



Athena SWAN Bronze department award application

Name of university: The University of Sheffield

Department: Physics and Astronomy

Date of application: November 2013

Date of university Bronze SWAN award: April 2013

Contact for application: Professor David Mowbray

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Athena SWAN **Bronze Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

Sections to be included

At the end of each section state the number of words used.

1. Letter of endorsement from the head of department: maximum 500 words [Total 500]

An accompanying letter of endorsement from the head of department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission. The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.



Professor Nigel Clarke

Head of Department
Department of Physics and Astronomy
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November 2013

To the Senior Policy Advisor for Athena Swan:

Having worked alongside and been mentored by a number of women scientists, I strongly believe that there are no fundamental barriers to the gender distribution within the Department becoming representative of society as a whole. As an alumnus of the Department, I was aware that the number, if we include Emeritus Professor Gillian Gehring, who remains extremely active within the Department as well as the wider physics community, and indeed identity of the women academic staff had not changed from when I left in 1994 to when I returned in 2011. It is easy to blame external factors and to conclude that change is beyond our control. I have never accepted such a viewpoint, perhaps because I am married to a physicist who has to face her own career challenges in a male dominated environment, and I see on a regular basis the negative consequences of such assumptions. One of the great pleasures in being involved in the discussions and focus group sessions that have helped to build our strategy is that we are now tackling these assumptions and staff are recognising that there are important ways in which we can help to redress the balance. For this reason alone, the process of developing our case for an Athena Swan Bronze Award has already proven itself to be invaluable in shaping change.

Since I joined the Department as a member of staff, three of the seven appointments to either fellowships or lectureships have been women. This recent trend, which needs to be maintained in future appointments, demonstrates that the need for us to tackle gender inequality in career progression is greater than ever. The new processes we are introducing for monitoring promotion and supporting staff through reviews, outlined in our submission, are particularly timely. One unique contribution to our strategy of ensuring equality is through a joint NSF/EPSC grant that I hold with Professor Karen Winey at the University of Pennsylvania. The broader impact objective of our grant is to share good practice that Karen has been instrumental in developing, particularly with regards to mentoring women academics. By acting now to embrace change, we will ensure that our female staff receive regular support from senior leadership within the Department, which will help to maximise the success of our long-term strategy of achieving equality of representation at all grades.

With the resultant increase in women role models, I believe that such success will also help us to increase gender balance of our undergraduate and postgraduate population. Professor Dame Athene Donald, a physicist, was awarded an honorary degree by the university during the summer of 2013. What pleased me most about our departmental reception following the ceremony was the enthusiasm with which our female graduates approached Athene to discuss the themes that she had raised during her acceptance speech. I have never experienced, quite so dramatically, the importance of role models. Such an experience has had a profound effect on me, highlighting just how much more important action is compared to words.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'Nigel Clarke'.

Nigel Clarke

2. The self-assessment process: maximum 1000 words [Total 992]

Describe the self-assessment process. This should include:

- a) A description of the self assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance.

Mrs Catherine Annabel. Joined the Department in 2005 as Departmental Administrator. Previous experience in HE administration includes secondment to HR department at Sheffield Hallam University with responsibilities for equal opportunities procedures and training. Harassment contact for University of Sheffield. Member/chair of recruitment panels, member of Medical Faculty promotion panel. Married with two adult children. Studied part-time for undergraduate degree 2005-13, PhD 2013-. Chair of Board of Trustees, Inspiration for Life charity.

Dr Saida Caballero Nieves. Postdoctoral researcher in the Department since November 2012. Actively promotes careers in STEM to women and minorities through Girl Scout days at the local science museum and various public engagement activities. Member of the Society of Women in Physics and regular attendee at monthly women's lunches at previous institutions. Single with no children.

Dr Ashley Cadby. Joined the Department in 2004 as a Research Fellow and became a lecturer in 2012. A participant in the Universities Mentoring Scheme. Runs a range of activities to promote science to a wider audience through outreach groups and museums. Attached with no children.

Ms Katherine Chapman. Studied in the Department as an undergraduate before becoming the Sheffield Students' Union Women's Officer for 2013/2014. Active in campaigning for Women in Physics and across STEM subjects, working on several initiatives to encourage women in these areas.

Dr Lisa Clark. A former Postdoctoral Research Fellowship. After starting her own business in 2008, re-joined the university in 2010 as a part-time Knowledge Transfer Fellow and now manages the Sheffield Solar Farm project. Gave birth to twins in 2011, she took one year's maternity leave. With young toddlers, she balances her work with her partner's non-academic career and family commitments.

Dr Rhoda Hawkins. Joined the department in September 2011 as lecturer after a series of fixed-term postdoctoral contracts in Amsterdam, Paris and Bristol. As a new lecturer in Sheffield she was given a reduced teaching load for the first 2 years. She is tutor for international students and the physics academic representative on the Faculty researcher development group. She has mentored two female PDRAs as part of the Faculty researcher mentoring programme. She is single, actively involved in her local church and enjoys long distance running training in the Peak District.

Professor David Mowbray. Joined the Department in 1991 as a lecturer. Head of Department 2006-2012. Mentored two female lecturers as part of the University's Impact Mentoring Scheme. Panel member for two IOP Women in University Physics Department Site Visits. Extensive experience of both Department and Faculty promotions panels and member of both the Faculty and University Equality and Diversity boards. Member of team responsible for preparing the

University's Bronze Athena-Swan Award renewal. Married with three children, 16, 13 and 10, he shares child care with his wife who works part time. Governor of a local secondary school.

Ms Kerry Parker. Student within the Department since 2008. Completed a dual-honours undergraduate degree in 2012 and is now a PhD student.

Ms Stephanie Sharples MAUA (Professional Services). Joined the Department in July 2012 as PA to the HoD. Active in promoting gender equality through attending and sharing information from the Women@TUoS NETWORK events. Attached with no children. Experience of studying part-time whilst working full-time.

Mrs Chris Turgoose. Joined the Department in June 2012 to cover a secondment. With a background in Work Psychology she is the chair of the Faculty of Science Professional Staff Development Group and the Faculty co-ordinator for the GROW professional service mentoring scheme. She has had experience of both administrative and research work in the HE sector, the Civil Service and the private sector. Attached with a child of 12 and has worked part time for 8 of the last 12 years.

Professor David Whittaker. Joined the Department as a lecturer in 1991. After working in industry from 1996-2001, he returned to Sheffield as a professor in 2007. He is Course Tutor for Theoretical Physics and a member of the Departmental Executive and Research Committees. He is the father of a 3 year old boy, and is in the process of figuring out how to fit in being a part time single parent around the demands of working in the University.

b) An account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission.

The self-assessment team, which forms the Department's Equality and Diversity group, has met eight times since the start of 2013. The team is chaired by the former Head of Department and consists of a second senior male academic, junior male and female academics, a female knowledge transfer fellow, a female PDRA, a female PhD student, three female support staff and a former undergraduate (graduated June 2013) who is the Students' Union Women's Officer for the 2013/14 academic year. The activities of the team have been presented and discussed at three staff meetings. Focus group meetings have been held with male academics, female staff, PhD students and support staff. A HE STEM Gender Equality Survey has been issued to all academic staff and a faculty devised survey to PDRAs. The results of the university wide 2012 staff survey have also been used. The team chair has met with a representative of C:Change, an external organisation recruited by the University to aid with Athena-Swan submissions, and has discussed relevant issues via his membership of both the Science Faculty and University Equality and Diversity committees.

c) Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.

The Equality and Diversity group will continue to meet every three months to review progress against the action plan. It will review relevant data, take additional actions if there are causes for concern, and respond to any new opportunities or initiatives, both within the University and

nationally [**Action F1**]. Responsibility for actions lies with the whole Department and hence updates and progress against actions will be reported by group members at staff meetings and the chair will update and engage with the Head of Department and the Executive Committee through presentations and meetings to ensure their continued input into implementing the plan. Mechanisms via which departmental members at all levels can raise issues / concerns will be introduced [**Action E1**].

3. A picture of the department: maximum 2000 words [Total 1994]

a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

The Department currently has 30.6 academic staff plus, from 2014 two teaching only University Teachers, four VC/Leverhulme fellows and two emeritus professors. Subject to satisfactory performance the four fellows will transfer to full academic positions at the end of their fellowships. Two professors (both male) will return to the Department in 2015 following a leave of absence and term of office as a PVC. There are four research groups: astrophysics, particle physics, inorganic semiconductors and soft matter physics, with 44 PDRAs (14% female - nationally 17.3%) and 84 PhD students (20% female - nationally 26.5%). Our most popular undergraduate degree is physics followed by physics with astrophysics. Theoretical physics is taken by students with an interest in the more mathematical aspects of the subject. Physics can be studied with medical physics, philosophy, computer science or chemistry. All degrees can be taken as a three year BSc or four year MPhys (transfer is possible up to the end of year 2). MPhys Physics and Physics with Astrophysics students can opt to study year 3 at a university in either North America or Australasia. A suite of MSc degrees in nanotechnology are offered; taught jointly with the Department of Materials Science, Sheffield, and the University of Leeds.

Until recently our number of female academic staff was low, with one senior lecturer plus former Head of Department emeritus professor Gillian Gehring; the second woman ever to hold a professorship in a UK physics department. This situation has improved in recent years starting with the appointment of a female lecturer in 2011, a female VC fellow in 2013 and a University Teacher to start 2014. Our percentage of female academic staff is now 7% or 11% with fellows and University Teachers (IOP data for 2009/10 gives a national average for physics academic staff - not including teaching only staff - of 16%). Whilst our increase in female staff from one to four over the last three years is very encouraging we are clear that we have much more to do; our goal is to exceed national figures at all levels. Our major challenges are to further increasing the number of female staff and to ensure that the careers of these staff develop fully.

b) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

Student data

Because student numbers are low, where possible we have provided and analysed more than three year's data to try and increase the statistical significance.

(i) **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract women to the courses.

We contribute to a foundation course in pure science, predominantly used by students who subsequently study engineering. Over the last six years 17 students followed this route into the Department of which 18% were women, consistent with our undergraduate degrees. This course is advertised identically to our standard courses, via our undergraduate brochure and website. Applicants attend UCAS days and are treated identically to direct entry students. Entry requirements are ABB to include at least one science subject or maths.

(ii) **Undergraduate male and female numbers** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

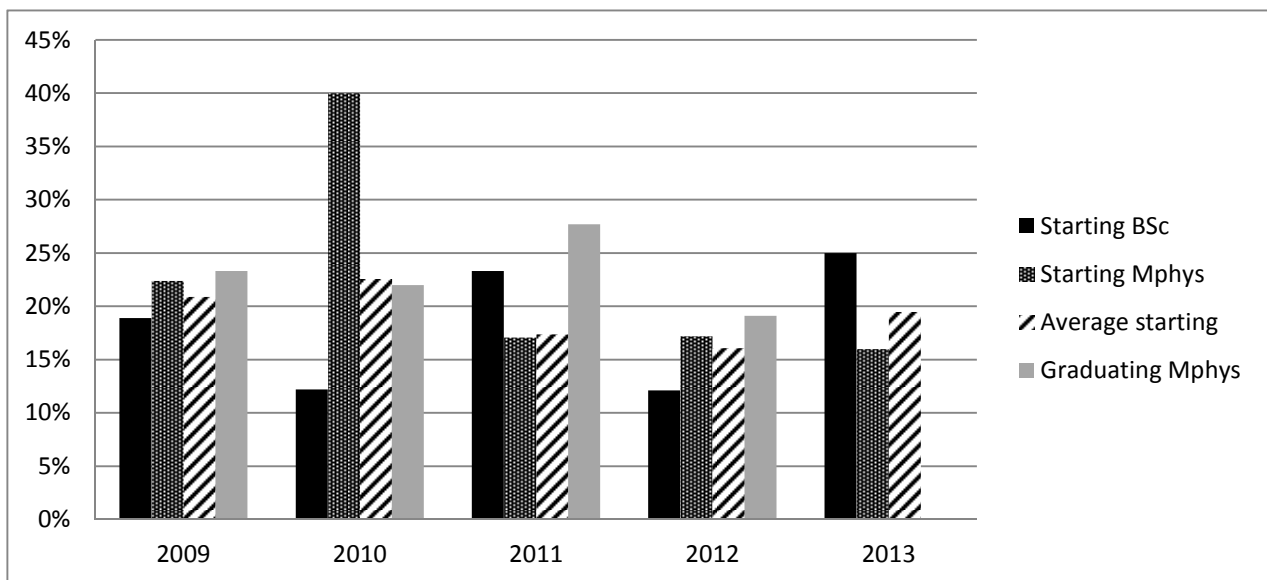


Fig. 1 Percentage of female students starting the BSc and MPhys degrees and the weighted average across both degree types (total percentage starting a degree). Also shown is the percentage of female students graduating from the MPhys. We typically recruit ~120 undergraduates each year of which ~24 are women and hence the data shows significant year-on-year fluctuations.

For the 2012/13 academic year our percentage of female undergraduates was 21% (averaged across all degree programmes and all four years), close to the national average (20.8% 2011). Fig. 1 shows data for women starting the three and four year degrees and also graduating with an MPhys. The latter figure, which is a major factor influencing progression to a PhD, has a five year average of 23%. Hence female students are slightly more likely to graduate with an MPhys; the common route into a PhD. National figures for 2009/10 show the opposite trend with male students slightly more likely to graduate with an MPhys.

Numbers on individual degrees are generally too small to allow a reliable analysis. The Astrophysics degrees are more popular with female students, in agreement with national figures. 50% of both Physics with Medical Physics and Physics and Philosophy students are women. An important goal in attracting more female undergraduates is to maintain our wide portfolio of courses. From 2013 we have introduced an MPhys Physics with Philosophy degree as the lack of

this option placed us at a disadvantage compared with the handful of competitors who also offer this degree **[Action A1]**. We believe that it should be possible to increase the number of students taking the Medical Physics degree and are looking at the marketing of this degree **[Action A2]**.

Our percentage of female students (and the national average) is close to that of female A-level students (21%); the priority for the UK physics community is hence to increase this latter fraction rather than redistributing female students between physics departments or between STEM subjects. We have an extensive outreach programme covering primary schools, through secondary schools and sixth forms to scientific societies. We recognise the importance of using female staff, who make a significant contribution to these activities, as role models. We run an outreach project where undergraduate and PhD students are trained to give presentations in local primary schools (with emphasis on schools in areas with low progression rates to higher education). Students have given a total of 51 talks to 72 classes covering 21 separate schools. Female students have been well represented in this scheme and are important role models for female primary pupils; there is growing evidence that girls may be turned off science at a very early age **[Action A3]**. Year 3 projects allow students to take lessons in local secondary schools and to develop and give presentations in primary schools. Outreach activities are not specific to Sheffield recruitment and contribute to the wider UK effort.

(iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

MSc numbers are small: 17, 14, 8, 9 and 8 for the last five years; 5, 4, 1, 1 and 1 female. The five year female average is 21% close to the average of 26% for Russell Group universities. Over the last four years 2 students (4%) have taken an MSc part time of which one was female. There is a major review starting December 2013 covering both marketing and recruitment. Recruitment of more women will be a key consideration of this review **[Action B1]**.

(iv) **Postgraduate male and female numbers on research degrees** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

20% of PhD students are female (national average 26.5%). Our 2007 figure of 19% was also below the national average. We do not believe this is due to our PhD topics as our four research groups cover a wide range of physics and astronomy. Numbers are too small to provide significant data within each research group. We believe one issue may be the recruitment process which varies between groups and in some cases may occur after students have accepted offers at other universities. In addition best practice may not be common for all groups. **Actions B2 and B3** directly address PhD recruitment. **Action B4** will look at the representation of women in departmental literature, website and displays.

(v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees** – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

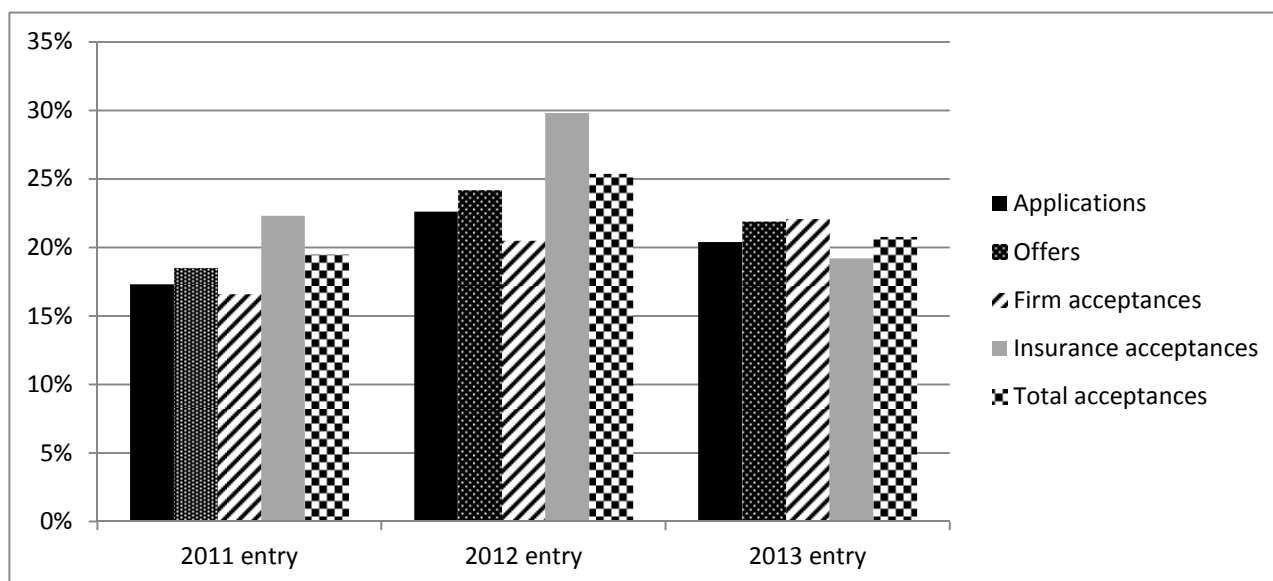


Fig. 2 Female application data for undergraduate degrees. We typically recruit ~120 undergraduates each year of which ~24 are women.

Undergraduate admission data shows no significant changes through the admissions process - three year weighted averages are 20%, 21%, 20% and 24% for applications, offers, firm acceptance and insurance acceptances respectively. Five year data shows that 87% of female applicants are made an offer and 17% accept a place, for male applicants the percentages are 81.6% and 15.4% respectively. There is hence no evidence to suggest that our admissions processes disadvantage female applicants.

Applicants with predicted A-level grades close to our entry requirements (AAA MPhys, AAB BSc, both to include maths and physics) are invited to visit the Department on one of our UCAS days. Applicants have a 1:1 meeting with an academic member of staff where the offer is made. Performance during this meeting does not affect this offer – it is made at the start of the meeting. Those unable to attend are made an offer by post. We offer a limited number of Saturday UCAS days to provide additional flexibility for our applicants. Female staff are involved in all UCAS days activities - 1:1 meetings, guiding groups of applicants round the Department and having lunch with accompanying parents - but given their small number we have to be careful not to overload them with this time consuming duty. The need to use females (academic/post doc/UG) on UCAS days in prominent positions was raised as part of our consultation with women in the department **[Action A4]**. Undergraduates also help, by taking applicants and parents on tours of the campus, accompanying both groups on visits to the student accommodation and holding meetings between current undergraduates and small groups of applicants. Female students are well represented and we prioritise their duties to those which bring them into contact with the applicants, particularly the meeting with applicants **[Action A5]**. The Department also participates in University summer open days for pre-application students. All staff contribute to the various activities which include staffing the information desk, departmental talks and tours. Actions are to review publicity material and develop a strategy for maximising visible female role models during recruitment activities **[Actions A4 and A6]**.

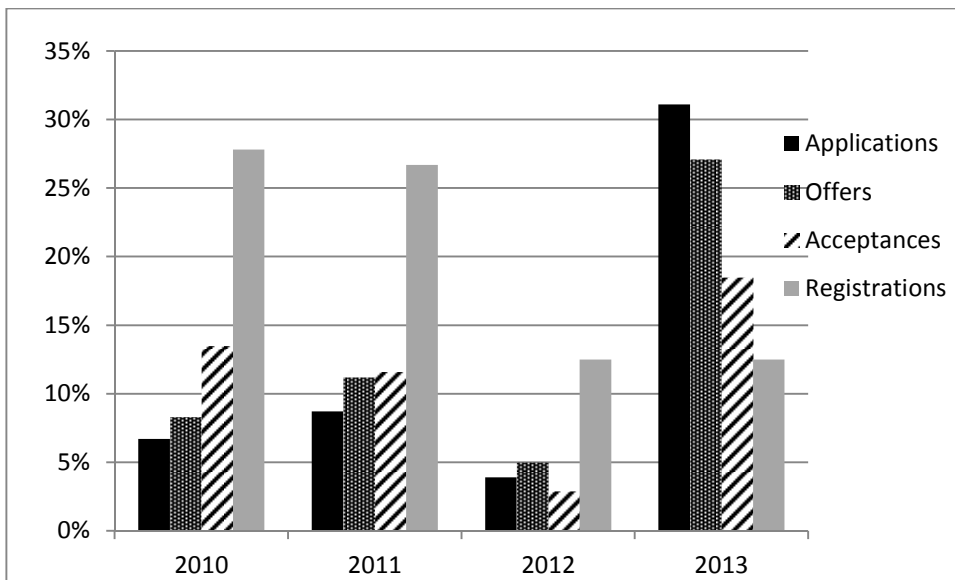


Fig 3 Female application data for MSc degrees showing applications, offers, acceptances and registrations. Absolute numbers are ~ 14 registered MSc students each year of which ~ 3 are women.

Fig. 3 shows MSc application data. Numbers are very small so there are significant fluctuations. Our five year data shows that 87% of female applicants are made an offer and 32% accept this offer. The corresponding data for male applicants is 68% and 29%. **Action B1** will address MSc recruitment and the experience of students during their studies.

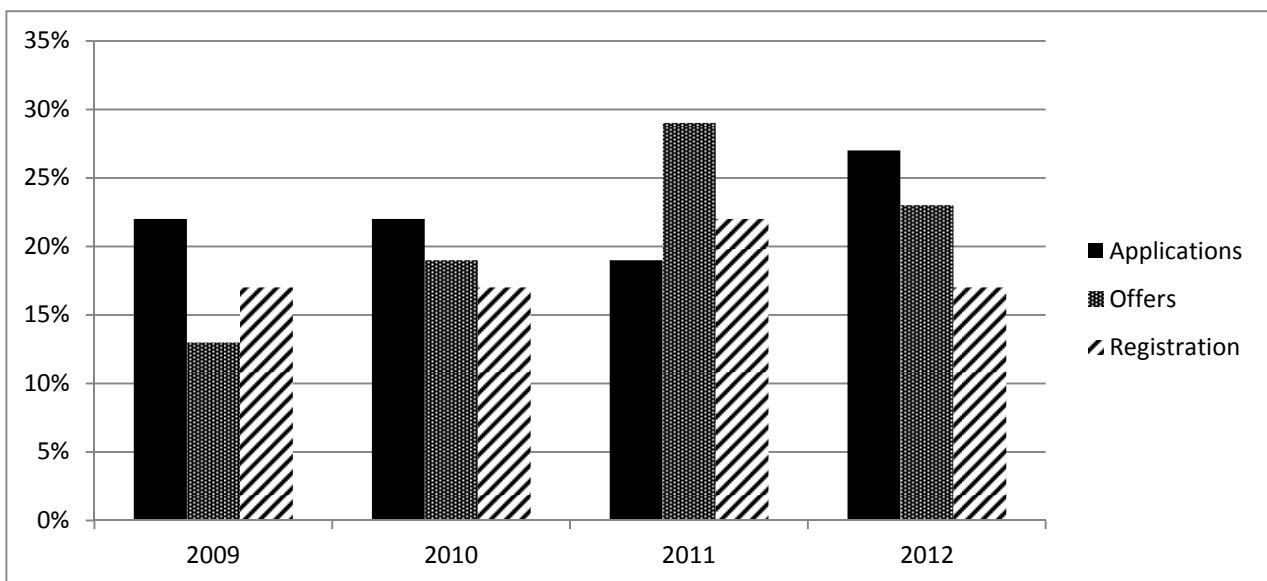


Fig. 4 Female application data for PhDs showing applications, offers and registrations. Absolute numbers are ~160 applications a year, ~ 30 offers and ~25 registrations – women represent ~5 registrations.

Fig. 4 shows data for female PhD applications. Averages over four years are 22, 21 and 20% for applications, offers and registration respectively. Within the small numbers involved there is no significant trend. Five year data shows that 36% of female applicants are made an offer and 10% accept; the corresponding data for male applicants is 35% and 14% respectively. These small differences are within statistical errors. **Actions B2 and B3** will address PhD recruitment.

(vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

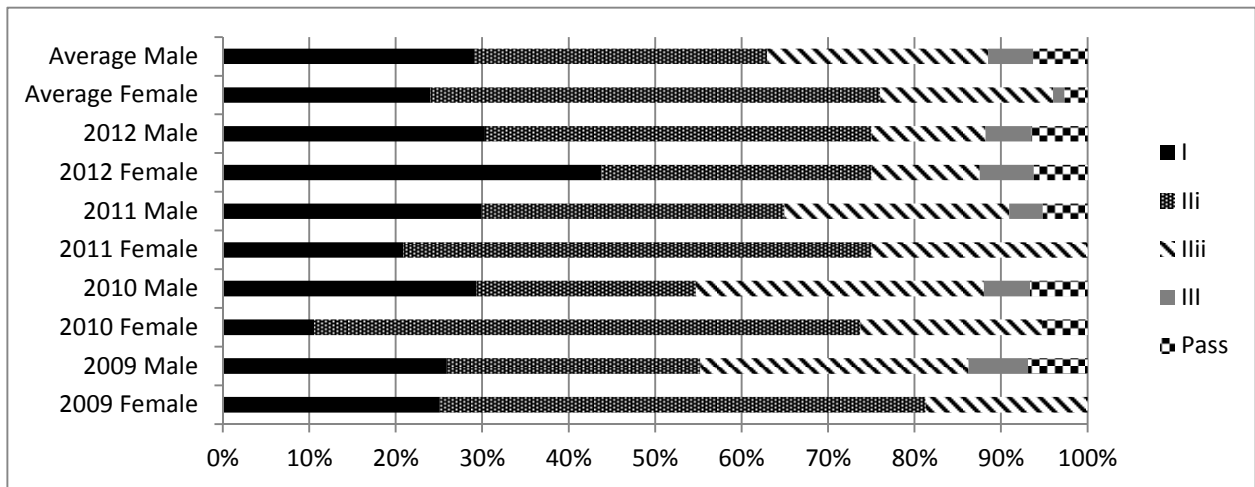
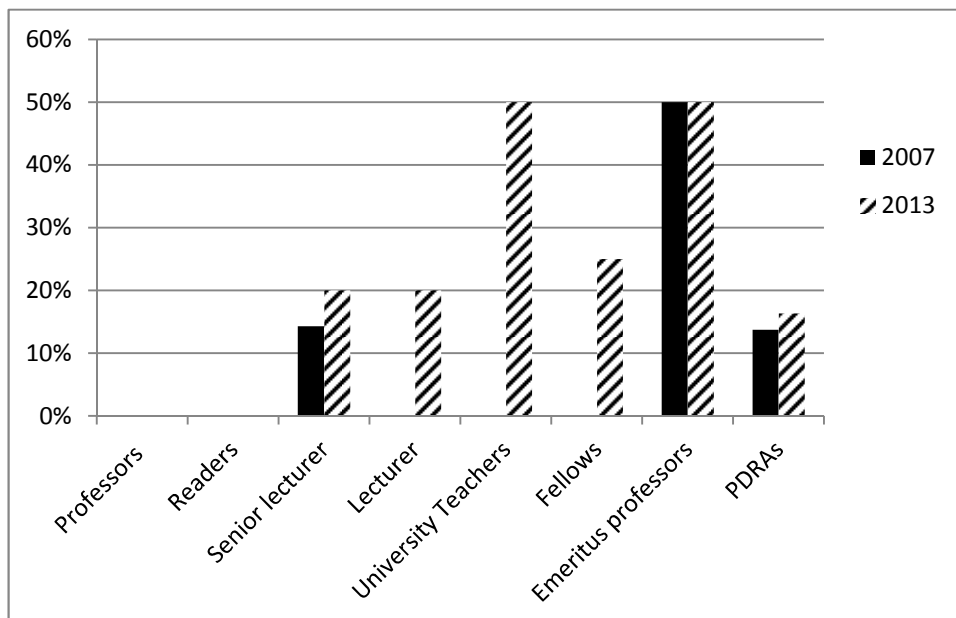


Fig. 5 Undergraduate degree classification data. Data is shown by gender and degree class for the last four years plus averages over this time frame.

Fig. 5 shows that although the four year average percentage of women obtaining a I (24%) is slightly lower than that of men (29%), the percentage of women obtaining a Iii (52%) is significantly higher than the male figure (34%). This implies that overall women perform no worse than men; in some ways their performance is better since 75% of women achieved a Ilii or above (the requirement for a PhD) compared to 65% of males. However, due to the small number of students these differences are not significant and therefore we conclude there is no gender gap in overall student performance.

Staff data

(vii) **Female:male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent). Comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels



	Professors		Readers		Senior Lecturers		Lecturers		University Teacher		Fellows		Emeritus Professors		PDRAs	
Year	07	13	07	13	07	13	07	13	07	13	07	13	07	13	07	13
Female	0	0	0	0	1	1	0	1	0	1	0	1	1	1	7	6
Total	12	14	4	7	7	5	7	5	0	2	2	4	2	2	51	43

Fig 6 Percentage of women at different levels. The table shows the absolute numbers.

14% of our current PDRAs are women; within the errors of the small numbers this is equivalent to the national average of 17.3%. National figures for academic staff in physics departments (2007/08) are 19.8%, 11.2% and 5.4% lecturers, senior lecturers/researchers and professors respectively. Our figures show a similar fall in the percentage of female staff with increasing seniority but we are very conscious of our lack of female staff above senior lecturer level and lower percentages at all levels. Recent appointments have increased numbers at lower levels (the Department strategy has generally been to appoint at lectureship or equivalent level) and gives us a pipeline of female staff who, with appropriate support as detailed in our action plan, should progress to senior positions. Further appointments are also needed **[Actions D1-D8]**.

(viii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

Academic departures since 2007 (all male): one professor (to Oxford), two readers (early retirement due to illness and natural retirement) and one senior lecturer (to a chair position in China). One professor is currently the PVC for research and one is on a four year leave of absence at an overseas research institute. One female PDRA awarded a Royal Society Fellowship moved to another UK university who were able to offer a permanent position. The majority of PDRAs leave at the end of their contract, a small number may leave earlier to take up, for example, an academic position in Sheffield or elsewhere. Over the three year period 2009-12 five female PDRAs and 33 male PDRAs left the Department giving a percentage for women of 13% which is equivalent to the 14% of female PDRAs employed in the Department. There is hence no indication of a higher turnover rate for female PDRAs. An action point is to introduce exit interviews for all academic staff and PDRAs so that any issues which cause staff to leave can be identified **[Action E2]**.

4. Supporting and advancing women's careers: maximum 5000 words [Total 3597]

In the follow sections when referring to data from our various surveys we site the positive score. Most questions ask for one of five responses: strongly agree, agree, neutral, disagree and strongly disagree. The positive score is defined as the sum of the strongly agree and agree percentages.

Key career transition points

a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

Due to a system change we have only been able to obtain from the University PDRA data for two years; in future this data will be available and will be monitored by the Equality and Diversity group. Data averaged for these two years shows that 20% of PDRA applications were women, with 16% of appointments female. As the latter percentage is based on only 3 female appointments statistical errors are large and it is not possible to say, based on available date, if our appointment processes disadvantage women. We will carefully monitor future PDRA data to look for possible areas of concern in our recruitment procedures **[Action C1]**.

Data for recent academic appointments shows that in those cases where we have shortlisted a female applicant this has resulted in appointment. Although the number of cases is low this result is encouraging and from 2013 we have adopted the faculty action 'Ensure shortlists for permanent academic positions contain 20% females (or equal to the proportion of female applicants whichever is larger), providing candidates are available that meet the job requirements. Where this is not possible appropriate feedback will be made to HR and the Chair of the Recruitment panel.' **[Action D1]**. It is also clear from the above data that we need to increase the number of

women applying for academic positions. **Actions D2-D4** will address this issue.

Post	Female as percentage of applications	Females as percentage of shortlisted	Appointed
VC fellowships 2013	8% (50)	14% (7)	33% (3)
University Teacher 2013	22% (37)	25% (4)	50% (1)
Lecturer Jan 2011	14% (21)	33% (3)	Yes
Chair 2010	6.3% (16)	0% (2)	No

Data for recent academic appointments. Numbers in brackets give the total number of people at each stage.

(ii) Applications for promotion and success rates by gender and grade – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

The University has a yearly promotion's round. At least four months before the University deadline for the submission the Department asks all academic staff who wish to be considered for promotion to submit their CV for review at the Department Promotion's Panel. This panel comprises the Head of Department, a representative from HR and heads of the four research groups. It will also be attended by the heads of the technical and support staff if applications from these groups of staff are received (or if these heads wish to propose cases). All cases are carefully considered and a decision is made whether to forward to the faculty panel. Supported cases will receive advice on improving their CV. Unsupported cases will receive feedback on how their case needs to be improved to receive support in future years. If a case is not supported by the panel the staff member has the right to self-submit to the faculty panel. In this case instead of the Head of Department providing faculty with a supporting statement, a statement as to why the panel did not support the case is provided.

The departmental panel may also consider and invite submissions from staff who have not responded to the call for the submission of cases. In future we intend to make this more formal and the panel will discuss all staff who have not put themselves forward and have not been promoted in the previous three years **[Action E3]**. Prior to the panel meeting staff in this category will be identified and will be encouraged by the HoD to submit their CV for consideration. The questions 'What is the timeframe / how do you feel you meet the criteria for promotion? What support will help you get there?' will be included in the annual Staff Review and Development meeting **[Action E4]**. Clear guidelines for promotion at the different levels will be put on the Department's webpage **[Action E5]**.

As numbers are low we give numerical data averaged over the previous four years. Four PDRAs were put forward for promotion to a higher grade of which two were successful. For academic promotions to Senior lecturer, Reader and Professor there were 3, 9 and 4 candidates of which 2, 8 and 2 (percentage success rates 66, 89 and 50%) were successful. Apart from one senior lecturer

case which was not supported at the departmental panel all other unsuccessful cases failed at the faculty panel. All applicants over this period were male. **Actions E3 and E4** are designed to encourage all staff in future to apply for promotion.

b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Recruitment of staff** – comment on how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university’s equal opportunities policies

All posts are advertised on the University web site and jobs.ac.uk. Academic positions may be advertised in relevant journals. For academic posts applicants are shortlisted independently by at least two selection panel members. These subsequently meet to agree the final shortlist. All shortlisted candidates are invited for interview. Where possible interview dates are arranged around the availability of the applicants but if a candidate was unable to travel to Sheffield alternative arrangements would be considered (e.g. Skype, video conferencing). The schedule for the interviews includes an informal dinner with the HoD and a range of staff, a tour of the Department, a research talk which includes explaining a concept relevant to an undergraduate course to assess teaching ability, an informal lunch with staff not on the interview panel and the interview. Candidates are informed of the schedule for the day well before they attend. If they are unable to attend the dinner with the HoD (generally held the evening before the interviews) - e.g. for childcare issues - this would not affect their prospects of appointment.

Interviews are chaired by the faculty PVC, who is also the chair of the University’s Equality and Diversity Board, and the panel is formed of the HoD, research group head of the relevant area, at least one additional senior academic and a representative from HR. For chair positions there will be a senior academic from another university. Given the Department’s lack of senior female staff a women panel member from a cognate department is used (typically maths). Chairs of all selection panels must have previously attended equal opportunities and diversity training. For academic appointments at least four members (faculty PVC, HoD, HR and research group leader) will have received this training. The faculty PVC and HoD will have received training in unconscious bias. In addition to this formal unconscious bias training Prof Jennifer Saul (HoD Philosophy) gave a well-received presentation on unconscious bias and stereotype threat at a recent staff meeting.

Our academic staff focus group suggested that we review the wording of all adverts (PDRA and academic) to ensure they reflect the family friendly and diversity awareness of the Department **[Action D2]**. It is possible that applicants for a PDRA or academic position may be uneasy asking the academic contact questions concerning flexible working etc. We will add a non-academic contact for all PDRA and academic posts with a clear statement that this person is available to answer questions in a confidential manner **[Action D3]**. Both our HE STEM Gender Equality Survey and focus group with Academic Staff suggested that all staff be encouraged to contact potential female candidates and heads of relevant external research groups to identify potential candidates for future academic and PDRA positions **[Actions C2 and D4]**.

(ii) Support for staff at key career transition points – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

Our two main attrition points are PhD-PDRA and PDRA- academic position. The Faculty of Science runs a number of schemes to support PDRAs, some specifically for women. A mentoring scheme pairs PDRAs with an academic in a different department (currently 5 mentees and 4 mentors from the Department). An alumni database allows former PhDs and PDRAs to act as non-academic mentors. A regular CV clinic is held where PDRAs can book a 30 minute slot. Springboard for Women is designed to build confidence and assertiveness and is targeted at young academics and PDRAs but is also used by some PhDs. Other activities include workshops on publications and induction for new researchers. Uptake by departmental staff is variable and an action point will be to require mentors and supervisors of PhD students and line managers of PDRAs to discuss and encourage staff to participate **[Action D5]**. A fact sheet for mentors of PhD students will be developed which will include information on relevant University and Faculty events, training and advice on career development for discussion during meetings **[Action C3]**.

All four research groups run a series of regular seminars by external speakers and the Department hosts three IOP Yorkshire Branch lectures each semester which are attended by staff, undergraduate students and the general public (students from local schools are regular attendees). It is important that speakers have the appropriate gender balance. Although we will not set targets we will monitor the gender balance; asking the organisers to report this data will encourage them to think about this when compiling the programmes for these seminars. The timings of seminars will also be monitored **[Action D6]**. Data collected will be presented at staff meetings to raise awareness and stimulate discussion. Exit interviews for PDRAs **[Action E2]** will also help identify any issues preventing the progression of PDRAs to academic positions.

Our survey of PDRAs revealed a number of issues around career progression. Examples include only 33% intending to apply for a fellowship or lectureship, 56% being well informed about the criteria for academic progression, 33% being sufficiently informed of positions in the Department and being encouraged to apply (being informed of positions at other universities scored 78% with 44% for being encouraged to apply). We will develop guidelines for the use by SRDS reviewers of PDRAs, add relevant material to our website and ensure that in future PDRAs are informed of any PDRA and academic posts within the Department **[Actions D7, D8 and E5]**.

c) Career development

For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) Promotion and career development – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

All staff (academic, support and PDRA) participate in the yearly Staff Review and Development (SRDS) scheme. Before the meeting they complete a form where they are encouraged to reflect on the highs and lows of the previous year. The outcome of the meeting is a series of SMART targets for the following year, identification of training / development needs and an assessment of contribution. The SRDS is typically held with the head of research group for academic staff and line manager for PDRAs and support staff. The Head of Department carries out the SRDS of senior academic and support staff. Staff may request an alternative SRDS reviewer if they are not happy with their allocated reviewer. New academic staff have a yearly review meeting with their advisor during their probation period (generally three years). Consultation with PDRAs via a questionnaire has indicated that the format of questions on the SRDS form is not fully relevant to their roles and hence the importance of this process may be diluted. In collaboration with the faculty group looking at this issue we will produce a revised form for use in the SRDS of PDRAs **[Action E6]**.

For academic staff the promotion route is lecturer, senior lecturer, reader, professor. Promotion to senior lecturer considers performance in four areas: research, teaching, administration and standing in the field. In most cases a good contribution across all four areas is required but a strong performance in one or two areas can counter balance a weaker performance in other areas. There is also a research only route to the equivalent grade of senior researcher for staff on research fellowships. The emphasis is on quality not quantity and due consideration is given for staff on part time contracts. A colleague working 50% was promoted to senior lecturer in 2010. Promotion to reader and professor is generally based on research and considers a number of criteria including quality of published papers, level of research grant income, knowledge transfer, invited conference talks, contribution to national and international committees, participation in conference organisation and general standing in the field. More recently the university has introduced a pathway to chair level based entirely on teaching which we will use to support the progression of our recently appointed teaching only staff. **Actions E3, E4 and E5** address promotions related issues.

(ii) Induction and training – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

All new academic staff have their teaching and admin load increased gradually. This allows them to establish their research but also to concentrate on a limited range of teaching. A new academic would typically be given one 20 lecture course in their first year and would also act as an academic tutor (two one hour tutorials per week). They would also be expected to help with some open days and also supervise year 3 and 4 projects. Year 2 may see the allocation of a minor admin duty but no additional lecture course, this allows the initial course to be developed and improved. A second lecture course is typically allocated in year 3. A full load (~50 lectures a year plus one major admin duty) might not be reached until possibly year 5 or later. New academic staff are given start-up funds to allow them to continue their research prior to obtaining their first research grant and are allocated a departmental PhD studentship in their first year. They have a three year probationary period and are allocated an advisor who will be a senior member of staff. A yearly plan is produced and a report on the previous year's activities and achievements discussed at a meeting with the advisor.

Induction includes a meeting with the head of technical support which covers health and safety

issues, security etc and new academic staff are given a document which outlines the Department's teaching policies and relevant University regulations. However our induction processes could be improved in terms of the both the quality and quantity of information provided, this was raised by our focus group with women members of the Department. Further consultation with staff will inform future improvements in our induction processes **[Action E7]**. The University runs Impact mentoring scheme which pairs junior female staff with senior staff in a different department. Women@TUoS NET runs Speed Networking events aimed at female PhDs and PDRAs where female academic staff, HR and careers advisors give advice on a range of topics related to progression of research careers, job interviews and the challenge of work-life balance. **Actions C3 and D5** will encourage PhDs, PDRAs and academic staff to participate in these activities.

(iii) Support for female students – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

All undergraduate students are allocated a personal tutor who meets with the student 1:1 twice a year, although students can request additional meetings at any time. Meetings look at recent exam performance, module choice and careers advice and students are encouraged to raise any concerns; academic or personal. Female staff act as personal tutors although we do not specifically allocate female students to them. Students may request an alternative personal tutor without having to give a reason. Our two current full time female academic staff also act as Tutors for Female Students and female students are encouraged to contact them if there are any issues that they wish to discuss with another women. Undergraduates also have an academic tutor in years 1 and 2 with whom they meet weekly in groups of approximately 7 students. In years 3 and 4 students will have weekly meetings with their project supervisor. We will run a focus group with our female undergraduates to explore issues that they face as part of their recruitment, studies and possible future careers **[Action B5]**.

MSc students have a mentor with whom they meet 1:1 approximately five times during their one year course. PhD students have a primary and secondary supervisor from their research group and a mentor from a different research group.

d) Organisation and culture

Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) Male and female representation on committees – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

The Department's three main committees are the executive, teaching and research committees. The former is chaired by the HoD and comprises the four heads of research groups, the head of teaching and head of undergraduate admissions. This is entirely male, reflecting the current

holders of these positions; as female academics increase in seniority they will join this committee. Teaching committee has seven academic members, both senior and junior, of which one is female. Research committee has six academic members, all male. The Department makes use of a number of adhoc committees for time-limited activities. A recent example is the committee which existed over approximately two years to consider and implement a new structure for years 3 and 4 of our degrees. This had seven academic members of which one was female. Other minor committees include astronomy, physical planning, postgraduate, recruitment, staff/student, teaching labs and safety. As our number of female staff increases and they increase in seniority we need to ensure that this 'resource' is used strategically, maximising influence without overload. We will introduce a shadowing scheme where junior female staff shadow a male colleague on one of the major committees **[Action E8]**.

(ii) Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

All academic staff are on open-ended contracts. Recently appointed VC fellows are on fixed-term contracts with transfer to open-ended academic contracts at the end of their fellowships subject to satisfactory performance. We have one female VC fellow out of four current fellows. PDRAs are initially appointed to fixed term contracts but after being in post for 4 years, or if appointed to a project with the guarantee of long term funding, we pro-actively work to transfer them to open-ended contracts. Currently 25% of male PDRAs are on open-ended contracts, for females the figure is 33% although numbers are too low to comment on any gender differences.

e) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) Representation on decision-making committees – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of 'committee overload' addressed where there are small numbers of female staff?

Given our current small number of female staff we have to balance very carefully their representation on committees and overall workload. We have a policy of 'protecting' new academic staff from high admin loads during their first ~3-5 years and hence we would not expect recently appointed female staff to yet sit on the main committees. Our female senior lecturer is a member of Teaching Committee which is the main forum for teaching quality control and development; she has also been a member of the STFC (Research Council) Education, Training and Careers Committee and Fellowships panel. Membership of the main Faculty and University committees is via departmental role (for example the HoD sits on the Faculty Executive Board, Head of Teaching sits on the Faculty Learning and Teaching Committee). Staff can put themselves forward for election to the University Senate and we will encourage female staff via their SRDS / probation meeting to consider this **[Action E9]**. An action will be for the head of the assessment team to discuss annually the representation of females on the departmental committees with the HoD and Head of Teaching **[Action E7]**.

(ii) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual's career.

Although a workload allocation model has been run by the Department for a number of years, effort in the previous year has been made to make the results more transparent. The model records all teaching activity (lectures, tutorials, problem classes, project supervision, laboratory demonstrating) and admin duties (committee membership, year head, lab head etc.). Additional credit is given during the first three years of a lecture course to reflect development time. Open day duties are also included. Staff are informed of their output (nominal teaching and admin hours) and see the departmental distribution (unattributed at present but our aim is to move to a system where the load of each staff member is known to all staff). The output from the model is used by the head of teaching when allocating duties at the start of each academic year. From the 2013/14 academic year outreach will be included in the model although capped at 40 hours.

[Action E10]. All staff act as a personal tutor for similar sized groups of undergraduates and so this duty is not formally recorded in the workload allocation model. Changes to the model will start to address staff concerns that their full range of activities is not adequately rewarded. Department staff completing our HE STEM Gender Equality Survey gave a positive response of only 57% to the questions 'My Department values and rewards the full range of skills and experience including pastoral work, outreach work, teaching and administration in performance appraisals.'

(iii) **Timing of departmental meetings and social gatherings** – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

Core teaching hours are set by the university and are Monday to Friday 9:00-18:00 (there is typically no teaching after 13:00 on Wednesdays to allow for student sport activities), though there are very few uses of the 17:00-18:00 slot. The Department would view sympathetically requests to reschedule early or late teaching activities if there were childcare issues. The last few years have seen the use of some Saturdays (no more than four per year) to host departmental and university open days. Some participation in these Saturday events is expected from all staff but if this caused problems with childcare it would be possible to swap for similar events run Monday-Friday.

There is a Faculty and Department agreement to schedule meetings within core hours (9:30-16.00) where possible, for example staff meetings run between 13:00 and 15:30 on Wednesdays.

The main social event is the Christmas Party which is organised by senior academic staff (professors and readers) and is attended by academic staff, support staff, PDRAs, PhDs and former staff. This is held 12:00-15:00 in the week preceding Christmas and approximately four weeks' notice is given to allow part-time staff to swap days and childcare to be arranged etc.

The only events that are held outside core hours are the regular Yorkshire Branch Institute of Physics Lectures, 17:00-18:00 on Tuesday evenings. The reason for this timing is to allow members of the public, including local school students, to attend and to avoid clashes with undergraduate teaching.

(iv) Culture –demonstrate how the department is female-friendly and inclusive. ‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

We pride ourselves on being a friendly and open department where many office doors are always open and where academic staff and support staff greet each other in the corridors. Our annual Christmas party, which is hosted by professors and readers and open to all current staff, PhD students and former staff, is always very well attended. Our female focus group raised the issue of social events and also the lack of a suitable social space. We will hold an annual social event for female staff and students [**Action E11**] and look at the provision and use of social space in the Department [**Action E12**]. Although the net positive score for the question ‘If appropriate, I have access to adequate ‘social space’ in which to relax at work (e.g. during lunch breaks)’ in the recent University staff survey was 60% this was 6% down compared to the previous survey of 2008.

Our students regularly comment on the open and friendly nature of the department and how it is always easy to find someone for advice or help. Department staff responding to the University Staff Survey gave positive scores of 83 and 88% to the questions ‘I feel that my Department is a great place to work for women’ and ‘I feel that my Department is a great place to work for men.’ In the 2012 staff survey the question ‘I am able to strike a reasonable balance between my work and home life’ had a positive score of 70% which is encouraging but suggests progress is still needed. A further survey / focus group will be held to further identify relevant issues [**Action E12**].

(v) Outreach activities – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

Academic staff are encouraged to participate in outreach activities and the Department always makes a very strong contribution to National Science Week, for which South Yorkshire regularly runs the most activities in the UK. There are many outreach activities throughout the year, all the way from primary schools through to secondary schools, sixth forms and scientific societies. We have collected data for the REF2014 period (Jan 2008 – July 2013) during which staff gave 499 talks of which 203 (41%) were given by female colleagues - our emeritus professor Gillian Gehring is particularly active having given 129 of these talks. From 2013-14 outreach will be included in the work load model [**Action E9**]. We also run activities which allow undergraduate and PhD students to contribute to outreach [**Action A3**].

f) Flexibility and managing career breaks

Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

(i) Our Focus Groups and surveys highlighted that we need to make our policies clearer. For example our HE STEM Gender Equality Survey showed a positive score of only 56% for the question ‘My Department has made it clear to me what its policies are in relation to gender equality (e.g. on discrimination; parental leave, carer’s leave; flexible working)’ and 62% for the

question 'I am kept informed by my Department about gender equality matters that affect me (e.g. changes to maternity/paternity leave entitlements, gender equality legislation and institutional policies).' **[Action E13]**.

(ii) Maternity return rate – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

A Knowledge Transfer Fellow took maternity leave for one year in 2011 and on return reduced her contract from three to two days per week. One of our newly appointed VC fellows will take maternity leave after her first month in post and a member of our support staff will take maternity leave from early 2014. Although our VC fellow will have no teaching or admin duties when she returns the Department will support her return to research by the appointment of a mentor who will also provide a point of contact during her maternity leave **[Action E14]**. The University of Sheffield Women Academic Returners' Programme (WARP) provides additional support for women returning from maternity leave and is designed to minimise the impact of extended leave on research activities. We will encourage female colleagues to participate in this programme.

(iii) Paternity, adoption and parental leave uptake – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

Over the last five years four academic staff (one lecturer, one senior lecturer, one reader and one professor) have taken paternity leave. Six PDRAs have also taken paternity leave (one twice). We have had no requests for parental or adoption leave. Given these small numbers it is impossible to comment on any trends. Although policies concerning maternity and paternity leave are available from the HR website we need to make these clearer to staff via links on the Department's website and inclusion in induction processes **[Action E13]**.

(iv) Numbers of applications and success rates for flexible working by gender and grade – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.

One male member of academic staff has worked part time for a number of years (since before 2006) for childcare issues. They were successfully promoted from lecturer to senior lecturer in 2010 and at the same time their contract was increased from 0.5 to 0.6 to reflect increased research commitments. A Knowledge Transfer Fellow requested and was granted a reduction in her hours following return from maternity leave. One female support staff member works part time. All requests for flexible working have been supported. As a friendly department we also respond positively to requests for short term flexible working. A recent example includes a member of technical staff who had short term child care issues and a request for flexible working, including bringing their family into the Department on a number of occasions, was supported.

g) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

(i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

Procedures exist for formal part time and flexible working although we intend to make these clearer to staff **[Action E13]**. Many staff make use of more informal arrangements, for example working from home and around school pickups and drop offs. In a recent staff survey there was a 91% positive score to the question 'My manager / supervisor gives me the opportunity to work flexibly if I need to'. At our focus group with Support Staff comments made included 'Flexible working available and can take time off for childcare issues'. Our support staff felt that they were well supported around issues of flexible working.

(ii) **Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

We have had one case of maternity leave by a PDRA and no cases of maternity or adoption leave from academic staff in the last five years so this is an area where we have no recent experience. A newly appointed VC fellow will take maternity leave after one month in post. This is a research only position so there is no need to consider a reduced teaching and admin load on return. However the Department will discuss via the fellow's mentor **[Action E14]** what support she may need to restart her research. This will also help address the issue raised by the Support Staff focus group that communication between staff and the Department during maternity leave or leave of absence could be improved. Our faculty Director of Training and External Relations, also a member of the Department, is putting in place a scheme to ensure that all PhD students are eligible for paid maternity leave (a number of overseas sponsors do not provide this).

5. Any other comments: maximum 500 words [204 words]

Please comment here on any other elements which are relevant to the application, e.g. other SET-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

Putting together this submission has been a very positive process. Focus groups have been well attended and staff at all levels have contributed openly to discussions at these groups and also at staff meetings. Staff have demonstrated interest and buy-in to processes and a willingness to engage with future actions. The establishment of a departmental Equality and Diversity group, with a wide range of expertise and seniority within the Department, and which has overseen the submission, is a positive development. Given our recent increase in female staff numbers we are confident but not complacent about the future. We believe that our active actions and also the

increased awareness of all staff of equality and diversity issues has the potential to make a significant difference to the Department over the next three years and longer. Focus groups and surveys will be run again in approximately two years' time to identify changing behaviours and to determine the effectiveness of introduced actions **[Action F2]**. In addition to the specific actions identified above we will continue to spread and implement best practice via our representation on the Faculty Equality and Diversity Committee **[Action F3]** and engage with the project outlined in the Head of Department's letter of endorsement.

4.

Action Plan – Department of Physics and Astronomy – The University of Sheffield						
Description	Relevant sections	Completed actions as of Nov 2013	Actions required from Nov 2013	Measure of success	Responsibility	Timeline
A. Recruitment of undergraduate students						
A1. Introduce MPhys Physics and Philosophy degree and monitor uptake.	3 b) (ii)	Introduced for 2013/14 admissions cycle. Advertised in prospectus and on website.	Advertise on Open Days. Monitor annually.	Student numbers increases whilst maintaining high female fraction	Admissions team, all staff on Open Days	Ongoing
A2. Improve marketing of Medical Physics degrees and monitor uptake.	3 b) (ii)	Initial discussions with University Marketing section have taken place	Revise website and prospectus. Advertise on Open Days. Develop case studies of former students. Monitor annually.	Student numbers increases whilst maintaining high female fraction	Admissions team and medical physics staff. All staff on open days.	Marketing completed by summer 2014. Monitoring ongoing.
A3. Run primary school outreach project and encourage female student participation. Introduce issues of gender in physics during general training.	3 b) (ii) 4 e) (v)	Funding secured for 2013/14	Apply for further funding. Ensure students are aware of gender issues and consider specific activities to appeal to female pupils as well as general activities. Monitor via post visit questionnaires.	Continued uptake by local schools. Positive feedback from schools. Increased interest in physics by female pupils.	Coordinator of project.	Ongoing

A4. Develop strategy for maximising visibility of female staff during open days	3 b) (v)		Ensure that our female staff are used in the most visible roles on open days but avoiding overload. Introduce case studies of former female students.	Increased recruitment of female undergraduates.	Admissions team	Complete by end of 2013.
A5. Ensure that female UGs helping on open days are prioritised for applicant facing duties	3 b) (v)	In place for previous two admissions cycles.	Continue action. Staff member allocating duties informed. Discuss at female student focus group (B4) if this has an impact.	Increased recruitment of female undergraduates.	Staff member responsible for allocating duties	Ongoing.
A6. Review UG recruitment material	3 b) (v)	New prospectus introduced for 2013/14	Look at good practice by other physics departments. Include as item at focus group with female students B4.	Increase percentage of female undergraduates.	Admissions team	Complete by summer 2014.
B. Recruitment of postgraduate students (MSc and PhD)						
B1. Recruitment of female MSc students and their experience to be considered as part of major course review	3 b) (iii) & (v)		Include as item in review – look at advertising material, course content, interaction with female academic staff etc.	Total number of MSc students and fraction of female students increases. Number progressing to a PhD increases.	Sheffield-Leeds MSc Management Committee.	From Dec 2013.

B2. Information day for prospective PhD students	3 b) (v)		Plan content of day and schedule. Run early in 2014 admissions cycle. Ensure presence of female staff. Invite all final year students and possibly students in penultimate year.	Number of female undergraduates continuing to a PhD increases	Equality and Diversity group.	Ongoing
B3. Review PhD recruitment process	3 b) (v)	Initial discussions with Chair of Graduate Committee have taken place.	Graduate Committee to discuss recruitment processes and adopt best practice across Department. Talk to existing PhDs and use outcomes from focus group with female students B4. Attempt to contact former female students who opted to study a PhD away from Sheffield.	Percentage of female PhDs first equals then exceeds national level.	Chair of Graduate Committee.	Complete by autumn 2014.
B4. Improve representation of women in departmental literature, website and material displayed within the Department.	3 b) (iv)		Group to look at the representation of women across the Department and ensure this is optimised and positive. Consider the use of case studies etc.	Increase the attractiveness of the Department for women at all levels.	Equality and Diversity group with input from whole Department.	End of 2014.

B5. Focus group with female UGs	4 c) (iii)		Decide topics for discussion and run group spring 2014. Topics to include, why did you come to Sheffield, how can we encourage more women to study physics, any barriers?	Identify any issues around recruitment, experience at Sheffield and future career plans.	Equality and Diversity group.	Completed with any resulting actions by end of 2014. Consider similar activity in 2016.
C. PhD to PDRA transition						
C1. Monitor future PDRA recruitment data to identify possible issues which disadvantage female applicants.	4 a) (i)		Monitor PDRA data looking at percentage of female applicants, shortlisted and appointments. Investigate and introduce actions to solved identified issues.	Increased number of female PDRAs.	Equality and Diversity group.	Ongoing.
C2. Staff encouraged to contact heads of relevant research groups to identify potential female PDRAs	4 b) (i)	Occurs but not universal across Department.	Email to staff and then regular reminders. Regular discussion at staff meetings	Increase number of female applicants for PDRA positions and hence number of female PDRAs in the Department.	Equality and Diversity group. All academic staff.	Ongoing

C3. Develop fact sheet for mentors of PhDs including advice on university women activities (e.g. Speed Networking etc.) and encourage uptake.	4 b) (ii) 4 c) (ii)		Equality and Diversity group to develop fact sheet. Consult with staff at staff meetings. Monitor effectiveness and use.	Increase the progression of all students to PDRA positions	Equality and Diversity group. All academic staff to ensure full use of this resource.	By end of 2014.
D. PDRA to Fellowship / Academic transition						
D1. Adopt faculty policy that at minimum of 20% of short listed candidates for academic posts are female	4 a) (i)	Applied to University Teacher post in 2013.	Apply to all future academic posts.	Increase number of female academics.	HoD.	Ongoing.
D2. Review the wording of all adverts (PDRA and academic) to ensure they reflect the family friendly and diversity awareness of the Department.	4 b) (i)		Discuss with HR best practice for adverts. Consult with Women@TUOS. Discuss with existing staff what attracted them to Sheffield.	Increase in female applications at all levels.	Equality and Diversity group. All academic staff to ensure implemented.	Put in place by August 2014 but continue to monitor best practice across University and UK in general.
D3. Non-academic contact for PDRA and academic applicants to answer questions that applicants may be reluctant to ask an academic (e.g. maternity leave policies etc).	4 b) (i)		Discuss with HR how this can be implemented. Identify suitable contact from support staff.	Improve family friendly profile of Department and therefore increase range of applicants for positions.	Equality and Diversity group. All academic staff to ensure implemented.	Put in place by May 2014. Monitor questions received from applicants.

D4. Staff to contact potential female candidates both within and external to the Department and/or heads of relevant external research groups to identify potential candidates.	3 b) (vii), 4 b) (i)	Occurs but not universal across Department.	Develop guidelines for academic staff to be used prior to academic appointments.	Increase the number of female applicants for academic positions.	Equality and Diversity group and Heads of Research Groups.	Guidelines in place by September 2014.
D5. Require mentors and supervisors of PhD students and line managers of PDRAs to discuss and encourage staff to participate in faculty activities.	4 b) (ii) 4 c) (ii)		Guidelines to be issued to all academic staff. Monitor uptake of these activities.	Increase in their engagement with faculty activities.	Equality and Diversity group to produce guidelines. All academic staff to implement.	Guidelines in place by end of 2014.
D6. Monitor gender balance and timings of research seminars and IOP talks	4 b) (ii)	Four research groups and IOP seminar series organiser have been asked to provide data.	Equality and Diversity group to collect data and present summaries at staff meetings.	Improved gender balance of seminar speakers (role models for UGs, PhDs, PDRAs and academic staff).	Equality and Diversity group.	Ongoing.
D7. Develop guidelines / information on progression and future careers for SRDS reviewers of PDRAs.	4 b) (ii)		Develop guidelines over next year taking advice from both academic staff and PDRAs.	Ensure that reviewers of PDRAs are able to offer relevant information and encourage / support PDRAs to apply for relevant posts.	Equality and Diversity group. All academic staff involved with SRDS of PDRAs to use.	Guidelines in place by end of 2014.

D8. Ensure that future academic and PDRA posts are clearly advertised within the Department.	4 b) (ii)		Look at linking to HR site or separate hosting of information on Department website.	Ensure that PDRAs are aware of relevant posts in the Department. Improve progression to academic positions.	Equality and Diversity group.	Ongoing
E. Support for Staff						
E1. Mechanism for departmental members to report issues / concerns	2 c)	Email sent to all staff November 2013 stating that head Equality and Diversity group can be contacted with any concerns.	Devise more formal mechanism to allow Department members to raise concerns – some may be confidential and / or need to be treated anonymously.	Improved responses to relevant questions in future surveys / focus groups. Eliminate any retention issues.	Equality and Diversity group.	By June 2014
E2. Introduce exit interviews for PDRAs and academic staff	3 b) (viii) 4 b) (ii)		Establish for all departures from January 2014.	Gain awareness of factors behind staff departures. Take action to prevent reoccurrence if problems identified.	Equality and Diversity group.	Introduce from 2014.

E3. Department promotions panel to consider all staff who have not put themselves forward and have not been promoted in the previous three years	4 a) (ii) 4 c) (i)		To be put in place for 2014 promotions round. Staff to be identified prior to promotions panel meeting and HoD to encourage them to submit a CV.	Ensures that all staff progress.	HoD	Review annually.
E4. The questions 'What is the timeframe / how do you feel you meet the criteria for promotion? What support will help you get there?' to be included in SRDS meetings.	4 a) (ii) 4 c) (i)		To be put in place for the 2014 SRDS round.	Ensures that all staff progress.	HoD	Establish by May 2014.
E5. Put clear guidelines for promotion at the different levels on the Department's Equality and Diversity web pages.	4 b) (ii) 4 c) (i)		To be developed in early 2014 in time for the next promotions' round.	Ensure that all staff know criteria for promotion and hence that all staff progress.	Equality and Diversity group.	By May 2014 but further development likely.
E6. Revised form or revised guidelines for PDRA SRDS to align more with their responsibilities.	4 c) (i)	Faculty working group looking at this.	To be put in place for the 2014 SRDS round	PDRA's engage more with the SRDS process.	Equality and Diversity group.	Establish in time for 2014 SRDS round (starts May 2014).
E7. Improve our induction processes	4 c) (ii) 4 e) (i)		Devise and circulate questionnaire to find out what staff need. Look at best practice in other departments.	Staff settle in quicker. Reduce attrition rate.	Equality and Diversity Group	Ongoing.

E8. Committee shadowing scheme	4 d) (i) 4 e) (i)	Female staff beyond probation period sit on major committee.	Identify suitable male staff that junior female staff can shadow for a limited period.	Prepares female staff for later involvement in departmental management. Provides forum for their increased input into Department.	Equality and Diversity Group and HoD.	Establish for start of 2014/15 academic year.
E9. As part of SRDS encourage female staff to consider serving on senate, university and external committees (e.g. IOP)	4 e) (i) 4 e) (v)		Guidelines to be prepared for the 2014 SRDS round	Increase in numbers putting themselves forward.	Equality and Diversity Group. Relevant staff to implement.	By May 2014.
E10. Develop Work Allocation Model (WAM) to include outreach	4 e) (ii)	Introduced October 2013	Group to monitor and discuss future recording of other activities.	Staff feel rewarded for all activities. Fairer distribution of work.	Equality and Diversity Group and Head of Teaching.	Monitor annually.
E11. Social events for all females (students, staff etc)	4 e) (iv)		Equality and Diversity group to discuss possible events at future meeting.	Increased awareness by females of the full range of women in the Department. Forum for discussion of issues, concerns.	Equality and Diversity Group	First event before end of 2014.

E12. Provision and use of social space in the Department.	4 e) (iv)		Discussion at future staff meeting. Focus group and/or survey.	Increased social interaction between staff in different groups and at all levels. Create a more welcoming environment for existing and new staff.	Equality and Diversity group and HoD.	Ongoing
E13 Improve visibility of maternity and paternity leave policies.	4 f) (i)	Department equality and diversity webpage established with links to relevant HR policies.	Further additions to webpage. Add link to University Maternity Toolkit. Add cases studies.	Increased awareness and take up of maternity and paternity leave.	Equality and Diversity group.	By Oct 2014 but future developments likely.
E14. Mentor support for VC fellow during maternity leave.	4 f) (ii) 4 f) (iii) 4 g) (ii)	Initial discussions with HoD	Identify suitable mentor and establish contacts	VC fellow returns to Department and fully re-establishes her research.	Chair of Equality and Diversity group and HoD	Mentor in place by end of 2013.
F. Other						
F1. Monitor data and take appropriate further actions, response to new opportunities and initiatives.	All sections		Repeat analyses on an annual basis	Ensure any deterioration in performance is quickly identified and corrected.	Equality and Diversity group	Ongoing

F2. Re-run focus groups and surveys.	All sections		Run and analyse results in 2015	Further optimise actions and procedures	Equality and Diversity group	2015
F3. Sharing of best practice via Faculty Equality and Diversity group	All sections	Chair of group sits on Faculty Equality and Diversity committee.	Reports to and back from Faculty Equality and Diversity committee. Engage with HoD's NSF/EPSRC grant.	Further optimise actions and procedures	Chair of Equality and Diversity group	Ongoing