

## Juno Practitioner Renewal Application

School of Physics, Astronomy and Mathematics, University of Hertfordshire

November 2017

The School of Physics, Astronomy and Mathematics (PAM) declared itself a Juno Supporter in March 2013, and was awarded Practitioner status in January 2015. We also gained an Athena SWAN Departmental Bronze Award in April 2015. We have a mid-Practitioner visit scheduled for 13 March 2018, and anticipate applying for Champion status in 2018, so wish to seek renewal of our Practitioner status in January 2018 to maintain our momentum towards our Champion application. In this renewal we report on our original Practitioner Action Plan addressing Juno Principles 1-5, but are aware that we will in addition have to address the new Principle 6 in our 2018 Champion submission. We feel we have made good progress towards embedding Principles 1-5, albeit in some cases more slowly than we had expected at the time of our original submission. We comment on factors affecting our rate of progress below, and, where Action points have been modified because of things we have learnt in the interim, Revised Actions are listed in the Action Plan.

### Major developments since the award of Practitioner status in 2015

The period since the award of Practitioner status has seen significant embedding and maturation of the Juno principles within the School. We set out the major developments here.

#### *Equality Committee expansion 2014-2017*

The initial engagement of PAM with Juno was led jointly by the then Dean of School and the Physics Programme Tutor, the latter chairing the Equality Committee (EC). During 2015-16, both individuals stepped back from driving Juno, though continuing as members of the EC, thus creating opportunities for others to embrace and lead Juno. Despite an initial deceleration of EC activities in 2016 as these changes took place, the overall change has been very positive: a senior academic, Dr Kristen Coppin (Reader in Astrophysics), has taken over as EC Chair, and the EC itself is bigger, broader and more vibrant, and has seen considerable growth in its male (and total) membership (Table 1).

**Table 1. Equality Committee membership in Nov 2014 and Nov 2017.**

	Nov 2014 (see pg 23 of Nov 2014 Juno submission)			Nov 2017		
	M	F	Total	M	F	Total
Professors	2	1	3	2	0	2
Faculty	2	2	4	5	3	8
Postdoc	1	1	2	0	3	3
Professional & Technical	0	2	2	2	4	6
Postgraduate students	1	1	2	1	0	1
Undergraduate students	0	1	1	1	0	1
<b>Total</b>	<b>6</b>	<b>8</b>	<b>14</b>	<b>11</b>	<b>10</b>	<b>21</b>

#### *Appointment of new Dean of School 2015*

A new Dean of School was appointed in December 2015. The new Dean, who at the time had caring responsibilities for an infirm parent and who still has school age children, has become a committed and influential member of the EC.

#### *Major move to a new building, and associated development of dedicated undergraduate informal study and social space 2016-2017*

A major building move of half of the School's staff and graduate students in 2016 all but completed a long-awaited (and drawn-out) regrouping of the School into a modern building. As part of this move, the Dean also achieved the repurposing of two centrally-controlled meeting rooms into a light, bright, informal study and social space for the School's undergraduates, adjacent to the School office. This "PAM Ready Room" is being very well used throughout the day and evening, most notably by female physics students who often

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outnumber male students in using it, despite accounting for only around one-in-five of the undergraduate population. This development has succeeded in creating a space in the School that our female students seek out in preference to other University venues, indicating that they find the School a place they want to be.

#### **Juno Principle 1: A robust organisational framework to deliver equality of opportunity and reward**

##### *1.1 Establish organisational framework*

The enlarged EC continues to meet several (typically four) times per year, but now oversees a wider range of activities to promote women in physics and to monitor equality. The Chair reports on equality to the School quarterly via a standing item on the School meeting agenda, at the annual autumn Staff Development Day, as well as sitting on the School Executive Group (SEG) and the Teaching & Learning Committee where key policy changes are debated and formulated.

##### *1.1.1 Senior management commitment*

The EC is chaired by a senior female academic (Reader), and the membership (Table 1) includes the current Dean and the former Dean, the former EC Chair, and the director of the School's largest research centre. Four of these have caring responsibilities for school age children, and two are also members of the University's Athena SWAN Self-Assessment Team. The Chair, along with the Dean and research centre Director, are members of SEG, providing three direct linkages between SEG and the EC.

##### *1.1.2: Responsibilities, reporting, communication and consultation*

The School has a fully transparent and shared workload allocation model, which includes explicit allowances for major EC roles, and enables all staff to see what allocations are made. Several staff surveys have been conducted since 2014 (see §1.2.2 below), a major finding from which has been that published policies (e.g. on promotions) are perceived as being not widely known or available. To address this, considerable effort has been invested by EC members over 2016-2017 in developing a staff "Wiki" (an editable handbook) to identify, summarise and provide links to policies affecting all manner of equality-related information, e.g. on flexible working policies (with some local examples provided). The purpose and contents of the staff wiki have been actively promoted by the EC Chair verbally at every school meeting since its inception, and email reminders are sent out at regular intervals to help embed its usefulness. The EC have also invited staff to feed back on its usefulness and content.

##### *1.1.3: Resources allocation for women in science activities*

At the time of the Nov 2014 Practitioner bid, we reported that, "Until recently, the School has not had an explicit Women in Science programme ... but now an additional programme of Women in Science activities, as listed in Appendix 2, will be undertaken, with School funding ..." This has now evolved into a regular, mature programme, with 50 people attending the 2017 Women in PAM day<sup>1</sup>, and a Women in PAM Lunch running each semester. We also reported a plan to develop a new colloquium series to profile the work of senior women scientists. Since 2014/15, 50% of speakers were women, and the colloquium series has developed a cross-School following which has helped diminish discipline/silo borders and promote networking.

##### *1.2: Monitoring and Evidence Base*

##### *1.2.1: The School collects, monitors and reports data, including staff and student profiles, by gender.*

The EC has regularly monitored and discussed trends in u/g and PGR recruitment<sup>2</sup>, success rates (showing that female students do proportionally as well as male students – if not better – in achieving good degrees<sup>3</sup>), and visitor data (e.g. §1.1.3 above) showing a good balance between male and female seminar and colloquium speakers. The systematic tracking, reporting and reviewing of the makeup of recruitment and selection panels has been more sporadic since these do not follow a regular annual reporting cycle, in

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<sup>1</sup> E.g. EC minute 10.4, 8/6/2017

<sup>2</sup> E.g. EC meetings 12/12/2016 & 8/6/2017

<sup>3</sup> E.g. EC meetings 12/12/2016 & 26/1/2017

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contrast to student recruitment and progression. One of our Revised Actions is to improve our review of staff recruitment and selection exercises.

*1.2.2: The School accesses and uses qualitative data gained from staff surveys, discussion groups and focus groups.*

Besides participating in a University-wide staff survey in 2017, in spring 2017 the PAM EC undertook a separate School staff equality survey (39 respondents), and over 2016-17 held focus groups and/or interviews with u/g students, PGR students and Senior Lecturers, the results of which were all discussed by the EC<sup>4</sup> to review progress and inform future plans (see §1.1.2 above). The most notable findings were that (i) the appraisal system needs an overhaul (this was fully implemented in autumn 2017), (ii) career development & promotions systems were perceived as not sufficiently transparent (now partially addressed through the staff Wiki, to be supported by briefing sessions during 2017/18), and most pleasingly (iii) that 63% of respondents perceive Juno/Athena as having had a positive impact on the School, and of the remainder, only 16% disagreed (the other 21% were neutral). This indicates that Juno/Athena SWAN activities are visible in the School and are viewed positively by the majority, a sentiment which is consistent with the willing participation in EC activities and the growth of the EC itself, as reported above

*1.2.3: School Action Plan and its development, informed by outputs from quantitative and qualitative data.*

The EC has reviewed the action plan annually<sup>5</sup>, and informed by EC members' experiences and staff survey results as above.

### Reflection on the IOP Juno Panel's feedback on the School's first Practitioner submission, 27 Feb. 2015

The feedback letter identified three points that the School was invited to address:

- *The need for gender-disaggregated data for physics as distinct for mathematics in time for the champion submission*

Our application must not have been clear enough, as our original submission presented gender disaggregated data for physics students as requested; our students separate unambiguously into distinct Physics and Mathematics Programmes. The ambiguity of mathematics arises only for staff, since our School does not have separate physics and maths departments, so there is no formal definition of "physics staff" as distinct from "maths staff". We chose to classify as "physicists" any staff member who teaches or supports the Physics Programme (including maths within the Physics Programme) or undertakes research in physics, since these are the people who physics students, staff and visitors will interact with most.

- *The need to clarify how we are promoting and engaging postdocs*

We have developed a range of Women in Science activities (see action plan review below) which support our postdocs, and postdocs have participated in UH-led and EC-led staff surveys helping steer the School towards its diversity goals. We encourage our PDRAs to participate in the University's Researcher Development Programme, which provides training on writing, research, public speaking and grant writing, and they have an opportunity to gain teaching experience and to participate in the University's L&T course which can qualify them to Associate Fellowship of the HEA, in support of their academic career progression. Career support is also provided through the biannual appraisal system which has undergone a major revamp in the School in 2017 to increase its usefulness for individuals, and while the offer of mentoring was not widely supported by staff - see survey results reported below - the EC is currently configuring a new scheme for those PDRAs who would value it. The PAM Women's Champion role, established three years ago, is evolving further

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<sup>4</sup> EC meetings 6/9/2016 & 8/6/2017

<sup>5</sup> E.g. EC meetings 2/7/2015, 9/6/2016 and 6/9/2016, subgroup 18/7/2017

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within this context (and has since been renamed to “PAM Equality Champion”); we will be able to report on its impact in 2018.

- *Concern that HR was discarding recruitment data after 6 months.*

The IOP feedback assisted us in obtaining a policy change, whereby HR now retain and provide annual, anonymised summary data of each recruitment exercise. This has *partially* addressed the problem ... but *only* partially as we are seeing an increasing number of applicants choose not to declare their gender, so the data split across female/male/unknown now has a large “unknown” fraction. This is a good way of reducing bias in recruitment, but makes the E&D analysis more challenging!

The original Action Plan addressing Principles 1-5 is reviewed in detail on the following pages.

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### Action Plan template for Practitioner Award

In the Nov 2014 Practitioner submission, we provided two actions plans, one (Appendix 3) dealing with Juno Principle 1 as relevant for the Practitioner application, and a separate action plan (Appendix 4) dealing with Principles 2-5 as relevant for Champion status. At this stage (November 2017) where we are seeking renewal of our Practitioner award, we nevertheless provide an update on Principles 2-5 as well, as these will be discussed on 13 March 2018 at our mid-Practitioner visit.

The action plan as stated in November 2014 is shaded, in **dark blue** for actions taken prior to Nov 2014, and in **light blue** for actions to be taken since the award. The status report as at November 2017 is in the far-right column

Principle 1: A robust organizational framework to deliver equality of opportunity and reward						
1.1 Establish organisational framework						
Theme	Actions Taken	Further Actions	Responsibility	Timescale	Success Measures	Self-assessment Nov 2017
1.1.1 Evidence of senior management commitment	Equality Committee (EC) operational.  Membership includes DoS and two ADoS.  Terms of reference agreed.  DoS and EC Chair founding members of UH Athena Swan SAT  Credited in workload model	EC will continue to meet and make recommendations to SEG.  Membership reviewed annually.  Consider representation from technical staff.	EC chair and members.  EC chair and members.  EC chair and members.	From 2014/15  Recurrent, annually  Winter 2014/15	EC impacting positively on School decision making  Balanced representation on EC.  Balanced representation on EC.	<b>Embedded</b> ; 2017 staff survey finds majority of staff (63%) perceive positive impact from Juno activities  <b>Embedded</b> . Membership expanding and roles updated (see Table 1)  <b>Embedded</b> ; technical staff member added (see Table 1)

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<p>1.1.2 Members of staff are identified as being responsible taking action, reporting progress and communicating with the School.</p>	<p>School Juno ambitions discussed by all Staff – Sept 2013, Sept 2014 and Nov 2014.</p> <p>EC subgroups formed to collate data and women in science activities.</p> <p>Visit and review by SEPnet Diversity Director (Advisor to EC) – Sept 2013</p> <p>E&amp;D webpage developed.</p>	<p>EC will continue to monitor and report regularly, make recommendations to SEG, and engage School Meetings</p> <p>Widening consultation, including with outreach team.</p> <p>SEPnet Diversity Director visits to advise on School Open Days.</p>	<p>EC chair</p> <p>EC chair + EC member (NH)</p> <p>Admissions Tutor</p>	<p>Recurrent annually</p> <p>Autumn 2015</p> <p>Spring 2015</p>	<p>Staff engagement with E&amp;D as measured by staff surveys</p> <p>Outreach targets female audiences</p> <p>Visit takes place and results in positive change to female recruitment</p>	<p><b>Achieved</b>; spring 2017 staff survey finds majority of staff perceive positive impact from Juno activities</p> <p><b>Achieved</b>; Outreach Officer on EC, and E&amp;D training provided for Outreach Team</p> <p><b>Not achieved</b>; efforts to schedule unsuccessful, but current Admissions Tutor and deputy now on EC</p>
<p>1.1.3 The School allocates resources to support its Women in Science activities.</p>	<p>EC activity recognised in School workload allocations.</p> <p>University Athena Swan Officer (KF) a member of the EC.</p> <p>School is funding several of the ‘Women in Physics’ activities (Appendix 2)</p>	<p>Workload allocations continue to value E&amp;D work.</p> <p>Timely budget approval for E&amp;D events.</p> <p>Add u/g WiS event (monthly networking with female PGR and postdoctoral staff)</p>	<p>DoS</p> <p>DoS</p> <p>EC (NH, XK)</p>	<p>Recurrent annually in summer</p> <p>Recurrent annually</p> <p>spring 2015</p>	<p>EC members regard allocation as appropriate</p> <p>Activities funded</p> <p>Attended by 25% of female u/g population</p>	<p><b>Embedded</b></p> <p><b>Embedded</b>; PAM now supports a diverse range of women in science activities</p> <p><b>Embedded</b>; three per year rather than monthly</p>

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1.2 Monitoring and evidence base						
<p>1.2.1 Monitor over time quantitative data by gender</p> <ul style="list-style-type: none"> <li>• Student admissions and performance</li> <li>• Staff applications, shortlists, appointments and promotions</li> <li>• Postgraduate and postdoctoral applications, offers, admissions, and completions</li> </ul>	<p>Student admission data already presented in</p> <ul style="list-style-type: none"> <li>• AMER</li> <li>• School Annual Report</li> </ul> <p>Staff gender profile consistent with national average (~15% female)</p> <p>Historical data reviewed</p> <p>Liaison with HR &amp; Registry to acquire gender disaggregated statistical data on students and staff</p> <p>Visiting seminar speakers &gt;25% female speakers.</p>	<p>HR &amp; Registry to make available gender disaggregated statistics for staff recruitment and progression, and for student progression</p> <p>EC to review gender-disaggregated staff recruitment and progression data, and student progression data.</p> <p>EC to review graduation and visiting speaker statistics</p> <p>Train line managers to discuss preparations for promotion at annual appraisal sessions and six-monthly reviews</p> <p>Encourage more female PGR student applications, offers, acceptances and registrations.</p>	<p>DoS, EC Chair, HR, Registry</p> <p>Subgroup of EC (KF, AM, SGR) to lead on collation of quantitative data</p> <p>EC</p> <p>Appraisers</p> <p>EC, PG Research Tutor</p>	<p>Recurrent annually from summer 2015</p> <p>Recurrent annually from summer 2015</p> <p>Spring 2015</p> <p>autumn 2015</p> <p>from 2015/16 advertising round</p>	<p>Data provided to EC</p> <p>Analysis informing EC recommendations and SEG decision-making.</p> <p>Attain 50% aspirational target</p> <p>Mean number of years spent in each grade band decreases relative to past promotions.</p> <p>Female PGR student fraction increases at recruitment and completion.</p>	<p><b>Achieved</b>; Data provided on annual basis by HR and the student registry (a University-wide initiative for Athena-SWAN)</p> <p><b>Embedded</b>; standing item on EC agenda and minutes indicate these are discussed regularly as data become available</p> <p><b>Achieved</b>; 50% average over last three years, including senior academics</p> <p><b>Achieved</b>, though later than expected (autumn 2017) due to change of Dean and impact on line management arrangements</p> <p><b>Not achieved</b>; offers made but pool of women PGR students still small, so potential students receiving offers from multiple HEIs</p> <p><b>Revised action</b>: emphasise evidence that UH is a good place to work and study</p>

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<p>1.2.2 School accesses and uses qualitative data gained from staff surveys</p>	<p>UH and School staff surveys conducted 2010, 2012, 2013.</p> <p>Ethical approval received for School staff and student personal interviews Sept 2014.</p> <p>Interviews in progress (Sept-Nov 2014).</p>	<p>Establish biennial School staff and student equality &amp; diversity survey</p> <p>Analyse results and report to School.</p> <p>Interview female students who do not progress or complete</p>	<p>Subgroup of EC (KF to lead)</p> <p>KF, EC Chair</p> <p>Programme tutor with female senior student rep.</p>	<p>Spring 2016</p> <p>Summer 2016</p> <p>Spring 2015 onwards</p>	<p>Biennial School staff &amp; student equality &amp; diversity surveys in place from Jan 2016.</p> <p>Summary of results on School E&amp;D site</p> <p>Completion at least as high as for male students</p>	<p><b>Achieved</b> via mix of focus groups from 2015, and UH- and EC-led surveys from Jan 2017.</p> <p><b>Achieved:</b> EC session in termly minuted School meetings and annual Staff Development Day</p> <p><b>Achieved:</b> exit interviews not successful (tried twice to contact female PGRs who left – no response), but annual L&amp;T and E&amp;D focus groups now embedded, and analysis (EC meetings 12/12/2016 &amp; 26/1/2017 shows female students as successful as males)</p>
<p>1.2.3 Department's action plan and its development is informed by outputs from its quantitative and qualitative data.</p>	<p>EC collating and analysing data.</p>	<p>EC issues and recommendations discussed at quarterly SEG and termly School Meetings, and reflected in SEG decisions.</p> <p>Recruitment activity to include positive diversity statement, and impact to be assessed</p>	<p>EC, EC Chair</p> <p>DoS, EC</p>	<p>From November 2014</p> <p>From November 2014</p>	<p>EC impacting positively on decisions made at SEG.</p> <p>Female % of applicants and appointees increases.</p>	<p><b>Achieved</b>, and spring 2017 staff survey finds majority of staff (63%) perceive positive impact from Juno activities</p> <p><b>Completed, but limited impact:</b> female staff recruitment steady at (38±22)%.</p>



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**Appendix 4. Action Plan indicating engagement with Principles 2-5**

<b>Principle 2: Appointment and selection processes that encourage men and women to apply for academic posts at all levels</b>						
<b>2.1 Ensure that processes and procedures are fully inclusive</b>						
<b>Theme</b>	<b>Actions Taken</b>	<b>Further Actions</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Success Measures</b>	<b>Self-assessment Nov 2017</b>
2.1.1 The School has a clear policy on how career breaks are considered in relation to appointment and selection.	Staff website provides information and links where appropriate.	Policies clarified in Staff Handbook – updated for 2014/15.	ADoS (AQ)	Winter 2014/15	Staff handbook updated, and available to all.	<b>Achieved</b> ; major development (wiki) completed spring 2017
	School E&D website provides resource links.	Survey staff on usefulness of information provided by School.	EC (KF)	Spring 2016	Handbook valued as a living document and updated.	<b>Not achieved</b> ; 35% of staff survey respondents (summer 2017) report lack of understanding of promotion policies; <b>Revised action</b> : staff briefings to be held 2017/18
2.1.2 The School ensures that all staff who interview have undertaken appropriate E&D training.	All staff already undergo this training.  Chairs of recruitment panels are required to undergo enhanced E&D training, and other recruitment panel members are recommended to attend.	Maintain compliance with current policy.  Make training a requirement of all staff of recruitment panels.	DoS, HR  DoS	On-going  by spring 2015	Recruitment panels embrace diversity  75% of panel members have completed enhanced E&D training	<b>Embedded</b> : panels have one or more female members  <b>Incomplete</b> @ Nov'17: 16 staff now have enhanced training, but not yet sufficient to account for 75% of panel members. <b>Revised action</b> : pursue

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		Ensure completion of unconscious bias training	DoS	by summer 2015	50% uptake by spring 2015, 100% uptake by summer 2015	<b>Incomplete</b> @ Nov'17: 73% academics 86% professional/tech, 36% PDRAs, 33% PGR students <b>Revised action:</b> renewed focus on PDRAs and PGR students (high turnover)
2.1.3 There is a School induction programme that introduces practices and procedures to all staff, including PDRAs.	Mentors assigned for new staff.  University and School inductions given to all new staff, including E&D training.	EC to survey <i>all</i> staff and postdocs on usefulness of mentoring and induction	EC (KF)	Spring 2016	All new staff from spring 2015 have received induction; 90% value it.	<b>Partially completed:</b> spring 2017 staff survey indicates majority of staff do not want a mentor <b>Revised action:</b> increase profile of PAM Equality Champion
		Staff Handbook updated with Induction information.	ADoS (AQ)	Winter 2014/15	Staff handbook updated, and available to all.	<b>Achieved</b>

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<b>2.2 Take positive action to encourage under-represented groups to apply for jobs</b>						
2.2.1 School collects, monitors and reports data on recruitment and appointment by gender.	Currently monitored by HR  Not currently reported outside HR and appointment panel.	EC to obtain, consider and monitor statistics on shortlisting.	EC	spring 2015	SEG considers EC reports on recruitment; improvements in gender balance achieved	<b>Ongoing, but limited impact?</b> u/g female acceptances steady at 22% while female staff recruitment steady at (38±22)%. <b>Revised action 1:</b> emphasise evidence that UH is a good place to work and study <b>Revised action 2:</b> focus outreach on building interest at KS2-KS4 (the “long game”) & Outreach Officer now on EC
2.2.2 The department encourages both men and women to apply internally for appointments.	All opportunities advertised on emailed UH electronic bulletin (e-Clips)  Dean of School and other line managers provide feedback to applicants to help improve promotional cases  E&D webpage accessible to external applicants	Include advertising statement encouraging applications from women in <i>all</i> advertisement, and where possible advertising flexible hours	DoS	from Nov 2014	100% use of positive E&D statements in recruitment activity; improvements in gender balance follows	<b>Embedded,</b> (job ads have statement) <b>but limited impact?</b> female staff recruitment steady at (38±22)%. <b>Revised action:</b> emphasise evidence that UH is a good place to work and study

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**Principle 3: Departmental structures and systems which support and encourage the career progression and promotion of all staff and enable men and women to progress and continue their careers**

**3.1.1 Transparent appraisal and development**

<b>Theme</b>	<b>Actions Taken</b>	<b>Further Actions</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Success Measures</b>	<b>Self-assessment Nov 2017</b>
3.1.1 All staff and researchers are regularly appraised. Staff are clear about what happens to appraisal documents and what follow-up action should be taken, where necessary.	UH annual appraisal and 6-monthly review system implemented in School for all staff including for PDRAs, with 80% take-up (as at 2014).	Monitor appraisal of staff  Obtain feedback from staff and Postdoc forum	DoS, SEG  EC (KF)	summer 2015  spring 2016	Appraisal and review taken up at 100% level; valued by 90%  appraisal reviewed and refined in light of survey outcomes	<b>Embedded:</b> 85% of staff report (spring 2017) appraisal within last 2 years ... ... but generally not highly valued; appraisal process overhauled autumn 2017. <b>Revised action:</b> monitor take-up and feedback, and survey again in 2019 to ensure new process is valued
3.1.2 The School has a career development / mentoring scheme in place with training and guidance for both mentors and mentees.	Mentor appointed for all new staff.  UH appraisal and review system implemented in School for all staff, with 80% take-up (as at 2014).	Review effectiveness of existing scheme	DoS, EC (KF)	spring 2016	Mentor programme reconfirmed or replaced	<b>Completed:</b> spring 2017 staff survey indicates majority do not want a mentor but would like further networking opportunities

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		Extend mentoring scheme with Women in Science Mentor	EC member (EH)	autumn 2015	Mentor scheme utilised and feedback positive	<b>Incomplete:</b> role established, but not greatly utilised <b>Revised action:</b> PAM Equality Champion role given greater profile; assess value in 2019 survey
3.1.3 The School encourages all staff to access careers advice, and monitors its appropriateness, value and uptake.	School support for fellowships, membership of internal and external committees, external examiners, outreach etc.	School monitors uptake and effectiveness of career development activity	DoS, SEG	Jul 2015	Effective career engagement visible across all staff	<b>Embedded:</b> detailed report now provided in School, and unconscious bias training assessed
		Extend mentoring scheme with Women in Science Mentor	EC member (EH)	autumn 2015	Mentor scheme utilised and feedback positive	<b>Incomplete:</b> role established, but not greatly utilised <b>Revised action:</b> PAM Equality Champion role given greater profile; assess value in 2019 survey
<b>3.2 Transparent promotions processes and procedures</b>						
3.2.1 The School takes action to ensure that its promotion processes are open, transparent and fair to all applicants, including those who have taken a career break.	UH promotion process is “open all hours” (no annual “promotions period”).  Central promotions procedure followed; no secret <i>ad hoc</i> deals  DoS and other line	EC to consider ways to identify staff who may need to be encouraged to seek promotion.	EC	Jul 2015	90% of staff report promotional process to be transparent and fair in staff surveys	<b>Incomplete:</b> 35% of staff survey respondents (summer 2017) report lack of understanding of promotion policies; <b>Revised action:</b> staff briefings to be held 2017/18 and encourage appraisers to discuss

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	managers provide advice to staff on developing their promotional cases					promotions policies and procedures with staff
3.2.2 The School's promotion criteria and processes are well communicated and support is available throughout the process.	Dean of School, Research/Subject Group Leaders and other line managers discuss career development and preparations for promotion with staff	Staff Handbook being updated to improve communication of promotions processes.	ADoS (AQ), KC	Winter 2014/15	90% of staff report promotional process to be transparent and fair in staff surveys	<b>Incomplete:</b> Handbook extensively revised but 35% of staff survey respondents (summer 2017) report lack of understanding of promotion policies; <b>Revised action:</b> staff briefings to be held 2017/18 and encourage appraisers to discuss promotions policies and procedures with staff
3.2.3 The School ensures that support and guidance is provided to all potential promotion candidates.	Currently over-reliant on UH central policies	EC to consider ways to identify staff who may need to be encouraged to seek promotion.	EC	Jul 2015	90% of staff report promotional process to be transparent and fair in staff surveys	<b>Incomplete:</b> 35% of staff survey respondents (summer 2017) report lack of understanding of promotion policies; <b>Revised action:</b> staff briefings to be held 2017/18 and encourage appraisers to discuss promotions policies and procedures with staff

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<b>Principle 4: School organisation, structure, management arrangements and culture that are open, inclusive and transparent and encourage the participation of all staff.</b>						
<b>4.1 Promote an inclusive culture</b>						
<b>Theme</b>	<b>Actions Taken</b>	<b>Further Actions</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Success Measures</b>	<b>Self-assessment Nov 2017</b>
4.1.1 The School management, organisation and decision making are clear, accountable and inclusive.	External examiners are balanced by gender as well as subject expertise.  School Meeting, SEG, SAC and Programme Committee minutes emailed to all School staff	Review evolution of governance and leadership in School four years after dissolution of Faculties	DoS, EC (KF), SEG	summer 2016	Focus groups result in School structures being modified or maintained as appropriate	<b>Achieved</b> ; example is overhaul of appraisal structure in autumn 2017
4.1.2 The department ensures that all staff undertake E&D training, as part of their induction or their career development.	E&D training is compulsory for all new staff.  An enhanced E&D course is a requirement for all chairs of recruitment panels.  UH rolling out Unconscious Bias training to all staff from July 2014	Make enhanced E&D training a requirement of all staff on recruitment panels.  Rollout Unconscious Bias Awareness training to PGR students.	DoS  DoS	spring 2015  summer 2015	Recruitment panels embrace diversity and work effectively  PGR students report positive E&D orientation in focus groups and staff surveys	<b>Not achieved</b> ; not all panel members trained; <b>revised action</b> : overhauled appraisal structure in 2017/18 to focus staff on development requirements  <b>Embedded</b> : moreover, spring 2017 PGR women's focus group reports all feel they have equal opportunities, are encouraged, and School promotes positive view of female scientists, and seeks female reps.

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<p>4.1.3 Social activities are encouraged and are inclusive. Staff are supported to network at school, university and national level.</p>	<p>Discussion room in School used regularly by staff and PG research students Weekly coffee mornings in research groups Annual School Staff Development Day Widespread participation in national and international conferences</p>	<p>Encourage participation in E&amp;D networking, not just scientific networking</p>	<p>DoS</p>	<p>2014/15</p>	<p>Staff funded to attend E&amp;D networking events</p>	<p><b>Embedded:</b> spring 2017 PGR women’s focus group reports all have attended WIS activities and find them useful for meeting women in other subject areas and for social interaction.</p>
<p>4.1.4 The School image reflects the contribution of women and under-represented groups.</p>	<p>School Webpages + link to Juno and Athena Swan webpage UG &amp; PG Prospectus contains gender-diverse images Open Days have at least one female academic or student ambassador in attendance Outreach activities are targeting Girls in Physics School E&amp;D webpage added</p>	<p>Job adverts routinely to express E&amp;D values of School  “Did you know ...” display of images of local physicists to be developed</p>	<p>DoS  DoS</p>	<p>Jan 2015  summer 2015</p>	<p>Consistent use of positive E&amp;D statements in recruitment activity  90% of staff and students surveyed in spring 2016 report awareness of positive diversity images.</p>	<p><b>Embedded, but limited impact?</b> female staff recruitment steady at (38±22%). <b>Revised action:</b> emphasise evidence that UH is a good place to work and study  <b>Revised action:</b> new building not suited for posters, but u/g room &amp; new display screen in PAM foyer could be used <b>Embedded:</b> 2017 PGR women’s focus group reports School promotes a positive view of female scientists; 63% of staff believe Juno/Athena is a</p>



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						positive influence.
4.1.5 Junior staff, women and underrepresented groups, including PDRA's encouraged to raise their profile internally through seminars. Data on seminar speakers is gender disaggregated.	Seminar organisers have usually been a mixed male and female staff team	Record and monitor gender statistics on speakers, and attain high female fraction of speakers	EC	spring 2015	30% of seminar speakers female (aspirational target is 50%).	<b>Achieved:</b> 50% female target achieved
<b>4.2 Transparent workload allocation model</b>						
4.2.1 The School has a fair, open and inclusive workload model that rewards all types of contribution. School roles and responsibilities, including committee memberships, are rotated for staff to gain experience/exposure.	The School workload allocation calculations are shared transparently with all academic staff. They detail a wide range of teaching, research, outreach and academic administration roles (including EC membership) undertaken by staff, and the hours allocated to each role.	To be revisited in summer 2016 following first biennial staff and student survey	EC, DoS	summer 2016		<b>Embedded:</b> Only 18% of staff (spring 2017) believe workload allocations are not fair and transparent. A new Learning and Teaching Committee was created in 2017 (of which the EC Chair is a member) to discuss L&T topics including staffing on modules <b>Revised action:</b> seek through focus groups to understand what further transparency is expected or what perceptions of

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						unfairness exist
4.2.2 The School communicates the model it uses to determine the workload allocation to staff.	<p>All staff emailed annual workload allocations and invited to discuss with DoS. Adjustments made where it is equitable to do so.</p> <p>Allowances revised from time-to-time based on staff views, e.g. via via issues raised in School Meetings.</p>	To be revisited in summer 2016 following first biennial staff and student survey	EC, DoS	summer 2016		<p><b>Embedded:</b> 82% of staff (spring 2017) believe workload allocations are fair and transparent. A new Learning and Teaching Committee was created in 2017 (of which the EC Chair is a member) to discuss L&amp;T topics including staffing on modules</p>

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**Principle 5: Flexible approaches and provisions that enable individuals, at all career and life stages, to optimise their contribution to the School, institution and to SET.**

#### 5.1 Support and promote flexible working practices

Theme	Actions Taken	Further Actions	Responsibility	Timescale	Success Measures	Self-assessment Nov 2017
5.1.1 Clear support from the DoS for flexible working, evidenced by personal take up by senior staff. School operation reflects understanding of and commitment to a good work-life balance for all staff.	School supports formal (long-running) and informal (short duration) flexible working. These are in place for numerous staff, including the DoS who has caring responsibilities. Senior managers (DoS, ADoS) have taken paternity leave. Central timetabling system recognises formalised flexible working in scheduling classes	The Staff Handbook updated to provide greater transparency in the School as to how flexible arrangements may be requested, and giving current examples to highlight recent practice.	ADoS (AQ), CK (EC members)	Winter 2014/15	Staff survey responses from 2016 indicate greater awareness of flexible working arrangements in the School. School achieves key operational targets even with flexible working practices in place.	<b>Incomplete:</b> staff survey (2017) indicates a range of views, including whether flexible working might be too flexible. <b>Revised action:</b> Dean & SEG developing new guidance on flexible working 2017/18
5.1.2 The School's policy and practice on flexible working is transparent, consistently applied and monitored.	Central UH policy is readily available online.	Flexible working agreements not public or monitored, and could be viewed with suspicion, particularly informal arrangements. EC will review current arrangements for agreeing and monitoring flexible working.	EC	Jul 2015	Current practice consciously retained or changed, whilst preserving flexibility and achieving a balance between transparency and staff rights to privacy.	<b>Incomplete:</b> staff survey (2017) indicates a range of views, including whether flexible working might be too flexible. <b>Revised action:</b> Dean & SEG developing new guidance on flexible working 2017/18

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<p>5.1.3 The School promotes and supports flexible working for all staff in particular, those with caring responsibilities.</p>	<p>School supports formal (long-running) and informal (short duration) flexible working. In place for numerous staff, including DoS (carer). Senior managers (DoS, ADoS) have taken paternity leave. Central timetabling recognises flexible agreements in scheduling classes.</p>	<p>The Staff Handbook is being updated to provide greater transparency in the School as to how flexible arrangements may be requested, and giving current examples to highlight recent practice.</p>	<p>SJK, CK</p>	<p>Winter 2014/15</p>	<p>Staff survey responses from 2016 indicate greater awareness of flexible working arrangements in the School. School achieves key operational targets even with flexible working practices in place.</p>	<p><b>Incomplete:</b> staff survey (2017) indicates a wide range of views , including whether flexible working might be too flexible. <b>Revised action:</b> Dean &amp; SEG developing new guidance on flexible working 2017/18</p>
<p>5.1.4 The School manages in advance support for staff taking career breaks or maternity leave.</p>	<p>Adjustments made at start of year for maternity/ paternity leave. Three staff have taken non-maternity/ paternity breaks ranging from 6 months to 5 yrs, in last 10 yrs. Seven staff have taken maternity/ paternity leave in last 10 yrs.</p>	<p>To be revisited in summer 2016 following first biennial staff and student survey</p>	<p>EC, DoS</p>	<p>summer 2016</p>	<p>To be revisited in summer 2016 following first biennial staff and student survey</p>	<p><b>Incomplete:</b> staff survey (2017) indicates a range of views, including whether flexible working might be too flexible. <b>Revised action:</b> Dean &amp; SEG developing new guidance on flexible working 2017/18</p>
<p>5.1.5 There is clear support and understanding from all members of the School for parental and other caring leave.</p>	<p>The School culture is supportive of staff absences relating to caring duties..</p>	<p>To be revisited in summer 2016 following first biennial staff and student survey</p>	<p>EC, DoS</p>	<p>summer 2016</p>	<p>To be revisited in summer 2016 following first biennial staff and student survey</p>	<p><b>Incomplete:</b> staff survey (2017) indicates a range of views on flexible working. <b>Revised action:</b> Dean &amp; SEG developing new guidance</p>