

University of Warwick Physics Department Action Plan April 2020

Further action / action in progress/ deadline in 1 st year of action plan	By April 2021
Deadline in 2 nd year of action plan	By April 2022
Deadline in 3 rd year of action plan	By April 2023
Deadline in 4th year of action plan	By April 2024

Principle 1: A robust organisational framework to deliver equality of opportunity and reward					
	Title and Objective	Rationale	Person Responsible	Timeframe	Success criteria
1.1	Proactively increase the pool of female applicants for research and academic posts. (High level coordination action of the tasks specified under Principle 2.)	We need to do more to encourage female applicants at all levels.	HoD	By April 2024	An increase in female research and academic staff in all clusters in the next 4 years. An overall 30% increase across the dept.
1.2	Analyse data (applications, offers or acceptances, and degree classification) by gender and ethnicity for all new and existing UG and PGT courses to identify any gender differences with a view to understanding what additional measures may need to be put in place to address the issue.	Data analysis is required for new Physics with Astrophysics courses, and new PGT courses that will be introduced in the next 4 years.	Directors of Undergraduate and Graduate Studies	By April 2024	No significant differences present in our admissions, progression or awards data when analysed by gender or ethnicity. Action taken on any issues found.

1.3	Identify reasons behind gender gap in applications for our UG courses, in particular the 4-year MMathPhys, using feedback gathered through focus groups of our UGs and using decliners' survey.	To understand why women are less likely to apply for a four year maths/physics degree.	Undergraduate Admissions officer/ Juno lead	By April 2022	Understand and address any application issues (by 2022) with a view to seeing a longer term increase in female students accepted on MMathPhys (by 2024).
1.4	Seek to understand why students do/do not attend OHODs or virtual Open days. Identify the key benefits for applicants of doing so, through feedback and focus groups with current first year students.	There has been a decrease in students attending OHODs over the last few years, and a sector-wide issue with virtual open days.	Undergraduate Admissions Officer	By April 2022	Understand what our new students value in OHODs and other contact, and increase engagement by 10% from 19/20 figures.
Principle 2: Appointment and selection processes and procedures that encourage men and women to apply for academic posts at all levels					
	Title and Objective	Rationale	Person Responsible	Timeframe	Success criteria
2.1	Establish search committees in all research clusters to proactively increase the pool of female applicants for research and academic posts.	Potential applicants need to be identified before we have posts available.	Delegated from HoD to each cluster leader	Creation of search committee for each research cluster by end 20/21. Results monitored by WCG, with report April 2024.	Search Committees established (2021). An increase in applications from female research and academic staff in all clusters by 2024.
2.2	Target advertising of new research and academic posts to potential female applicants, especially those identified by search committees.	Advertisements need to be more targeted when we do have posts available.	Delegated from HoD to each cluster leader	By April 2024	An increase in applications from female research and academic staff in all clusters by 2024.
2.3	Increase ethnic diversity of applications for research and academic posts, by similar process to Actions 2.2 & 2.3	Increase in diversity of staff	Chair of WCG to coordinate input from the search committees	By April 2024	An increase in applications from ethnically diverse research and academic staff

2.4	Develop processes with HR to extend recruitment period and/or re-advertise for research and academic posts that do not generate a diverse shortlist.	More decisive action needed to ensure diverse shortlists	HOD	Policy implemented end 21/22. Results monitored by WCG, with report April 2024.	An increase in applications from female, and ethnically diverse, research and academic staff in all clusters by 2024.
2.5	Increase diversity in the postgraduate community, with support for applications to schemes such as IOP Bell Burnell Scholarships.	To promote postgraduate opportunities to students from under-represented groups	Postgraduate Admissions Officer	By April 2024	Two applications made each year requiring 50 % contribution from department.
Principle 3: Departmental structures and systems which support and encourage the career progression and promotion of all staff and enable men and women to progress and continue in their careers					
	Title and Objective	Rationale	Person Responsible	Timeframe	Success criteria
3.1	To understand how the annual Personal Development Review (PDR) process can be made more useful and put this into practice, using survey outcomes (e.g. PULSE) and focus groups with different staff groupings.	Only 39% of female and 29% of male respondents agreed "that the PDR assists me with long term career development" in PULSE survey	Senior Administrative Officer	By April 2021	Positive feedback from reviewers and reviewees from next PDR cycle, indicating at least 50% of respondents felt the PDR was useful to them.
3.2	Relaunch formal mentoring/buddy system for PGRs	Current buddy system not widely adopted. Feedback from PGRs shows preference for buddy in own group.	Director of Graduate Studies	By April 2021	Positive feedback from PGSSLC and postgraduate focus group. Over 50% of new PGRs having one or more mentoring meeting.

3.3	Encourage uptake of training opportunities across all staff and student groups.	Staff and students report a lack of training; however, we know training is available and so need to encourage uptake and identification of genuine gaps.	Senior Administrative Officer Director of Graduate Studies	By April 2022	Positive feedback in PDR, from PG-SSLC and staff/surveys about training availability. 20% improvement in uptake, as measured by data provided by OD etc. Responses for next PRES above University average
3.4	Increase support to postgraduates who teach, through training in co-ordination with PGSSLC	Perceived lack of support for interacting with undergraduates was identified in focus group	Director of Graduate Studies	By April 2023	Positive feedback from postgraduate focus group. Increase in numbers of PGRs obtaining AFHEA
3.5	Improve information and support to guide PGRs to next destination; create comprehensive directory of destinations of PGR alumni.	More information requested from PG focus group	Careers Officer	By April 2022	Positive feedback from postgraduate focus group. Alumni directory created and maintained.
3.6	Host Undergraduate Conference for Women in Physics, working with IoP	Promote careers of female physics students	Juno lead	By April 2023	Conference hosted with positive feedback from participants and attendees.
3.7	Follow Technician Commitment and TALENT project to improve training and recognition, implement Technician Job Families, and attract more female staff.	Improve recognition and prospects for technical staff	HOD	By April 2023	High levels of satisfaction from technical staff in PULSE. Increased female fraction of technical staff.
Principle 4: Departmental organisation, structure, management arrangements and culture that are open, inclusive and transparent and encourage the participation of all staff					
	Title and Objective	Rationale	Person Responsible	Timeframe	Success criteria
4.1	Encourage and ensure nominations are made from the department for a wide range of research and teaching awards.	Increase visibility and recognition, esp. of female staff	HoD	By April 2022	The balance of nominations is in line with staff and PGR gender balance.

4.2	Encourage research staff and PGRs to publish their own Research Nuggets, and ensure appropriate recognition in academic-led nuggets.	Lack of recognition felt by PGs and ECRs	Cluster leaders	Ongoing, with analysis April 2023	Positive feedback from PGGSLC and PGR/ECR reps on WCG. At least 25% of Research Nuggets produced by PGR/PDRA.
4.3	Ensure full acknowledgment of contributions to research from all staff, including technicians and students, in research papers and other publicity; challenge where this is not being done.	Technicians' Commitment. Lack of recognition felt by PGs and ECRs	Cluster leaders	Ongoing, report April 2024	Increased level of satisfaction recorded by technical staff in PULSE. Increased fraction of research papers with technician as author
4.4	Build a series of resources to help student transition from GCSE to A-level and A-level to university	We identified a need for this in March 2020 and uptake has been high.	Outreach Officer/ lead academic for journal club	By April 2022	Consistently high uptake of resources. Positive feedback from students and teachers, linked to action 4.5.
4.5	Develop a strategy to capture and track the long-term impact of our outreach activities.	Need to better understand impact of extensive outreach programme in order to focus effort	Outreach Officer	By April 2024	A well developed mechanism to capture and analyse feedback from our outreach events. Case studies published on the website. Potential REF2028 Impact Case Study.
Principle 5: Flexible approaches and provisions that enable individuals, at all career and life stages, to optimise their contribution to their department, institution and SET					
	Title and Objective	Rationale	Person Responsible	Timeframe	Success criteria
5.1	Review of arrangements for remote and flexible working for all staff and students	To take positive opportunities from changes in working patterns forced by Covid-19, while ensuring operational objectives can still be met.	Senior Administrative Officer	By April 2021	High level of staff satisfaction in PULSE. Positive feedback to PG-SSLC.

5.2	Expansion of conference care fund to PGRs	We identified a need to provide PGRs with the same support that staff can apply for in support of childcare costs associated with conference attendance.	Senior Administrative Officer / Director of Graduate Studies	Implemented April 20, ongoing monitoring	Uptake in line with uptake of the staff fund for Physics. Positive feedback from PGSSLC.
5.3	Increase diversity of staff nominated to University committees	Provide opportunities for staff at all levels to develop outside of dept. Improve perception of University management within dept.	HOD	By April 2024	Increased diversity in Physics representatives on central University Committees, incl. more ECRs, administrative and technical staff. Higher levels of satisfaction with central functions recorded in PULSE.
Principle 6: An environment where professional conduct is embedded into departmental culture and behaviour					
	Title and Objective	Rationale	Person Responsible	Timeframe	Success criteria
6.1	Continuous improvement in reporting and handling of non-professional behaviour (bullying, harassment, disputes, research misconduct etc.)	While instances of non-professional behaviour are thankfully low, any that do occur need to be easily reported, acted on swiftly, and lessons learned from each case.	HOD	By April 2024	100% of staff and students know how to report non-professional behaviour. All cases resolved in a timely fashion.
6.2	Improved signposting to support mechanisms from our own internal webpages and communications, including Wellbeing, Togetherall and EAP.	Support is available for staff and students from a range of services but we know they are difficult to locate.	Senior Administrative Officer	By April 2021	> 90 % of respondents in next departmental survey report that they know where to find wellbeing support