

## Action Plan Executive Summary

### 1. Baseline data and supporting evidence

The processes for collection of statistics within the Department are well established but could be used more constructively. Going forward we will produce a single annual report of all statistics (student admissions, exam performance, staff promotion, recruitment etc), to be used as part of an extended HoGs annual discussion against our quantified measures-of-success targets. We aim to present a summary annually at a staff meeting. We will also use the data to help formulate the Department level surveys, tailoring them more specifically to test the impact of our action plan activities. Departmental surveys will be planned as routine, to be held every three years. Some of our success measures will be determined by the survey responses. To embed these processes is challenging and it is likely to take a full five years until they become routine best practice.

### 2. Key career transitions: Appointments and promotions

New school outreach activities are planned, targeting the GCSE attrition point. We aim to encourage more women to apply for RA posts. A high number of new lectureship level appointments are now being taken from the Fellowships pool and so we have plans to encourage more female RAs to apply for Fellowships. Our recruitment practices will be reviewed and we will set in place a new guideline to encourage staff to increase the field of applicants for academic appointments. We also aim to expand the scope of our activities to widen the involvement of ethnic minority groups. We have identified a number of actions to help the promotion process.

### 3. Career development and advice

The current structure for career development of academic staff is very good and fit for purpose. We will work more closely with the Post Doc Development centre to provide mentors and role models. We will set up an Early Career Researcher (ECR) network and aim to respond to requests from that community in terms of improving departmental processes. We will review the Departmental Champion Scheme that we have recently set up and maximise the benefits of the annual PRDP process.

### 4. Culture, communications and departmental organization

Communication links have been improved. Setting up the ECR will provide a bridge between RAs, Fellowships and Staff. We aim to further improve awareness of the Juno committee work and the progress towards successful outcomes. We aim to improve links between PGs and RAs. We will communicate the work load model and the prize nominations procedure more widely and maintain the visibility of awards. Minutes of all key committees will go on the web as will promotion success rates.

### 5. Career breaks and flexible working

The progress in this domain has been very good with an increase of staff taking up part time work. Our main new activity will be the use of the long-term-leave form to better facilitate proper discussion between staff and line manager prior to leave or change of contract status.

KEY given at end of document

Action	Description of action	Action already taken. Note – our Progress Report provides full details of prior actions	Further action planned at March 2012	Progress Log	Responsibility	Timescale	Start date	How success will be measure
1	<b>1. Baseline Data and Supporting Evidence</b>							
1.1	Monitor UG student data (application, offers, admission, drop out rate and response on ISB, NSS, and other local and national surveys) by gender where possible: Annual report to - HoGs - Management - Teaching committee - Staff meeting	Data collected for at least the last 5 years; local systems are fit for purpose;  Data in line with national figures and the record of national data provided by the IoP	Departmental investment (new Outreach officer and new Outreach admin staff) underpinning outreach activities including widening school database, encouraging applications from women and ethnic minority groups. New Work Experience programme and new <b>Open Day for GCSE students</b> specifically target “leaky pipe” transition point. We will monitor progress in terms of application statistics. Disparity with HESA data needs to be understood.	An annual report of all statistics at a fixed date (working suggestion is February) for an extended HoGs meeting each year.  Report summary at staff meeting	DUG with the support of UG office Admissions Outreach teams	Annually	Collection of data Nov-Jan each year. First report Feb  SP2013	Baseline to maintain gender statistics at national figures.  Target is to increase applications from women, minority groups and state schools by 30% of the total over the next 5 years.  Review after 2 years and consider new actions if progress is limited
1.2	Monitor UG student academic performance	Data collected for at least the last 5 years.  Suggests different trends between men and women. Similar results are found across the Faculties at IC.	Continue to monitor  Look more closely at the National picture.  Aim to hold a cross-College discussion on this issue.	An annual report presented at a fixed date each year. Extended discussion at HoGs.  Report summary at staff meeting	DUG with support from Teaching Committee.	Annually	Collection of data Nov-Jan each year  Report Febuary SP2013	Quantitative assessment of gender statistics and where we lie with respect to other universities (content of courses, types of assessment) and other academic SET disciplines.

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Action	Description of action	Action already taken. Note – our progress report provides full details of prior actions	Further action planned at March 2012	Progress Log	Responsibility	Timescale	Start date	How success will be measure
1.3	Monitor PGT and PGR student data by gender Annual report to <ul style="list-style-type: none"> <li>- HoGs Management</li> <li>- PGSC and PGM committee</li> <li>- Staff meeting</li> </ul>	Data collected for at least the last 5 years PGR is in line with National figures.  PGT statistics appear to be significantly lower than the National Average Values, although our offers exceed our application statistics. Students choose not to come to Imperial College.	Concentrate on reviewing PGT recruitment strategy and PGT gender statistics  Try to gain better understanding of why our PGT statistics are lower than National Average values. Suggestion is that it is course subject specific.  Discuss with University College London, as they have higher than average statistics and are London based.	An annual report at a fixed date (suggest February) HoGs meeting each year	Director of PG Studies  Directors of specific Master courses	Annually	Collection of data Nov-Jan each year.  First report February SP2013	Quantitative assessment of PGT statistics (for example subject areas, interview procedures, Image of college and whether National stats are misleading)
1.4	Monitor staff appointments, including fellowships and pay award/promotion success rates Annual report to <ul style="list-style-type: none"> <li>- HoGs Management</li> <li>- Staff meetings (and on web)</li> </ul>	Data collected for at least the last 5 years for academic staff including HR short listing forms and decision grids for all academic and most (but not all) RA appointments – see 2.1 below. No evidence of direct discrimination.	Monitor the impact on statistics of the actions to widen the candidate pool - see 2.4 below	An annual report at a fixed date (suggest February) HoGs meeting each year	Departmental Administration team  HoD's Office	Annually	Collection of data Nov-Jan each year.  First report February SP2013	The statistics would have to demonstrate that the pool of applicants is widening over time.  Normal requirement will be a minimum number of applications for academic (four) and for research post (three). Aim to increase applications from women and minority groups to 10% of the total over 5 years.

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1.5	Rerun staff survey Report to <ul style="list-style-type: none"> <li>- HoGs Management</li> <li>- Staff meetings (and on web)</li> <li>- RAC</li> <li>- Put key results on departmental web pages</li> </ul>	Staff have been surveyed 2008 (Department), 2010 (Asset) and 2011 (College). Unfortunately each survey asked different questions.	Run survey that asks the most pertinent questions, which are repeated in future years, so we can properly assess impact of our actions.  Progress against issues raised in these surveys needs to be followed up regularly at HoGs and Staff meetings		Juno Committee to initiate survey  With help from central HR Staff development unit  Reporting by HoD at Staff meetings. HoD to take ownership of Juno initiatives.  DA - put it on web	Run survey AU2013  AU2016  AU2019	Work on survey questions SP2013  Run AU2013 Follow up 2014	Aim for 80% survey participation rates for all staff groups. Aim to increase the number who reply positively to “job/promotion satisfaction” by 20% by second survey cycle in 2016  Increased awareness of Juno activities
1.6	Rerun Undergraduate Survey/ Exit questionnaire to final year students	UG exit survey run in 2010/11 No significant gender difference to the student experience or motivation.	International student barometer, gender breakdown is available –will be monitored with respect to issues related to feedback and clarity of assessment. Build on the 2011 survey to capture key information.		DUG with support from Teaching Committee,  Bringing in new schemes such as small group teaching	April 2013- June 2013  Repeat cycle in 2016  Repeat cycle in 2019	SP 2013	Quantitative analysis of Departmental survey results  Improved ratings in ISB, and NSS surveys.
1.7	RA destinations	With the departmental admin support now in place we have been able to monitor these stats retrospectively in early 2012.  Anonymised summary to RAC to help manage career expectations.	Continue real time monitoring now process is embedded.  Anonymised summary to RAC and on web  Manage RA expectations on career destination, use of PRDP and PDDC training.		HR only, (because of confidentiality issues).  OM/DA to anonymise and pass to RAC and on web.	Annually	Collate data Nov-Jan each year.  First report to HoGs February SP2013.	Success measured in terms of 20% increase in positive responses to staff survey questions related to “career prospects”.

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2. KEY CAREER TRANSITIONS: Appointments and Promotions								
Action	Description of action	Action taken. Note – our progress report provides full details of prior actions	Further action planned at March 2012	Progress Log	Responsibility	Timescale	Start date	How success will be measured
2.1	<p>Ensure that all HR recruitment procedures are adhered to for all appointments</p> <p>Review recruitment training</p> <p>Desirable to have women on all appointment panels</p> <p>Identify unconscious bias</p> <p>Create a HoGs induction pack</p>	<p>Data on recruitment collected for the last five years.</p> <p>For RA posts: Teaching requirements have been made explicit on the job adverts during this period, helping to manage RA expectations once they have been recruited.</p> <p>Difficult to tackle unconscious bias directly as it is unconscious</p>	<p>Monitor staff training to ensure that all those involved in recruitment are HR trained.</p> <p>Create a simple guideline for new staff as part of induction pack to help assist in particular with the RA appointment process.</p> <p>Add recruitment training to training package for all new lecturers.</p> <p>Ensure women are on all appointment panels</p> <p>Trial bias web based tests For example <a href="https://implicit.harvard.edu/implicit/demo/selecta_test.html">https://implicit.harvard.edu/implicit/demo/selecta_test.html</a></p> <p>To ensure continuity around SWAN actions</p>		<p>Departmental Administration to monitor training</p> <p>HR and staff development to provide training</p> <p>Juno committee to initiate new guideline draft.</p> <p>Juno Committee to review the web based bias testing</p>	<p>Review progress at 36 months</p> <p>Take further action if progress unsatisfactory</p> <p>36 months</p>	AU2012	<p>All staff HR trained for recruitment by 36M</p> <p>100% returns on Paperwork for RA appointments by 36M</p> <p>Trialled bias tests and form an opinion on whether to implement more widely</p> <p>New HoGs properly inducted into their role..</p>

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2.2	To encourage more female RAs to apply to Physics adverts ensure that family friendly policies, IC nursery, female staff development activities (spring board etc), are advertised on our web site more explicitly and link is stated on all adverts To encourage female fellowship candidates to approach the department to host their application here.		Create specific web pages “support for female RAs and Early Career Researchers”  Add information into the induction CD which is currently made available to all new staff. Link RA and ECR staff groups through regular fellowship events  Extend activities after 24M to include minority groups		Departmental Administrator  Activities supported by: Juno committee RA committee Post Doc Development Centre	60 months  Review practices after 24 months and modify if progress is not satisfactory	AU2012	Increased female RA application rates from 20% to 30% of total over 5 years  Increase female fellowship candidate application rates by 10% of total over 5 years  Positive responses from female RAs participating in future Departmental surveys to questions on “provision of support for women”.
2.3	Targeting UG and PG key career transition points  Interaction between PG students and UG students  Interaction between PG students and post docs.  Monitor recruitment of UG EU/OS applicants	Excellent progress on communication with PG students 2009, 2010, 2011 including presentations given to UG as a SWOT (strengths, weaknesses opportunities and threats) of taking up a PhD. High percentage of female PhD students (positive role models) speak at this event and it is very popular with the UGs.	Continue this.  Plan to build on this format for PhD students. RAs do a SWOT analysis presentation for PhD students.  Gather feedback.  Identify whether female OS/EU UG applicants perform less well at interview		DPS to oversee talk to UGs, supported by PGRepsC  PGRepsC to coordinate PG event and supported by DPS and RAC	Annually  To be reviewed after 2 cycles completed.  Annually	AU2012	Advice and guidance received by individuals at decision making stage from those at the next stage.  Constructive feedback by UGs and PGs.  Increase OS and EU female UG applicants by 10% of total UG intake

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2.4	Academic Appointments maximise field  Feeds into HR training 3.6	Data collected for the last five years.  Silver Swan and Juno Championship statements on all adverts Related departmental web sites regularly updated.  One research group piloted an exercise where all members of the group drew up a list of women at other institutions at the RA or assistant Prof level who were exceptional. Result was a very impressive list of potential fellowship and lectureship candidates.	Expand existing female academics web pages to include “support for female Academics” Ensure link to this page goes out on all job adverts.  Create recruitment guideline on appointments to ensure that the department is interviewing a wide range of candidates. Embed use of guideline.  All research groups to draw up a list of exceptional female candidates at the fellowship/lectureship level. List can be used as a seminar speaker list, plus a mechanism to supplement traditional recruitment process.		Departmental Administrator to update web pages  Juno committee to create guidelines  Supported by HoGs  Endorsed by HoD  Research groups to draw up exceptional candidates list. HoGs to initiate.  Feeds into HR training 3.6	Progress monitored annually  Review in 24M and modify actions to improve progress if necessary  Repeat annually	SU2013	Guidelines are made explicit and followed routinely as reflected in the recruitment statistic.  Baseline success will be maintenance of our 3% per decade rate of increase of women academics in the department. (Translates as at least 1 female academic hired in the next 2 years)
<b>Action</b>	<b>Description of action KEY given at end of document</b>	<b>Action taken</b> Note – our progress report provides full details of prior actions	<b>Further action planned at March 2012</b>	<b>Progress Log</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Start date</b>	<b>Success Measure</b>

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2.5	Feedback on promotions	<p>Data on promotion success rate completed for at least last 5 years</p> <p>Promotion success rates on departmental web site (on the Juno web pages within the Swan submission paperwork)</p> <p>Feedback is currently given to staff but it does not necessarily address all the promotion paperwork headings.</p>	<p>Draft a feedback form for promotion panels so that quality of feedback is uniform and also so that it address all main headings.</p> <p>We need to address all categories of staff.</p> <p>We need to monitor attendance (or take up) of the College 'how-to' presentation for staff being put forward for promotion.</p>		<p>Juno committee to draft and discuss with HR</p> <p>HoGs to endorse</p> <p>HoD to promote to Faculty and College</p> <p>Engage other departments so we can lobby with more voting power than our department alone. HoD to drive this forward.</p>	<p>36M</p> <p>Review at 12M and again at 24M</p>	AU2013	<p>Improved feedback from Faculty promotion panels</p> <p>Success measured in terms of 20% increase in positive responses to staff survey questions related to "quality of feedback after promotion interview"</p>
2.6	Success Rates for academic promotion	<p>Transparency of the promotion process was established prior to the 2009 SWAN application and is documented on web.</p> <p><a href="http://www3.imperial.ac.uk/physics/staff/promoreview/academicpromo/overviewwacaepromo">http://www3.imperial.ac.uk/physics/staff/promoreview/academicpromo/overviewwacaepromo</a></p>	<p>Anonymized academic promotion success rate statistics made more readily available on promotion pages of departmental web site</p>		<p>Departmental administrator.</p> <p>Need to ensure anonymity.</p>	12M	AT2013	<p>Transparency of promotion process</p>

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2.7	<p>Follow up on statistics associated with key transitions.</p> <p>For example: MSc and PhD gender statistics.</p> <p><b>See 1.3 also</b></p> <p>Enter into a wider dialogue with Departments elsewhere, specifically those that are London based.</p>	<p>Discussed previously at Juno meetings and at MSC PGSC committee meetings, but nothing specific has been implemented.</p> <p>We have had prior interactions with UCL Physics, delivering a talk and discussing areas of best practice and to a lesser extent with Royal Holloway.</p>	<p>Are statistics course specific at IC, elsewhere? Are HESA average stats misleading? Discuss with course organisers elsewhere – can we learn best practice tips for recruitment processes?</p> <p>Focus group meeting with PGT and open days</p> <p>The gender statistics between UCL Physics and Imperial are striking. Enter into a round of discussions with them,</p>		<p>DPG</p> <p>PGRepsC</p> <p>Departmental Administrator</p>	<p>12M And 24M</p> <p>Gather best practice on recruiting female PG students to IC. After which review our action plan items.</p> <p>60M</p>	<p>Start AT2012</p>	<p>Quantitative assessment of the data.</p> <p>Improved Web image</p> <p>Additional action plan items gathered from best practice elsewhere</p> <p>Increased percentage of female applicants to specific master courses by 10% over 5 years.</p>
2.8	<p>Follow up on 2010 ASSET questionnaire Why women feel valued for their teaching and men for their research</p>		<p>Discuss at Focus groups Include appropriate questions in 2013 staff survey to check impact. See action 1.5</p>		<p>JC</p>	<p>2013</p> <p>2016</p>		<p>N/A</p>
2.9	<p>Continue annual Department Fellowships Workshop for RAs</p>	<p>The department has put on a 1 day workshop annually 2010 and 2011. HoD oversees it and participates. It is greatly appreciated by post doc community. 2009 action plan item 2.5</p>	<p>Continue this.</p> <p>To encourage female RAs make sure that female fellowship holders and ECRs are present at the meeting to provide advice.</p>		<p>HoD Departmental admin Post Doc Development centre ECR fellowship holders</p>	<p>annual</p>		<p>Success measured by response to questions about career structure and promotions in future staff surveys.</p> <p>Increase female fellowship applications – see 2.2</p>

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3. Career Development: Advice and Support								
Action	Description of action	Action already taken. Note – our progress report provides full details of prior actions	Further action planned at March 2012	Progress Log	Responsibility	Timescale	Start date	How success will be measured
3.1	Mentoring for academic staff	<p>Juno committee decided against setting up a mentoring scheme within the department 2009</p> <p>Created a mentoring scheme web site for staff to refer to. This lists the various types of scheme that are currently available across College</p> <p>Created the Departmental Champions available for coaching in specific targeted areas.</p>	<p>Press College to provide a full mentoring scheme, including relevant documentation (handbook, list of contacts, etc.). NB: Contrary to the College's description, we do not believe that mentees should work through Dept Admin.</p> <p>Mentoring offered to new incoming staff routinely:</p> <p>Advertise mentoring schemes on posters around the Department</p>		Juno committee to initiate supported by HoD and Departmental Administration (web and posters) and HR/staff development (action on HR to clarify portfolio of schemes)	12-24M  36-60M	Poster campaign to start from October 2012	<p>Departmental survey 2013 will aim to obtain quantitative information on mentoring needs and whether they have been met.</p> <p>Success will be measured by Departmental survey as the % of staff who indicate that the mentoring provision meets their needs. Aim to increase by 20% of total from 2013 to 2016 survey.</p>
3.2	Review and monitor uptake of Departmental Champion Scheme	Motivated by departmental survey responses that indicated staff wanted support but not necessarily a full mentoring programme.	System needs improvement. Some champions have had an active role but most have not.		Juno Committee, Departmental Administration	Review 12M Modify 24M Review 36M Review 60M	AT2013	Uptake of scheme by 20% of staff over 5 years. Staff survey response.

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3.3	Feedback on induction, mentoring, and careers advice provision for RAs	The RA Committee has been very active and effective in collating RA issues via its report and representation to HoGs. More recently, good interaction with the Post doc development centre	RAC to request Postdoctoral Development Centre to conduct survey in 2012.		RA Committee	Annually	SU2013	Asset survey results reflect positive interaction.  Improved take up of training rates
3.4	Early career researchers (ECRS)	These were not identified as a separate group in our original action plan  We have since created a web site naming ECR (lecturers within three years and fellowship holders), and identified ECR committee members and chair.	The ECR committee needs to be properly established, draw up terms of reference and meet regularly.		Juno Committee to oversee until ECR committee takes shape and then it will organise itself	12m	SP2013	ECR Committee is active
3.5	Maximising use of information from academic and RA PRDPs	HoGs to summarise issues HOD to receive/act upon these summaries HoGs have been reporting on this. However, there is no visible follow-on discussion or feedback, e.g., via HoGs.	HoG's summaries should be recorded on a pro-forma, e.g., with prompts and area headings. Improve the Equality & Diversity section of the PRDP form to encourage more meaningful appraisee/ appraiser discussion	Annual	Juno Committee to draw up the pro forma  Juno Committee to suggest new Equality and Diversity questions on PRDP form	12M  18M	SP 2014	PRDP completion 100% of all staff

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3.6	Training staff 1.PRDP  Possible additional training to include: 2. Small group teaching methods 3. Unconscious bias 4. Respect for others.	Health and Safety training delivered to the whole department in 2011  Supervisor refresher training delivered to the whole department in 2012	Introduce light but effective PRDP training for all academic staff to increase awareness of objectives and benefits  Take up of other training packages to be reviewed at 24M.		HR and staff development	24M  48M  Other training listed – to be completed by 60M	AU2012	PRDP training for all staff who haven't undergone the training either at all or within the last 10 years. Measured by 60% (80%) of staff trained by 24M (48M)
3.7	Improving the benefit of the PRDP process for RAs  Only 7% of RAs eventually acquire a permanent academic post .PRDP is a vehicle to provide frank career guidance and identify appropriate training.	Department survey and 2010 Asset identify that a small fraction of RAs (5-10% of total participating in PRDPs) do not find the PRDP useful.  We have identified that this is a problem but not implemented any actions to make this a more useful exercise.	Introduce a training workshop for academic staff and RAs to review how to use the PRDP as an effective tool to deliver useful advice and guidance to RAs  Supplement the short form PRDP to make a more bespoke review that addresses the RA situation		PDDC together with RAC and JC to create training package.  HoGs and RAC to promote Supported by PDDC and HR - staff development who would have to provide the training	24M  48M	SP 2013	Success measured in terms of increased participation of RAs in surveys and 20% increase in positive responses to staff survey questions related to "usefulness of PRDP"
3.8	Monitor all take up of training	Post Doc development centre set up in 2009. Released its first training report in 2011 and this was discussed at HoGs HR in the Department keep statistics of staff attending training courses.	These figures need to be pulled together more systematically as part of the annual reporting of statistics document that goes to HoGs.	Annual  RA Committee has requested training statistics from Postdoc Development Centre in 2012	Departmental Administrator to liaise with Post doc development Centre, HR and EDU (for probationary staff)	Every 12M  If training is low – review training packages.  60M	AU2012  Report to HoGs as part of annual statistics package	Proper oversight of training take up.  Bed in training that staff actually want/need.

4. Culture, Communications and Departmental Organization								
4								
Action	Description of action	Action already taken. Note – our progress report provides full details of prior actions	Further action planned at March 2012	Progress Log	Responsibility	Timescale	Start date	How success will be measured
4.1	Communication between staff groups PG, RA and lectureship staff	<p>Good progress in this area has been achieved across all staff groups through new initiatives, including the RA Committee, the PG Committee.</p> <p>Excellent progress on communication with PG students 2009, 2010, 2011. The 2011 PGR Symposium (new initiative) successfully opened up communication amongst staff, PGs, and external companies and organisations.</p> <p>RA Committee set up RA-PG “Tea” programme to provide PGs with a friendly RA’s ear, but with zero take-up.</p> <p>Original plan had an action for Departmental Administrator to produce a monthly electronic Departmental News bulletin.</p>	<p>Setting up the ECR network will improve linkage.</p> <p>Hold annual focus group meetings to check that actions are addressing female PG, RA and ECR needs.</p> <p>Monitor all planned initiatives to maintain and improve effectiveness.</p> <p>Departmental Administrator is gathering latest news for Faculty, posting on WEB and circulating by email.</p>	<p>Juno committee to set up focus group meetings</p> <p>RA and ECRs to check that actions planned are appropriate.</p> <p>News area of Departmental web site will be regularly maintained by Departmental administrator.</p>	<p>Juno committee to set up focus group meetings</p> <p>RA and ECRs to check that actions planned are appropriate.</p> <p>News area of Departmental web site will be regularly maintained by Departmental administrator.</p>	12M for focus group sessions and ongoing depending on actions that are raised.	AU2012	<p>Better connectivity across groups.</p> <p>Female academic staff socially integrated.</p> <p>Should be identifiable in responses collected from departmental staff and student surveys.</p>

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4.2	Improve awareness of Juno Committee activities <ul style="list-style-type: none"> <li>- On Induction pages</li> <li>- At Staff meetings</li> </ul>	Most activities are promoted by HoD at staff meetings (such as PG supervisor training, or review of work load model) so Juno committee works behind the scenes. As Juno has a benefit “for women” this has been a deliberate action so that we get wide staff take up of initiatives (such as the departmental survey for example). Risk is that lack of awareness jeopardises sustainability. Asset 2010 survey shows that 78% of female academic staff and 81% of male academic staff are aware of Juno committee activities and the equivalent RA percentages are 88% of female and 53% of male RAs. So staff are aware in fact.	Awareness will help sustainability of the committee and the committee work in the longer term.  Promote at Staff meetings. Make Juno items a regular reporting item at Staff meetings.		HoD  JC to prepare items for staff meeting	Termly (3 times a year)	June 2012	Response in Asset and departmental surveys.  Aim to reach 100% awareness across all staff groups within 5 years as measured in the 2016 departmental survey.
4.3	Monitor membership of committees within the Department and rotation of roles	Committee membership reviewed annually – gender balance around 25% achieved.	Continue to monitor gender balance.  Check that the rotation of roles is occurring on either 3 or 5 year time scales		HoD Office Report forward at the annual statistics gathering (see 1.1 and other sections)	annually		Maintain gender balance on committees at 25% .  Regular turnover of committee chairs.

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4.4	Review and document Department teaching/Admin Workload Model for academic staff  Conduct a separate review for RA staff	A focus group was convened and they conducted a review – so the hard work has been done. But all (the more radical) aspects have not yet been implemented. The main work load model is now clearly accessible from the departmental web site. <a href="http://www.imperial.ac.uk/physics/dugs/TeachingCredit/">http://www.imperial.ac.uk/physics/dugs/TeachingCredit/</a>	Decide on minimum teaching- admin load for all staff.  Review load formulae for admin activities.  Publicise new work load distribution on web.  Fully implement over the next 3-5 years		HoD,  DUG Work load review (buy – out) committee	24M to initiate.  60M to fully embed	SP2013	New scheme in place SU2013. Target is 0% academic staff on a zero load buyout.  Target is more meaningful teaching opportunities for RA staff. Measure in survey responses.
4.5	Increase nominations for awards and prizes for female staff by publicising the nomination process and encouraging women to apply.	Informal scheme in place. The current procedure for identifying potential recipients relies on the HoG associated with the specific candidates and chair of prizes and awards committee.	Publicise the procedure on the web  Encourage more female staff to enter for prizes and awards.		HoD, HoGs and chair of prizes and awards committee.	1/10/12 onwards	AU2012	Increase the number of female candidates being put forward for awards. Target is 10% increase of total in next 24M.
4.6	Publicize recipients of awards and prizes on web, and announce at staff meetings	New website has rolling news function	Continue and expand. Have permanent site with prize winners by year.	1/1/12 New website homepage launched with updated news function	HoD Departmental administrator	Monthly updates and daily as appropriate so news is 'fresh'	AU2012	Continue with good practice.  Web pages with prizes listed by year.
4.7	Minutes of all committee meetings on web site	Usual practice but not always completely up to date.	Update site with all latest minutes as a matter of routine		Departmental Administrator to check.	Monthly	SU2012	Minutes are accessible on web and no more than 1 month out of date.

**Action Plan April 2012 – Document A6**

<b>Action</b>	<b>Description of action</b>	<b>Action already taken.</b> Note – our progress report provides full details of prior actions	<b>Further action planned at March 2012</b>	<b>Progress Log</b>	<b>Responsibility</b>	<b>Timescale</b>	<b>Start date</b>	<b>How success will be measured</b>
4.8	Monitor times of departmental and research group meetings and group and departmental seminar speaker by gender.		Both to improve the role model – gender balance of speakers and to check that all main group and departmental meetings take into account people with caring responsibilities and where possible – part time staff.		Individual HoGs to monitor within their groups and to feed into annual statistics monitoring exercise	Annual	AU2012	100% completed statistics

5. Career breaks and flexible working								
Action	Description of action	Action already taken. Progress report provides full details of prior actions	Further action planned at March 2012	Progress Log	Responsibility	Timescale	Start date	How success will be measured
5.1	Allocation of Teaching taking into account all caring responsibilities	This has been implemented very successfully during the last two years. Particularly allocation of 9am lectures	Keep up to date log of actions that have been taken by staff for staff, report generic actions on teaching related staff web pages		DUG office Reporting to HoGs	Annual Report with stats in Feb each year	SP2013	Greater awareness by staff measured on surveys – that this action is taking place
5.2	Promote use of the “long term leave” form Providing a guideline for line managers when staff are planning long term leave.	Form has been drafted by Juno committee and approved by HoGs.	To ensure line manager and member of staff meet and discuss reasons for leave taking and address who will pick up responsibilities etc		HR to implement triggered by formal leave request by staff member.	Monitor use and report annually.  Review form content 36M Optimised 60M	AU2012	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. Use staff survey to monitor success
5.3	Take up of reduced workload model after return from maternity leave	Elsie Widdowson scheme. All female academic staff informed. 100% take up. Equivalent scheme is in place for RA staff -100% take up	Monitor take up and report annually. Make sure the RA scheme is advertised on RA web site as part of family friendly policies		HR to communicate workload model on return from leave. DUG to report take up in annual stats report	Annual Report with stats in Feb each year	AU2012	Success will be to maintain 100% take up of scheme.

**Key**

<b>Start Date</b>	
Summer Term 2012	SU2012
Autumn Term 2012	AU2012
Spring Term 2013	SP2013

## Abbreviations

AoC = Academic Opportunity Committee  
 ASTRO = Astronomy  
 CAF = Career Acceleration Fellow  
 CMTH = Condensed Matter Theory  
 DA = Departmental Administrator  
 DPS= Director of Post Graduate Studies  
 DUG= Director of Undergraduate Studies  
 ECR= Early career researcher  
 EDU = Educational Development Unit  
 EXSS = Experimental Solid State  
 FONS = Faculty of Natural Sciences  
 HESA= Higher Education Statistics Agency  
 HEP = High Energy Physics  
 HoD = Head of Department  
 HoG = Head of Research Group  
 HR= Human Resources  
 IoP = Institute of Physics  
 ISB = international student barometer  
 JC = Juno Committee  
 MSC= Masters Staff Committee  
 NSS = National student survey  
 OS= Overseas student  
 OM = Operations Manager  
 PDDC = Post Doc Development Centre

PG= Post graduate  
 PGR= Post Graduate research  
 PGRepsC= Post graduate student representatives committee  
 PGSC = Post Graduate Studies Committee  
 PGT= post graduate taught  
 PHOT = Photonics  
 PLAS = Plasma Physics  
 PRDP= Personal review and development plan  
 PRES = Post Graduate Research Evaluation Survey  
 QOLS = Quantum Optics and Laser Science  
 RA = Research Associate, post doc  
 Staff Committee  
 RAC= Research Associates (or post doc committee)  
 RG = research group  
 SET= Science Engineering and Technology  
 SLTP = Support for learning and teaching programme  
 SPAT = Space and Atmospheric  
 STEM= Science, technology, engineering and mathematics  
 SSC = staff student committee  
 TC= teaching committee  
 THEO = Theory  
 UG= undergraduate

