

Action ref	EDI Principle & criteria	Actions already complete	Planned future actions	Responsibility	Timescale	Success measures	Notes on progress since Juno Champion award
1. A robust organisational framework to deliver equality of opportunity and reward (Actions in response to AthenaSwan submission in red and italics)							
1.1 Establish organisational framework							
1	1.1.1 Evidence of senior management commitment	Head of School and College actively involved in ED&I issues and supports with time and resource	a) Standing ED&I items on all School committees agendas and an ED&I representatives in each committee to encourage more communication of policy and reporting back <i>b) Recruit Deputy head of school with responsibility for overseeing EDI actions</i>	School Manager Head of School	Aug-20 Oct-21	ED&I strategies are embedded in all committees and committees accountable for reporting against ED&I targets given to them each year <i>Deputy Head in post</i>	EDI actions written into the school strategic plan. Structure exists and feeds into strategic plan focusing EDI reports and this analysis discussed at every School board New EDI Chair in post after short period of change of Chairs since submission
2	1.1.2 Effective consultation, communication, monitoring, evaluation and reporting mechanisms	Annual ED&I report now submitted to Board of Studies and Head of School (since 2017). Shared online space set up for all data relating to gender and other diversity factors	a) Better communication of key trends in the data at internal staff meetings and improved system for extracting physics data from central university data sets <i>b) Better integration of HR Manager in Physics with central HR on diversity data</i>	ED&I Chair HR lead	Jan -20 May 22	All required data sources are itemised and requested annually in the required format. Resource/time given to staff to analyse for ED&I annual report each year. Publish report internally for staff on ED&I pages. <i>Central storage location exists to hold all physics EDI data for reporting purposes and for transparency to staff</i>	Annual report submitted - Juno action plan published on website Consultation event on action plan to be held with diversity network (TWISTEM) on 12th May 2020 There is now a University central repository of relevant data shared with all EDI staff
3	1.1.3. Clear accountability for implementation and resources allocated (time and money)	Role of ED&I Chair given parity with other Committee Chairs in workload allocation (150 hours) Resource allocated to attending ED&I events (£3000 per annum)	a) Seminar organisers given access to enhanced travel budget if required for attracting female speakers who may have further to travel. b) ED&I committee members encouraged to attend relevant conferences to share and learn from best practice and seek external funding to increase attendances	Seminar organisers ED&I Chair	ongoing ongoing	Increase in % of female seminar speakers attracted to the School ED&I members present good practice at one conference or event per year and attend one other as delegate.	% of female seminar speakers has increased but online seminars have affected the need for speakers to travel which has also had an effect EDI budget used in 2020 and 2021 for attendance at Gender/HE events. Travel restrictions prevented presentations at IOP Women in Physics event in Australa (part-funding)
1.2 Monitoring and evidence base							
4	1.2.1 Monitor over time, quantitative data by gender: All student admissions and performance All staff applications, shortlists, appointment and promotion, looking at the proportion of women at each stage	Student admission and performance data now received annually by gender for ED&I report	a) Promotions data to be reported annually in the ED&I report b) Work with university data team to improve access and usability of diversity data collected <i>c) Increase staff demographic in order to reach 30% female eligible staff for REF 2028</i>	ED&I Chair Juno lead Head of School	Sep-20 Aug 21 Aug 27	Create a data dashboard of all gender and diversity data that is simple to navigate and report from using BI (Business Intelligence) software or similar. Make this available on the intranet to increase transparency and access of data.	Losing HR manager and then COVID lockdowns delayed recruitment of new HR lead which has delayed this action
5	1.2.2 Obtain qualitative data from staff	Bi-annual focus group conducted by non-physics personnel as follow-up to University staff survey. This offers both a female-only and a mixed space for staff to voice opinions as an addition to the survey data alone. Participants can comment anonymously if they choose.	a) Continue to offer these sessions every two years and in 2020 to introduce an undergraduate group to enhance the data.	ED&I Chair	Oct-20	All staff have the opportunity to speak openly about the culture of the School to a non-physics member of staff. Sessions are advertised in multiple places (via email, poster and social media). Aim to attract at least 10% of each target group to the sessions to ensure reliable sample size.	A pilot survey was run to establish the working culture for PhD students with respect to gender diversity. Additional working from home survey has been done in response to COVID to establish needs of staff in lockdown Focus groups for all staff happened May 21 - awaiting summary report
6	1.2.3. Identify any discrepancies in gender representation and/or progression and identify factors that might be causing them	Annual ED&I reports exist since 2016 and each year we will be able to compare more data to spot trends which may require analysis and action.	a) Engage with other Juno Champion Schools and in particular our GW4 partners to compare benchmark data and national trends. b) Collect further data on gender identity and ethnic identity to expand the data for analysis. c) Suggest 3rd year student projects that help explore data trends from Cardiff and beyond. d) Continue to formalise gender research strand of the PER Group by hosting external speakers and encouraging publication of work	ED&I Chair ED&I Chair PERG Head PERG Head	Dec-20 Oct-20 Oct-20 ongoing	Set up GW4 Juno network to expand the knowledge base and share best practice through quarterly meetings and an annual shared conferece starting in 2020 Have data by gender and ethnicity in all areas of current data collection and report annually on other minority groups (BAME, LGBT etc) Offer 1 x gender based student research project per year to help analyse the available data. Have one gender research based seminar or colloquium per year	First GW4 Diversity conference run October 2020 - organised by Cardiff with speakers from multiple Universities and experts beyond physics. Attendance - 80+ delegates Ethnicity data collected on all staff survey regarding working from home. Education projects offer option to explore by gender but not always with the HE data due to conflicts and confidentiality Prof Rachel Oliver, Prof Emily Dawson (2020. 2021) also additional seminars run by TWISTEM which are open to all - also central events better advertised

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2. Appointment and selection processes and procedures that encourage men and women to apply for academic posts at all levels <i>(Actions in response to AthenaSwan submission in red and italics)</i>							
2.1 Ensure that processes and procedures are fully inclusive							
7	2.1.1 Ensure career breaks are taken into consideration	All interview panels must contain at least one female member of staff regardless of the gender of applicants. Part of the interview training is a briefing on how to handle information around career breaks. Shortlisting emphasises selection based on evidence of the candidate meeting the essential criteria without reference to personal information.					
8	2.1.2 Gender awareness included in training for all staf who interview	All interview panel Chairs receive mandatory Unconscious bias training (since 2016)	<i>a) Line management training includes some training on unconscious bias - this is currently being rolled out to all staff who have management responsibilities.</i>	HR Lead	ongoing	All staff on any interview panel will have received some training on unconscious bias	All line managers have been trained on mental health and wellbeing
9	2.1.3 Provide induction for all new staff, including research assistants, on appointment	Induction days are offered twice a year to all new staff including research assistants and contain content on expected behaviours, equality and diversity, dignity at work and mentoring schemes	<i>a) Create a welcome pack for all the new staff with the main information about School policies and to highlight what roles/people ar responsible for certain areas/tasks</i> <i>b) Provide a temporary office for all new staff if the originally allocated office has not been available yet due to delay in the central university allocation/management system</i>	HR Lead + ED&I Chair HR Lead	Sept 2021 Sept 2022	All staff are familiar with our ED&I policies and expected behaviours	Continue to offer induction days and monitor the success of them via staff survey and focus groups
2.2 Take positive action to encourage under-represented groups to apply for jobs							
10	2.2.1 Monitor applications, shortlists and appointments looking at the proportion of women (internal and external) at each stage	Data for this is now collected annually as part of the ED&I report Language decoder used in all job adverts to ensure adverts are non-gendered	a) Ensure we have separate data reported on internal vs external applicants for vacancies b) Ensure internal opportunities are also checked with the decoder tool c) Advertise any research opportunities on the WISE mailing list	HR lead HR lead HR lead	Aug-20	Ensure females applying for internal and external positions meets IOP benchmark levels	Delayed on progress due to new HR role who was then affected by COVID and has since had to leave.
11	2.2.2 Identify any discrepancies and investigate why this might be the case, taking action as necessary	All job adverts now contain a male and female contact name which was identified as good practice by colleagues in Maths. This has seen more enquiries to the female contact (from both males and females) in response to job adverts	a) Continue with providing contact names of both gender and monitor application numbers to ensure we are meeting representative applications.	HR lead	ongoing	Track trends each year through application figures in the ED&I report. Continue to recruit female applicants proportional to number of applicants received.	Delayed on progress due to new HR role who was then affected by COVID and has since had to leave.

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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 (Actions in response to AthenaSwan submission in red and italics)							
3.1 Transparent appraisal and development							
12	3.1.1 Appraise all staff, including researchers and PDRA's	100% PDR achieved since 2018 including researchers Line management training introduced to increase consistency of management procedures and PDR process	a) Maintain 100% PDR completion and monitor feedback via staff survey b) All management staff to complete line management training	HR lead HR lead	ongoing Aug-21	100% PDR completed 100% Line Managers completed training	
13	3.1.2 Mentoring scheme in place with training and guidance available for both mentors and mentees	University mentoring scheme for academic staff and professional service staff in place and advertised to all staff twice a year Undergraduate mentoring scheme with training in place - all first year students offered access to a 2nd or 3rd year mentor during their first year	a) New workload model will allow for dedicated hours for those volunteering to be on the official University mentoring schemes as a mentor	HR lead Director of Learning and Teaching	Aug-20 ongoing	All staff are offered mentoring to suit their needs and are aware how they access the schemes All undergraduates are given access to another experienced student for mentoring purposes	Roll out of new workload model is delayed by Covid. Soon to be piloted in some Schools
14	3.1.3 Ensure all staff, including PDRA's, have access to impartial career guidance	PDRA forum set up to consult on what was required. Dedicated careers pages set up on staff intranet aimed at PDRA staff. PDR forms changed for PDRA staff to make them more relevant. All professional development opportunities and leadership programmes are widely advertised to all via email and posters in common areas	a) Ensure forum meet at least twice a year to respond to PDRA specific needs b) PDRA career event to be held once a year c) Ensure career development pages contain the most up to date information on any new development opportunities <i>d) Request budget for PDRA forum to encourage attendance and engagement</i>	PDRA rep (Academic post) HR lead PDRA rep	ongoing	Higher positive response from all staff on career support based on responses in staff survey More staff from physics applying for CPD opportunities beyond the mandatory with a representative number of females relative to department profile	Research funding and fellowship pages developed Through COVID - many more training offers have been advertised but all remote
3.2 Transparent promotion processes and procedures							
15	3.2.1 Ensure promotions process is transparent and fair to all staff at all levels, including those who have had a career break	Central University promotions process includes a section which prompts applicants to outline career breaks so these are considered by reviewers. All promotion processes, templates and deadlines are published and promoted to all staff well in advance of deadline. There is no quota for Schools and it is made clear that all staff will be promoted if they meet the criteria given in the promotion guidelines Staff are encouraged to get School support for their promotion case but if this is not possible they are allowed to apply without it, thus reducing any personal bias Having identified the lack of females applying for Reader/Chair positions, focused workshops were held to encourage female applications in 2019	a) Hold extra promotions workshops aimed at BAME staff to encourage more applications from that community <i>b) Ensure T&S staff have allocated time within the workload model so that lack of data, publications or presentations is not a barrier to promotion</i>	HR lead Director Learning and Teaching	01/08/2021 Aug 22	Annual reporting on % of female and male staff applying for promotion compared to proportion of male female staff eligible for promotion to ensure no gender bias is emerging.	This has become standard reporting in the EDI report Central Uni Race Equality Challenge Scheme 2021 to encourage more minority applications for promotion
16	3.2.2. Ensure all staff are aware of promotion criteria and process and the support available to them throughout the process	Enhanced line management training has been instigated to ensure all line managers know how to guide staff through the promotion process. PDR forms are aligned with promotion criteria to ensure all staff are steered towards considering promotion.		Line managers	ongoing	An increase in the % of female staff applying for promotion with a success rate comparable with male counterparts	This has become standard reporting in the EDI report
17	3.2.3 Take steps to identify and encourage potential candidates for promotion	All staff emails are sent when the promotion process opens with a reminder sent as deadline approaches. PDR structure ensures line managers work towards promotion criteria within annual appraisal	a) Sub-group of ED&I members to conduct audit of those staff eligible and suitable for promotion and contact them directly to encourage an application.	Chair ED&I	Dec-21	An increase in the % of female staff applying for promotion with a success rate comparable with male counterparts	Sub-group is yet to be formed although ED&I Chair has encouraged a few staff members to submit a promotion and provided support to those that have done it

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4. Departmental organisation, structure, management arrangements and culture that are open, inclusive and transparent and encourage the participation of all staff (Actions in response to AthenaSwan submission in red and italics)							
4.1. Promote an inclusive culture							
18	4.1.1. Ensure departmental processes, procedures and practices are fully inclusive	All School committees have been restructured to ensure that they have an ED&I representation who also sits on the ED&I committee. The Chair of the ED&I committee now receives equal workload allowance as all other groups (50 hours). This allows a clear route to decision making and implementation whilst also holding each research group and committee accountable for reporting gender statistics and issues.	a) <i>Recruitment of Deputy Head of School with EDI responsibility will add senior management capacity to this task.</i> b) <i>Avoid internal School deadlines and student deadlines to happen on religious festivities (of major/most diffuse religions)</i>	Head of School EDI Chair & Director of Learning and Teaching	ongoing Nov-21	Increase accountability of all School committees to improve flow of information on ED&I issues and reporting back for monitoring purposes.	Deputy Head of School in place since the end of May 2021
19	4.1.2. Gender awareness included in the training for all staff and demonstrators	All lab demonstrators complete gender awareness training and unconscious bias and ED&I training is mandatory for all staff.	a) <i>An exploration of the effectiveness of the online training to be conducted in the focus group following the next staff survey results</i> b) <i>Increase awareness at UG level of ED&I and Mental Health information and actions in place</i>	Head of School	ongoing	Reach 75% completion by Sept 2020 and 90% completion by Sept 2021	Focus groups to discuss training available and suitability - to be held May 21. - Email to UG students about ED&I and Mental Health information available on our Learning Central (with links to campus wide actions). This action will be repeated every year Non-completion of mandatory training is put on PDR record and staff are reminded periodically of the importance to the School.
20	4.1.3. Promote inclusive social activities and other opportunities for mutual support and interaction	New social committee has changed type of social event to be less drinking culture-focused. There is a policy called The Cardiff Academic and The Cardiff Professional which outlines expected behaviours and a code of conduct from all staff. A short version of this is included as a reminder on social emails. A facebook social group was established to promote more inclusive social events and celebration events for students passing PhD vivas as well as opportunities to go out with visiting speakers. All new staff and students are told of this in their induction event	a) <i>Continue to ensure the social committee is made up of a representative sample of staff and students.</i> b) <i>Continue to have an academic member of staff on the undergraduate Chaos committee to allow staff and students to socialise together</i> c) <i>As many new staff do not use facebook, an alternative Slack channel is being set up to ensure a wider proportion of the school are notified of short-notice social events.</i> d) <i>Increase the TWISTEM pool of participants focusing on sharing good practices with non-STEM Schools and STEM Schools of the GW4 alliance (Bath, Bristol, Cardiff, Exeter)</i>	Chair Social committee Director of Learning and Teaching Chair Social committee Athena Swan lead and EDI Chair	ongoing	Continue to run at least 5 staff social events per year with two of these being family friendly. Keep good links between staff social committee and Chaos (Student committee) to encourage some joint events (eg Staff vs students quiz). Maintain active and inclusive use of social media tools to promote all types of social event and make all feel welcome to join in.	Social events have adapted to run online with a virtual Friday pub event every week. Reminders are sent via facebook group. Staff and student events such as quizzes and coffee and craft sessions have continued to be run through zoom.
21	4.1.4. Use positive, inclusive images in both internal and external communications	All website images contain a diverse mix of gender and ethnicity and are of real physics students not stock images. Responding to the historic portraits around the building of old, white male scientists and engineers a scheme has been put in place to highlight female role models with large images and quotes on main staircases in the building.	a) <i>Increase the number of accessible posters featuring physics role models and early career researchers in Cardiff and in partnership with the GW4 Juno group. This would include use of some existing poster materials (eg from the Perimeter Institute in Years 1 (2020) https://resources.perimeterinstitute.ca/collections/posters)</i> b) <i>Develop in-house role model posters to raise visibility of diverse success stories from Year 2 (2021).</i> c) <i>Work towards having two dedicated rooms named after female physicists with associated artwork by 2022.</i> d) <i>Develop posters of scientists belonging to minority groups and/or with disabilities to be shown in the main staircase</i>	Communications Office Juno Lead Juno lead ED&I Chair	Sep-20 Sep-20 Sep-20 Sep-22	Increase female and ethnically diverse images of STEM role models around the School by 20 new posters in Yr 1 and a further 10 in Yr 2. Aiming to have a gender balance of images across the school of 50:50 by Yr 3. Ensure 25% of images are non-white/BAME/people with disability examples.	Held up by lack of access to the building Year 1 set have been commissioned using role models from the range of research areas we have but these have yet to be printed and installed
22	4.1.5. Encourage and support female seminar speakers	Data regularly collected from all seminar organisers to monitor gender split. Research groups have to report seminar statistics for the annual ED&I report	a) <i>Improve seminar system to keep data centrally for all organisers. Develop a standard invitation text and check this with the gender decoder software. Challenge groups to invite so female speakers first before widening the pool and to give female speakers most choice of dates.</i> b) <i>Continue to source national and international data on gender split in different research fields to monitor if seminars are reflecting their field fairly.</i> c) <i>Introduce a seminar series aimed at UG/PG students featuring successful scientists belonging to minorities (e.g. Women/BAME/people with disability) and/or coming from different backgrounds/cultures to share their stories and inspire new generations of students</i>	Seminar organisers Juno lead ED&I Chair	Aug-20 ongoing Sep-22	Have a consistent place where speaker data is kept for all seminars Increase the % of female speakers to reflect national levels of gender balance. Target of 30% CMP, 40% Astro and 35% for general colloquia Target % published each September related to each seminar organiser so they can ensure they are reflecting the expertise in the field	Now a centralised list each year to see at a glance who has been invited and who has accepted. 2020/21 data so far shows 48% of invited Astro speakers were female and 58% of those who spoke were female. 33% of Physics speakers were female and if removing the PER seminars the other physics seminars were given by 26% female speakers. CMP seminars have merged with Physics and the Physics education group (PER) have regular slots within that group.
4.2. Transparent work allocation model							
23	4.2.1. Recognise the full range of types of contribution and departmental role, including administration, welfare and outreach activities	Workload Model (WLM) has been reviewed in consultation with staff and a new range of tasks and guidance on levels has been issued for testing in some Schools	a) <i>Following feedback from pilot Schools the model will be rolled out across the University in 2020</i>	Led by Uni HR team	Sep-20	Informal staff meeting held to communicate the changes of the workload model before it is introduced.	New model not been introduced in Physics yet
24	4.2.2. Ensure all staff are aware of the criteria used to develop the model and that the allocation is transparent	Workload model allocation is explained on the staff intranet and the changes proposed will make this system easier to understand. Although individual WLM are not published - staff can compare their model with other similar staff in their School	a) <i>Collect feedback on new WLM system as part of the next staff survey and focus groups round.</i>	Juno lead	Sep-20	Intranet pages are updated to explain new criteria and allocation used. Positive response to improvements recorded by staff in staff survey (2021) and focus groups.	Focus groups to be held in May 21 will discuss workload issues to feed into the workload modelling system

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	5. Flexible approaches and provisions that enable individuals, at all career and life stages, to optimise their contribution to their department, institution and to SET (<i>Actions in response to AthenaSwan submission in red and italics</i>)						
	<i>5.1. Support and promote flexible working practices</i>						
25	5.1.1. Clear support from Head of Department for flexible and part-time working	All vacancies are offered using standard text that explains our policy on part-time and flexible work. The Head of School has promoted the new process for flexible working and this is also mentioned in the staff induction.		Head of School	ongoing	All staff understand their choices on flexible or part-time working reflected in results from all staff survey	
26	5.1.2. Consistently applied policy on part-time and flexible working	We have changed the process for requesting flexible working or a change in working hours so that the HR lead is also copied in to the request and can respond promptly if the line manager does not. This is especially important in time critical working pattern changes and also means we are able to keep better records of these requests	a) Monitor and record requests for part-time and flexible working to ensure no gender bias. Monitor number of part-time staff who apply for promotion and whether they are successful. <i>b) Flexible Home working to be taken in consideration for the post-pandemic to have a healthier work-life balance</i>	HR lead	ongoing	Number of part-time staff applying for promotion is representative of the proportion of part-time staff in the School. Monitor as part of annual ED&I review	
27	5.1.3. Promote the benefits of flexible working for both men and women, particularly for those with caring responsibilities	Case studies of those who work flexibly are now included on our Diversity web pages and we encourage staff to use a message about flexible working in their email signatures to explain emailing outside core hours.	<i>a) Run a TWISTEM lunch session on flexible working and tips for time management from staff who work part-time or flexibly</i>	Juno Lead	Sep-21	70% or more of staff are happy that they are able to work flexibly or request flexible working as expressed in the staff survey (2019 and 2021) 55% or more agree that they are able to complete their work without working unreasonable hours	Changes offered to allow for home schooling and COVID leave
28	5.1.4. Explicit support for those returning from career breaks or maternity leave	All staff returning from a career break are given access to the College returners scheme which gives time off teaching/or admin for a period of time to enable work to be re-established.	a) Increase visibility of scheme and issue guidelines on it as part of the parental (or other leave) process	HR Lead	Sep-21	More staff applying to take up the Returners Scheme - target of 1 per year.	
29	5.1.5. Encourage take up of shared parental, paternity and other caring leave.	Shared parental leave has been offered by the University since 2016. An increasing number of male staff have taken up paternity leave (12 in 2018/19)	<i>a) Feature a case study of shared parental leave on our Diversity pages</i> <i>b) Undertake an audit to compare Cardiff support compared to other HEI Physics Departments.</i> <i>c) Increase Paternity leave time allowance (at the moment the maximum is 2 weeks) and establish explicit support for those returning from paternity leave</i>	Juno Lead Chair ED&I	Sep-20 Sep-22	Increase visibility of those using the shared parental leave scheme by case studies and signposting to relevant intranet pages of how it works in practice. Recommendations for improvements to parental leave (if required) are proposed to central HR based on audit findings	

