Action Plan

Our action plan has been amended from that in our Athena SWAN Gold application in November 2018. New items have been highlighted in yellow.

List of acronyms used in the Action Plan

DA	Departmental Administrator
DC	Dave Clements
DPS	Postgraduate Studies Committee
DUGS	Director of Undergraduate Studies
ECR	Early Career Researcher
EDU	Education Development Unit
EU	European Union
HoD	Head of Department
HoG	Head of Group
HR	Human Resources
JC	Juno Committee
JW	Jess Wade
LC	Lesley Cohen
MF	Mery Fajardo
MOW	Morgan Wascko
OM	Operations Manager
OS	Overseas
PFDC	Postdoc and Fellows Development Centre
PFF	Physics Fellows Forum
PGR	Postgraduate (Research)
PGSC	Postgraduate Studies Committee
PGT	Postgraduate (Taught Master's)
PRDP	Personal Review and Development Plan
SMa	Stuart Mangles
SMo	Subhanjoy Mohanty
YA	Yasmin Andrew

	1. Baseline Data and Supporting Evidence						
Reference	Planned action/ objectives	Rationale	Key outputs and milestones	Timeframe (start/end dates)		Responsibility	Success criteria and outcome
1.1	Monitor UG data by gender, including applications, offers, and admission. Annual report to • HoGs • Staff meeting	Departmental investment in Outreach officer and administrative staff enable expansion of *Insights* programme, Open days for school girls and their teachers, and Women-in-Physics events.	UG data available since 2004. Local systems and procedures in place to collect additional data.	2/2016	Annually	DUGS, Admissions Tutor, Outreach team.	Maintain gender statistics. Increase applications from women, minorities, and state schools by 30% of total over 5 years. *Insights* programme having a measurable effect on UG applications from attendees, including girls. **Beacon activity**.
1.2	Monitor UG performance.	Identify reasons for gender attainment gap in academic performance.	Gender-resolved data for courses taken and degree class for last 5 years. Extend initial studies identifying gender differences in academic performance in specific courses and review course content, assessment methods, academic support for those identified courses, as well as school type, demographic and geo-graphic origin of UGs in the department.	9/2017	Annually.	JC and DUGS.	Identify differences in gender performance based on course type and other factors. Engage with under-graduate focus groups to identify causes of gender under-performance. Change in style of exam questions and course style to reduce gender differences in performance.

Reference	Planned action/objectives	Rationale	Key outputs and milestones	Timeframe (start/end date)		Responsibility	Success criteria and outcome
1.3	Monitor PGT student data by gender Annual report to • HoGs • PGS and PGM Committees • Staff meeting	Data collected over last 10 years indicate that PGT statistics have become in line with national average.	Standardised interview, including a fixed set of questions, a written record of the interview, at least two interviewers, and feedback to unsuccessful candidates. Ensure that female candidates meet female students in similar programmes.	2/2018	Annually.	DPS, Directors of MSc courses, and JC.	Increase female applicants and success rates in obtaining offers and acceptances to over 30% by 2020.
1.4	Monitor PGR student data by gender and research group Annual report to • HoGs • PGS and PGM Committees • Staff meeting	PGR statistics are lower than national average, although offers to females have always been (last 10 years of recording data) systematically higher than for males.	Standardised interview, including a fixed set of questions, a written record of the interview, at least two interviewers, and feedback to unsuccessful candidates. Ensure that female candidates meet female PGRs in their potential research groups. Work with research groups to identify strategy for increasing numbers of female applicants, especially groups which have had historically low number of female applicants. Expand PG Open Days to include students external to Imperial. Advertise accordingly.	6/2019	Annually.	DPS, admissions tutors in each research group, and JC.	Increase in female applicants and success rates in obtaining offers and acceptances. Increase applications rate from the current 17% to 25% by 2020.

Reference	Planned action/objectives	Rationale	Key outputs and milestones	Timeframe (start/end date)		Responsibility	Success criteria and outcome
1.5	Monitor staff appointments, including RAs and fellowships, and success rates for pay awards and promotion. Annual report to: • HoGs • Staff meeting	Increase the proportion of female academics in permanent positions in the department through concerted action during the recruitment process.	New guidelines require that, for academic appointments, shortlists have at least 20% female applicants. Guidelines include search committees to identify potential candidates and ensure a wide pool of candidates. Broad wording of qualifications to avoid narrow pools of candidates. Recruitment statistics for academic staff show no evidence of bias up to shortlisting, in that the same or greater percentage of women who apply are shortlisted.	2/2018	Annually.	DA, DOM, HoD, individual research groups, JC to monitor.	Statistics must show a clear trend that the pool of applicants is widening by comparing with previous appointment statistics. With our new initiatives, at least 6% per decade within the next three years. Examine evidence that specific new departmental actions are having an effect.
1.6	Run staff survey. Report to • JC • HoGs • Staff meeting • RA Committee and PFF • Post key results on Departmental web pages	Canvass anonymised opinion on issues related to the Juno mission among staff.	Departmental staff surveys were run in 2008 and 2013, with the questions in 2008 forming a subset of those in 2013. Staff survey planned for 2017 delayed to early 2019 to avoid clash with College staff survey.	Surveys to be run in 2019 and 2022	2/2019	JC to initiate, promote participation, collate, and analyze results. Report to Staff meeting. DA to post results on web.	80% participation across all staff groups. 100% awareness of activities of the JC by all staff.

Reference	Planned action/objectives	Rationale	Key outputs and milestones	Timeframe (start/end date)		Responsibility	Success criteria and outcome
1.7	Run exit survey of 3rd-year BSc and 4th-year MSci undergraduates.	Understand students' reasons for choosing Imperial, whether their career aspirations have changed during their studies, and how their experience could be improved.	Build on 2013 survey to monitor issues related to timeliness and clarity of feedback. Run surveys annually to obtain more timely feedback to assess effects of any responses to earlier surveys.	5/2016	Annually.	JC to initiate DUGS, with support from Teaching and Staff-Student Committees to promote participation.	Aim for improved participation of 80% from the current level of about 50%. Maintain 80% response rate on value of Imperial degree to career ambitions.
1.8	PGR, PGT, and RA destinations.	Manage RA career expectations with PFDC. Manage PG career expectations by demonstrating the variety of jobs available outside of academia. Conduct individual exit surveys to determine if PGRs have the necessary information, guidance, and training to make an informed decision.	With departmental support, these statistics have been monitored since 2012. Anonymised summary to RA Committee to manage career expectations. Clarification of the term "unemployed" in exit surveys conducted by HR, which may mean the RA is truly unemployed, waiting for an offer, or does not want to disclose their destination.	Ongoing.	Annually.	HR (because of confidentiality) DA, to anonymise, forward to Juno and RA Committees, and post on web. JC, to coordinate surveys.	A 20% increase in positive responses to staff survey. 2013 positive responses were: 63% (F), 42% (M). 90% identification of final destinations and completion of survey. Include greater resolution of the term "unemployed" to identify any areas where action is required.
1.9	Collect data on staff attitudes toward childcare, and use of childcare facilities	Observation that increasing numbers	Begin study of this aspect of Dept culture	Start with 2020 staff survey	Annually	JC	Response rate of 75%

	2. Key Career Transitions: Appointments and Promotions						
Reference	Planned action/ objectives	Rationale	Key outputs and milestones	Timeframe (start/end dates)		Responsibility	Success criteria and outcome
2.1	Ensure unconscious bias training undertaken by all staff involved in recruitment.	Ensure all recruitment procedures and decisions are undertaken by people who are at least aware of their unconscious bias.	Mandatory unconscious bias sessions held in 2016 and 2017, with attendance recorded.	)/2016	Ongoing.	HR (training); DA (monitor take-up); JC (oversight).	Increase number/fraction of female applicants shortlisted and/or offered positions.
2.2	Provide unconscious bias training to all staff.	Mitigate against bias in recruitment and promotion, including those not directly involved in the formal process.	Mandatory unconscious bias sessions held in 2016 and 2017, with attendance recorded.	10/2016	Ongoing.	HR (training); DA (monitor take-up); JC (oversight).	Increase number/fraction of female applicants shortlisted and/or offered positions.
2.3	Ensure all job advertisements are inclusive, avoiding stereotypes, encouraging applications from women, and citing existence of JC, Athena SWAN, and Juno accreditation.	Show potential applicants that the department has an inclusive environment and has measures in place to maintain this.	Instructions with suggested wording given at HoGs meetings.	10/2016	Ongoing.	HoGs (implement); HR (training); HoGs and JC (oversight).	Increase in number/fraction of female applicants from 18% to 30% by 2021
2.4	Ensure a search committee is formed for all lectureship recruitments.	Avoid inadvertently narrow job searches.	Instructions given at HoGs meetings.	10/2016	Ongoing.	HoGs (or HoD, if not a group-specific position); JC and HoD to provide oversight.	Increase in number/fraction of female applicants from 18% to 30% by 2021

Reference	Planned action/objectives	Rationale	Key outputs and milestones	Timeframe (start/end date)		Responsibility	Success criteria and outcome
2.5	Contact all females identified as candidates by search committee to encourage them to apply.	Mitigate against self-selection biases from members of over-represented groups putting themselves forward.	Applications made by people contacted in this way.	Ongoing.	Ongoing.	HoGs (or HoD, if not a group-specific position).	Increase in number/fraction of female applicants from 18% to 30% by 2021
2.6	Re-advertise positions for which too few females have applied or if there are no females on the short-list.	Prevent a lazy approach to candidate searches.	Re-advertise if necessary, but aim for a process where this is not required.	12/2018	Ongoing.	HoGs, with oversight from HoD.	All shortlists have at least 20% women. Aim for 30% by 2022.
2.7	Monitor recruitment of PG applications, including gender breakdown.	Identify any potential biases in PG recruitment processes.	Records kept since 2004.	Ongoing.	Ongoing.	DPGA.	Provide statistics to JC.
2.8	Ensure research groups have female members present at PG recruitment open days and other recruitment events.	Show that there is female representation and, hence, provide role models.	Show an increase in the number of females on the sign-up sheets that all groups have on Open Days.	12/2018	Ongoing.	HoGs.	Reports from HoGs on female attendance at Open Days.
2.9	Run annual fellowship workshop for RAs.	Give RAs the best available information about fellowship possibilities and ensure all plausible candidates apply.	Workshops held in 7/2016, 7/2017, 7/2018; attendance recorded	1/2016	Annual/ Ongoing.	LC and DA with contributions from RA Committee and PDDC.	Substantial attendance at workshop. Increase in number of successful fellowship applications for fellowships.
2.10	Invite all female RAs to the annual fellowship workshop.	Avoid reliance on more passive communication methods.	Monitor attendance at workshops; compare with total number of potential attendees.	Ongoing.	Annual/ ongoing.	Postdoc Champion and RA Committee chair(s).	All female RAs attend workshop.

Reference	Planned action/objectives	Rationale	Key outputs and milestones	Timeframe (start/end date)		Responsibility	Success criteria and outcome
2.11	Offer mentoring to all female RAs by (optionally) female staff.	Avoid the risk of female RAs not putting themselves forward for positions for which they would be competitive.	Monitor take-up of mentoring; adjust approach accordingly.	Ongoing.	Ongoing.	Postdoc Champion.	Increase in number of females applying for fellowships and tenured positions.
2.12	Assess all eligible staff for promotion every year.	Avoid self-selection process.	Integrate into departmental promotion process.	Annual.	Annual/ Ongoing.	HoD through HoGs	Increase in number of females put forward for promotion.
2.13	Give feedback to all unsuccessful applicants for promotion, with a view to a successful application when next eligible.	Mitigate against failure being taken personally; explicitly show departmental support.	Integrate into departmental promotion process.	Annual.	Annual.	Promotion panels through HoD.	All applicants re-applying for promotion for a second time are successful.
2.14	Increase take-up by females of the College Technician Apprenticeship scheme.	Low number of females in this scheme.	There are two trainees per year; aim for one of these to be female.	1/2019	Annual.	Departmental Services manager, monitored by JC.	Increase average participation rate to at least 33%.
2.15	Explore new ideas for creating change in hiring female staff	New policies not yielding results	Collect input from private sector/ business community	12/2019	Ongoing	SMo and MW	Present results of survey to JC in 2020
2.16	Monitor and report why female PG student numbers are low	Imperial PG acceptance is below national average	Post-interview follow-up with female applicants who rejected offers

Interviews with current female PG students to understand why they accepted | 01/2020 | Annually | SMo and MW | Response rate of 50% for follow-up interviews |

	3. Career Development and Advice						
Reference	Planned action/ objectives	Rationale	Key outputs and milestones	Timeframe (start/end dates)		Responsibility	Success criteria and outcome
3.1	Career support for Teaching Fellows.	New career structure recently created across Imperial College.	Ensure appropriate line management in place to support new career structure. Review annually. Ensure career support/guidance offered within the department. Ensure adequate training and development are made available to enable promotion opportunities.	4/2019	Annually.	HoD and OM.	Promotion process for this staff group is active and Teaching Fellows are reviewed annually and considered for promotion.
3.2	Continuity of Physics Fellows Forum.	This forum supports ECRs and creates a community within the department so that they have an identified voice.	Department to support RA biannual events; PFF to link to central PDDC; Take-up of training support.	4/2019	Biannually.	Chair of PFF, monitored by JC.	Positive statistics on fellows moving to permanent employment roles in academia and elsewhere.
3.3	Provision of career support and guidance for RAs.	Established in 2009, the RA Committee provides links between research groups and between RAs and PhD students.	Department to support RA biannual social events with Q&A session w/HoD and DUGS; Retain Postdoc Champion: member of academic staff who provides support and guidance on College processes; Retain Departmental career advisor for job inter-views, fellowship applications, etc.	4/2019	Biannually.	Chair of RA Committee, PFDC, HoD, and DUGS.	Positive feedback on staff survey. Exit survey demonstrating good employment destinations and successful fellowship applications.

Reference	Planned action/objectives	Rationale	Key outputs and milestones	Timeframe (start/end date)		Responsibility	Success criteria and outcome
3.4	Career support for Professional and Technical Staff.	Although different job families, it is imperative to ensure uniformity of career advice and support for all staff.	Ensure line management is clear and straightforward; ensure career support and mentoring support is in place; CPD training is available and taken up.	4/2019	Annually.	DOM, Head of Technical Line Management, monitored by JC.	Demonstration of promotions taking place and training is being offered and taken up.
3.5	Personal review and development plan.	This is the primary opportunity for all staff to review their career goals. Hence, it is important that staff are trained to participate effectively in this process.	Encourage 100% participation; Host workshop refresher training for all staff; Encourage the use of the "1-page achievements" document to HoD.	4/2019	Annually. 2021 Annually.	DOM.	100% take-up of PRDP across job families.
3.6	Support for undergraduate students	This is a key transition point and it is essential that students are properly supported in their decision-making process.	Personal tutors are appropriately trained; Departmental career advisor regularly informs students about career workshops and events.	6/2019	Annually. Weekly.	DUG, Student Liaison Officer, Senior Tutor, Departmental Career Advisor, Careers Office.	Positive responses in NSS and departmental exit survey.
3.7	Support for postgraduate students.	This is a key transition point and it is essential that students are properly supported in their decision-making process.	Primary/co-supervisors are appropriately trained – hold refresher training; Departmental career advisor regularly informs students about career workshops and events; Students engage with the MARS scheme.	7/2019 1/2019	Repeat every three years. Weekly. Annually.	DPG, Departmental Welfare Officer, Departmental Career Advisor, Graduate School.	Completion rates are high and statistics on transition to next employment are positive.

	4. Culture, Communication, and Departmental Organization						
Reference	Planned action/ objectives	Rationale	Key outputs and milestones	Timeframe (start/end dates)		Responsibility	Success criteria and outcome
4.1	Communication between staff groups, PG, RA, and lecturing staff.	Improved communication allows problems and issues to be identified and addressed more rapidly, improving the department for all stakeholders.	Physics Fellows' Forum set up and running Meetings to determine needs of female PGs within WiP workshops. Departmental sponsored events, such as lunches for female academics. Last staff survey in late 2013; 70–80% of staff in all categories agreed they were kept informed of departmental events. Next survey in 2020. Department website regularly updated. Cross-committee meetings (Staff, PG, RA). Teaching role descriptions for PGs and RAs clarified on website; RAs paid for teaching and can opt out. WiP fostering communication between UGs, PGRs, PGTs, and RAs. UG focus groups: welfare, education, mental health.	./2017	Ongoing.	JC, with PGs, RAs, and Fellows.	80–90% staff agreeing that they are well informed. Better connectivity across groups through departmental committees (JC, RA Committee). Female academic community socially integrated across groups. Responses collected from Departmental survey of all staff.

Reference	Planned action/objectives	Rationale	Key outputs and milestones	Timeframe (start/end date)		Responsibility	Success criteria and outcome
4.2	Improved awareness of JC activities through presence: • In induction material • At HoGs, staff, and group meetings • On Juno posters throughout the department.	Improved awareness of Juno will make it clear to members of the department that its aims are at the core of the department's values, making it easier to achieve these goals and advertising the transparency and equality in our processes.	76% of staff are aware of the JC (2013 staff survey, and increase from 40% in 2009 survey. JC appears on induction pages and on posters on all floors of department. Juno matters are standing item on HoGs, Dept Staff, and Group Staff meetings. Athena SWAN Silver and Juno Champion awards mentioned in all job advertisements JC material to be included in staff and student induction material.	2/2019 11/2017 11/2015 11/2017 1/2019	Ongoing. Ongoing. Ongoing. Ongoing. Ongoing.	JC, HoD, HoGs	Aim for 100% awareness across all staff, as measured in next staff survey (2020). Appearance of JC matters on staff meeting agenda and minutes, HoGs meetings, group staff meetings.
4.3	Monitor membership of committees within the Department and the rotation of roles.	To ensure the effective representation of views from women and other under-represented groups in the department, they must be represented on committees, while at the same time, not overloaded with committee work.	Most departmental committees have female membership. In 2019, three out of 17 committees (Sabbatical, REF, Professional Services) have no female members. 13 have 20% or over female membership as of 11/2019, 5 have over 30%. Turnover of membership is 3–years, with some (e.g. RAs) shorter.	1/2019	Annually.	HoD	Target 30% female membership on all departmental committees. Ensure committee membership turnover does not overburden women or other under-represented groups.

Reference	Planned action/objectives	Rationale	Key outputs and milestones	Timeframe (start/end date)		Responsibility	Success criteria and outcome
4.4	Review and document teaching and administrative workload for academic staff and RAs Increase student satisfaction with RA-taught labs	Ensures that all teaching and administrative roles are allocated in a fair and transparent way. This will make sure that no one is, or feels, that they are treated unfairly in the allocation of duties.	Point system for all teaching and admin duties available on web Workload of each staff member available to all staff on web Zero-load buyouts are being phased out. RA awareness/ satisfaction about allocation near 20% (2013 survey). RA teaching load now more transparent and has been made optional. Teaching hours credit for committee work has been extended to PGs and RAs. Review and updating of lab scripts to improve resources for lab demonstrators and students underway. Representation of women and under-represented groups in teaching is being improved.	Ongoing.	Reviewed annually.	HoD, DUGS, Work-load review buy-out committee.	Target: 0% of academic staff on a zero-load buy-out. RA awareness and satisfaction 75%

Reference	Planned action/objectives	Rationale	Key outputs and milestones	Timeframe (start/end date)		Responsibility	Success criteria and outcome
4.5	Increase nominations of female staff for awards and prizes.	Rewards our female researchers for excellent work and enhances their visibility both inside and outside the department as role models.	Major prizes awarded 2018 Marina Galland (Holweck Prize) Emma Chapman (Royal Society Athena Prize) Michele Dougherty (Richard Glazebrook Medal and Prize).	Ongoing	Reviewed annually.	HoD, Awards and Prizes Panel, JC chair	Increase the number of female candidates being put forward for awards. Target: at least 20% of nominations to be women. In 2018 fraction was 44%, in 2019 was 28%.
4.6	Improve the welfare of, and support provided by the department to, all staff and students	Improved support will help staff and students better cope with the at-times stressful environment of academia. This can take the form of initiatives addressing specific issues, ensuring that best practice is adopted across the department, and developing new policies and initiatives where necessary.	Establishment of new Welfare Committee. Establishment of new Wellbeing Staff-Student Committee (WSSC). Establishment of network of mental health first-aiders. Establishment of Student Minds trained network of student mental health advisors. Appointment of new Departmental Wellbeing Representative (DWR) and UG Wellbeing Year Representatives. Establishment of departmental Wellbeing strategy. Establishment of	Welfare committee & WSSC set up in 10/2018 MH first aiders & Student Minds network set up in 2016 WDR appointed 10/2018. Wellbeing strategy to be in place since 9/2018. Stress workshops running since	Ongoing. Ongoing. Ongoing. Ongoing. Ongoing Ongoing	Chairs of Welfare Committee, MH coordinator, WDR, Student Liaison Officer. MF Union YA, Derryck Stewart and DWR YA	Improved knowledge of support provided by the department, to be assessed in next departmental survey. Reduction in the number of cases and severity of mental health issues in staff and students. To be monitored by MH coordinator. Reduction in overall stress levels and dissatisfaction in the department (to be assessed by staff and student surveys).

			departmental student Helpdesk.	2018. 10/2017			
			Group and one-to-one stress management and reductions sessions	05/2017	Ongoing	YA and Vinita Hassard	
			Organisation of Resilience and Mindfulness workshops for staff and students.	09/19	Ongoing	YA	
			Establishment of suicide prevention workshops.		Ongoing	YA and MF	
			Support for students returning from Interruptions of Studies.	09/18 09/17	Ongoing	Senior Tutor and YA	
			Urgent counselling for physics students has been arranged with Wilfrid Faber Counselling and Support by referral from SLO	10/19	Ongoing	YA	
			Emergency mental health support hotline numbers provided in Blackett building toilet cubicles	10/18	Ongoing	YA	
4.7	Improve welfare and satisfaction of LGBT+ community within the department.	The LGBT+ community has unique backgrounds, needs and mental health issues.	Establishment of LGBT Ally (support) network.	05/2018	Ongoing	JC, YA	Query LGBT community satisfaction in 2020 survey.
			Establishment of Physics LGBT+ Committee	12/2018	Ongoing		Raise awareness of LGBT Network to 50% in 2020.
			Establishment of LGBT inclusive Personal	10/2019	Ongoing		

			tutoring and teaching training.				

					5. Career Breaks and Flexible Working			

Reference	Planned action/ objectives	Rationale	Key outputs and milestones	Timeframe (start/end dates)		Responsibility	Success criteria and outcome
5.1	Allocation of teaching taking into account all care responsibilities. **Beacon Activity**.	The allocation of teaching (and administrative) duties aims to be a fully transparent process, based on a point system, including: • Web page with all duties and associated hours (points). • Bidding based on preferences • All allocations available to view on separate web page. • Distributions of allocations discussed at staff meeting and made freely available	Continue as established practice. Regular communication of this at staff meetings. Query staff about needs for flexibility due to caring responsibilities; analyse requests for flexibility (e.g. labs or lectures?) Formalise process for timetable adjustments for caring responsibilities	ngoing	Annually.	DUGS, reporting to HoGs. JC SMa	Greater awareness by staff, as measured by staff surveys, that this action is taking place. Add question to 2020 staff survey Formalised process in place by 2020 teaching allocations
5.2	Promote use of the "long-term leave" form, which provides a guideline for line managers when staff are planning long-term leave. NB: this has been taken up by College HR, and will be removed from the Dept Action Plan	Make staff aware of the long-term leave form as an initial step for arranging leave	Increase staff awareness of long-term leave form from the 36% in the 2013 staff survey. Links to long-term leave form in staff information section of departmental website, as well as other links to flexible working, maternity/paternity leave, etc.	Monitor use and report annually. Review form content period- ically for ease of use	Ongoing/ annually.	HR to implement: **Done!** Initiated by request from staff member.	Better linkage with people on leave. Better take-up of responsibilities when staff are away 100% take-up of use of form by year 5 by those seeking long-term leave. Use staff survey to monitor success.

Reference	Planned action/objectives	Rationale	Key outputs and milestones	Timeframe (start/end date)		Responsibility	Success criteria and outcome
5.3	Encourage take-up of reduced workload model (Elsie Widdowson scheme) for all eligible staff returning from 6-month maternity/paternity leave. **Beacon activity**.	Reduced teaching allocation for all staff taking 6-month maternity/paternity leave, including those not eligible for the Elsie Widdowson scheme (e.g. RAs).	Continue in this area with established good practice.	Ongoing.	Ongoing.	HR to communicate workload model on return from leave, as well as prior to leave.	Maintain 100% take-up of scheme by those eligible.
5.4	More support for RAs and PhD students on "juggling research, career, and family". **Beacon activity**.	Demonstrate to RAs and PhD students how to achieve work-life balance.	Hold pilot event, use feedback from attendees to improve and plan for events to be held annually.	11/2016	Annually.	JC, DA.	Feedback from RAs and PhD students.
5.5	Monitor and report shared parental leave uptake	Investigate effectiveness of existing policies	Add questions to staff survey	2020	Ongoing	JC, SMa	Initial survey results analyzed in 2020
5.6	Monitor and report informal flexible working	Staff members might be finding new ways to create work life balance, which could be beneficial to others Contrariwise, existing options might be insufficient	Add questions to staff survey	2020	Ongoing	JC, SMa	Initial survey results analyzed in 2020

				6. Professional Conduct			
Reference	**Planned action/ objectives**	**Rationale**	**Key outputs and milestones**	**Timeframe (start/end dates)**		**Responsibility**	**Success criteria and outcome**
6.1.1	Establish professional boundaries policy and academic misconduct policy.	College-level sexual harassment policy reform working group set up at request of Former Juno member.	Sexual harassment question included in staff survey. Former Juno member involved with national survey (1752 group) in liaison with the IC Union and Juno committee. Online anonymous reporting tool College harassment and bullying policy improved with assistance of Former member of the Juno committee	/2017	03/2019	JW/MF	Code of Conduct trial in Astrophysics. Departmental Code of Conduct Staff and student survey responses to experience of inappropriate behavior and knowledge of policy monitored.
6.1.2	Mandatory unconscious bias training.	Make all staff aware of inherent, but unintended, bias in their actions.	Implemented for all staff. Ensure this is repeated annually to ensure full coverage. Sessions regularly advertised and attendance strongly encouraged by Dean. Increased frequency for staff/students on short-term contracts.	/2017	Ongoing.	JW/MF	Recording signatures to ensure uptake is above 80%, aiming for 100 % within three years.

Reference	Planned action/ objectives	Rationale	Key outputs and milestones	Timeframe (start/end dates)		Responsibility	Success criteria and outcome
6.1.3	Mandatory active bystander training (ABT).	Identify appropriate actions when faced with inappropriate behavior.	Implemented for all staff. Harassment training offered twice a term (confronting inappropriate behaviour, management)	01/2017	Ongoing.	JW/MF	Recording signatures to ensure uptake is above 50%.
6.1.4	Establish baseline statistics for number of harassment and bullying complaints and outcomes within the department.	College surveys reveal substantial bullying and harassment seen and experienced by staff	Approval secured at College level for departmental to faculty breakdown of anonymised statistics of reports of harassment and bullying (level of breakdown flexible to ensure anonymity).	./2018	09/2019	JW/MF	Responses to PhD/postdoc exit surveys concerning experience of inappropriate behavior. It is made clear to leavers that they can have an exit interview, with any senior member of staff. Publication of anonymised statistics as a baseline for culture improvements ==agreed by Stephen Curry (VP for E,D&I)==

Reference	Planned action/ objectives	Rationale	Key outputs and milestones	Timeframe (start/end dates)		Responsibility	Success criteria and outcome
6.2.1	Audit College disciplinary process. Audit departmental pathway to College disciplinary process. Engage outside services (McAllister Olivarius and 1752 group) to ensure disciplinary process is fair and transparent.	Ensure fair, timely, and transparent hearing of cases of inappropriate behavior.	Audit completed by Solice. Audit completed by Solice and IC Sexual Harassment Working Group established (SH WG) New disciplinary guidelines drafted from legal services and external consultants.	3/2019 3/2019 3/2019	9/2019 9/2019 9/2019	JW/MF	Establish streamlined disciplinary process Solicit recommendations all implemented. Sexual violence liaison officers and You Are Not Alone campaign launched (May 2019), advertised around Physics
6.2.2	Advertise current reporting mechanisms of inappropriate behavior.	Ensure staff are aware of anonymous reporting channels.	Have Your Say online and telephone anonymous reporting disseminated throughout department and displayed on information monitors. Harassment support contacts advertised first aiders and mental health first aiders. Harassment support advertised in bathrooms and student/staff common areas.	1/2017	Ongoing	JW/MF	Student and staff surveys (College and Departmental) indicate that at least 80% are aware of the policies.

Reference	Planned action/ objectives	Rationale	Key outputs and milestones	Timeframe (start/end dates)		Responsibility	Success criteria and outcome
6.2.2 (cont'd)	Embed anonymous reporting framework.	Enable all staff to feel confident about anonymous reporting protocol.	Ensure current Have Your Say campaign has a clear pathway to trigger independent investiga-tion. Possible implement-tation of Report and Support.	11/2018	Ongoing.	JW/MF	Reporting statistics showing concrete results from Have Your Say.
	Exit interviews for Early-career researchers (ECRs).	Ensure supervision was appropriate and sufficient. Safeguarding concerns to be reported to JW/MF.	Encourage ECRs to participate in this process and monitor uptake.	3/2019	Ongoing.	JW/MF	At least 80% uptake of exit interviews. Feedback from exit interviews used to identify specific pathways for improvement.
	Ensure personal tutorial system is providing support.	Surveys reveal that students (and female students, in particular) value the personal tutorial system, but many feel the meetings are unstructured.	Juno committee member (Yasmin) established PT refresher training.	3/2019	Ongoing	DC	
			Network of tutors for female students to contact: Lesley Cohen, Yvonne Unruh and Dave Clements	2019	Ongoing	YA	Feedback from student surveys indicate that at least 80% of students value the personal tutorial system and are pleased with their personal tutors.
			LGBT+ PT training session developed and introduced. Will form part of College PT training for new PTs.	10/2019	Ongoing	YA	
			LGBT+ Ally network set-up in Physics: trained staff to act as contact points for LGBT+ issue discussion	05/18	Ongoing	YA	