M	%F	F	M	%F	F	M	%F	%F RG average	F	M
2012/13	167	664	20%	157	637	20%	21	99	18%	21.4%	13.4%	15.5%
2013/14	181	672	21%	176	632	22%	19	106	15%	21.0%	10.8%	16.8%
2014/15	170	621	21%	157	534	23%	25	96	21%	22.8%	14.7%	17.9%
2015/16	151	549	22%	130	485	21%	23	105	18%	23.0%	15.2%	21.6%
2016/17	166	578	22%	155	540	22%	23	75	23%	23.0%	14.8%	13.9%
2017/18	241	722	25%	196	594	25%	36	103	26%		18.3%	17.3%
<b>Total</b>	<b>1076</b>	<b>3806</b>	<b>22%</b>	<b>971</b>	<b>3422</b>	<b>22%</b>	<b>147</b>	<b>584</b>	<b>20%</b>		<b>15.1%</b>	<b>17.1%</b>

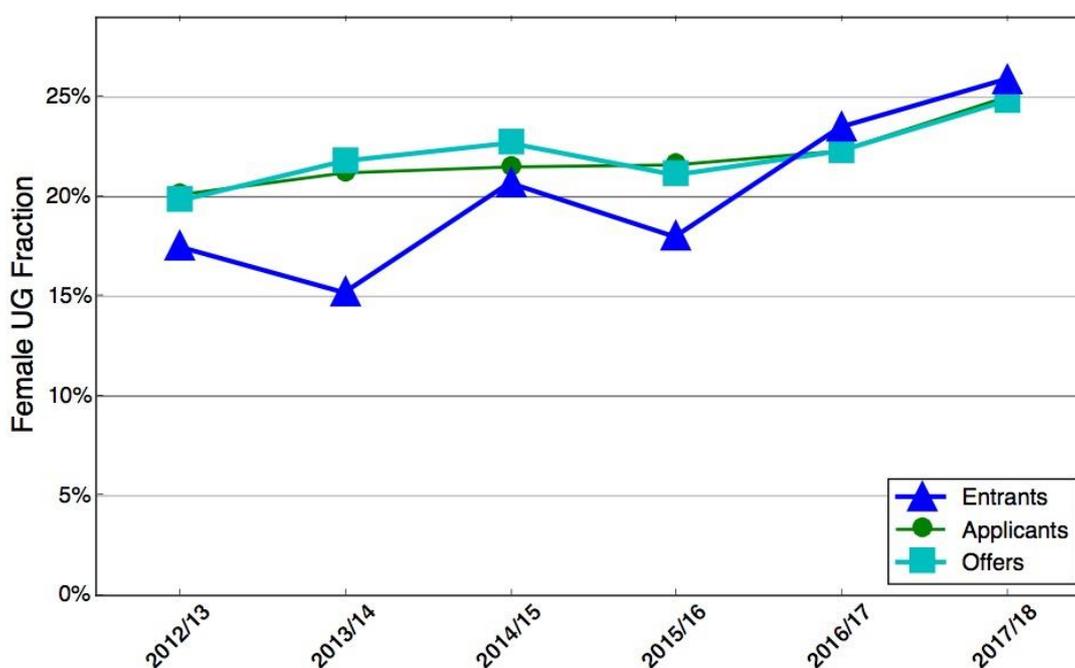


Figure 4-2 The change with time in the fraction of women UG applicants, offers and entrants.

### UG degree attainment

Final degree classifications are in Table 4-4. An average mark of 55% (mid 2:ii) after Year 2 is required to continue on the MPhys; thus the two programmes sample different distributions of student marks.

We see no strong trends. On both degrees, a similar fraction of men and women achieve 1<sup>st</sup>-class degrees. The number of students on the BSc degree is too small to draw further conclusions. There is some evidence that on the MPhys, women achieving a 2nd-class degree are more likely to achieve a 2:i than men.

Two other results deserve comment. Firstly, a higher fraction of our students attain 1<sup>st</sup>-class degrees than the RG average, although there are no gender-dependent trends. Second, men show a higher exit rate: 22% for men and 11% for women. In part this is driven by an unusual 2011/12: the male exit

fraction drops to 16% excluding this year. Nonetheless, this gender discrepancy is striking and was not previously noted in our data. This requires further investigation:

**AP 4.1-2:** Further investigate the reasons why our students leave our degree courses, and test for gender-dependent effects.

Table 4-4 Degree classifications for our UG students (MPhys and BSc).

MPhys										
Year of award	First		2:i		2:ii		Third/pass		Exit <sup>5</sup>	
	F	M	F	M	F	M	F	M	F	M
2011/12	4	22	3	18	0	4	0	0	1	25
2012/13	7	25	6	18	0	8	0	0	3	10
2013/14	3	34	8	16	2	7	1	7	1	11
2014/15	13	39	8	28	1	15	0	1	2	15
2015/16	5	35	2	20	2	6	0	0	3	10
<b>TOTAL</b>	<b>32</b>	<b>155</b>	<b>27</b>	<b>100</b>	<b>5</b>	<b>40</b>	<b>1</b>	<b>8</b>	<b>10</b>	<b>71</b>
<b>Fraction of graduates</b>	49%	51%	42%	33%	8%	13%	2%	3%	13% <sup>6</sup>	19%
BSc										
Year of award	First		2:i		2:ii		Third/pass		Exit <sup>5</sup>	
	F	M	F	M	F	M	F	M	F	M
2011/12	0	4	2	8	4	4	1	1	1	10
2012/13	0	3	0	9	5	10	0	4	0	6
2013/14	4	8	2	6	1	4	0	4	1	8
2014/15	5	5	2	8	7	6	0	0	1	10
2015/16	1	7	2	7	0	9	0	3	0	9
<b>TOTAL</b>	<b>10</b>	<b>27</b>	<b>8</b>	<b>38</b>	<b>17</b>	<b>33</b>	<b>1</b>	<b>12</b>	<b>3</b>	<b>43</b>
<b>Fraction of graduates</b>	28%	25%	22%	35%	47%	30%	3%	11%	8% <sup>6</sup>	28%
Russell Group over <i>all</i> UG physics degrees										
2015/16	37.3%	38.8%	40.5%	37.6%	19.6%	19.2%	2.6%	4.4%		

#### 4.1.3 Numbers of men and women on postgraduate taught degrees

n/a

<sup>5</sup> 'Exit': students exiting with any outcome other than an MPhys or BSc. Students exiting after completing Year 1 are awarded a CertHE, and Year 2 a DipHE.

<sup>6</sup> Exit fractions are given as the fraction of all students enrolled who exit the university in that year.

#### 4.1.4 Numbers of men and women on postgraduate research degrees

##### *PG applicants to entrants*

Data for PG recruitment is in Table 4-5. PG students enrol on an MPhil degree, and progress to the PhD programme following an 'upgrade' viva at 18 months. This also provides an exit point for students, who can submit a thesis for an MPhil degree (although this is rare).

PG recruitment (including issuing formal offers) is coordinated by the faculty PG office, but the advertising of positions, interviews, and offer decisions are made by P&A. Each research group runs an interview process coordinated by a PG admissions officer. Short-listed UK-based students are offered either an on-campus or Skype interview (nearly all choose on-campus), and overseas students offered Skype interviews.

The data show that the number of 'offers' is close to the number of entrants. The 'offers' tracked are those made through our faculty office, which only happens after an informal offer has been accepted. This is because: i) It typically takes 1-2 weeks for PG office to generate a formal offer and send to a student; and ii) One of our major funders (STFC) has a nationwide date before which students cannot be pressured into making a decision. This leads to a significant number of email offers being made directly to students close to that date, at a rate which cannot be processed by the PG office.

Logistics are no excuse: the SAT and HoD recognise we must improve and will now track all informal PG offers to make our offers data complete:

**AP 4.1-3:** Ensure the research group PG admission officers track all informal offers made for PG studentships

Overall the average fraction of woman entrant PG students is about 21% over the last six years, comparable to the national average for finishing PGs of 21% (HESA 2013-2016). Women were 36% of entrants in 16/17, before dropping back down in 17/18. We conclude that although our UG recruitment shows very positive impact, our PG recruitment is lagging – or at least trends are hard to discern due to the small number statistics involved. We will therefore:

**AP 4.1-4:** Review PG recruitment material, applying our best practice and lessons learnt from our UG recruitment

Our staff dealing with PG entry have no specific training beyond the mandatory university ED&I course, and no refresher material. To maintain our positive direction of travel with recruitment, we will now require staff recruiting PG students to review unconscious bias primers before each interview round:

**AP 4.1-5:** Develop and deploy 'unconscious bias' refresher/primer for PG student recruiters and interviewers

##### *PG research degree completion*

Our PG degree completion rates are in Table 4-6. Only a handful of students – 0 to 3 per year, or 10-20% – leave the course. We see no gender-dependent trends.

Table 4-5 Application/Offers/Entrants information for PG degree programmes in P&A

Year	Applications			Offers			Entrants			Entrants/Apps	
	F	M	%F	F	M	%F	F	M	%F	F	M
2012/13	35	120	23%	6	25	19%	3	20	13%	9%	17%
2013/14	24	102	19%	6	17	26%	5	14	26%	21%	14%
2014/15	30	107	22%	5	20	20%	4	17	19%	13%	16%
2015/16	29	83	26%	6	16	27%	4	13	24%	10%	16%
2016/17	27	92	22%	10	29	26%	5	14	36%	15%	19%
2017/18	26	109	19%	4	18	18%	4	17	19%	15%	16%
<b>Total</b>	<b>171</b>	<b>613</b>	<b>22%</b>	<b>37</b>	<b>125</b>	<b>23%</b>	<b>25</b>	<b>95</b>	<b>21%</b>	<b>15%</b>	<b>15%</b>

Table 4-6 Completion rates for our PG students

Year	Successful completion		Transfer to other institution <sup>7</sup>		Exit	
	F	M	F	M	F	M
2011/12	5 (100%)	12 (80%)	0	1 (7%)	0	2 (13%)
2012/13	9 (100%)	11 (92%)	0	1 (8%)	0	0
2013/14	1 (50%)	16 (76%)	1 (50%)	3 (13%)	0	2 (10%)
2014/15	3 (75%)	10 (67%)	1	2 (14%)	0	3 (20%)
2015/16	3 (75%)	12 (86%)	0	0	1 (25%)	2 (14%)
2016/17	3 (10%)	24 (83%)	0	1 (3%)	0	1 (3%)
<b>Total</b>	<b>21 (88%)</b>	<b>61 (79%)</b>	<b>2 (8%)</b>	<b>7 (9%)</b>	<b>1 (4%)</b>	<b>9 (12%)</b>

#### 4.1.5 Progression pipeline between undergraduate and postgraduate student levels

Our Destinations of Leavers from Higher Education (DLHE) data is in Table 4-7. Response rates average 80-90%. Around 38% of men and women go on to study full-time for a second qualification, with no differences by gender. For those going on to study for a PhD (26%), a small difference emerges: 21% of women, and 27% of men.

This trend is not formally significant but is seen in four out of five years of data, and given the small numbers, it could take many years for a statistically significant trend to emerge. Thus, we will undertake new actions targeted at our 3rd and 4th year UGs:

**AP 4.1-6:** Run annual PG day information aimed at UG women, as part of the WPN

<sup>7</sup> When a research group moves to another institution. To the best of our knowledge, these students complete their PhDs after their move.

Our progression pipeline data are in Table 4-8. We see no gender-dependent trends; the above trend appears linked to the destination of our own UGs, rather than the genders of our incoming PG students.

*Table 4-7 Number and fraction of Southampton students going on to study full-time after graduation*

Year	Any further study		Studying research degree	
	F	M	F	M
2011/12	67% [8/12]	44% [25/57]	50% [6/12]	30% [17/57]
2012/13	38% [5/13]	33% [20/61]	8% [1/13]	25% [15/61]
2013/14	36% [5/14]	41% [30/74]	14% [2/14]	30% [22/74]
2014/15	29% [8/28]	36% [33/92]	21% [6/28]	25% [23/92]
2015/16	32% [3/9]	37% [26/70]	11% [1/9]	27% [19/70]
<b>Average</b>	<b>38% [29/76]</b>	<b>38% [134/354]</b>	<b>21% [16/76]</b>	<b>27% [96/354]</b>

*Table 4-8 The 'progression pipeline' for our students: the fraction of PG students of each gender divided by the number of UG students of each gender*

Year	M	F
2012/13	19.1%	16.0%
2013/14	16.0%	18.3%
2014/15	18.9%	15.7%
2015/16	20.5%	22.4%
2016/17	15.4%	19.4%
<b>Average</b>	<b>18.0%</b>	<b>18.3%</b>

## 4.2 Academic and research staff data

The career progression paths for staff in the four career pathways (ERE, TAE, MSA and CAO) are in Figure 4-3. Academic staff belong to the ERE (Education, Research, Enterprise) family, professional staff to the Management, Specialist and Administration (MSA) job family, and technicians to the Technical and Experimental (TAE) family.

ERE/Level 4 (L4) is the usual level for most fixed-term contract (FTC) postdocs and occasionally teaching staff. Level 5+ is used for permanent academic staff and more senior FTC researchers and teaching staff. Level 5 (L5) is broadly equivalent to the traditional ‘lecturer’ job, Level 6 (L6) to ‘reader’, and Level 7 (L7) to ‘professor’. All ERE staff are on one of four pathways, with the majority at L5+ on the balanced pathway: broadly 40%/40%/20% of FTE spent on education, research, and management. There are pathways for education, research (e.g., postdocs and holders of research fellowships), and enterprise. An application is required to transfer between pathways.

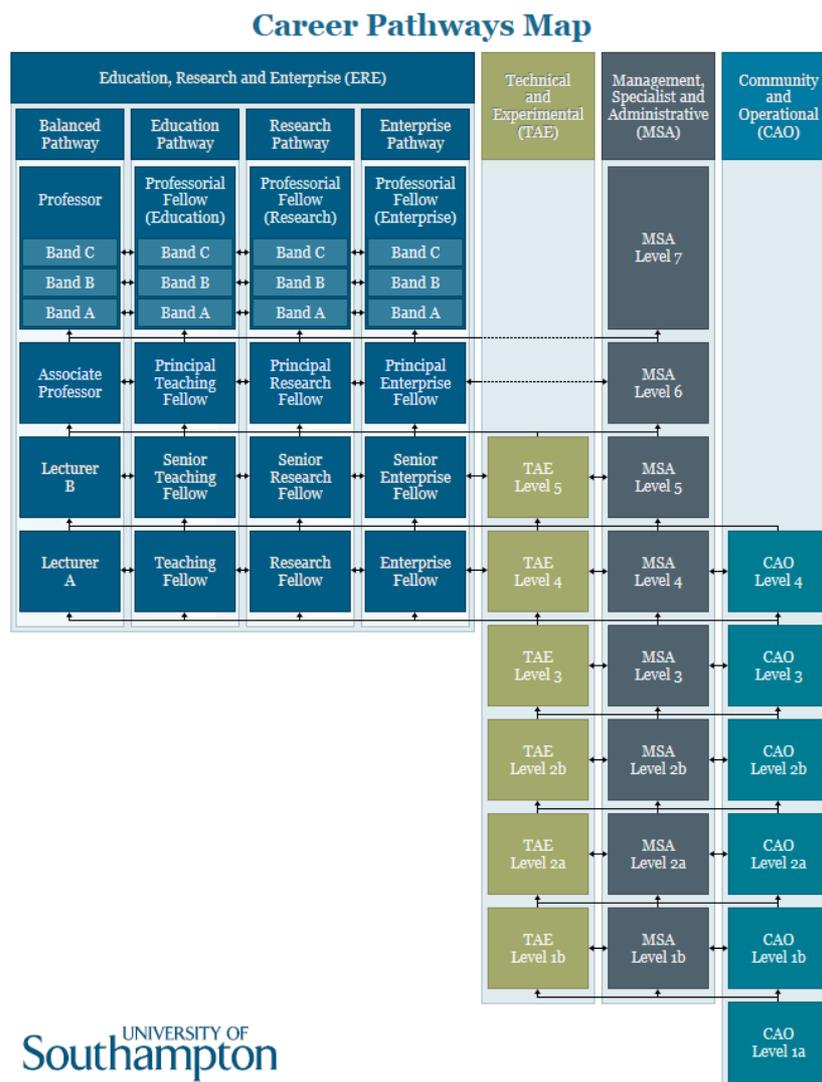


Figure 4-3. The UoS job families, and the various levels within them. The figure also shows the four ERE pathways.

#### 4.2.1 Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Table 4-9 shows the breakdown of academic staff by role/level. We see a decreasing fraction of women in more senior roles:

- Our *average* fraction of woman postdocs (L4/research) is 14%, lower than our female PhD fraction (22%; Section 4.1.4).
- Our average fraction of women at L5-6 is 17% (national average 18%).
- Our average fraction of women at L7 is 12% (national average 11%).

Several features require comment:

- We have seen an increase in recruitment of female postdocs (see actions in Section 5.1.1). 18% of our postdocs are women in AY17/18, the highest in the last six years.
- We have seen a decreasing number of women at L5-6: two female faculty left (Section 4.2.3), one of whom was not replaced due to the financial climate at the university.
- We have a higher fraction of women in teaching-only roles. This is consistent with national trends, although our female fraction exceeds the national average.
- We have no women at L5+ in research-only roles (fellowship holders). We have one woman fellowship holder on the balanced pathway (case study 1). We aim to transfer fellowship holders to the balanced pathway near the end of their fellowship, assisting their future career within the university.

Other than the fraction of female postdocs, where we have demonstrated positive progress, these trends are difficult to rectify in the short-term until new faculty appointments are possible. Our work is to ensure that the correct recruitment practices are in place (Section 5.1.1), and our ED&I climate is ready for when further appointments become possible.

We have no examples of technical staff moving to academic roles. This would require a change in university job family (from TAE to ERE) and thus a new job to be created. This is a very unusual occurrence university-wide.

Table 4-9 Breakdown of ERE staff by role and level

Role	Year	Level 4 (Postdoc / lecturer)			Level 5 (Lecturer)			Level 6 (Assoc. Prof.)			Level 7 (Professor)		
		F	M	%F	F	M	%F	F	M	%F	F	M	%F
Research	2012/13	5	25	17%	0	2	0%	0	1	0%	0	0	-
	2013/14	3	23	12%	0	2	0%	0	1	0%	0	0	-
	2014/15	3	24	11%	0	5	0%	0	2	0%	0	0	-
	2015/16	4	26	13%	0	6	0%	0	1	0%	0	0	-
	2016/17	3	29	9%	0	5	0%	0	2	0%	0	0	-
	2017/18	7	30	18%	0	2	0%	0	4	0%	0	0	-
	<b>Average</b>	<b>4.2</b>	<b>26.2</b>	<b>14%</b>	<b>0.0</b>	<b>3.7</b>	<b>0%</b>	<b>0.0</b>	<b>1.8</b>	<b>0%</b>	<b>0</b>	<b>0</b>	<b>-</b>
Teaching	2012/13	3	1	75%	0	0	-	0	0	-	0	0	-
	2013/14	3	2	60%	0	0	-	0	0	-	0	0	-
	2014/15	2	1	67%	0	0	-	0	0	-	0	0	-
	2015/16	1	1	50%	1	0	100%	0	0	-	0	0	-
	2016/17	1	1	50%	1	0	100%	0	0	-	0	0	-
	2017/18	1	1	50%	1	0	100%	0	0	-	0	0	-
Balanced	2012/13	0	0	-	2	2	50%	1	8	11%	3	16	16%
	2013/14	1	0	100%	3	6	33%	1	9	10%	3	13	19%
	2014/15	1	3	25%	3	4	43%	1	7	13%	2	16	11%
	2015/16	2	1	67%	3	5	38%	0	6	0%	2	18	10%
	2016/17	2	1	67%	1	6	14%	2	8	20%	2	17	11%
	2017/18	1	1	50%	1	6	14%	1	7	13%	2	17	11%
TOTAL	2012/13	8	26	24%	2	4	33%	1	9	10%	3	16	16%
	2013/14	7	25	22%	3	8	27%	1	10	9%	3	13	19%
	2014/15	6	28	18%	3	9	25%	1	9	10%	2	16	11%
	2015/16	7	28	20%	4	11	26%	0	7	0%	2	18	10%
	2016/17	6	31	16%	2	11	15%	2	10	17%	2	17	11%
	2017/18	9	32	28%	2	8	25%	1	7	13%	2	17	11%
<b>Average</b>	<b>5.8</b>	<b>23.2</b>	<b>20%</b>	<b>2.5</b>	<b>8.2</b>	<b>24%</b>	<b>1.0</b>	<b>8.7</b>	<b>10%</b>	<b>2.3</b>	<b>16.2</b>	<b>12%</b>	
	<b>F</b>	<b>M</b>	<b>%F</b>	<b>F</b>	<b>M</b>	<b>%F</b>	<b>F</b>	<b>M</b>	<b>%F</b>	<b>F</b>	<b>M</b>	<b>%F</b>	
	<b>Level 4 (Postdoc / lecturer)</b>			<b>Level 5 (Lecturer)</b>			<b>Level 6 (Assoc. Prof.)</b>			<b>Level 7 (Professor)</b>			

#### 4.2.2 Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender

Data are in Table 4-10. Most FTC positions in the department are postdocs funded by grants, although there are a small number of staff on teaching FTCs. Key features:

- No men are on permanent contracts at Level 4, while one woman was.
- A slightly higher fraction of men on FTCs are at L5. These are holders of personal fellowships. We have an excellent record of converting these to permanent positions: there have been no personal fellowship holders who have not been awarded a permanent contract as their fellowship ends.
- For non-fellowship holders on FTCs, over the last three years four men and one woman have been converted to open-ended/permanent. One woman on a FTC left P&A.
- We do not use zero-hours contracts.
- The university has a redeployment procedure at the end of a FTC. All such staff are automatically notified of opportunities within the university. The university will aim to interview all redeployee candidates who are judged to meet the essential criteria for a position prior to other candidates. However, we are not aware of anyone from P&A going through this procedure.

*Table 4-10 Fraction (and number) of Staff on Fixed-Term Contract (FTC)*

Year	Level 4 (Postdoc)		Level 5 (Lecturer)		Level 6 (Assoc. Prof.)		Level 7 (Professor)	
	F	M	F	M	F	M	F	M
2012/13	88% (7/8)	100% (26/26)	0% (0/2)	50% (2/4)	0% (0/1)	0% (0/9)	33% (1/3)	7% (1/16)
2013/14	86% (6/7)	100% (25/25)	33% (1/3)	63% (5/8)	0% (0/1)	0% (0/10)	33% (1/3)	4% (0.5/13)
2014/15	83% (5/6)	100% (28/28)	33% (1/3)	56% (5/9)	0% (0/1)	11% (1/9)	0% (0/2)	3% (0.5/16)
2015/16	100% (7/7)	100% (28/28)	25% (1/4)	55% (6/11)	n/a (0/0)	14% (1/7)	0% (0/2)	0% (0/18)
2016/17	83% (5/6)	100% (31/31)	0% (0/2)	64% (7/11)	50% (1/2)	10% (1/10)	0% (0/2)	0% (0/17)
<b>5-year Average</b>	<b>88%</b> <b>(30/34)</b>	<b>100%</b> <b>(138/138)</b>	<b>21%</b> <b>(3/14)</b>	<b>58%</b> <b>(25/43)</b>	<b>20%</b> <b>(1/5)</b>	<b>7%</b> <b>(3/45)</b>	<b>8%</b> <b>(1/12)</b>	<b>3%</b> <b>(2/80)</b>

### 4.2.3 Academic leavers by grade and gender and full/part-time status

Data are in Table 4-11 (FTCs) and Table 4-12 (permanent positions), with reasons for departure taken from our HR data. 42 academic staff left P&A: 29 on FTCs (27 postdocs and 2 lecturers) and 12 permanent members of staff. All were full-time staff. Key features:

- The overwhelming majority on FTCs leave for jobs elsewhere either inside or outside of academia. Due to the alignment of many FTCs nationwide, those that formally leave due to end-of-contract, move to other academic positions.
- The fraction of leavers from FTCs who were women (27%) is higher than the five-yr-average fraction of staff on FTCs who were women (17%).
- The fraction of leavers from permanent positions (excluding retirement) who were women (25%) is higher than the five-yr-average fraction of permanent staff who were women (18%). There were two such women: one moved to another academic position to be closer to their family, and the other relocated for a different academic position.

*Table 4-11 Academic leavers from FTCs 2011-2016*

Grade	Departed: end of contract		Departed: other reasons	
	F	M	F	M
Level 4 (Postdoc)	4	11	2	10
Level 5 (Lecturer)	1	1	-	-
<b>Total</b>	<b>5</b>	<b>12</b>	<b>2</b>	<b>10</b>

*Table 4-12 Academic leavers from permanent positions 2011-2016*

Grade	Took up position at other institution		Left for personal / family reasons		Retired	
	F	M	F	M	F	M
Level 5 (Lecturer)	-	3	-	-	-	-
Level 6 (Assoc. Prof.)	2	-	-	1	-	-
Level 7 (Professor)	-	1	-	1	1	3
<b>Total</b>	<b>2</b>	<b>4</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>3</b>

**Word count: 2125 words / 2000 recommended**

## 5 SUPPORTING AND ADVANCING WOMEN'S CAREERS

### 5.1 Key career transition points: academic staff

#### 5.1.1 Recruitment

Table 5-1 presents recruitment data. We track all applications, offers and appointments using an e-recruit system, *Stonefish*. As part of our Bronze action plan, we implemented the following actions for academic recruitment at all levels:

- All recruitment panels must use the *Stonefish* system, significantly improving the quality and transparency of our data since 2014 (BAP 4.1.1-1);
- Since 2015, we have made personal invitations to female candidates to encourage them to apply for academic vacancies (including postdocs), with a goal of 1 in 4 women on every faculty shortlist (BAP 4.1.1-2);
- In 2014, we adjusted the wording of our academic job advert template to maximise engagement with all potential applicants. This used advice from an external consultant (BAP 4.1.1-3), and focused on i) removing phrasing such as 'outstanding' or 'world-leading' and replacing with gender-neutral and/or more accessible choices, ii) highlighting our support for a good work-life balance, our family-friendly policies and our commitment to improving diversity, rather than our academic success.
- Since 2015, ensuring mixed gender interview panels for academic appointments (BAP 4.1.3-1).

We consider the impact of these measures on faculty (L5+ appointments) and postdocs (L4) separately.

#### Faculty appointments

Since the implementation of these measures, we have had one L5+ appointment round in mid-2015 to fill two vacancies.

*Our shortlist had 1/3 women: we made two offers to women, but both declined. Both declined because their partners did not want to move here.*

In addition, in our staff survey several respondents pointed out the need to support partners when recruiting. We are therefore instituting a gender-neutral policy targeted at correcting an issue observed to have a disproportionate impact on women:

**AP 5.1-1:** Develop policy to offer visitor status with P&A for partners of all new appointments at L5+

This will give partners of new appointments access to the university library and journal subscriptions, as well as an IT account providing access to careers information via our VPN. We will also

**AP 5.1-2:** Investigate potential support mechanisms for partner hire for newly-recruited academics.

We will instigate initial discussion with the faculty and university about providing short-term positions for partners of L5+ staff. This is particularly aimed at dual-academic couples.

#### Postdoctoral appointments

*At postdoc level (Figure 5-1), there is a rising fraction of female applications, shortlisting, offers and appointments. Over 15/16 to 16/17, 33% of all postdoc appointments have been women, significantly higher than our historical average of 15-20%*

However, the SAT have identified an issue linked to personal fellowships. One of our funding councils, STFC, runs a fellowship scheme where applicants must have departmental support, and each department has a quota in the number of applicants that it can support. Successful fellowship applicants are usually offered permanent academic positions at the conclusion of the fellowship. We must therefore be sure that i) we are applying the same fair processes to selecting candidates to support for such fellowships as we do with academic appointments, and ii) we are explicitly encouraging women to apply to us. Therefore:

**AP 5.1-3:** Review internal selection processes for ‘quota-ed’ personal fellowships to ensure they follow the same ED&I procedures as open job adverts. Ensure data on applicants is recorded.

**AP 5.1-4:** Extend ‘invitation’ policy to applicants for fellowships

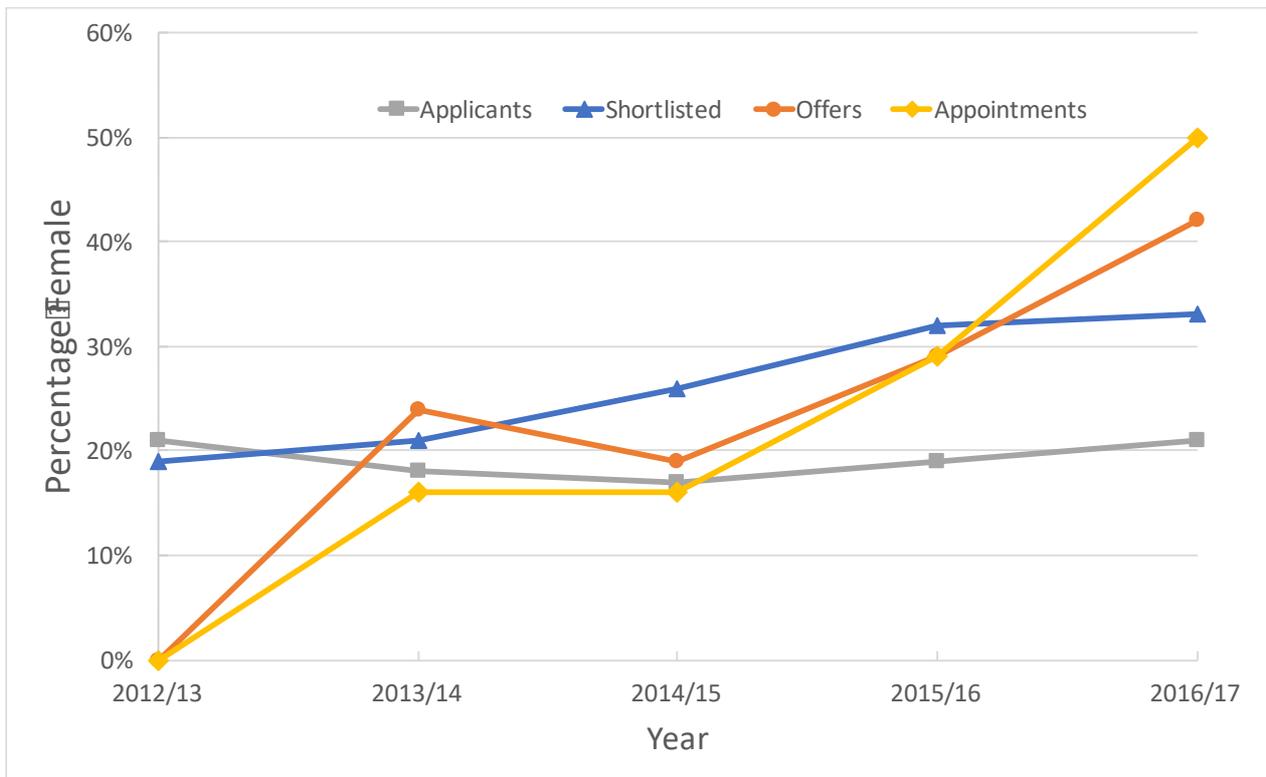


Figure 5-1 Our postdoc recruitment data over the last 5 years

Table 5-1 Recruitment data for ERE (academic) positions

Grade	Year	Application			Shortlist			Offer			Appoint		
		F	M	%F	F	M	%F	F	M	%F	F	M	%F
Level 4 (Postdoc)	2012/13	26	96	21%	5	21	19%	0	10	0%	0	7	0%
	2013/14	125	584	18%	14	52	21%	8	25	24%	8	23	16%
	2014/15	74	351	17%	13	37	26%	4	17	19%	3	16	16%
	2015/16	60	259	19%	18	39	32%	9	22	29%	8	20	29%
	2016/17	36	138	21%	11	22	33%	5	7	42%	4	4	50%
	TOTAL												
Level 5 (Lecturer)	2012/13	61	317	16%	20	85	19%	5	12	29%	4	11	27%
	2013/14												
	2014/15	22	61	27%	4	8	33%	2	2	50%	0	2	0%
	2015/16												
	2016/17												
	TOTAL												
Level 6 (Assoc. Prof.)	2012/13												
	2013/14	22	96	19%	2	10	16%	0	3	0%	0	3	0%
	2014/15	4	42	9%	1	8	11%	0	1	0%	0	1	0%
	2015/16												
	2016/17												
	TOTAL												
<b>Grade</b>	<b>Year</b>	F	M	%F	F	M	%F	F	M	%F	F	M	%F
		<b>Application</b>			<b>Shortlist</b>			<b>Offer</b>			<b>Appoint</b>		

Blank rows indicate no recruitment in that year. No L7 appointments during the period.

### 5.1.2 Induction

All P&A staff are assigned a line manager, who coordinates their standard (and mandatory) UoS induction. The line manager also oversees the two-year (postdocs one year) probation period. UoS provides an online induction portal and checklists for line-managers. The induction includes signposting to policies on diversity, discrimination, and our Dignity at Work and Study policy, as well as online courses that all new staff must take (e.g., Health and safety training; ED&I training; safeguarding training). New staff are made aware of university-wide mentoring schemes available to all staff, the WISet network<sup>8</sup> and the Springboard development programme available to women (P&A pays for women to take this course).

<sup>8</sup> <http://www.wiset.soton.ac.uk/>

We have also created local P&A induction policies (BAP 4.3.6-1). The HoD welcome letter includes our commitment in P&A to diversity, as well as updated links to university-wide ED&I resources. Uptake of the university ED&I training is monitored to ensure that all new staff undertake this training promptly.

*New academic staff on the balanced pathway are given a 50% reduction in teaching/admin during their first year to assist with settling in, and potentially setting up new research groups or writing research grants (impact in case study 1).*

### 5.1.3 Promotion

Promotions for ERE staff are considered on an annual cycle, with two annual university-wide information events run for staff. Potential promotion applications are first informally discussed with line-managers, who are proactive in encouraging staff to apply. The application form includes space to describe individual circumstances (e.g., career breaks). Applications are then considered by a P&A department panel, then by a faculty panel, and for L6 to L7 only, finally by a university panel. Interviews are conducted at faculty-level for L6, and university-level for L7, and the university offers day-long interview training for short-listed candidates ('Excelling at Interviews'): in 2015/16, 2 male applicants in P&A took this course with positive feedback, e.g.,

*"The interview training as part of my promotion process was very useful. It helped me develop strategies to communicate my aspirations and resulted in a sense of confidence going into the interview."*

*-- P&A academic, 2016*

The purpose of the P&A SMT review is i) to provide feedback to applicants to strengthen applications, and ii) to decide whether P&A can support the application. There is an opportunity to implement feedback in applications, and applicants are free to proceed with their application or not regardless of P&A support. This P&A step is designed to strengthen applications prior to faculty review, and to identify any applications that may be considered premature. The majority (14/16) of applications over the last 5 years have been supported by P&A.

Promotion data is in Table 5-2. The number of applications is quite low, but the fraction of women applying for promotions is consistent with our staff profile. All women applying for promotion have been successful, and 79% of men have been successful. Unsuccessful candidates receive in-person feedback from the HoD and/or Dean.

Nonetheless, there remains significant uncertainty about the promotions process. While 78% of men and 67% of women among *permanent* staff agree that they understand the process (this is one of our lowest scoring categories in the staff survey), *department-wide* 50% of woman academics say they do *not*; our data clearly indicate that *postdocs*, particularly women, have a poor understanding of the promotions process. We will therefore introduce new processes including:

**AP 5.1-5** Contact all postdocs at the start of each promotion round, making it clear that promotion is available to them, and the criteria.

**AP 5.1-6:** Provide clearer guidance to line-managers of postdocs on the promotion criteria, and ensure that promotion is discussed during appraisals.

A high fraction of staff express a lack of certainty about what is required to achieve promotion. 50% of staff (F:33%, M:56%) stated they understood what they must achieve; fewer thought the process was transparent (48%; F:25%, M:54%) or fair (39%; F:27%, M:33%), again all with a marked gender difference. This leads to an action point:

**AP 5.1-7:** Liaise with Faculty to better frame and understand criteria for stronger promotion applications; run annual faculty-wide promotion event

One woman described the details of the challenges faced going through the promotion process while on maternity leave. The numerous stages of the process spread over an extended period, and in some instances, operate within a fixed time frame – the member of staff had to come to a promotion interview with a family member to care for their 1-month-old baby. The SAT considers this unacceptable and a clear failure of process. We will therefore provide improved support in such cases:

**AP 5.1-8:** Provide closer support for staff applying for promotion while on maternity or parental leave

This action will include discussions with the Faculty about exploring the option to either pause (but not reset) the promotion process for staff on extended leave, or ensure interviews can either be arranged over Skype, on Keeping in Touch (KIT) days, or once the applicant has returned from leave. Such a scheme is already in place for the university interviews during promotion to L7.

*Table 5-2 ERE staff promotion data*

Grade	Year	Applications		Supported by department		Supported by faculty		Supported at interview		Promoted		Success %	
		F	M	F	M	F	M	F	M	F	M	F	M
To Level 6	2012/13	1	1	1	1	1	1	1	1	1	1	100%	100%
	2013/14	0	1	-	1	-	1	-	1	-	1	-	100%
	2014/15	0	0	-	-	-	-	-	-	-	-	-	-
	2015/16	2	2	2	2	2	2	2	1	2	1	100%	50%
	2016/17	0	3	-	3	-	3	-	3	-	3	-	100%
	<i>L6 Total</i>	<i>3</i>	<i>7</i>	<i>3</i>	<i>7</i>	<i>3</i>	<i>7</i>	<i>3</i>	<i>6</i>	<i>3</i>	<i>6</i>	<i>100%</i>	<i>86%</i>
To Level 7	2012/13	0	0	-	-	-	-	-	-	-	-	-	-
	2013/14	0	3	-	3	-	3	-	3	-	3	-	100%
	2014/15	0	2	-	2	-	2	-	2	-	2	-	100%
	2015/16	0	1	-	1	-	0	-	-	-	0	-	0%
	2016/17	0	3	-	2	-	1	-	1	-	1	-	33%
	<i>L7 Total</i>	<i>0</i>	<i>9</i>	<i>0</i>	<i>8</i>	<i>0</i>	<i>6</i>	<i>-</i>	<i>6</i>	<i>-</i>	<i>6</i>	<i>-</i>	<i>67%</i>
<b>Grand Total:</b>	<b>3</b>	<b>16</b>	<b>0</b>	<b>14</b>	<b>0</b>	<b>13</b>	<b>0</b>	<b>12</b>	<b>3</b>	<b>12</b>	<b>100%</b>	<b>79%</b>	

#### 5.1.4 Department submissions to the Research Excellence Framework (REF)

Data for REF2014 and RAE2008 are in Table 5-3. Over both exercises, P&A returned 91% of men and 82% of women. The percentage of women returned dropped from 2008 (100%) to 2014 (71%), while the percentage of men dropped from 97% to 85%. These percentages are based on small numbers (seven eligible women in REF2014) and the gender-dependent trends do not appear significant.

Table 5-3 RAE2008 and REF2014 staff returns data

	Returned		Not returned		% Returned	
	F	M	F	M	F	M
<b>RAE2008</b>	4	34	0	1	100%	97%
<b>REF2014</b>	5	28	2	5	71%	85%

## 5.2 Key career transition points: professional and support staff

### 5.2.1 Induction

All new staff undergo mandatory university (online) induction, a university-wide induction event, and local induction from their line manager. This includes signposting to university services, Faculty support structures, and local measures such as health and safety induction.

The MSA support team in P&A is small (four people), all of whom share the same office at P&A reception. This allows for a very hands-on induction process for the rare event of new staff arrival, as the new staff member typically shares an office with their line manager and can thus get instant feedback.

The TAE technical team in P&A is also small – 13 people spread over several smaller teams that run teaching labs, electronics and mechanical workshops, and site management. Staff turnover is low. This allows for close monitoring during induction periods, and our TAE focus group confirms technical staff always have easy access to, and significant interaction with, their line manager.

### 5.2.2 Promotion

Promotion within a given post is not possible for technical and support staff, as the post typically has a fixed definition. Staff can instead apply for more senior roles within the university, which in practice frequently requires moving to a different department or Faculty. Staff report that such applications are not explicitly encouraged, but note that support is readily available when a member of staff expresses interest in applying for a more senior role. Since 2014 there have been two appointments. For one, a candidate was appointed but left a few months later for a higher-paying job in industry.

*The other included women on the selection and interview panel, following guidelines developed for academic recruitment, and a woman (new to the University) was appointed.*

The TAE focus group highlighted that the inability to seek promotion is one of the least positively-viewed aspects of their jobs. Many members of technical staff are at the top pay scale for their job grade. Despite this, staff report extremely positive attitudes about the work environment, and indeed the reason most are at the top pay scale is because turnover in the technical staff is very low. Nonetheless, the P&A EDIC have ensured that this issue is being discussed at the Faculty EDIC.

## 5.3 Career development: academic staff

### 5.3.1 Training

Identifying personal development is part of every appraisal meeting. University training is offered as workshops, or increasingly as online modules. All staff take the university's Equality and Diversity training module (100% of permanent academics have taken this training, with over 90% uptake in other staff), a new safeguarding module for which uptake data are not yet available, and health and safety refresher courses. There are also various other leadership, management and development courses, which have historically proved popular; since 2012/13, these courses have been taken by eight women and six men. (For non-ED&I/leadership-focussed training, 48 men and 9 women have taken courses over the past three years.)

However, all in-person leadership and management courses are currently under review by the university during a refresh of the university's approach to professional development and training, which has yet to be translated into a revised course catalogue. Our staff survey indicates the increasing university reliance on online courses is not popular with staff, and so P&A funds other (possibly external) training and development opportunities. We now have a policy where the HoD encourages staff via department-wide emails, including targeted emails to women. This includes Springboard, attendance at the IUPAP International Conference on Women in Physics, IoP Project Juno events, and SEPnet diversity meetings. Such events are also advertised prominently in the department. As a result,

*89% (F:77%, M: 96%) of staff agree that they are encouraged to take-up career development opportunities; a sharp increase since 2016 before this policy was active, when 65% (F: 40%, M: 72%) agreed.*

New teaching staff are required to undergo training in the Post-Graduate Certificate of Academic Practice (PGCAP). Workload credit is given for this course. PGCAP covers a broad range of topics, including teaching to diverse student audiences. The university is extending PGCAP to all teaching staff.

### 5.3.2 Appraisal/development review

Once staff have completed probation, they have mandatory annual appraisal meetings with their line managers. Our line management structure is described in Section 2; we note that any member of staff can request a change of line manager.

All line-managers must have taken mandatory appraisal training, monitored by the central university, which includes further elements of unconscious bias training, and are now offered a new 'managing diversity' training (already taken by four male and one female academic line-managers)

The appraisal uses an on-line system, designed to ensure transparency. The system documents objectives and achievements, training required and undertaken in the previous year, and includes performance grades (scale 1 to 5) from both the appraisee (a self-assessment) and line-manager. Promotion and long-term ambitions are also discussed during appraisal and the latter are recorded on the appraisal form. There is an online 'Appraisal Skills Workshop' offered to all academic staff to prepare for appraisals, which has been taken by 29 men and six women in P&A.

The monitoring of appraisal uptake in P&A is rigorous, and we have maintained a nearly 100% appraisal completion rate. In 2015/16, there were two postdocs (1M, 1F) who did not want an appraisal as they were about to leave the department for new positions.

*P&A staff are positive about their: in 2017, 78% (M: 76%, F: 86%) found that the process was helpful in reviewing workload, performance, and future objectives.*

However, there is concern that the appraisal grades are moderated at faculty level. This is designed to ensure consistency across groups and departments, but also results in scaling to a set profile for the performance grades. The SAT's concern is not with the process per se, but whether any gender-dependent effects are inadvertently (via unconscious bias) introduced during this scaling. Thus,

**AP 5.3-1:** The SAT will seek and analyse anonymous gender-aggregated appraisal scores before and after the scaling has been applied

### 5.3.3 Support given to academic staff for career progression

New staff are offered a P&A mentor, who is named in the induction material. The mentor is available to discuss all aspects of academic life, to assist the new staff member to settle in to the department, and to discuss career development. For teaching staff, the mentor observes a staff member's lectures to provide feedback. However, only 71% of staff (F: 50%, M: 79%) agree they have been provided useful mentoring. Although this is improving (2014: 33%/71% F/M; 2016 40%/72% F/M), there remains a clear gender difference in the perception of the usefulness of our mentoring. Thus,

**AP 5.3-2:** SAT to review and overhaul the P&A mentoring programme, drawing on best practice elsewhere across the university.

### 5.3.4 Support given to students (at any level) for academic career progression

At PG level, we run lectures on pursuing an academic career and applying for grants and fellowships, and diversity/unconscious bias. Uptake is 100% by first year PG students. GRADnet runs and funds many other career development events and workshops, some of which are considered mandatory; there are exercises in leadership, team-working skills, CV writing, and science communication. GRADnet runs a mentoring scheme connecting PGs with physicists ready to act as mentors.

For UGs, we encourage career development via summer placements (some also through SEPnet), engagement with the UG Physics society (Physoc), and through a non-assessed careers module. This module, open to all students, involves CV and cover letter advice, interview techniques, networking methods and opportunities, site visits, and includes several talks from alumni, entrepreneurs and local businesses. Additionally, UG students interested in an academic career have access to career support and advice from the Physics Students Society (PHYSOC), and particularly the WPN (see Section 5.6.1). We will continue to run career events for students in coordination with the WPN, who already host several events targeted at female students in P&A.

### 5.3.5 Support offered to those applying for research grant applications

UoS Research Innovation Services (RIS) hold a library of successful proposals (contributed by staff) available internally. All major RCUK grants, and all EU grants, undergo a formal internal peer review process in the department before submission (including 'non-specialist' reading by RIS). Mock interviews are offered for those who reach the interview stage of grants or fellowships (uptake is 100%), and second or third mock interviews are held (see impact in case study one). The outreach team in P&A offer workshops to help design impact strategies to increase likelihood of application success. The PG lectures on 'applying for fellowships' are also open to junior postdocs. These processes were introduced in 2015.

Based on our self-assessment, we have identified a need to better support staff with unsuccessful grant applications. Our existing mentor / line-management system is the first point of contact (especially for newer staff). However, we will now hold annual seminars highlighting career profiles featuring both grant failures and successes as a means of inspiring resilience in our staff:

**AP 5.3-3:** Hold resilience-training events highlighting (candid) career profiles from both men and women, with both failures and successes

## 5.4 Career development: professional and support staff

### 5.4.1 Training

Training for professional and support staff is undertaken almost exclusively via online training modules. These modules include the ED&I module, as well as training in the use of professional tools (such as Microsoft Office). Monitoring of uptake of this training is conducted via the appraisal system; 100% have taken the ED&I training.

MSA staff have taken part in Faculty workshops on 'enabling change' and diversity. In addition, speakers from other parts of the organisation are sometimes invited to talk to the wider Faculty support team, to raise awareness of other work areas. University-organised, in-person training courses aimed at professional services have been eliminated for all but essential software systems. As for ERE staff, this is in part due to the restructuring of the team that managed and organised the university's training.

TAE staff frequently require specialized training for skills necessary to fulfill their roles. Some training sessions tailored for P&A are run in-house by the head of technical staff. Other standard training modules are run at university level, and the uptake of these is monitored by the H&S officer. National professional technical societies (e.g., HEATED) occasionally offer special training workshops, and P&A staff attendance at such workshops is supported.

Some staff in P&A have expressed a desire for the return of in-person courses, as it allows staff to have interactive discussions with the trainers, and precludes interruptions to online training, typically conducted at one's desk. This prompts an action item to investigate mechanisms to return in-person training options for support staff:

**AP 5.4-1:** Investigate funding sources with the faculty for career advancement and in-person training programs for support staff.

Following an initial meeting, the Dean of our faculty has undertaken to provide a new budget for training for professional and support staff, which will be followed up via this AP.

### 5.4.2 Appraisal/development review

This is as for ERE staff: mandatory appraisals happen annually, monitored by line-managers, and for at least the last three years, uptake has been 100%. As for ERE line-managers, there is mandatory appraisal training for all appraisers of support staff. Feedback from our focus groups indicate staff are generally satisfied with their appraisal process.

### 5.4.3 Support given to professional and support staff for career progression

Current career progression support for professional and support staff, beyond the line manager, is limited. Our overhaul of the P&A mentoring scheme (Section 5.3.3; **AP 5.3-2**) will therefore include support staff, including shadowing opportunities of other job roles elsewhere in the faculty.

## 5.5 Flexible working and managing career breaks

### 5.5.1 Cover and support for maternity and adoption leave: before leave

Before taking maternity leave, women meet line managers to plan for changes in workload and cover, discuss career aspirations, and plans for their return. Formally, all women have a right to paid time-off for ante-natal care; partners may take unpaid time off for two ante-natal appointments.

In practice, P&A has a more flexible approach. Where the job descriptions allow, we offer flexible working arrangements during pregnancy, e.g., working from home if that is more comfortable (see case study one). Research groups facilitate remote working and participation in key meetings via remote conferencing (e.g., Skype). We allow partners to attend as many ante-natal appointments as required.

### 5.5.2 Cover and support for maternity and adoption leave: during leave

The university has a maternity/shared parental leave package for all staff beyond statutory requirements: for the first 26 weeks this is full contractual maternity pay (CMP), for the next 13 weeks statutory maternity pay (SMP), and a final 13 weeks unpaid. To qualify for CMP, staff are required to return to work for at least 52 weeks *after* the leave period.

Two members of P&A have also made use of Shared Parental Leave. In one case, a female academic from the department shared her parental leave with her husband (externally employed). The department facilitated a 2-weeks-on, 2-weeks-off pattern of shared leave over a 5-month period.

While on leave, the department uses the 10 Keeping in Touch (KIT) days (or 20 SPLIT days) to provide the opportunity for staff to undertake a limited amount of work and training, attend group meetings, seminars or social events, meet with their PG students or postdocs, or simply introduce their child to colleagues. This has helped ease the return to work and benefit both parties.

PG students are usually eligible for paid maternity (or adoption) leave following normal RCUK rules: 26 weeks of maternity leave on full stipend and a further 26 weeks of unpaid maternity leave. The 26 weeks of paid leave is in addition to the original length of stipend support.

*We note that P&A instituted a change in university policy to support maternity leave for PG students funded by internal university scholarships (BAP 4.4.1-2).*

UG women who are pregnant may take a 52-week leave of absence from their studies via 'suspension with services', retaining access to IT, library and support services.

### 5.5.3 Cover and support for maternity and adoption leave: returning to work

The 'Early Years Centre' on the Highfield campus caters for children from four months to school age, is used by many P&A parents, and is open 8am-6pm every day that the University is open. The rates are below private nurseries with staff and student discounts. There is also a university-wide Parents' and Carers' Network<sup>9</sup>, supporting staff with caring responsibilities.

P&A has additional measures to support parents returning to work as parents (both men and women) who sometimes bring their babies into the workplace, intended to make it clear that babies are welcome:

*The department invested in a new nappy-changing and baby-feeding room in the P&A building (BAP 4.4.5-2), making the return from maternity leave smoother. The facility includes comfortable chairs, a*

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<sup>9</sup> <https://www.southampton.ac.uk/pcn>

*nappy-change area with roll-bar, kettle, and a fridge for storing milk. The facility is key-code access (as milk is stored there) but access is unrestricted on open days and for departmental evening events.*

This facility has received positive feedback from staff and is one of the only facilities of its kind on the Highfield campus. An example of (unsolicited) feedback from one of our postdocs is:

*"I think it's incredible the facility exists in the first place. There is hardly anything on Highfield Campus for small babies ... baby change facilities are hard to find so having a room is fantastic. The space is lovely and light and quiet. Really perfect for feeding a baby.*

A facility like this gives colleagues on maternity leave greater flexibility about options to feed their baby when returning to work [especially] following shorter periods of maternity leave. The presence of a facility at all makes the building more welcoming to new mums, and feels empowering to mums needing to bring babies in for 'keep in touch' days, or just for visiting."

We have also adapted the facility following feedback from staff (e.g., further power points, etc.).

*The department reduces teaching and administration load by 50% for the first year following the return from maternity leave, tracked via our workload model.*

There is no specific funding available to support the return from leave. We are aware of best practice in this area at other faculties across the UoS that do provide such funding, and have commenced discussion with our faculty about having a new faculty-wide policy. We will thus:

**AP 5.5-1:** Draft new policy, with faculty, on setting up scheme to provide opportunities to apply for funds to continue/support research while taking, and on return from, maternity leave.

#### 5.5.4 Maternity return rate

P&A has had two staff take maternity leave (AY13/14 and AY15/16), one at L4 and one at L5. Both returned to work, and remained in post at 6 and 12 months. The L5 staff member was in post at 18 months, but the L4 staff member had left for another position. We have also had one staff member return after maternity to us after previously being employed elsewhere in the university (and thus not in our statistics). However, she comments:

*"I'd also like to comment that on the whole I've felt really valued so far in my role. This is the second time I've returned from maternity leave, and the contrast is startling."*

*-- Female academic, 2017*

#### 5.5.5 Paternity, shared parental, adoption, and parental leave uptake

Since 2011/12, 11 members of staff have taken paternity leave and two have taken shared parental leave (Table 5-4) across all P&A job families.

P&A strongly encourages staff to take-up paternity leave and shared parental leave (e.g., see case study one) via line managers and HoD. In addition to the formal cases listed in the table, there have been two further instances of unofficial paternity leave at L4 for FTC staff who had not been employed at the university long enough to qualify. In these cases, line managers allowed staff the leave without counting against holiday entitlement.

Table 5-4 Take-up of paternity and shared paternal leave (all job families)

	Level 3		Level 4		Level 5		Level 6	
	F	M	F	M	F	M	F	M
<b>Paternity leave</b>								
2011/12				1		2		
2012/13				2				
2013/14		1				1		
2014/15						2		
2015/16								2
2016/17								
<b>Shared parental leave</b>								
2015/16					1	1		
2016/17								

### 5.5.6 Flexible working

The University has a formal Flexible Working Policy with a clear process for considering requests for staff to change working pattern, or change from a full-time to part-time contract.

#### *Change in Working Pattern*

The department actively facilitates flexible working (see case studies). Several members of the department (through agreements with their line managers) work either 'compressed' weeks, or flexible hours centred around childcare needs. This is straight forward for non-teaching academic staff (including ERE staff on the research pathway) and is always agreed.

For staff with teaching commitments, a university-wide policy allows all members of staff to select 5 hours per week (pro-rata for PT) during core teaching hours that are less preferable for teaching due to caring responsibilities. These are accommodated wherever possible. ERE staff are also timetabled a research day (or two half-days) whenever possible, during which more flexible working is possible.

#### *Change in Working Hours*

As part of our Bronze action plan, we ensured accurate recording of formal flexible working requests (BAP 4.4.3-1), which requested a change in the total number of hours worked (Table 5-5). If the requests are for a fixed time-period, all requests involve Finance to ensure funds are available at the end of the fixed period to revert to the previous hours. The data show that the gender breakdown of requests (22% women) is similar to our staff profile (21%; Table 2-1).

Table 5-5 Number of staff changing their working hours by starting mode (FT or PT)

Year	FT (decrease hours)		PT (decrease hours)		PT (increase hours)	
	M	F	M	F	M	F
<b>ERE Staff</b>	7	3			5	1
2011/12		2			1	
2012/13	1				2	
2013/14	2				1	
2014/15	1	1				
2015/16	3				1	
2016/17						1
<b>P&amp;S Staff</b>	1		1			
2015/16	1					
2016/17			1			
<b>Total</b>	<b>8</b>	<b>3</b>	<b>1</b>		<b>5</b>	<b>1</b>

*In our 2017 staff survey, 100%<sup>10</sup> of staff agreed “my line manager is supportive of requests for flexible working”.*

One of our postdocs comments in our 2017 staff survey:

*“I am a postdoc. I have caring responsibilities for my elderly parent with cancer. I have been allowed to often work remotely to assist with my responsibilities, and my line manager has worked hard to make sure I am line managed well.”*

Another member of staff commented:

*“The department have been extremely flexible in supporting requests for shared parental leave and flexible working”*

### 5.5.7 Transition from part-time back to full-time work after career breaks

Staff can transition from FT to PT and back again via amendments in their contract. Since 2011/12, five male ERE members of staff have transitioned from part-time to full-time working. No women have done so. None of these occurred after a formal career break.

<sup>10</sup> Excluding those that replied that they did not know.

## 5.6 Organisation and culture

### 5.6.1 Culture

P&A has a strong culture to ensure the visibility, inclusiveness and support of women at all career stages, including before arriving as UGs. In this section, as well as in our case studies, we evidence this at the different levels in the department.

#### *The Women's Physics Network*

The Women's Physics Network (WPN) was formed in 2014 in response to our AS Bronze submission. The WPN promotes the career development of women in physics (Figure 5-3), and champions gender equality and diversity within P&A. They now hold an independent £1000/pa budget to support their wide-variety of events (e.g., Figure 5-2): Eight events in 2014/15, rising to 13 in 2016/17. In 16/17, these were five networking/well-being events (10-25 people per event), four seminars (25-45 people), 4 public engagement events (100-500 people), and two collaborative events (for WiSET and International Women's Day). All had a mix of genders in attendance (although the majority were women), were open to everyone in P&A, and were attended by members of other departments within our faculty.



*In 2017, the WPN won the Vice-Chancellor's Award for Equality Diversity and Inclusion, for their work towards a more inclusive culture at faculty, departmental and institutional level.*

Our 2017 surveys demonstrated the WPN's impact in supporting physicists:

*"I think the Women's Physics Network is fantastic and I am glad that to see that the department supports it."*

-- PG Student, 2017 PG culture survey

*"The WPN have made me feel very welcome and wanted in the department, and have allowed me to create my own support network and find role models to look up to."*

-- PG Student, 2017 PG culture survey



Figure 5-2 The Women's Physics Network: Upper left at the VC's award ceremony 2017; lower left a typical seminar event in the P&A common room; right the Scientist Treasure Hunt profiling UoS female scientists.

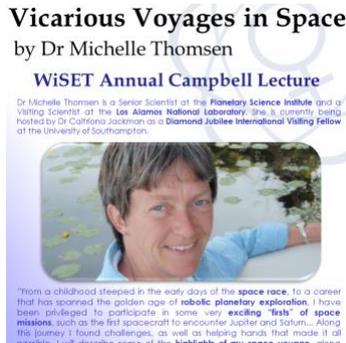


Figure 5-3 WPN lectures highlighting and promoting female role models in physics and related sciences

### Staff and Student Culture

The PG student culture survey, and discussions with PG focus, have revealed some issues with the culture of diversity amongst PGs. Students expressed concern about an apparent lack of understanding of diversity amongst their peers, and our survey shows these are gender-dependent; for example:

- M:100%, F:78% agree that “I am treated with respect by students of the opposite sex”
- M: 83%, F:63% agree “I am confident my supervisor would deal effectively with complaints about harassment, bullying or offensive behaviour”

This latter point is also made in comments on the surveys, e.g.:

*“At a PG level, sometimes the male PGs engage in 'banter' which I might consider unsuitable for work.”*

-- PG Student, 2017 PG culture survey

*“... some people don't always realise their use of language and the way they conduct themselves [is] inappropriate and falls under "harassment" ... examples experienced/witnessed include female members of the department being told that they should hold a certain opinion because of their gender, and derogatory language when describing women (meant as a "joke").”*

-- PG Student, 2017 PG culture survey

We will now ensure that formal ED&I training occurs for PGs (until recently, the university offering was only available to staff):

**AP 5.6-2:** Make the current UoS ED&I training mandatory for P&A PG students, and include in induction material.

Our focus groups also report i) a minority of PG supervisors expect extended work hours (or continuous availability) outside of P&A core hours, limiting a healthy work-life balance; and ii) reveal instances where PG students have not known where to seek formal assistance when such supervisor pressure becomes too great. We want to strongly discourage this behaviour and emphasise the duty of care for PG supervisors. Our first step is to provide improved pastoral support, expanding our current ‘postgraduate advisor’ role into a new PG ‘Senior Tutor’ role, analogous to that already provided to UG students:

**AP 5.6-3:** Improve pastoral support for PG students via a new PG ‘Senior Tutor’ role

## UG Student Culture

We have improved the experience of UG women, including a new policy to cluster female UGs in tutor groups to ensure women never made up less than 1/3 of a tutor group, (BAP 4.2.2-2), and a policy to always have a female member of staff on the UG Senior Tutor team (BAP 4.1.2-1).

Assessing UG student culture was previously made difficult by university ethics regulations that prohibited the conducting of informal surveys amongst UG students – this has just been relaxed for the coming academic year. As a result, we will now run an annual UG culture survey (**AP 3-2**; Section 3.2).

However, the results from our UG focus groups have been disturbing: *harassment by male UG peers was a nearly ubiquitous experience for female UG students who participated*. This sparked an urgent (and ongoing) response by the SAT, and prompted the creation of several key items for our Action Plan:

**AP 5.6-4:** Establish in-department contact points for diversity or harassment issues ('harassment contacts' or 'diversity champions')

**AP 5.6-5:** Display posters in labs declaring 'core values' of lab conduct and reminding students of the University's Student Charter and Code of Conduct

**AP 5.6-6:** Establish an anonymous harassment reporting system ('reporting box') in the labs (explicitly requested by the SAT UG representatives)

**AP 5.6-7:** Ensure that ED&I standards are reinforced during UG teaching lab induction sessions

**AP 5.6-8:** Develop a new UG 'ED&I' module, analogous to the existing careers module

The last AP is designed to instil the culture of ED&I earlier in the UG student's career. We plan to run it in a similar way to our popular careers module (Section 5.3.4) but in years 1 or 2: a non-assessed but timetabled module introducing the concepts of ED&I, unconscious bias, and diversity in higher education.

We note that the AP on PG ED&I training (**AP 5.6-2**) will enable demonstrators to challenge inappropriate behaviours when they arise.

## Work experience students

As part of our effort to increase the reach and diversity of our UG programme (see also outreach; Section 5.6.8), we are in the process of developing a work experience (WE) programme for year 9 and 10 pupils. We regularly receive enquiries for 1-2 week placements from local pupils, part of the education programme in Hampshire schools. The gender breakdown of those who contact us has a higher female fraction than our UGs (50% of WE enquiries vs. 26% of current intake). Since the 'leaky pipeline' starts in schools, it seems obvious to provide such an opportunity to female pupils with an interest in scientific research. Over the last 15 months, we have hosted one male, two female, and one trans-man in our research groups (nb. additional pupils were previously hosted by our outreach team; number and gender breakdown were not yet routinely monitored). Based on the feedback we received during this test phase, we will formalise the process and extend our engagement with local schools for WE placements.

*"This was a great opportunity and experience. I absolutely want to study physics now."*

*-- Feedback from one female pupil on scheme, 2017*

As part of our AP, we will develop this into a formal programme:

**AP 5.6-9:** Develop and implement a formal work experience programme with local schools. We target 50% of the cohort to be women/girls

We will ensure that pupils will either be supervised or mentored by a female PG or postdoc, and work on projects with an equal gender balance.

### 5.6.2 HR policies

Monitoring of the application of HR policies is done by SMT, and by the EO and HoD. To the best of our knowledge this approach has been effective, and we have not identified any differences between policy and practice. Staff are reminded of the formal reporting procedures at Diversity Forums.

Line managers are kept up to date with policy changes via email, and (as required) new online training modules (e.g., the new mandatory 'safeguarding' module deployed in October 2017). Staff also have access to a HR 'Business Partner' and the university 'ask HR' email services, where detailed advice can be sought. Staff in P&A agree that bullying/harassment policies would be applied if required:

*90% of women, 89% of men agree "I am confident that my line manager would deal effectively with complaints about harassment, bullying or offensive behaviour"; an improvement since 2016 (F:80%; M:80%)*

### 5.6.3 Representation of men and women on committees

Figure 5-4 shows the composition of P&A and key Faculty committees. Candidates for committee membership are identified by the HoD in consultation with the HoGs. Female representation on committees is acceptable, usually above the fraction of female academics. This is due to a positive effort in P&A to ensure gender balance on all committees.

A consequence is that committee overload is an issue for women. To mitigate this, we ensure that committee membership receives credit and is fully tracked by our workload model (Section 5.6.5). As part of **AP 5.6-10**, we will also formally and quantitatively investigate committee overload with these data (Section 5.6.5).

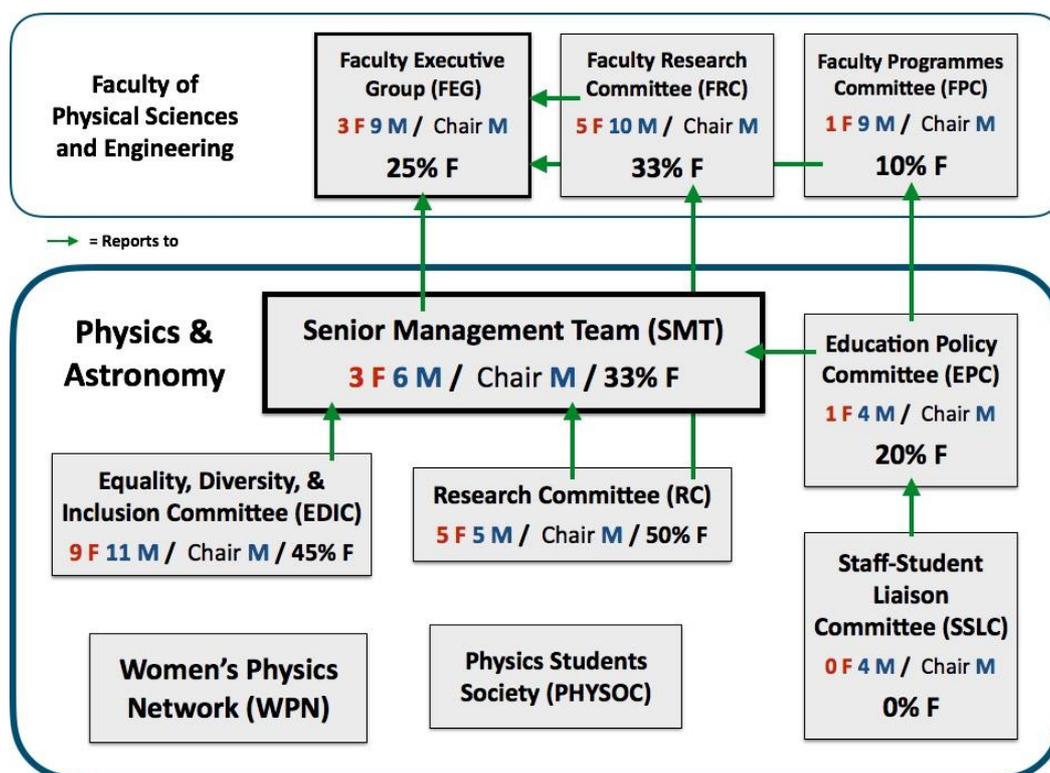


Figure 5-4 The committee structure in P&A and the input into the main faculty committees

#### 5.6.4 Participation on influential external committees

Staff participation on external committees is strongly supported by P&A leadership, and is recorded internally for REF environment statements and annual appraisals. There is no centralised mechanism for recruiting staff, but opportunities are circulated to all staff who are encouraged to apply. For example, a recent call for members to an RCUK grants panel for astronomy was distributed amongst academics in that area, and applications encouraged and actively supported by both the Astronomy HoG and HoD.

There is currently no workload credit given for membership of external committees. However, the development of a proposal for such a model is under consideration by the P&A Research Committee (but does not form an AP for the SAT).

#### 5.6.5 Workload model

The P&A Director of Programmes assigns workload to ERE staff using a workload allocation model, covering teaching and administrative duties. A full-load corresponds to 60% of FTE for staff on a full-time balanced career pathway. This is reduced pro-rata for part-time positions, and for those who have >40% of their time funded by research grants. L5+ fellowship-holders have a load of 300h; it is departmental policy that no one can be completely 'bought out' due to the danger of isolation from student contact.

Each duty is assigned a 'tariff' that considers contact hours, preparation time, student numbers, the type and number of assessments associated with particular modules, etc.. Key departmental, management and pastoral duties (HoD, Director of Programmes, HoGs, Senior Tutors, Admissions Tutor, etc.), acting as a personal academic tutor, and committee memberships are also included. Workload hours are 'real hours', and the model accounts for staff recently returned from maternity leave via adjustments to their %FTE available. All staff receive a specific workload component for their public engagement and outreach work (BAP 4.3.7-1). Staff are encouraged to review the 'tariff' associated with tasks with the Director of Programmes, if they believe they are inappropriate.

Staff receive at least two workload reports a year, which show the tasks allocated, the ‘tariff’ for those tasks, their workload history, and a comparison with the average workload across all staff. The full workload is scrutinised by the HoD and Director of Programmes. Individual staff know the average workload, but cannot see the details of other people’s allocation of duties as this could reveal confidential information about part-time working or other factors. Workload model data is not used explicitly in appraisal, unless the appraisee chooses to do so. However, a report from the Director of Programmes, partly based on the model data, forms part of the P&A promotion review process.

The workload model has memory from year to year (i.e., carry-over or -under), allowing workload balances to be managed more flexibly. Most teaching duties are rotated on approximately five-year timescales, and additional credit is given for ‘first time’ teaching a module. The inclusion of memory has a positive effect on the way the workload model is considered within the department. In our 2017 staff survey, 73% of female staff and 75% of male staff agreed with the statement that “work is allocated fairly and in a transparent way, irrespective of gender”.

We now have the data to perform more detailed assessments of workload breakdowns by gender; for example, ‘how have various types of activities been allocated to men and women over the past five years?’. Such an analysis forms a key AP in our silver plan:

**AP 5.6-10: Investigate breakdown of workloads and activity types by gender**

### 5.6.6 Timing of departmental meetings and social gatherings

As part of our Bronze action plan, we implemented a ‘core hours’ policy (BAP 4.3.5-1): regular or major meetings should be scheduled during (neither starting nor ending outside of) the hours of 9.30am to 4pm on normal university working days.

*This is embedded in P&A, including the rescheduling of one major weekly seminar series. No recurring seminar or meeting is held outside of core hours; this is monitored by SMT.*

*This is supported by our staff survey: 85% of both women and men agree that “Meetings, seminars and social events in are completed in core hours”<sup>11</sup>.*

Numerous staff had noted (in surveys or focus groups) an implicit pressure to reply to emails was contributing to a poor culture of work-life balance, where staff felt they had to constantly check email or risk being left out. Therefore, we have developed an addition to our core-hours policy to include responding to emails, promoting an understanding amongst all that replies to emails should not be expected outside of core hours (there is no proscription on *sending* emails; some who work flexibly rely on this to manage their work.)

Regular dissemination is required to reinforce these policies. An action item is to:

**AP 5.6-11: Disseminate core hours and other ED&I policies to department at the start of every academic year.**

### 5.6.7 Visibility of role models

#### *Visibility of woman physicists*

The WPN organises public lectures on campus by female scientists and science communicators, and recently ran a campus-wide ‘scientist treasure hunt’ (Figure 5-2) featuring female scientists at Southampton. The P&A outreach team (Section 5.6.8), often in coordination with WPN, organise

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<sup>11</sup> Some social events occur outside of core hours. These are advertised well in advance.

numerous well-attended public events off-campus, raising the profile of female physicists and engineers to the public.

*87% (M:86%, F:88%) of PG students agree “I have access to role models I can identify within Physics and Astronomy.”*

### Seminar speakers

There is one P&A-wide seminar series, and each research group additionally holds at least one weekly seminar series with external speakers. We now monitor the gender breakdown for these seminar series (Figure 5-5); the main Physics Colloquium and the Astro seminar both have data back over a decade.

*The fraction of female speakers in the Astronomy Seminar has increased significantly, and is >30% for three consecutive years. This change occurred when the call for speaker suggestions was accompanied by a statement encouraging consideration of gender balance when submitting suggestions.*

We will now spread this practice amongst all seminar coordinators:

**AP 5.6-12:** Establish protocol for soliciting seminar speaker suggestions which encourages greater gender balance. Target of at least 30% woman speakers by 2019.

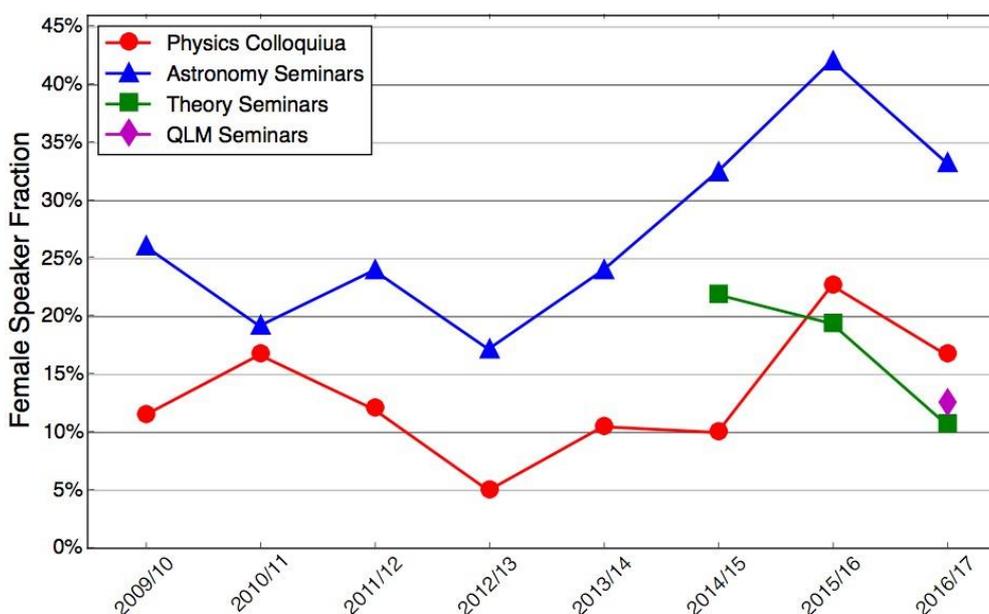


Figure 5-5 The fraction of woman speakers at our main P&A seminar series.

### Publicity materials

We ensure we use diverse members of our community in images used in promotional materials. This includes images on our website, our prospectus, those posted around the building or used on open days, and printed media distributed to visiting students or members of the public.

*Our staff surveys have all consistently recognised this: in 2017, 83% of staff (M:86%, F:75%) agreed “P&A uses senior women as visible role models”.*

### 5.6.8 Outreach activities

P&A have a dedicated team of two full-time female staff who run our Outreach and Public Engagement with Research (PER) Programme. We have an additional 0.5FTE position funded by Isaac Physics on widening participation with local schools. The programmes together engage with an average of 10,000 pupils, college students, teachers and members of the public annually.



*Figure 5-6 P&A PER and Outreach on International Women's Day (IWD) 2017, at the Westquay shopping complex in Southampton*

In 2016-17, 49 UGs, PGs and staff delivered our PER programme of 56 public events (e.g., Figure 5-6) and 61 school events (involving 22 schools). The school events engaged 6500 children, of which just over half were female. Approximately 20% were 'widening participation schools', with an above-average percentage of students receiving free school meals, or are girl-only schools. We work on projects that tackle gender stereotyping in schools, and that advise students and teachers on maximising engagement with studying Physics. Our public events engaged a further 5500 people, including many WPN events.

The profile of our 49 staff/students involved in outreach/PER is in Table 5-6. A higher fraction of students/staff involved in PER are women than our overall staff profile; a deliberate strategy to raise the profile of successful female physicists. Outreach and PER are formally recognised in the workload model (BAP 4.3.7-1) using a 50-hour workload allocation available to all staff, but to encourage collection of feedback and impact assessment, feedback forms must be provided for an event to receive workload credit. Our outreach events are hugely popular and over-subscribed, with many inspirational comments:

*"She dreams of becoming a scientist and to see so many successful women scientists is fantastic".*

*-- Parent of 12-yr old girl at IWD engagement event*

*Table 5-6 The gender profile of students and staff involved in outreach/PER in 2016-17*

'Staff' type	M	F	%F
UG	3	6	67%
PG	13	5	28%
Postdoc	5	4	44%
Academic staff	9	4	31%

**Word count: 6707 / 6500 recommended**

## **6 CASE STUDIES: IMPACT ON INDIVIDUALS**

The individual case studies are redacted from this version.

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## **7 FURTHER INFORMATION**

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**Word count: 62 / 500 recommended**

**FINAL WORD COUNT: 11934 / 12000 permitted.**

## 8 ACTION PLAN

### 8.1 The Silver Action Plan 2017-2020

Key: CA – Dr. Charlotte Angus (postdoc rep); PD – Prof. Pasquale Di Bari (Director of Programmes); SB – Ms. Sanja Barkovic (UG labs); MC – Dr. Mike Childress (Academic rep); JF – Prof. Jonathan Flynn (HoD); RF – Rebecca French (PG rep); SH – Prof. Sebastian Hoenig (Academic rep); MH – Dr. Matt Himsworth (Academic rep); CJ – Prof. Caitriona Jackman (UG Senior Tutor); AO – Prof. Andy O’Bannon (Academic rep); DS – Prof. David Smith (Admissions Tutor); MS – Prof Mark Sullivan (SAT Chair); NW – Ms. Natasha Webb (P&A Executive Officer); WPN – Women’s Physics Network

Item	Action / Objective	Rationale / description	Responsibility	Milestone / Timeline	Success measure / progress
AP 3-1	Convene, and consult with, a new focus group for postdocs on ED&I issues	Postdocs have lower engagement with our staff surveys than other staff members. Focus groups provide another engagement mechanism.	Postdoc reps (CA) and MS (SAT Chair)	First groups in early 2018. Then ongoing at least every 6 months or as required.	New focus group feedback reported at June 2018 EDIC meeting. Focus groups held twice per year. Attendance of at least five postdocs at each focus group.
AP 3-2	Improve UG engagement via a new undergraduate student culture survey	Student surveys will allow quantitative data to be collected. Until recently not permitted to survey UGs by university ethics committee. New survey will be focused to avoid ‘survey fatigue’ by students, and timed to avoid NSS.	MS (SAT Chair), UG reps, MH	First survey in early 2018 (following Semester One exams), then annually.	Results from first survey available for October 2018 EDIC meeting. Engagement of >40% of UGs with survey.
AP 3-3	Convene new Action Plan Monitoring Team (APMT) meeting prior to each SAT meeting to improve monitoring and effective implementation of action plan.	AP items can sometimes slip. APMT will provide targeted assistance as required.	MS (SAT Chair), NW (EO)	APMT in place for March 2018 EDIC/SAT meeting	APMT meeting, report from APMT at start of each EDIC/SAT meeting. Project Management Software with AP for all EDIC/SAT members to access online.

Item	Action / Objective	Rationale / description	Responsibility	Milestone / Timeline	Success measure / progress
AP 4.1-1	Review the way the FY is advertised in our prospectus and webpages, and if necessary improve its visibility	Few students attracted on to P&A FY; lower female fraction than main P&A cohort entry. Assess whether simple changes can be made, building on good practice from main P&A recruitment.	DS (Admissions Tutor), JF (HoD), NW (EO)	Any changes in place for Summer 2019 and AY20/21 entry	Increase of 50% in students taking Physics FY by 2020/21.
AP 4.1-2	Investigate the reasons why our students leave our degree courses, and test for gender-dependent effects	Men are more likely to exit our degree courses than women. Investigate reasons why; investigate underlying data (correlate with entry grades, other diversity factors).	MS (SAT Chair), SH, CJ (Senior Tutor), PD (Director of Programmes)	Report to SAT in December 2018. Continue monitoring exit data annually.	Understand what drives any gender-dependent effects by mid-2019. Future actions developed based on outcome of report.
AP 4.1-3	Ensure the research group PG admission officers track all informal offers made for PG studentships	PG offers sometimes made quickly and informally by email, official recording mechanisms do not keep up. Data therefore incomplete making analysis difficult.	JF (HoD, via HoGs and SMT), SH	Ensure new process in place for AY 18/19 (19/20 entry).	Complete records of PG student offers for AY19/20 entry.
AP 4.1-4	Review PG recruitment material, applying best practice and lessons learnt from our UG recruitment	PG recruitment offers and material can be hard to find on website. No rigorous review carried out as with successful UG recruitment.	JF (HoD), MC (and HoGs and SMT)	Review complete by Summer 2018. Material ready for AY 2018/19 (19/20 entry).	New material in place for recruitment for AY 2019/20 entry. Increased applications from women targeting 25%, matching our UG applicant fractions.
AP 4.1-5	Develop and deploy 'unconscious bias' refresher/primer, in first instance for PG student recruiters and interviewers	No formal refresher courses for unconscious bias available from university. Thus, we will develop our own and trial for PG recruitment. Rationale is to ensure female PG offer fraction at least matches female PG applicant fraction.	MC, AO	In place for September 2018, for AY19/20 entry. If successful, extend refresher/primer to other recruitment streams.	PG recruiters more aware of UB, feedback from PG student interviewers on effectiveness. Target 25% women on shortlists for PG recruitment, matching offers made to UG students.

Item	Action / Objective	Rationale / description	Responsibility	Milestone / Timeline	Success measure / progress
AP 4.1-6	Run annual PG day information aimed at UG women, as part of the WPN	Evidence that as a fractionally fewer of our UG women go on to a PhD than our UG men.	WPN event; support from MS (SAT Chair)	First event in early 2019. Event then run annually. Attendance measured at event, feedback collected.	Goal is for an equal fraction of our men and women UGs to apply for PhD places by 2020.
AP 5.1-1	Develop policy to offer visitor status with P&A for partners of all new appointments at L5+	Lack of any support for partners relocating to Southampton has been highlighted in our staff survey. Visitor status will give basic practical support via access to library services and IT service.	JF (HoD), NW (EO)	Policy draft ready for September 2018. Policy then trialled through 2018/19.	Partners of future appointments take advantage of scheme
AP 5.1-2	Investigate potential support mechanisms for partner hire for newly-recruited academics	Women offered faculty positions in P&A turned down offers due to difficulties of partner relocating. Financial support for a short FTC position would help partner settle at university (e.g., apply for fellowships; be eligible for redeployment roles).	JF (HoD), MS (SAT Chair)	Discuss with Dean in 2018. Agenda item for faculty EDIC by October 2018. Proposal developed during 2019/2020.	New policy in place for 2020.
AP 5.1-3	Review internal selection processes for 'quota-ed' personal fellowships to ensure they follow the same ED&I procedures as open job adverts. Ensure data on applicants is recorded	Many long-term fellowship holders become permanent members of staff at end of fellowship. Need to ensure that we are applying the same ED&I procedures for fellowships as we are in our successful postdoc recruitment.	JF (HoD), NW (EO), SH, MC	Policy drafted by end 2018, approved by SAT and SMT early 2019 ready for 19/20 fellowship rounds	New policy sent to HoGs in P&A. Aim for >25% of supported fellowship applicants to be women over Silver period, matching fraction of female applicants in our last faculty appointment round.

Item	Action / Objective	Rationale / description	Responsibility	Milestone / Timeline	Success measure / progress
AP 5.1-4	Extend 'invitation' policy to applicants for fellowships	This policy has been successful for faculty positions and postdocs; we wish to extend this best practice to quota-ed fellowships, encouraging women to apply to be supported as part of the P&A quota.	JF (HoD), NW (EO), via HoGs	Policy drafted by April 2018, trialled over Summer 2018 when fellowship applications are sought. Invitations routinely sent from October 2018.	New policy sent to HoGs in P&A. Aim for >25% of applicants to be supported by P&A for fellowship applications to be women over Silver period, matching fraction of female applicants in our last faculty appointment round.
AP 5.1-5	Contact all postdocs at the start of each promotion round, making it clear that promotion is available to them, and the criteria	Postdocs unaware, in some cases, that promotion from ERE Level 4 to Level 5 is even possible; our data show this is particularly true for women	JF (HoD), NW (EO), line managers	SMT agree wording of communication by end AY17/18	New procedures in place for AY18/19 promotion round. Aim for >80% agreement in survey for question "I understand the process of making a promotion application" by end of Silver period.
AP 5.1-6	Provide clearer guidance to line-managers of postdocs on the promotion criteria, and ensure that promotion is discussed during appraisals	In some cases, line managers unaware of promotion criteria for postdocs; rarely discussed during postdoc appraisals	JF (HoD), NW (EO), line managers	SMT agree wording of guidance by end AY17/18	New guidance in place for AY18/19 promotion round. Aim for >80% agreement in survey for question "I understand the process of making a promotion application" by end of Silver period.

Item	Action / Objective	Rationale / description	Responsibility	Milestone / Timeline	Success measure / progress
AP 5.1-7	Liaise with Faculty to better frame criteria for stronger promotion applications; run annual faculty-wide promotion event	Many staff express a lack of understanding about promotion criteria – and this is gender dependent. Thus, clearer guidelines are required.	JF (HoD), NW (EO)	Discussion at Faculty SAT Chairs meeting and Faculty EDIC committee by July 2018.	New guidance in place for AY18/19 promotion round. First annual event run in November 2017, repeated annually. Aim for >80% agreement in survey for question “I know exactly what I must personally achieve to gain promotion to the next level” by end of Silver period.
AP 5.1-8	Provide additional closer support for staff applying for promotion while on maternity or parental leave	One member of staff was expected to interview for promotion shortly after giving birth, no adjustment was made for this. Improved liaison is required.	NW (EO)	Awareness at faculty of potential issue via Faculty EDIC	Ensure support/liasion available for AY18/19 promotion round.
AP 5.3-1	The SAT will seek and analyse anonymous gender-aggregated appraisal scores before and after the scaling has been applied	Appraisal scores are moderated by university/faculty to a set distribution. SAT wish to ensure no gender-dependent biases are introduced	JF (HoD), MS (SAT Chair), NW (EO), SH	Discussion at Faculty SAT Chairs meeting in March 2018, and access to data sought.	Results of gender-testing scores reported to SAT by end Summer 2018.
AP 5.3-2	SAT to review and overhaul the P&A mentoring programme, drawing on best practice elsewhere across the university	Although it is clear staff recognise that mentoring opportunities in P&A are improving, when the SAT compared our mentoring scheme with best practice across the UoS, it revealed several areas of improvement.	JF (HoD), NW (EO), MS (SAT Chair)	Small group set-up to establish effective mentoring scheme, including advice from UoS outside P&A. New mentoring scheme trialled from October 2018	Mentoring scheme in place from October 2019. Staff survey feedback improves: aim for >80% agreement with “Physics and Astronomy provides me with useful mentoring opportunities (as mentor or mentee)” by end of Silver period.

Item	Action / Objective	Rationale / description	Responsibility	Milestone / Timeline	Success measure / progress
AP 5.3-3	Hold resilience-training events highlighting (candid) career profiles with both failures and successes	The SAT have identified that research grant support is a weaker area in P&A, particularly career profiles with both successful and unsuccessful applications	MC	Event content sourced and planned by September 2018	Events run during AY 18/19, then annually
AP 5.4-1	Investigate funding sources for career advancement and in-person training programs for support staff	In-person training for MSA/TAE staff is no longer run at university level. This reduces ability to undertake new training opportunities, e.g. including external Springboard provision.	MS (SAT Chair)	Discuss with Faculty SAT Chairs by June 2018. Initial discussion with Dean in November 2017, Dean undertaken to provide budget.	Ability to offer support for career advancement/development programs for professional & support staff
AP 5.5-1	Draft new policy, with faculty, on setting up scheme to provide opportunities to apply for funds to continue/support research while taking, and on return from, maternity leave	On returning from leave, it can be difficult to resume research strands after 6-12 months away. Support for research to continue while on leave, or to kick start on return, would make a meaningful difference.	MS (SAT Chair), NW (EO)	Bring up at Faculty EDIC citing best practice in other faculties	Discussed with Faculty SAT Chairs and Dean in November 2017. Policy draft available for consideration of faculty by September 2018. Policy implemented from 2019.
AP 5.6-2	Make the current UoS ED&I training mandatory for PG students, and include in induction material.	PG students current have no formal ED&I training. Staff have reported the university training for staff is very helpful, thus we will extend to PGs and make mandatory.	JF (HoD), AM (University Diversity Officer)	Course available from early 2018	Monitor PG uptake and aim for 100% completeness by end 2018
AP 5.6-3	Improve pastoral support for PG students via a new PG 'Senior Tutor' role	UG Senior tutor role (one woman always on UG senior tutor team) has been very successful. We will expand current 'postgraduate advisor' role into PG senior tutor position. Credit for role will be given in workload model.	CJ (UG Senior Tutor), JF (HoD), PD (Director of Programmes), PG reps	Role created, and exists in work load model by Summer 2018	PG Senior Tutors available for AY 18/19. Impact seen in PG culture survey results.

Item	Action / Objective	Rationale / description	Responsibility	Milestone / Timeline	Success measure / progress
AP 5.6-4	Establish in-department contact points for diversity or harassment issues ('harassment contacts' or 'diversity champions')	UG focus groups have revealed disturbing issues with UG culture. We have no clear reporting mechanisms in P&A. Harassment contacts will provide an informal (and formal) mechanism for students and staff to report issues.	JF (HoD), MS (SAT Chair), UG and PG reps	Contacts in place by early 2019	Improvements in responses from focus groups. Awareness of contacts tested via culture surveys
AP 5.6-5	Display posters in labs declaring 'core values' of lab conduct and reminding students of the University's Student Charter and Code of Conduct	UG culture in labs suffers from low-level peer-on-peer harassment. Posters will 'nudge' students into behaving correctly in labs.	SB (UG labs), RF (WPN), PJ, AM, MS	Posters in place by October 2018	New UG culture survey in 2019 will test via questions on core values. Aim for >80% of respondents to be aware.
AP 5.6-6	Establish an anonymous harassment reporting system ('reporting box') in the labs (explicitly requested by the SAT UG representatives)	UG culture in labs suffers from low-level peer-on-peer harassment. Informal reporting systems will allow us a wider sampling of the issues faced by students.	SB, RF (WPN), PJ, AM, MS	Reporting box in place by March 2018	Boxes used to report issues.
AP 5.6-7	Ensure that ED&I standards are reinforced during UG teaching lab induction sessions	UG culture in labs suffers from low-level peer-on-peer harassment.	SB	ED&I standards included in lab induction from October 2018	New UG culture survey in 2019 will test via questions on effectiveness of lab induction. Aim for >80% of respondents to be aware of ED&I policies/expectations.
AP 5.6-8	Develop a new 'ED&I' module, analogous to the existing careers module	Develop a short ED&I module for UG/PG students, introducing equality and diversity issues, and unconscious bias to students.	HoD, MC, AO, MS (SAT Chair), PD (Director of Programmes), UG reps	Develop course ideas and structure through 2018.	Course outline and structure by early 2019. Course included from AY2019/20.

Item	Action / Objective	Rationale / description	Responsibility	Milestone / Timeline	Success measure / progress
AP 5.6-9	Develop and implement a formal work experience programme with local schools. We target 50% of the cohort to be women/girls	We have seen strong interest in work experience placements from local schools, and in particular from girls. A pilot scheme over 2016/17 was successful and we received positive feedback, so we will expand this into a more formal scheme. This will assist with the 'leaky pipeline' problem that occurs before women even arrive in P&A.	SH, PJ	Pilot scheme already running. More formal scheme developed in early 2018, ready for Summer of 2018.	Work experience scheme running, with at least 50% of female participants
AP 5.6-10	Investigate breakdown of workloads and activity types by gender	Determine the extent to which certain tasks (e.g., committees) are being performed by women. Determine whether men or women are proportionally under- or over-loaded.	PD (Director of Programmes), SH	Data available to SAT by end of AY17/18	Report made to SAT by January 2019 and then to department. Further actions triggered.
AP 5.6-11	Disseminate core hours and other ED&I policies to department at the start of every academic year	Anecdotally, some report that the existence of core hours is not well known.	JF (HoD)	ED&I policies circulated in October 2018, then annually.	Knowledge of existence of core hours will be tested by future staff and PG surveys
AP 5.6-12	Establish protocol for soliciting seminar speaker suggestions which encourages greater gender balance. Target of at least 30% woman speakers by 2019.	Ensure that successful academics are profiled in our seminar series and visible to UG and PG students, and to postdocs	JF (HoD), VA	Policy in place for soliciting speakers by October 2018.	Average of >30% women speakers in departmental seminars by 2019