Juno Champion Renewal Action Plan 2023, School of Physics and Astronomy, University of Glasgow

Objective or Principle	Action already taken and outcome	Further Action	Responsibility	Timescale	Success Measure
1.1 Monitor effect of pandemic on PGR completion rates.	Annual progression process in place for PGR students. PGR completion rates monitored bi-annually by Graduate School.	Monitor PGR completion rates post-pandemic, disaggregated by gender.	Convenor of Graduate School	Annually over the lifetime of the Action Plan	Understanding of impact of pandemic on PGR completion rates, follow up actions identified if needed.
1.2 Feedback mechanism from PGR students to senior management embedded.	For many years the Juno PGR reps organized a twice-yearly PGR Forum, however we struggled with engagement even prior to covid.	Re-establish PGR Forum, e.g. through a games night or other social activity.	Juno PGR reps	1-2 years	PGR Forum running regularly, feeding back any concerns raised to SMT.
1.3 Reporting between Juno committee and UG committees embedded in committee structures.	UG students feedback to the School through SSLC meetings, and there is an UG rep on Teaching Committee. Juno is a standing item on RTSF (staff) meetings.	Add Juno as a standing item on Teaching Committee agenda. Add feedback from SSLC meetings as a standing item on Juno Committee agenda.	Convenor of Learning and Teaching Juno Chair	Summer 2023 Summer 2023	Regular reporting of EDI to Teaching Committee. Regular reporting from SSLC meetings to Juno Committee.
1.4 Establish dedicated admin role providing support for EDI.	Admin support for Juno committee and EDI initiatives provided by existing admin staff. 0.5 FTE dedicated admin role for EDI requested in Annual Strategic Planning.	Appoint dedicated 0.5 FTE admin support for EDI.	Head of Professional Services	3-4 years	Post advertised and filled.

1.5 Recruit participants from non-traditional groups to attend Quantum Technology School.	Quantum Technology School established. Advertising requests that teachers encourage students from under-represented groups to attend, and it is stressed that the event is particularly welcoming to those not yet sure further study.	Work with widening participation team at the University to target advertising of QTS to schools in deprived areas.	QTS organisers	4 years	Consistent participation of schools from SIMD decile 1-4 areas.
1.6 Monitor degree attainment by gender.	We have noted slightly different distributions of degree classifications for male and female students. These are not yet statistically significant, and our most recent reporting period was affected by pandemic mitigations.	Report degree attainment statistics annually to Juno committee.	Juno Chair Equality and Diversity Unit	Annually over the lifetime of the Action Plan	Data monitoring embedded. Actions identified if gender differences persist.
2.1 Improve induction for all new staff	School welcome meeting for new staff and PGR induction meeting held annually.

Freshers' welcome event established for UG and PGT students, along with a welcome pack of useful information and contacts.

Introduced induction pack for PGR students.

Standardized the use of the | Roll out induction pack for new staff.

Standardize use of University checklist for all staff. | Head of Professional Services | 6 months

1 year | Staff survey shows that at least 80% of new staff report that induction met their needs. |

	University checklist for Management, Professional, and Administrative staff. Developed induction pack for all new staff (not yet rolled out).				
2.2 Monitor and review induction processes	As above	Review induction annually, with feedback from new staff. Review format of School welcome meeting to ensure it is meeting needs of staff.	Juno committee (David Boldrin) Head of School	Annually from 2023/24 For 2023/24 academic year.	Annual feedback from new staff and updates of induction materials embedded and running smoothly.
2.3 Ensure best practice in interview procedures.	All interview panel members take mandatory Recruitment and Selection training, and Unconscious bias training. Panel chairs complete a form commenting on gender balance of applicants.	Update form completed by panel chair to gather information on gender balance and career stage of panel members, and comments on consideration of career breaks. Draft guidance and motivation to accompany updated form. Highlight at RTSF meeting.	Juno Deputy Chair Juno Deputy Chair	Within 1 year	Updated feedback form embedded.
2.4 Increase proportion of women applying for R&T posts.	Re-wording of College generic job descriptions at all levels. Carer's expenses embedded in all job adverts	Embed updated job descriptions for all roles. Report recruitment statistics annually to RTSF meetings to ensure buy in of all staff.	Juno Chair and Deputy	2 years Annually over the lifetime of the Action	Increase in proportion of women applying to R&T (Research only) posts, to at least 20% (25%) over the course of

	New job descriptions embedded for all permanent academic positions. Form completed by panel chairs currently asks the chair to explain if the number of women applying is low, and to comment on actions taken to encourage women to apply.	Issue guidance document and checklist for panel chairs with list of networks, including social media, for targeting potential applicants who are women or from minoritized groups. Include prompt to panel chair to pro-actively advertise directly to suitable candidates from these groups. Highlight at RTSF meeting.		Plan 1 year	the Action Plan.
3.1 Support staff new to teaching to carry out their teaching and teaching-related roles, and share best practice in teaching across the School.	Teaching workshop ran in 2021 and 2022, tailored to the needs of postdocs.	Embed teaching workshop in School calendar. Gather feedback. Introduce workshop for class heads and deputies, to provide training for those new to the roles.	APE group (Peter Sneddon)	Annually over the lifetime of the Action Plan	Workshops run annually, and are updated in response to feedback.
3.2 Support PGR students to make informed decisions about pursuing a career in academia.	Hosted talks through GWiP by women academics in the School, to give varying examples of the academic career path	Feature academic careers talks through GWiP and JEDI, targeting advertising to PGR students.	GWiP/JEDI (Caroline Muellenbroich)	Annually over the lifetime of the Action Plan	2-3 events run per academic year.
3.3 Improve understanding of factors that discourage female PGRs from continuing with an academic career.	Interviews conducted with 3rd and 4th year women PGR students.	Follow up survey with 3rd and 4th year PGR students of all genders, to explore themes that arose in interviews and explore gender differences.	Juno PGR reps Juno Chair	1-2 years	Survey issued, results analysed and actions developed.

3.4 Monitor destinations of PGR students	We have made attempts in the past to embed exit surveys for PGR students, but this relies on College processes and we have not been able to fully embed these. Leaver's destination information gathered via Research Group Leaders annually, but stalled during covid.	Research group leaders to gather information on destinations of PGR students. Data collated by Graduate School Administrator and provided annually to Juno Committee for analysis.	Research Group Leaders Graduate School Administrator Juno Committee	3 years	Data gathering of destinations of PGR students embedded. Data analysed and any gendered patterns highlighted. Actions developed where necessary.
4.1 Strengthen links with University of Strathclyde, working on shared EDI goals.	Jointly hosted CUWIP with University of Strathclyde.	Establish series of Women in Physics and broader EDI events jointly hosted with University of Strathclyde.	GWiP/JEDI with support from new EDI admin	3-4 years	1-2 events run per academic year.
4.2 Facilitate staff to engage with literature related to EDI.	Pre-pandemic the School had introduced an Education and Inclusion Reading group (EIRG), supporting colleagues to engage with literature related to EDI or to Physics Education Research. This paused during lockdown.	Re-start EIRG, running monthly, embedded in the School calendar. Advertise to all staff in the School, in all job families.	Juno committee (Claire Neilan)	1 year	Meetings running smoothly once a month, with participation of staff at all levels.
4.3 Provide gender neutral toilet facilities in the Kelvin building.	We have explored assigning some toilet facilities in the Kelvin building as gender neutral, without success to date in identifying suitable facilities	Work with Estates to identify toilet facilities in the Kelvin building that can be converted to gender neutral facilities.	Juno Chair Facilities Coordinator	2 years	Gender neutral toilet facilities provided and clearly signposted.

	within the University guidelines. This is complicated by the age and listed status of the building.				
4.4 Refine workload model.	The School of Physics & Astronomy has run an internal WAM for many years. In response to feedback from staff, held facilitated discussions with groups of R&T staff, to agree on a starting point for a revised workload model (2020). Developed revised model (2020-present), in consultation with staff.	Include project supervision in WAM. Following up on 2020 discussion, hold a facilitated discussion on the revised WAM. Hold annual focus groups of staff to gather qualitative information on staff perceptions of the WAM.	School Registrar/ HoS Head of School Juno Committee (Lydia Bach)	1 year 1-2 years 2 years, and annually thereafter	Updated WAM running smoothly, feedback integrated.
4.5 Support academic and research-only staff to manage workload and put time aside for longer term goals.	The College of Science and Engineering has a sabbatical policy, but it is not clear that all staff who would benefit from this are using it. Workload concerns associated with teaching tasks for research-only staff raised in ECR Forum meeting.	Review School sabbatical policy. Review University PDR guidance, supplement if needed to encourage reviewers of research and teaching staff to discuss workload management. Monitor workload of research-only staff taking on some teaching tasks through surveys and Forum discussions.	HoS HoS / Juno Chair Juno ECR rep	1 year At next PDR, 6 months Over period of Action Plan.	Staff survey shows increase in academic and research-only staff reporting that they are able to put time aside for long term goals.

4.6 Ensure allocation of workload is transparent.	In response to feedback from staff, held facilitated discussions with groups of R&T staff, to agree on a starting point for a revised WAM (2020).

Developed revised model (2020-present), in consultation with staff.

Staff views on fairness and transparency of allocation gathered in School staff survey. | Embed annual communication of average workload hours in messages from the School Registrar, and at RTSF meeting.

Present workload hours disaggregated by gender annually at RTSF meeting. | School Registrar/ HoS | Academic year 2023/24 and annually thereafter. | Staff survey shows that at least 70% of staff agree that teaching and administration is allocated on a fair basis. |
| 4.7 Monitor development of WAM at University level. | We had previously paused our internal WAM as a new University model was being developed (2014).

HoS member of University level working group. | Monitor and contribute to development of WAM at University level. | HoS | 1-2 years | University WAM supersedes internal School model. Staff view model as fair and transparent. |
| 5.1 Ensure better consistency of experience of support for flexible working | Informal flexible working embedded in the School, with increased hybrid working for non-academic staff post-pandemic.

Survey of staff working patterns issued post- | Feature flexible working in School newsletter with statement of support for flexible working, statistics and case studies.

Highlight staff survey results at RTSF meeting. | HoS Media Support Team

Juno Chair | 2 years | High proportion of staff (>80%) continue to agree that they are supported in working flexibly. |

	pandemic, results shared with School. Working patterns of administrative staff listed on website and highlighted to all staff, to support hybrid working arrangements.	Run focus groups of staff to understand experience of flexible working. Report results to RTSF meeting.	Juno committee (Lydia Bach)		
5.2 Increase awareness of parental leave policies	Parental leave policies clearly signposted on School EDI webpages. Parental leave taken by staff member highlighted along with new arrivals announcement in School newsletter.	Add case study on website of instance of shared parental leave.	Media Support Team	1 year	Continued uptake of shared parental leave. Staff surveys show continued high proportion of staff are aware of parental leave policies (>90%).
6.1 Ensure reporting mechanism is transparent.	Introduced E&D officers as a point of contact for all staff and students. Introduced internal EDI issues log.	Reminder to RTSF and Teaching Committee annually of EDI processes, and feedback statistics of issues logged.	Juno Chair E&D officers	2023/2024 academic year and annually thereafter	At least 70% of staff and students agree that they have trust in reporting mechanism.
6.2 Ensure that all staff and students are aware of updated University Professional Code of Conduct, and associated reporting procedures.	University policies and reporting procedures highlighted in induction materials, course and lab guides. Introduced internal EDI issues log, kept by E&D officers.	Use University developed "Conversation Starters" with groups of staff to increase awareness of new guidance. Invite speaker to RTSF meeting to discuss updated University guidance. Update Code of	Juno Committee HoS Juno Committee	1 year Next RTSF meeting 6 months	At least 70% of staff and students agree that they are aware of University policies and reporting procedures. Code updated and

		Professional Conduct in the laboratory to reflect updated University guidance.	(Ian MacLaren)		disseminated to all classes.
		Review all UG and PG course moodles to ensure consistency of information provided.	Juno Committee Class heads	6 months	Moodles updated.
		Issue guidance for class heads, advisers of study and PGR progression interview convenors on updated University reporting procedures, and use of internal EDI log.	Juno Committee E&D officers Senior and Chief Advisers Convenor of Graduate School	For 2023/24 academic year	Guidance issued.
6.3 Ensure all staff and students aware of independent points of contact for advice and reporting bullying, harassment and misconduct.	E&D Officers appointed and advertised in poster campaign. E&D Officers clearly listed on website, induction materials and course guides.	Review training for E&D Officers. Appoint additional E&D Officer. Run a new poster campaign raising awareness of key points of contact for reporting issues.	Juno Chair E&D officers Media Support Team	2 years	At least 80% of staff and students agree that they are aware of E&D officers and their role.
6.4 Monitor effectiveness of communication of policy and reporting procedures.	Awareness of EDI policies and procedures covered in general School staff survey, but not in a dedicated survey.	Review communication annually, issuing surveys to staff and students to monitor awareness.	Juno Chair Head of Professional Services Student Support Officer	Annually over the lifetime of the Action Plan	Monitoring of awareness of policy and reporting procedures for bullying, harassment and misconduct

					embedded in School processes.
6.5 Provide EDI training for staff and monitor uptake.	Equality and Diversity Essentials training mandatory for all staff and PGR students. Completion rates monitored. Unconscious Bias training and Recruitment and Selection training mandatory for all staff involved in recruitment. Suite of EDI courses advertised to staff at RTSF meetings. Staff encouraged to complete Effective Bystander training, but uptake remains low.	Monitor uptake of Effective Bystander Training, and issue annual reminder to staff to complete training.	HoS Head of Professional Services	Annually over the lifetime of the Action Plan.	70% completion rate

Adapted from October 2017 template version