

1. Baseline Data and Supporting Evidence

Action	Description of action	Action already taken	Further action planned at March 2015	Progress log	Responsibility	Timescale	Start date	Measure of success
1.1	<ul style="list-style-type: none"> Monitor UG data, including applications, offers, admission, drop-out rate, by gender Annual report to: <ul style="list-style-type: none"> HoGs Committee Staff meeting 	<ul style="list-style-type: none"> UG data available since 2004. Local systems and procedures are in place to collect additional data 	<ul style="list-style-type: none"> Departmental investment in Outreach officer and administrative staff have enabled expansion of activities to <i>Insights</i> programme, Open days for school girls and their teachers, and Women-in-Physics events. These programmes widen our schools database and aim to broaden applications from females, minorities, and schools. 	<ul style="list-style-type: none"> Annual report to HoGs Committee, where JC matters are a standing item Report summary at Staff Meeting 	DUGS, ADO, Outreach team	Data collected and collated annually in October–December.	First full report in February 2016.	<ul style="list-style-type: none"> Baseline is to maintain gender statistics Target is to increase applications from women, minorities, and state schools by 30% of total over next 5 years. Extensive outreach activities already having a measureable effect on applications from attendees of <i>Insights</i> programmes, including girls.
1.2	Monitor UG academic performance	<ul style="list-style-type: none"> Data collected over last 10 years Suggests trends in gender differences in line with published academic studies 	<ul style="list-style-type: none"> Continue to monitor Set up focus groups to address gender differences. Hold College-wide discussion through College Athena Committee. Engage with IoP. 	<ul style="list-style-type: none"> Annual report at beginning of academic year. Present to JC for extensive discussion. Summaries and further discussion at HoGs Committee and Staff Meeting. 	DUGS with support from Teaching Committee	Data collected and collated annually in October–December.	First full report in February 2016.	<ul style="list-style-type: none"> Quantitative assessment of gender statistics, broken down by UK/EU/Overseas to identify any cultural effects. Compare with other STEM departments at Imperial and in the UK.

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1.3	<ul style="list-style-type: none"> Monitor PGR and PGT student data by gender Annual report to: <ul style="list-style-type: none"> HoGs Committee PGSC and PGM committees Staff meeting 	<ul style="list-style-type: none"> Data collected over last 10 years indicate that PGR statistics at Imperial are in line with national average. PGT statistics are lower than national average, although offers to females are proportionately higher than for males (Table 3 and Fig. 4). The likely cause of the low acceptance of offers is lack of funding – 75% of PGT students are self-funded. 	<ul style="list-style-type: none"> Review PGT recruitment strategy and PGT gender statistics. Examine why students chose a stand-alone MSc, where CDTs have 1+3 programs where the first year is an MSc or MRes, including wording of advertisements and descriptions of career paths. Examine role of interviews in CDTs for both PGTs and PGRs 	<p>Annual report, along with other student statistics presented to:</p> <ul style="list-style-type: none"> JC HoGs Committee PGSc and PGM committees Staff meeting 	<ul style="list-style-type: none"> DPS Directors of masters courses, including CDTs 	Data collected and collated annually in October–December.	First full report in February 2016.	Quantitative assessment of PGT statistics, including qualitative issues such as subject area, interview procedures, funding, and image of Imperial.
1.4	<ul style="list-style-type: none"> Monitor staff appointments, including fellowships, and success rates for pay awards and promotion. Annual report to: <ul style="list-style-type: none"> HoGs Committee Staff meeting Web (anonymized) 	<ul style="list-style-type: none"> Recruitment statistics for RAs over last 5 years show no evidence of gender bias. Greater proportion of female RAs are interviewed and appointed than males (Table 13 and Fig. 12). 	Monitor the impact of statistics on new actions for widening candidate pool for academic appointments. (Sec. 4(a)(i)).	<p>Annual report presented to:</p> <ul style="list-style-type: none"> JC HOGs Committee 	<ul style="list-style-type: none"> Department admin team Individual groups HR 	Data collected and collated annually in October–December.	First full report in February 2016.	<ul style="list-style-type: none"> The statistics would need to show a clear trend that the pool of applicants is widening. An increase in the number of females for academic staff position from the current 10% to 15% by 2018.

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1.4 (cont'd)		<ul style="list-style-type: none"> Recruitment statistics for academic staff show no evidence of bias up to short-listing, in that the same percentage of women who apply are shortlisted. 						<ul style="list-style-type: none"> Examine evidence that specific new departmental actions are having an effect (Sec. XX).
1.5	<ul style="list-style-type: none"> Run staff survey Report to: <ul style="list-style-type: none"> JC HoGs Committee Staff meeting RA committee and PFF Post key results on Departmental web pages 	Departmental staff surveys have been run in 2008 and 2013, with the questions in former forming a subset of the latter.	Run survey in 2016–17 with the same questions as the survey in 2013 to enable direct assessment of the impact of our actions.		<ul style="list-style-type: none"> JC to initiate, promote participation, collate and analyze results HR staff to help in web-based set-up Report by JC at Staff meeting HoG to take ownership of resulting actions. DA to post results on web. 	Surveys to be run in: <ul style="list-style-type: none"> 2016 2019 	October 2016	<ul style="list-style-type: none"> Aim for 80% participation across all staff groups. Aim for 100% awareness of the activities of the JC by all staff.
1.6	Run UG survey/exit questionnaire for final-year students.	<ul style="list-style-type: none"> UG exit survey in 2013 revealed few gender differences in responses. Survey helped to understand the students' motivations for choosing Imperial, whether 	Build on 2013 survey to monitor issues related to timeliness and clarity of feedback.		<ul style="list-style-type: none"> JC to initiate. DUGS, with support from Teaching and Staff-Student committees to promote. 	Surveys to be run in: <ul style="list-style-type: none"> 2016 2019 	Spring 2016	<ul style="list-style-type: none"> Aim for improved participation of 80%. Maintain 80% response on value of Imperial degree to career ambitions.

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1.6 (cont'd)		their career aspirations have changed during their studies, and how their experience could be improved.						
1.7	RA destinations	<ul style="list-style-type: none"> • With departmental admin support in place, these statistics have been monitored since 2012. • Anonymized summary to RA Committee to manage career expectations. 	<ul style="list-style-type: none"> • Continue monitoring, but with reliance on group secretaries. • Anonymized summary to RA committee and posted on web. • Manage RA career expectations, together with new PRDP and PDDC. • Manage PG career expectations by demonstrating the variety of jobs available. • Conduct individual exit surveys to determine if PRGs have the necessary information, guidance, and training to make an informed decision 		<ul style="list-style-type: none"> • HR (because of confidentiality issues). • DA to anonymize, pass to JC and RA Committee, and post on web. • JC committee to coordinate surveys 	Data collected and collated annually in October–December.	First report to HoGs, February 2016.	<ul style="list-style-type: none"> • A 20% increase in positive responses to staff survey questions related to career prospects (2013 positive response were: 63% (F), 42% (M)). • 90% identification of final destinations and completion of exit survey.

2. Key Career Transitions: Appointments and Promotions

Action	Description of action	Action already taken	Further action planned at March 2015	Progress log	Responsibility	Timescale	Start date	Measure of success
2.1	Ensure that all HR procedures are followed	<ul style="list-style-type: none"> Recruitment data available for last 10 years. All staff involved in recruitment are HR trained 	Continue to update web-based induction to encompass: <ul style="list-style-type: none"> New appointments procedures, as set out by new HoD in January 2015 regarding short-listing make-up. Links to JC activities in induction packs, so all staff are aware and informed. HR to roll out unconscious bias training in 2015. 		<ul style="list-style-type: none"> JC to provide oversight. DA to monitor training. HR and Learning and Development Centre to provide training. 	Ongoing	Ongoing	<ul style="list-style-type: none"> All actions that have already been taken continue to be followed. Monitor uptake of unconscious bias training to ensure that 100% of staff involved in admissions and recruitment are trained.
2.2	<ul style="list-style-type: none"> Encourage more female RAs to apply to Physics adverts Encourage female fellowship candidates to approach the department to host their applications. 	<ul style="list-style-type: none"> Awareness of wording in job adverts that reinforces cultural stereotypes and, accordingly, may affect female application numbers. Fellowship workshops to encourage internal candidates to apply for fellowships. 	<ul style="list-style-type: none"> Continue previous actions. Encourage joint events between RA and PFF. Offer mentoring of female RAs by female academic staff, with individual assessment of potential for fellowships and help to prepare for applications. 		DA, supported by JC, RA Committee, and PDDC.	Ongoing	Ongoing	<ul style="list-style-type: none"> Since our Silver Award in 2012, proportionately more female applicants have been selected for interviews and then appointed than male applicants (Table 13 and Fig. 12). Increase in female applicants to 30% from the current 18% would have a huge impact.

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2.3	<ul style="list-style-type: none"> Target UG and PG key career transition points Encourage interactions between UGs and PGs, and between PGs and RAs. Monitor recruitment of UG EU/OS applicants 	<ul style="list-style-type: none"> We have developed the idea of cohort training for female students. Department funds female training and networking events, in addition to general support for PG students. OS/EU female applicants now account for 10% of total applicants. 	<ul style="list-style-type: none"> Continue to run focus groups to identify important issues for female UGs and PGs. Joint UG/.PG and PG/RA events. Identify if female OS/EU UG applicants perform less well at interview than UK applicants. 		Imperial Women-in-Physics to initiate workshops and other events with support of JC and Department.	Ongoing	April 2015	<ul style="list-style-type: none"> 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 applicants by 10% of total UG intake. Increase proportion of female UGs and PGs at focus group meetings from 25% to 80%.
2.4	Academic appointments: maximize field	<ul style="list-style-type: none"> Staff pages on Departmental website link to <i>Academic Women in Physics</i> and <i>Academic Women at Imperial</i> pages, which link to other support pages. All research groups have drawn up lists of exceptional female candidates for all future appointments. 	<ul style="list-style-type: none"> Avoid narrow wording of job descriptions adverts. Ensure that all staff involved interviewing are HR-trained. Target percentage of female applicants in the range 20-30% Apart from exceptional circumstances, ensure that there is at least one female on every shortlist. 		JC to create guidelines and monitor statistics, which is supported by HoGs, and endorsed by HoD.	Progress monitored annually.	April 2015	<ul style="list-style-type: none"> Baseline for success is maintenance of our 3% per decade rate of increase of female academics, as outlined in our 2012 application. With our new initiatives, we expect to at least double that rate within the next three years.

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		<ul style="list-style-type: none"> New HoD has set out new recruitment guidelines in January 2015. 						
2.5	Feedback on promotion	<ul style="list-style-type: none"> The Department already has two panels, one for examining paperwork for promotion to Reader/Senior Lecturer, and one for promotion to Professor. These panels provide detailed constructive feedback to all applicants. Feedback from the College has been less consistent. For example, there is no standard form with prompts to feed back to candidates. 	Lobby the Faculty, perhaps in conjunction with other departments in our Faculty, for a systematic feedback procedure.		JC to initiate communication with Faculty Dean.	12 months	Spring, 2016 (for 2015-16 promotion round).	<ul style="list-style-type: none"> Systematic feedback from Faculty promotion panels. Success will be measured by 20% increase in positive feedback to staff survey questions on quality of feedback after promotional interview. The 2013 figure was 22%.
2.6	Annual Fellowship Workshop for RAs	The Department puts on an annual one-day workshop, which HoD oversees.	Continue with workshops and encourage female fellowship holders and ECRs attend.		HoD, DA, PDDC, ECR fellowship holders	Annual	Ongoing	<ul style="list-style-type: none"> Increase in female fellowship applications. Increase by 30-40% in positive responses to questions in staff survey about career structure.

3. Career Development: Advice and Support

Action	Description of action	Action already taken	Further action planned at March 2015	Progress log	Responsibility	Timescale	Start date	Measure of success
3.1	Mentoring for academic staff	<ul style="list-style-type: none"> • 2013 staff survey found significantly more male than female academic staff have been involved in formal or informal mentoring, either as mentor or mentee. • Informal mentoring was found to be far more prevalent than formal mentoring. • Mentoring offered to new academic staff as matter of routine. 	New RAs to be made aware of opportunities for mentoring.		JC initiated mentoring, but the DA, supported by the HoD, is first point of contact.	Ongoing	Ongoing	Departmental survey in 2016 should indicate that those who wish to be mentored have been assigned a mentor, and that mentees found the experience useful for their career.
3.2	Review and monitor up-take of Departmental Champions scheme	Reviews indicate that this approach is limited in scope	<ul style="list-style-type: none"> • Reassign to mentors. • Continue to provide this scheme and monitor uptake. • No target up-take envisaged. 		JC and DA.	Ongoing	Ongoing	Uptake of scheme by 20% of staff, as indicated in next staff survey to be held in 2016.
3.3	Feedback on induction, mentoring, and provision of careers advice for RAs.	<ul style="list-style-type: none"> • 2013 staff survey indicated much work to be done. • Analyze destination data and exit surveys (cf. Item 1.7) to identify RA needs. • 	Appoint RA champion.		RA Committee and RA champion	Ongoing	Ongoing	Substantially greater fraction of positive responses to questions about career prospects and promotion in the 2016 survey.

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3.4	Physics Fellows (replaces Early Career Researchers)	PFF was formed in 2014 to address needs of this community and to link to College-wide forum.	PFF will meet regularly and represent the concerns of this group of researchers to the JC, the Department and the College.		JC and PFF chair (JC member)	Ongoing	November 2014	An active committee that meets the needs of Physics Fellows who do not have permanent positions.
3.5	Maximizing use of information from academic and RA PRDPs	<ul style="list-style-type: none"> PRDP form has been redesigned to focus on interaction between interviewer and interviewee. New form places burden of responsibility on interviewer. Only limited information goes to directly to HoD. PRDP completion for 2014: 65%. 	<ul style="list-style-type: none"> Continue training all staff how to use the new form. Encourage all interviewers of PRDPs to undergo unconscious bias training. 	Annual	JC in consultation with HR	12 months	February 2014	The PRDP is not compulsory in that staff can decline to participate. Aim for 80% participation of all staff by 2018.
3.6	Improving the benefits of the PRDP process for RAs. Less than 10% of RAs eventually acquire a permanent academic position. PRDP is a vehicle for providing frank career guidance and for identifying appropriate training.	As stated in 3.5, the PRDP form has been redesigned to focus on interaction and the future development of the interviewee.	Ongoing workshops to all staff on how to use the new form may help to convince RAs about the opportunities offered by PRDPs.		<ul style="list-style-type: none"> RA Committee and HoGs to promote the new PRDP. HR to provide staff development. 	24 months	February 2014	<ul style="list-style-type: none"> Increased participation of RAs in the PRDP process. 2016 staff survey to reflect this by a substantial increase in positive responses related to the usefulness of the PRDP.

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3.7	Monitor all take-up of training	<ul style="list-style-type: none"> • 45% percent of staff agreed that training opportunities provided by the College are relevant to their job on 2013 survey. • Up to 50% of staff would welcome training in specific areas. 	Statistics collected and analyzed after next staff survey in 2016.		DA to liaise with PDDC, HR, and EDU (for probationary staff).	Annually	April 2015	Continue to identify training that staff actually want and need, based on responses to the Departmental survey

4. Culture, Communication, and Departmental Organization

Action	Description of action	Action already taken	Further action planned at March 2015	Progress log	Responsibility	Timescale	Start date	Measure of success
4.1	Communication between staff groups PG, RA, and lecturing staff	<ul style="list-style-type: none"> • Physics Fellows' Forum set up (in place of ECR forum) in November 2014 • Focus group meetings are held to determine the needs of female PG students within WiP workshops. • Focus groups could be formed from RA Committee and PFF. • Requested training events are held at WiP meetings. • Department sponsored several events, such as lunches, for female academics • Staff survey taken in late 2013; 70-80% of staff in all categories agreed that they were kept informed of departmental events. 	<ul style="list-style-type: none"> • Continue to improve communication by keeping web pages up to date and continuing to hold cross committee meetings (Staff, PG, RA). • Monitor trend to continue in positive direction in 2016-17 survey. Aim for 80-90% of staff agreeing to being well informed. • Encourage WiP community to foster communication between UGs, PGRs, PGTs, and RAs. 	JC to set up focus group meetings in consultation with PG WiP, and RA Committees and PFF.	JC, with PGs, RAs, and fellows to check planned actions are appropriate.	Ongoing	April 2015	<ul style="list-style-type: none"> • Better connectivity across groups • Female academic community socially integrated • Responses collected from Departmental survey of all staff.

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4.2	<p>Improve awareness of Juno Committee activities:</p> <ul style="list-style-type: none"> ○ On induction pages ○ At staff meetings. 	<ul style="list-style-type: none"> • 76% of all staff are aware of Juno activities (2013 survey; an increase of 40% on 2009 survey. • JC on induction pages • Juno matters are regular item on Departmental Management (HoGs) Committee agenda • Juno items included in staff meetings on <i>ad hoc</i> basis (e.g. reporting results of surveys.) 	<ul style="list-style-type: none"> • Make JC matters a standing item at staff Meetings. • Explain JC as part of formal induction process for all new staff. 		<ul style="list-style-type: none"> • JC to prepare items for staff meetings. • JC chair to deliver report (as at HoGs meetings). 	HoGs meetings are monthly, staff meetings are termly.	May 2015	Responses in departmental surveys. Aim to reach 100% awareness across all staff, as measured in the 2016 departmental survey.
4.3	Monitor membership of committees within the Department and rotation of roles.	<ul style="list-style-type: none"> • Most departmental committees have 20-25% female membership (Table 17). • Turnover of membership is 3-5 years, with some (e.g. RAs) shorter. 	<ul style="list-style-type: none"> • Target: 25% female membership of all departmental committees. • Monitor turnover of committee chairs. 		HoD office	Annually	Ongoing	<ul style="list-style-type: none"> • Maintain gender balance on committees at 25%. • Regular turnover of committee chairs.

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4.4	<ul style="list-style-type: none"> Review and document teaching and administrative workload for academic staff. Conduct a separate review for RA staff. 	<ul style="list-style-type: none"> Point system for all teaching and administrative duties available on web. Workload of each staff member available to all staff on web. RA Committee liaises with DUGS and Juno Committee about teaching duties and total load. Legacy cases mean there are some staff with zero-load buyouts. RA awareness/satisfaction about teaching allocation near 20% (2013 survey). 	<ul style="list-style-type: none"> Maintain transparency of load allocation model and of loads of each staff member. Regularly review workload model to account for any changes to job descriptions. Improve transparency of teaching allocation to RAs. 		<ul style="list-style-type: none"> HoD DUGS Work-load review Buy-out Committee 	Ongoing	Summer 2013	<ul style="list-style-type: none"> Target: 0% of academic on a zero-load buyout. Target: more meaningful teaching opportunities for RAs. Measure in responses to staff survey.
4.5	Increase nominations of female staff for awards and prizes	A female FRS in each of the last three years: Dougherty (2012), Haigh (2013), and Nelson (2014),	The new chair of this panel has asked all academic staff to send him CVs, a summary of research achievements, publication lists, 5 most significant publications.		HoD, HoGs, chair of Awards and Prizes Panel.	Ongoing	April 2015	<ul style="list-style-type: none"> Increase the number of female candidates being put forward for awards. Target: 10% increase of total in next 36 months.

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4.6	Publicize recipients of awards and prizes and web, and announce at staff meetings.	<ul style="list-style-type: none"> • Web pages publicize recipients of awards and prizes, with previous announcements available to view by year. • Recipients of awards and prizes announced at staff meetings. • Email sent to all staff announcing each new award to any student or staff member. • Annual Departmental reception to honor all recipients. 	Continue with the good practices that have been established.		HoD, DA	Monthly updates, or daily, as needed, to keep news fresh.	Ongoing	Web pages with prizes listed by year.
4.7	Minutes of all committee meetings on web	Minutes of all committees, apart from those dealing with confidential matters (Table 17), are posted on the web once approved by the relevant committee.	Continue with the good practice that has been established.		DA, Committee secretaries	Monthly	Ongoing	Minutes are accessible on web and no more than one month out of date

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4.8	<ul style="list-style-type: none"> • Monitor times of departmental and research group meetings. • Monitor group and departmental seminar speakers by gender. 	Continue with the good practice that has been established.	Establish reporting mechanism from individual groups to JC.		HoGs and group admin staff for their groups to report to JC	Annually	April 2015	<ul style="list-style-type: none"> • 100% completed statistics. • Results will inform JC about the need for any additional action.

5. Career Breaks and Flexible Working

Action	Description of action	Action already taken	Further action planned at March 2015	Progress log	Responsibility	Timescale	Start date	Measure of success
5.1	Allocation of teaching taking into account all care responsibilities.	<p>Of staff who said this is relevant to them in the 2013 survey:</p> <ul style="list-style-type: none"> • 59% said that the allocation of teaching duties takes account of all caring responsibilities; • 73% said they had a choice of teaching/admin responsibilities; • 55% said that teaching is allocated in a fair and transparent manner. 	Continue as established practice.		DUG, reporting to HoGs	Annual report in February	Ongoing	Greater awareness by staff, as measured by staff 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	<ul style="list-style-type: none"> • Of staff for whom long-term leave is relevant, in 2013 survey, 36% were aware of this form. • Links in Staff Info section of the Departmental website to long-term form, as well as other links to flexible working, maternity/paternity leave, etc. 	Maintain awareness of the long-term leave form through staff meetings, easy website access, and at group level.		<ul style="list-style-type: none"> • HR to implement • Initiated by request from staff member 	<ul style="list-style-type: none"> • Monitor use and report annually. • Review form content periodically for ease of use 	Ongoing	<ul style="list-style-type: none"> • 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.

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5.3	Take-up of reduced workload model after return from maternity leave.	Departmental website has Women in Physics section, with links to <ul style="list-style-type: none"> • Childcare facilities. • Elsie Widdicombe scheme. • HR family-friendly policies. 	Continue in this area with established good practice		<ul style="list-style-type: none"> • HR to communicate workload model on return from leave. 	DUG to report take-up in annual stats report.	Ongoing	Success will be to maintain 100% take-up of scheme.