

ACTION PLAN



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Actions are organised under the Sections in the Self-Assessment form, as indicated above each group.

School of Physics and Astronomy Athena SWAN GOLD Action Plan – May 2018

The Self-Assessment Process - Section 3

ACTION POINT	PRIORITY	OBJECTIVE	PREVIOUS (JUNO) ACTION, IF ANY, AND PROGRESS	NEW ACTIONS	RATIONALE	RESPONSIBILITY	TIMELINE	TARGET GROUP	SUCCESS MEASURE
3.1	1	Continuity of Juno Committee	Juno committee expanded in September 2016 as work for Athena SWAN gold started	Appoint new chair and deputy, refresh membership	The current chair has held the position for a decade now. Other committee members have held roles more than 5 years. It is good practice to turnover committee membership to bring new ideas and expertise, and broaden the involvement of School members.	Juno Committee Chair, HOS	Within six months of start of academic session 2018/18	Members of the school (volunteers)	New chair takes over Call for volunteers for committee membership issued, new members appointed. Committee continues to meet frequently and run smoothly.

3.2	2	Athena SWAN and Juno planning		Produce online calendar of events for committee attention	To provide additional ongoing structure and momentum, long term, for Committee activities.	Juno Committee Secretary (RM)	6 months	School – to provide suggestions for items for the calendar. Calendar will also be visible to School.	Calendar produced and visible.
3.3	1	Develop School's E&D ambition and environment with respect to professional conduct	The School holds "Juno Champion" status, and has seen substantial progress and change in culture as a result.	Apply for 'Juno Excellence', working with School and E&D unit to develop a statement on professional conduct. Appoint a committee member responsible for overseeing work on professional conduct	Engaging with the "Excellence" award will help us develop actions around professional conduct for staff and students, which we wish to promulgate through the School. It will also provide ongoing momentum for the committee.	Juno Committee (Sarah Croke) and member she appoints for overseeing this work. HOS	18 months (we intend to apply in calendar year 2019)	All staff and students in the School.	Juno "Excellence" application made. Statement on professional conduct developed, published, publicised at undergrad, postgrad and staff inductions. Awareness of statement examined in a future staff survey.

Undergraduate Student Recruitment and Retention - Section 4.1

ACTION POINT	PRIORITY	OBJECTIVE	PREVIOUS (JUNO) ACTION, IF ANY, AND PROGRESS	NEW ACTIONS	RATIONALE	RESPONSIBILITY	TIMELINE	TARGET GROUP	SUCCESS MEASURE
4.1	2	Enhance understanding of impact of Open Days on, particularly female, students choices to (a) study physics; and (b) to pursue degree at Glasgow	Survey issued to Physics 1 students in 2017/18 re: experiences of studying physics and motivations for studying physics at university	Expand Physics 1 survey to investigate students' motivations for coming to Glasgow and the role of Open Days, generally, and the School's Open Days, in particular, on decisions about course and place of study.	Currently a higher fraction of student visitors to open days than applicants are female. Better understand the role of Open Days so that they can be revised to maximise female engagement and subsequent applications to study Physics and Glasgow.	Juno Committee (Sarah Croke)	2018/19	UG Physics 1 Students	Useable quantitative and qualitative data from survey to inform development of actions around the content and structure of future Open Days.
4.2	1	Make the successful pilot workshop 'Girls Into Physics' workshop for S3 (Y9) pupils run in January 2018 a regular part of the School calendar, and expand its reach, to broaden the pool of potential applicants.	In partnership with the Institute of Physics, the school ran a successful physics workshop for girls at the stage before they choose their Scottish Highers (University Qualifying Exams)	Embed the workshop in the School calendar, and co-organise with University of Strathclyde. Improve the existing questionnaire to obtain information specifically on the Glasgow/Strathclyde workshop.	The pilot workshop was very successful; 135 applicants indicated a strong local demand for such an initiative. By co-organising Strathclyde (geographically close) we both broaden the reach, share the	Juno committee (Sarah Croke)	January 2019 and annually thereafter	Local schools, and members of the School of Physics and Astronomy to assist as demonstrators/speakers.	School runs Questionnaire issued and returns quantitative and text data useful for the School in understanding the interests and motivations of girls thinking about

			There was a follow-up questionnaire on this and other workshops held elsewhere		load, and work with a sister department on their Athena SWAN journey. This also supports our work on the Scottish Government's Gender Action Plan				their academic subjects and futures.
Postgraduate Student Recruitment and Retention - Section 4.1									
ACTION POINT	PRIORITY	OBJECTIVE	PREVIOUS (JUNO) ACTION AND PROGRESS	NEW ACTIONS	RATIONALE	RESPONSIBILITY	TIMELINE	TARGET GROUP	SUCCESS MEASURE
4.3	1	Better support taught postgraduate students from diverse and international backgrounds.	PGT Questionnaire developed to assess support of PGTs. Guidance Note on expectations and staff/student responsibilities and support produced to clarify based on survey findings	Use PGT exit questionnaire to evaluate impact of new Guidance Note on student responsibilities and reasonable expectations of staff regarding clarity and consistency of support.	Assess impact of new Guidance Note on students' understandings and sense of support.	School PGT Convenor	Survey to be updated and issued for 2017/18 cohort in Sept/Oct 2018	PGTs	Responses show at least 75% male/female PGTs reporting understanding and effectiveness of Guidance Note. At least 75% male/female respondents reporting feeling supported in their studies

Staff leavers - Section 4.2

ACTION POINT	PRIORITY	OBJECTIVE	PREVIOUS (JUNO) ACTION AND PROGRESS	NEW ACTIONS	RATIONALE	RESPONSIBILITY	TIMELINE	TARGET GROUP	SUCCESS MEASURE
4.4	2	Enhance understanding of reasons Research Only staff resign before completion of project	The school secretary asks RGLs for the names and leaving dates of group members who leave each year when updating internal records. However the reasons for leaving are not recorded this needs to be systematised.	Develop local mechanism to record reasons for Research-only staff resigning from posts Research Group Leaders to gather information on reason for leaving project early for those resigning from research only posts. Researchers to be asked upon notification of intention to resign. Data to be provided to Juno Committee for collation, analysis and action recommendations to SMG.	We see reasonably high proportions of women resigning before the end of their post. Must ensure that PDRAs leaving projects early is because of career progression and not because of the research environment or negative experiences.	Research Group Leaders; Juno Committee (Steve Barrett)	Develop form and process guidance for roll out and use from 2018/19 onwards (Sept 2018)	RAS, PDRAs	Systematic data collection of reasons for Research Only staff resigning early from post. Robust data analysed and any gendered patterns highlighted with appropriate actions flagged to SMG, where necessary.
									and their projects.

Recruitment - Section 5.1 & Section 4.2

ACTION POINT	PRIORITY	OBJECTIVE	PREVIOUS (JUNO) ACTION AND PROGRESS	NEW ACTIONS	RATIONALE	RESPONSIBILITY	TIMELINE	TARGET GROUP	SUCCESS MEASURE
5.1.1	1	Increase fraction of female applicants to R&T positions.	School committed to cover carer's expenses for recent interviews.	Verify that this is embedded in the advertisement template for all positions advertised in the School.	Women are successful when they apply for posts at both shortlisting and interview stage; we need to increase the proportion applying in order to improve our female recruitment.	HOs HOsA	June 2018 onwards	Prospective Female RT candidates	(Applies to 5.1.1, 5.1.2, 5.1.3) Increase proportion of women applying to RT posts to at least 20% over the life of Action Plan.
5.1.2	1	As above	Trial re-wording of job description for 2 recent R&T appointments.	Develop and roll out revised job descriptions for all academic positions, seeking advice from Equate Scotland on wording in job templates for R&T jobs, evaluate impact on applicant statistics.	As above.	HOs; Juno Committee (Steve Barnett); HR Recruitment	Analyse feedback from Equate over Summer 2018; Develop revised templates for roll-out at beginning of 2018/19 session	Prospective Female RT candidates	A substantial increase on the average %F applying for RT posts over reporting period (9%); 12% across Grades 8-9).

5.1.3	1	As above.	Recruitment checklist includes prompt to consider how to broaden applicant pool, encouraging women to apply	Develop a list of networks, including on social media, for targeting female applicants; include in paperwork circulated to panel chairs with recruitment checklist.	As above	RGLs (for networks/contacts) School Secretary (for checklist update)	List developed and embedded in recruitment guidance by start of 2018/19 session	Prospective Female RT candidates	
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All staff Induction - Section 5.1 (ii), Section 5.3 (i)

ACTION POINT	PRIORITY	OBJECTIVE	PREVIOUS (JUNO) ACTION AND PROGRESS	NEW ACTIONS	RATIONALE	RESPONSIBILITY	TIMELINE	TARGET GROUP	SUCCESS MEASURE
5.1.4	1	Improve induction for all new academic staff, enabling them to integrate more quickly into the School.	School hosts annual induction event for new staff and students, reviews content by questionnaire.	Develop a standardised School induction pack, containing research-group specific information.	Some research groups and staff categories provide a structured process and tailored induction pack, but practice is not uniform. P&SS staff, who have a more structured induction, report positive experience of induction, compared to academic staff who reported 53% in agreement that induction met	HoS, HoSA; Juno Committee (Chris Bourchard)	Induction process revisions between June and November 2018; Full roll out by no later than January 2019	New Academic Staff	Substantial improvement in next staff survey to question on induction, with at least 75% new male and female academic staff responding positively about their experience.
5.1.5	1			Standardise the use of the University induction checklist for all staff; 6-month check-in to be verified with HoSA					
5.1.6	2			Discuss updated School induction processes at the annual induction event, and Research and Teaching Staff Forum.					

Academic Promotion - Section 5.1 (iii)

ACTION POINT	PRIORITY	OBJECTIVE	PREVIOUS (JUNO) ACTION AND PROGRESS	NEW ACTIONS	RATIONALE	RESPONSIBILITY	TIMELINE	TARGET GROUP	SUCCESS MEASURE
					their needs (40% female, 55% male).				
5.1.7	1	Improve School support in working towards promotion - academics	Existing academic promotions workshop, running annually since 2015.	Refocus promotions workshop towards building the evidence base	We have a very high success rate when staff decide to go for promotion, but staff may need further concrete advice/encouragement to decide to make an application. This will focus on positive steps.	HOS Juno Committee (Steve Barrett)	October 2018 (date of next promotions workshop)	All academic staff thinking about promotions.	Academic staff report feeling more supported in working towards promotion (School Survey).
5.1.8	1	As above	A recently promoted academic staff member presents at the workshop about their route towards promotion.	Identify colleagues willing to give informal advice on promotion applications – recent successful applicants at same or higher grade as promotion sought.	Some workshop participants may not identify with the approach of the main presenter in the workshop, and be discouraged.	As above	As above	As above	As above
5.1.9	1	As above	The School has a well-embedded P&DR process	Update existing P&DR memo that includes	Though the P&DR is formally decou-	As above	Next P&DR round (starting	As above	As above

Professional and Support Staff Regrading – Section 5.2(ii)									
ACTION POINT	PRIORITY	OBJECTIVE	PREVIOUS (JUNO) ACTION AND PROGRESS	NEW ACTIONS	RATIONALE	RESPONSIBILITY	TIMELINE	TARGET GROUP	SUCCESS MEASURE
5.2.1	1	Improve School support in working towards regrading – P&SS		Produce FAQ about the regrading process for P&SS and distribute with the HOS email about regrading	Male P&SS reported a low satisfaction rating (43%) with support towards regrading	HOSA, Technical Staff overall line manager. Juno Committee (Mark Jones)	6 months (in time to work towards the April 2019 regrading panel)	Professional and support staff	FAQ appears and is circulated with next announcement of regrading opportunities
5.2.2	2		The HOSA provides concrete advice on writing regrading cases.	Allocate reasonable career development hours in a P&SS member's workload to work on regrading case.	Writing a regrading case is challenging and requires dedicated time	HOS, HOSA	Immediately and ongoing	As above	P&SS report feeling more supported in the support they receive (staff survey)

Academic Career Development - Section 5.3 (j), Section 5.3 (v)

ACTION POINT	PRIORITY	OBJECTIVE	PREVIOUS (JUNO) ACTION AND PROGRESS	NEW ACTIONS	RATIONALE	RESPONSIBILITY	TIMELINE	TARGET GROUP	SUCCESS MEASURE
5.3.1	1	Increase confidence of postdoc and PhD students in their ability to carry out their teaching duties, by sharing best practice across the School. Will also benefit 'experienced' teachers.	School ran 2 tailored learning and teaching workshops for postdocs, which were popular but did not become a regular fixture.	Develop and embed a new school-wide learning and teaching workshop, with sessions that target all staff and students involved in learning and teaching.	Postdocs report low satisfaction with training courses offered, and the Forum reports a desire in particular for support in developing as teachers. (PhD students receive University training as graduate teaching assistants but it is not tailored to their needs)	Head of Teaching Committee HOS Juno Committee (Andy Buckley, PGR members)	18 months, planning to run the first event by summer 2019 (many staff will already have commitments for 2018)	All PhDs and Postdocs in the School	Workshop runs, follow-up questionnaire issued to discover if it has been useful for audience (and to inform future needs)
5.3.2	1	Improve training opportunities for postdocs	Postdoc forum hosted a talk by Elizabeth Adams, the University Researcher Development Officer.	Postdoc forum runs a questionnaire and special meeting on training needs – including training for writing grant and fellowship applications and prioritises courses.	We need to understand where to prioritise resources when organising in-house events.	Juno Committee (Hamish Reid) Postdoc Forum	Forum meeting held within 6 months	School postdoctoral staff	Forum identifies priorities, makes recommendation to HOS
5.3.3	2			School pilots in-house training based on outcome of 5.3.2.		HOS Juno Committee (Hamish Reid)	First training session runs within 12 months	School postdoctoral staff	Training session runs.

Academic Performance and Development Review - Section 5.3 (ii)									
ACTION POINT	PRIORITY	OBJECTIVE	PREVIOUS (JUNO) ACTION AND PROGRESS	NEW ACTIONS	RATIONALE	RESPONSIBILITY	TIMELINE	TARGET GROUP	SUCCESS MEASURE
				Assesses success/suitability with follow-up questionnaire					Feedback analysed to inform future progress. 75% of post-docs report access to courses that meet their career-development needs
5.3.4	2	Improve usefulness of the P&DR	Head of School issues comprehensive memo about P&DR process	Emphasise in the P&DR memo that it is possible to request a different P&DR reviewer than line manager, and also to encourage serious thought about training	A majority of research-only staff were unaware that they could request a different P&DR reviewer.	HOS Juno Committee (Sarah Croke)	Prior to next P&DR round starting (August 2018)	All staff	Memo updated 75% of all staff report that they know they can have a different reviewer
5.3.5	1	As above		Produce a brief P&DR checklist for reviewers and reviewers suggesting topics for discussion beyond the content of the form, addressing areas where P&DR gets a	Ambivalence about process overall suggests P&DR currently focuses too much on performance over development, with	As above	As above	As above	Checklist produced Satisfaction with P&DR

				poor rating, and emphasising the development aspect.	average satisfaction rating of 46% (F), 41% (M). Though the University requirements cannot be changed easily, the direction of the discussion can be made more helpful				overall increases to over 60%
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Support for Academic Career Progression – Section 5.3 (iii), Section 5.3 (iv)

ACTION POINT	PRIORITY	OBJECTIVE	PREVIOUS (JUNO) ACTION AND PROGRESS	NEW ACTIONS	RATIONALE	RESPONSIBILITY	TIMELINE	TARGET GROUP	SUCCESS MEASURE
5.3.6	2	Improve the understanding on both sides of what is meant by career progression and what the School can do to improve support for this.		Investigate in focus groups with R&T and TLS staff what additional practical steps the School can take to support career progression.	Although the School already offers a number of practical support mechanisms outside of training and P&DR, a substantial fraction of academic staff report that they do not receive support in career progression	Juno Committee (Sarah Croke leading, but involving other R&T staff members on the committee)	18 months	All R&T staff	Focus groups run, understanding improved. Practical actions identified and brought to SMT
5.3.7	2	Improve School's support for career progression for male and female	School already provides a number of summer internships and	Use student record system, which handles all intern payments, to	Check that opportunities are reaching and benefiting	School Secretary (who registers and pro-	Begin the practice in	Undergraduate students	Robust statistics obtained

		undergraduate students thinking about an academic career.	opportunities for undergrads to become involved in teaching-related activities (<i>nb not a Juno action, this is a long-standing initiative</i>)	monitor gender-dis-aggregated statistics for undergrad students on summer internships in the School.	male and female students equally. Where they are not, introduce mechanism to ensure equitable engagement by male and female students with these opportunities.	cesses all internships via MyCampus student records system)	summer 2018		on gender distribution of opportunities. Action taken to redress imbalances if identified (i.e. fractions of successful students significantly different from undergraduate F/M fractions)
5.3.8	1	Improved support for PhD students in their career development.	PhD students already have access to a range of core and transferable skills events (<i>nb not a Juno action, this is the long-standing responsibility of the School and College PG committees</i>)	Develop and run targeted courses/workshops on core research skills and research integrity Investigate doing this with SUPA for improved efficiency, information sharing, and to benefit PGs across Scotland.	The PRES survey identified that student satisfaction with these aspects of their training and career development is low. The School PGR committee wishes to address this.	School postgraduate committee Juno Committee (Stefan Hild – who is also postgrad committee chair, PGR committee members)	12 months, and ongoing	Postgraduate students	Workshop identified and runs. Students support improved satisfaction under these questions in the 2019 PRES survey.
5.3.9	1	Increased understanding by PhD	As above	Introduce an annual Q&A or panel discussion with academic staff at different levels, e.g.	There is no provision in the School for PhD students, particularly towards the end of	As above	2019 3 rd year conference (2018 programme is	Postgraduate students	Session runs Students report in the feedback

		students of the academic career trajectory		during lunch break at the 3 rd year conference. Obtain feedback on this session by brief questionnaire.	their degrees, to have a frank discussion about the academic life.		already fixed)		questionnaire that the session was useful.
5.3.10	1	Increased awareness of careers outside academia, and understanding of how PhD training prepares for this	SCOPE “speed dating” careers event for science and engineering PhDs and ECRs already instigated by a Physics and Astronomy PhD student.	Promote the range of career destinations of our own PhD and MSc students at PGR induction Provide case studies online from recent PhD graduates who worked in different areas, and are now working both inside and outside the academic sector.	“Science and Engineering” – the remit of the SCOPE event – might still be too broad see how their skills are matched to industry, particularly if they have been working in a very theoretical area.	Juno Committee Chair (Sarah Croke) and Stefan Hild, who both presents at PGR Induction	PGR induction for 2018 intake	Postgraduate students	Session runs
Support for grant applications – Section 5.3 (v)									
ACTION POINT	PRIORITY	OBJECTIVE	PREVIOUS (JUNO) ACTION AND PROGRESS	NEW ACTIONS	RATIONALE	RESPONSIBILITY	TIMELINE	TARGET GROUP	SUCCESS MEASURE
5.3.11	2	Improve tailored support to those writing research proposals	School’s existing support includes mock interviews, database of individuals’ experiences with ~40 research funders,	Run a workshop on writing grant and fellowship application (see also Action Point 5.3.2).	Though satisfaction with School’s support overall is high, it can still be improved. This links also to career development op-	Juno Committee (Steve Barnett) School Research Coordinator	18 months	All R&T staff	Session runs Staff report feeling more supported in career development in the next Staff Survey

Support for Professional and Support Staff Career Progression – Section 5.4

ACTION POINT	PRIORITY	OBJECTIVE	PREVIOUS (JUNO) ACTION AND PROGRESS	NEW ACTIONS	RATIONALE	RESPONSIBILITY	TIMELINE	TARGET GROUP	SUCCESS MEASURE
					opportunities for Research-only staff in particular.				
5.4.1	1	Improve access to relevant training for P&SS.		Promote the available University postgraduate supervisor training to technical staff involved in assisting undergraduate and postgraduate labs.	In 2017 staff survey, 75% of female but only 57% of male respondents reported access to relevant training.	Chief Technician	Promote throughout next academic session: 2018/19	P&SS	Improvement in response to questions about access to training in next staff survey – to at least 75% male and female respondents in agreement.
5.4.2	1	Improve usefulness of P&DR to P&SS males, in particular, through enhanced reviewer discussions.		Develop enhanced guidance for P&SS P&DR reviewers on discussing and identifying training needs, the possibility of professional registration (as a means to structure career development) and next career steps at P&DR.	In 2017 staff survey, only 38% of male P&SS agreed that P&DR was useful overall. (75% women were in agreement)	Chief Technician; P&DR Reviewers	Brief memo prepared for next P&DR round-starting June 2018; Fuller guidance developed, reviewed and in place by	P&SS Males, in particular	Next staff survey shows improvement to equivalent question amongst male P&SS to at least 70% in agreement.

							P&DR 2019 round.		
5.4.3	1	Enhance sense of value and recognition amongst Technical staff.		Sign up to “Technicians Make it Happen” initiative, providing additional recognition for our technical staff.	We celebrate the achievements of Technical staff and the value that they bring to research and School life. We want to use this campaign as a framework to enhance support and recognition of their work and professional development opportunities.	HOS	Sign up by December 2018	P&SS, Technicians	At least 80% P&SS in agreement in the next staff survey that their contributions, skills and experience are valued by the School.
Flexible working and managing career breaks – Section 5.5									
ACTION POINT	PRIORITY	OBJECTIVE	PREVIOUS (JUNO) ACTION AND PROGRESS	NEW ACTIONS	RATIONALE	RESPONSIBILITY	TIMELINE	TARGET GROUP	SUCCESS MEASURE
5.5.1	1	Improve awareness of parental leave policies	University leave policies promoted at induction workshop and in School handbook.	Improve signposting of existing leave policies in induction materials and on E&D pages of School website.	20% of women and 13% of men report not knowing where to access these policies.	HOS; HOSA; Juno Committee (Ian Maclaren;	By June 2019	All staff	No more than 5% of male and female respondents actively disagreeing that they know

5.5.2	1	Improve cover and support for those returning from caring leave.		Equip a planned 'quiet room' and promote its use for baby feeding/expressing.	Fit out the already identified room, as part of a forthcoming School refurbishment we intend.	Rachael McLaughlin)	Juno Committee (Lyndsay Fletcher); SMT	In line with refurb, scheduled for 2019/2020	Returning mothers to work or study	Space identified and usable for all staff and student groups.	
5.5.3	2	Lobby COSE to expand coverage of the Academic Returners Research Support Scheme to staff with wider caring responsibilities.	College returners' fund only covers maternity/shared parental/adoption leave.	Lobby the College to expand for returners who have taken leave to cover other kinds of caring.	Colleagues can take long term caring leave for a variety of reasons, and all have an impact on research carers. Additional caring duties also fall disproportionately on women.	Research Con-venor; Juno Committee (Sarah Croke)	2018/19 – 2019/2020	All Staff	College expand the scope of Returners Scheme to cover those taking periods of leave to cover additional forms of care.		
5.5.4	1	Improve awareness and uptake of maternity, parental and adoption leave.	We flag these policies at induction and in School handbook	On revamped E&D section of the School Website, promote University of Glasgow Young Parents Network, and other resources related to leave. Include clear links to leave policies in E&D section of the School website	The fraction of staff knowing of existence of these policies can be improved	School Media Team Juno Committee (Sarah Croke)	12 months	All staff	Updates made Staff report knowing of these policies in increased numbers(80% agreement from men and women).		

5.5.5	1	Increase support for and celebration of new parents, in-keeping with School's family-friendly environment		With the permission of staff involved, include information on their form of leave when celebrating new arrivals in the School Newsletter.		Juno Committee (Rachael McLaughlin, also responsible for School webpages and Newsletter)	As new births arise, announcement to be circulated within 1 month of new child.	All Staff	Announcements made within 1 month of new babies or children.
							Where staff are mothers taking maternity leave, this will be pre-agreed prior to their leave.		Staff with caring responsibilities for children agree that the School is a supportive environment in next staff survey.
Organisation and Culture – Section 5.6									
ACTION POINT	PRIORITY	OBJECTIVE	PREVIOUS (JUNO) ACTION AND PROGRESS	NEW ACTIONS	RATIONALE	RESPONSIBILITY	TIMELINE	TARGET GROUP	SUCCESS MEASURE
5.6.1	1	Enhance School use of media/social me-		Create School Media Team.	This underpins several actions to do with role models and culture.	HOS Juno Committee (Rachael	Team convened and schedule of	All members of the School	Media Team created, with clear roles and duties.

		edia to facilitate activities on role modeling.			As well as engagement.	McLauchlan, Ian (McLaren)	activity formalised by Feb 2019.		Team to run twitter campaign celebrating Technicians Make it Happen throughout 2018/19 – 2019/202 sessions.
5.6.2	2	Increased recognition of contributions to outreach, and enhanced (voluntary) reporting of activities	School members already undertake a broad range of outreach activities. (Long-standing School activity)	Highlight more outreach-related activities, of different scales, on the School News web pages.	Outreach is already highly prized, and represented in the WLM, but only as a total number of hours, and information on individual activities may be incomplete. Highlighting activities – and not only the major ones – should encourage more people to participate and to volunteer information.	New School Media Team	Publicise throughout the year-start from May 2019 onwards.	All members of the School	Enhanced range of outreach activities featured, verified by number and summary of contributions featured.
									Staff (male and female) respond positively – at least 80% in agreement that their outreach work is recognised and valued by the School.

5.6.3	1	Increased range of role models available, particularly for PhD students.	School web page and welcome brochure for visitors includes diverse images.	Review research group web pages for balanced image and news content and advise on improvements.	Prospective PhD students will often go straight to the research group site, so should also see representative images there.	New School Media Team	As above	As above	RGL web pages update, verified by Juno Committee.
5.6.4	1	As above	Explicit reminder to staff to suggest diverse Colloquium speakers has led to a substantial increase in the female fraction in the last 3 years.	A new Colloquium organiser is taking over in 2018/19 – ensure that he continues to promote this.	Unless monitored, there is a risk that this falls through the cracks in a handover.	Juno Committee chair (Sarah Croke) New colloquium organiser	Immediately, in preparation for 2018-19 colloquium series	As above	Email from new organiser continues to emphasise need for diversity.
									Continued diversity in Colloquium speakers, with at least 50% female speakers.

5.6.5	2	As above		Ask colloquium speakers to include a couple of slides about their career, including how they blended it with their personal life	Role models are not just about external or protected characteristics.	As above	As above	As above	As above	Colloquium speakers respond to request
5.6.7	1	As above	We have featured images of female scientists on the 2016/17/18 international days of women in science.	Include diverse images of inspiring scientists of all characteristics in our welcome screens in the rotating display on the screens in the Kelvin Building	This should not just be a one-off every year. The initiative would provide more role models throughout the year.	New School Media Team School members (to suggest people to feature)	May 2019 onwards, new image every 2 months	As above	Images are collected and appear on the screens every two months. Evaluate success in next PRES of PGR students' response to visible role models – 70% positive response from all students and particularly female students	
5.6.8	1	Improved understanding of factors that discourage female PGRs from continuing with an academic career.	A 'visual research methods' project run with PGRs in summer 2017 revealed gendered differences	Follow up in structured discussions with groups of PGR students, and informally at Women in Physics Group.	The preliminary work in 2017 revealed a surprising unwillingness among female students to discuss fe-	Juno Committee Chair (Sarah Croke) and PGR members	12 months	Postgraduate students	Discussion groups are held and a better understanding emerges, verified by report	

			ences in willingness to discuss the under-representation of women in the field		male under-representation in physics. We would like to understand why, and foster an environment where these issues are freely discussed so that their importance is realised by all.				to the Juno Committee with clear findings, recommendations and actions to be taken.
5.6.9	1	Establish School's values as core to all members of the School, from the beginning of their time here.	Staff and PGR inductions include Equality and Diversity material but its existence in undergraduate inductions is inconsistent.	Revamp the undergraduate and postgraduate taught class inductions to ensure that the importance of equality and diversity is emphasised as central to our goals as a School	We would like all of our undergraduate students to feel included and supported, and to know that the School expects standards of behaviour, which they will also need to absorb for their professional careers. Occasionally we have incidents of graffiti etc, and we need to make known that this is unacceptable.	HOS Head of Teaching Committee Juno Committee Chair (Sarah Croke)	6 months (In time for start of new session 2018/19)	Undergraduate students	All Class Heads to deliver newly produced induction materials at start of 2018/19.
5.6.10	1	As above	The University has a staff and	Develop a guide on appropriate behaviour for the culture and learning	This will be a core part of our preparation for a Juno	HOS	18 months (in preparation for	All members of the School	New guide on appropriate

			student Code of Conduct.	environment we want to cultivate, and share across the University via COSE and GESSG	“Excellence application”, as well as being core to further embedding equality and diversity principles in the School.	Juno Committee Chair (Sarah Croke) Juno Committee EDU Member (Katie Farrell) University Equality and Diversity Unit	Juno Excellence Application)		behaviour produced, published on School website. Staff and students know where to find it, verified by 85% positive response in next staff survey
5.6.11	2	In line with action to increase awareness of Dignity at Work and Study Policy, increase awareness of University Respect Advisers Network	We already have Equality and Diversity Officers, advertised to the School. We want to highlight opportunities to discuss potential issues with advisers outwith the School.	Run a feature in the School Newsletter on the Respect Advisers Network to highlight the opportunity staff have to seek advice from them.	As above	HOS Juno Committee Chair (Sarah Croke) Juno Committee Member (Andy Buckley)	Feature first run in semester 2 2018/19 session	All staff members of the School	85% male and female staff report awareness of Respect Advisers Network in next School staff survey.
5.6.12	1	Improve awareness of equality and diversity	School was early adopter of E&D online training (now compulsory) and has higher than 90%	Encourage uptake of Unconscious Bias training in the School (not currently required by the University) with the	As above	HOS, HOSA Chief Technician RGLs	2018-2020	All staff members of the School	90% completion across all staff groups and genders of Unconscious Bias Training.

			staff completion rate.	aim of attaining > 90% uptake by 2020					
5.6.13	1	Increase awareness of Employee Assistance Programme and Dignity at Work and Study Policy	Last University Staff Survey showed low awareness of these policies amongst School staff.	Include clear links to these policies and schemes in E&D section of School webpage	As above	School Media Team	May 2018 onwards	All staff members in the School	Improve awareness of these policies in both the next School survey and University survey to at least 85%- awareness in the last survey was 51-52%.