

Athena SWAN Extended Action Plan Nov. 2020 – Nov. 2021

The following action plan focuses on (a) new activities and (b) priority activities from our 2016 action plan that have been further developed / refined or have not been completed. These activities form the basis of our work for this extended award period Nov. 2020-Nov. 2021. Actions from the 2016 Action plan that have been completed and are thus embedded into our Departmental processes and policies are not shown here. For clarity, this action plan is structured with respect to **thematic areas of work** and not committees that will take responsibility for actions (as was the case in the previous 2016 action plan). The committees / individuals responsible for each action are shown in “Person responsible” column.

| Actions relating to the Self-assessment and Sustainable Delivery of Action Plan | | | | | | |
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| Ref | Objective | Rationale | Specific Actions and Implementation | Timeframe for completion | Responsibility | Success criteria and outcome |
| 1 | Expand the roles for current members of the SAT to improve spread of responsibility, awareness of processes & dissemination of information. [New Action 2020] | Athena SWAN application and delivery of actions can often occur in a compartmentalised way by a small number of individuals. This poses a risk when key members leave, as we have experienced in Warwick Chemistry. | 1. Expand the roles for current members of the SAT (e.g. elect deputy-chairs) | Dec. 2020 | SAT Chair | Build a critical mass of individuals with clear understanding of AS process and delivery of actions. |
| | | | 2. Disseminate information and tasks to SAT via a user-friendly portal (e.g. Teams) suitable to home working. | Dec. 2020 | SAT Chair | |
| 2 | Improve diversity of SAT [New Action 2020] | Analysis of the current SAT membership reveals opportunities for improved diversity and more diverse representation. | Recruit new SAT Team members reflecting UG and PG interests and interests of BAME / LGBTQ+ community, to be consulted and invited to select SAT meetings. | Dec. 2020 | SAT Chair and membership | Increased SAT membership and better understanding of interests and issues in the UG, PG, BAME, & LGBTQ+ communities. |
| 3 | Establish project management (PM) approach to data collection, monitoring and delivery of actions. [New Action 2020] | Data monitoring and timely delivery of many actions can be unsustainable, especially in uncertain times. We will implement a clear PM approach to ensure progress. | 1. Create calendar to capture monitoring of all equality data, delivery of key actions. 2. Train select SAT members in effective project management. | Dec. 2020 March 2021 | SAT Chair and membership | Training complete and put into practice in organising priority actions. Calendar in place, improving clarity around monitoring and delivery. |

| Actions relating to increasing the Department's Diversity Across Staff and Student Populations | | | | | | |
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| Undergraduate Students: Currently 44% female across all years (HESA Benchmark 2020 Physical Science 43.3%) | | | | | | |
| Postgraduate Students: Currently %F values are 37% (PGR) and 53% (PGT) | | | | | | |
| 4 | Explore any gender differences in elements of the department's taught curriculum, assessment structure, and offer over time for both UG and PGT courses. <i>[Linked to 2016: LTC/4.1.3.1&2]</i> | The proportion of female students enrolling on our courses fluctuates and we would like to establish trends. | <ol style="list-style-type: none"> 1. Review data for UG enrolment on Chemistry courses and modules. 2. Identify gender differences in course selection, module selection, exam performance, assessed work performance, and engagement. 3. Adjust the curriculum/assessment structure appropriately (e.g. use of molecular kits to bridge 3D awareness gaps, structuring of group membership for group work). | Feb. 2021 Mar. 2021 June 2021 | DUGS DUGS, DoSE DUGS, DoSE, DoE | Enrolment across courses and modules balanced and in keeping with the gender balance across our UG / PGT populations (see above). |
| 5 | Understand the gap between UG and PGR pipeline. <i>[New Action 2020, but partly linked to 2016: PGC/4.1.4.2]</i> | Although the difference in the proportion of female enrolment in UG vs. PGR study is modest (a decrease of ~ 7%), and our gender balance at PGR level appears to be at or above the national average, we believe that this UG to PG transition is the beginning of the pipeline that leads to gender imbalance at higher levels in STEM. | <ol style="list-style-type: none"> 1. Review data for PGR applications, interviews and appointments by gender. 2. Review Benchmark data for PGR female enrolments 3. Identify any gender-specific aspects in recruitment workflow (applications, interviews, appointments). 4. identify opportunities for action to address any gender-specific aspects that have been discovered. | May 2021 | DGS, DPGT, AO(PGT/R) DGS, DPGT, DoSE | %F PGR enrolment is increased and at or above the subject benchmark- |

Actions relating to increasing the Department's Diversity Across Staff and Student Populations

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| 6 | Work towards addressing the BAME attainment gap evident in our UG, PGT, and PGR student populations. <i>[New Action 2020]</i> | Careful analysis of our student attainment data has revealed a clear attainment gap in Black, Chinese, and Asian students in our Department (UK and non-UK nationals). | <ol style="list-style-type: none"> 1. Appoint a Student BAME/Diversity champion(s) in the department. 2. Create a survey, in collaboration with the Departments recently formed Black Students Society, to poll staff and students of colour in Chemistry to identify causes of issues around engagement and attainment. 3. Facilitate next steps in Chinese student experience project, engage with project officers. 4. Identify measures that can be put in place to support staff and students (e.g. language courses, mentors, peer to peer support, accessible champions). | <p>Jan. 2021</p> <p>March 2021</p> <p>March 2021</p> <p>June 2021</p> | DoSE/SEEC | <p>Increase awareness of how to support Students of Colour among department staff via workshops and communications on multiple platforms.</p> <p>Appropriate disaggregation within the BAME category ensuring practices and initiatives reflect individuals' varied experiences, needs and intersectionalities.</p> |

Actions relating to increasing the Department's Diversity Across Staff and Student Populations

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| 7 | Increase the visibility of female research role models to the PG (and UG) student population. <i>[Linked to 2016: RC/5.6.2]</i> | The presence of visible female role models has been shown to dramatically change perspectives of women in STEM disciplines. | <ol style="list-style-type: none"> 1. Ensure the achievements of female academics / scientists are sought and highlighted regularly in teaching and Dept. correspondence. 2. Make gender representation a key part of the role description for seminar organisers. 3. Monitor the gender-balance of all departmental seminar series and action adjustments for upcoming year if required. 4. Ensure diversity of gender and ethnicity for admissions days, outreach events and other outward-facing events. | <p>Monthly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> | <p>HoD and EC</p> <p>Cluster leads</p> <p>RAO / SAT Chair / Cluster Leads</p> <p>AC</p> | <p>Improved diversity of achievements and contributions to subject appear in broad range of teaching materials and department announcements.</p> <p>Maintain proportion of female speakers at >40%.</p> |
| 8 | Reduce barriers which stop UG women enrolling on the Sprint Personal Development Programme and similar initiatives in the University. <i>[New Action 2020]</i> | Research shows that women's confidence increases with experience, and in early years lack of confidence may result in lost opportunities. It also shows that building confidence in early stages improves academic outcomes. The Sprint programme has had much positive feedback for the women taking part but there has been a lack of uptake by Chemistry UGs. | <ol style="list-style-type: none"> 1. Organise Taster Introductory session via MS Teams (groups of 20 or more) 2. Support students writing their application (2020/2021 application close 17 Jan). 3. Liase with DoSE about the prospect of creating a Female empowerment programme in the Department, facilitating e.g peer to peer support in the form of vertical mentoring across PG and UG students. | <p>Jan 2021 – Annually thereafter</p> <p>Jan 2021</p> | <p>DoSE/SEEC</p> <p>DoSE/SEEC</p> | <p>Session organised annually with high level of student engagement.</p> <p>Increased numbers of Chemistry UG students successfully applying to Sprint.</p> <p>Possible development of a bespoke female leadership programme in Chemistry</p> |

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| 9 | Increase uptake of PG students in Chemistry Women's Mentoring Network. <i>[New action 2020]</i> | Access to female role models has been shown to improve confidence and increase a sense of belonging for women in STEM disciplines. In 2019, we invited all female PG students to join the network, but only a very small number (7) registered interest and were placed with a mentor. | <ol style="list-style-type: none"> 1. Re-advertise the Chemistry Women's Mentoring Network on multiple platforms to capture new PG members, making clear that they will be allowed time to participate. 2. Encourage existing members to recruit directly. 3. Collaborate with PG societies to spread the word. | <p>Bi-annually</p> <p>Bi-annually</p> | SAT Chair, AO (HR) | Increased no. of female PG students that engage in the Dept. mentoring scheme. |

| Actions relating to Career Development and Support | | | | | | |
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| Academic, Research and Teaching Staff: Current %F values are 36% (Postdoc/Fellow), 21% (Academic, Non-Professorial), 5% (Academic, Professorial) | | | | | | |
| Professional and Support Staff: Current %F values are 52% (FA2 to FA5), 59% (FA6 to FA8) | | | | | | |
| 10 | Ensure gender balance on all recruitment panels, proactively monitoring and mitigating the potential for increased workloads for female staff. <i>[Linked to 2016: ECR/5.1.1.4]</i> | While the Department has few single gender panels, the limited number of women in the Department means this has been occasionally unavoidable. | <ol style="list-style-type: none"> 1. All panel composition reviewed and approved by HoD / SAO with special attention to gender balance. 2. Recruit/train pool of female research/teaching fellows with over 1-year work exp. to sit on panels (new initiative). 3. Monitor impact on workloads of female staff, mitigating this against other departmental jobs / roles. | <p>Ongoing</p> <p>May 2021 – Ongoing</p> <p>Ongoing</p> | <p>HoD/ SAO / AO(HR)</p> <p>AO(HR) / EC</p> | No single gender panels approved from 2021. |

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| 11 | Ensure all non-professorial staff (academic or professional) are annually offered a formal mentor (particularly for promotion). <i>[Linked to 2016: ACPPC/5.1.3.2]</i> | Although all academic staff on probation are given a formal mentor, there is evidence that other permanent staff may benefit from this provision. | <ol style="list-style-type: none"> 1. Send survey to staff to identify demand and match to a mentor. 2. Identify volunteer mentors, both within and outside of the Department, and identify training needs. 3. Communicate to staff internal and external schemes and provisions. 4. Pair staff requesting a mentor with a mentor. | 14 Dec 2020 Jan 2021 Jan 2021 Feb 2021 | SAT Chair AO(HR) HoD, SAO, SAT Chair SAT Chair, AO(HR) | Clear route for all staff who would like a formal mentor to be matched with a suitable mentor. |
| 12 | Continue to encourage mid-career academics to take part in the University academic shadowing programme: How Warwick Works. <i>[Linked to 2016: ACPPC/5.3.3.1]</i> | Pulse Survey results and subsequent consultations indicated Chemistry academic staff do not understanding the way the University operates. | <ol style="list-style-type: none"> 1. Promotion of programme as part of PDR and Demystifying Promotion presentations. 2. ACPPC/HoD to identify individuals in the department for whom this would be useful and approach them directly. | Annually | ACPPC / HoD | Increased staff awareness and interest in the How Warwick Works programme, leading to increased rates of participation (subject to availability). |
| 13 | Revamp Women in Chemistry Networking activities in light of Covid19. <i>[Linked to 2016: ACPPC/5.3.3.2]</i> | Women in Chemistry have benefited from the informal mentoring and sharing experience of this Network, however new ways of working are required in light of home-working and flexible working required in the pandemic. | Poll current Women in Chemistry Network for ideas suitable for new working patterns. | Dec/Jan 2020 | AO(HR) and SAT Chair | Increased uptake of all female staff and PG students to attend at least one activity per annum. |

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| 14 | Encourage professional development and awareness of progression opportunities for all Professional support staff | Pulse survey identified that only 45% of those who responded from levels FA1- 5 felt they had the opportunity for personal development and growth at the University. | <ol style="list-style-type: none"> 1. Identify programme for awareness raising of progression opportunities, prioritising staff at levels FA1-5 and later moving to FA6-9. 2. Away day for Professional support staff (supported by central OD if possible) to look at progression and development opportunities. 3. Promote technician commitment agenda & action plan in Chemistry, implement actions. 4. Focussed discussion during PDR about personal development opportunities. | <p>Summer 2021</p> <p>Summer 2021</p> <p>Ongoing</p> <p>Annually</p> | <p>SAO and AO</p> <p>SAO and Technical Services Manager Line managers</p> | <p>Increased Pulse scores relating to opportunities for personal development and growth at the University (particularly in levels FA1-5).</p> <p>Raised awareness within professional support services of opportunities for progression.</p> |
| 15 | Ensure that all female academic staff are encouraged to apply for promotion in the same timescales as male colleagues. <i>[New action 2020]</i> | The number of female academics in the department decreases substantially as we move up the grades. While applications for promotions have increased considerably since 2016, there is a higher proportion of men who seek promotion at all stages. We seek to identify pinch points in F:M career timelines in order to develop actions with impact at specific stages of female academic careers. | <ol style="list-style-type: none"> 1. Identify recently promoted staff in the department willing to act as peer mentors and share their application. 2. Publicise details to all staff ensuring female colleagues are accessing the provision. 3. Map promotion timeline between F:M at all career stages & identify pinch point (slowing) variances, compare with national trends (i.e. RSC) 4. Promote the Demystifying the Promotions Process Event through Women's Network. | <p>Jan 2021</p> <p>Jan 2021</p> <p>April 2021</p> <p>Annually</p> | <p>ACPPC / AO(HR)</p> <p>SAT Chair/ AO(HR)</p> <p>AO(HR) / SAT Chair</p> | <p>Proportional increase of number of female academics successfully applying for promotion.</p> <p>Mapped academic career timelines and patterns</p> <p>Increase number of female staff attending the Demystifying the Promotions Process sessions.</p> |

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| 16 | Encourage and facilitate more shadowing and secondment opportunities for professional staff. <i>[Linked to 2016: SAO/5.4.3]</i> | Individuals and colleagues benefit significantly from facilitated shadowing and secondments, but opportunities have been limited. | <ol style="list-style-type: none"> 1. Update guidelines and promote shadowing/secondments opportunities. 2. Raise as part of PDR discussions. 3. Coordinate and schedule delivery. | Feb. 2021 Annually Ongoing | SAO / AO(HR) SAO SAO, Line Managers | Staff have a clear path to information and support to undertake shadowing or short-term secondments. |
| 17 | Promote our newly developed Department flexible working policy <i>[Linked to 2016: ECM/5.5.6]</i> | The inflexibility of University formal flexible working requests (i.e. 1 request per yr) lead to development of a local (informal) policy to support staff. There is evidence staff awareness of policy is low. | <ol style="list-style-type: none"> 1. Publicise policy via multiple platforms 2. Develop case studies demonstrating successful uptake 3. Carry out flexible working survey to (a) identify how visible these opps. are to staff and (b) monitor current working patterns and needs. | Mar 2021 | AO(HR) HoD, SAO | Staff are aware of the policy and feel able and supported to apply for flexible working. |
| 18 | Establish clear guidelines to enable pregnant staff to remain research active once lab work is deemed unsafe. <i>[Linked to 2016: SC/5.1.1.2]</i> | We have recently had a small number of cases of laboratory based pregnant staff who have had to be temporarily redeployed following the completion of risk assessments. | <ol style="list-style-type: none"> 1. Develop guidance for reasonable adjustments in Dept. 2. Circulate guidance to staff, include as part of Annual Safety briefing. 3. Create a video resource explaining policy on Safety pages. | Apr 2021 | HoD, SAO, Chair SC | Guidance enables pregnant staff to remain research active if possible. |

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| 19 | Ensure information about parental leave provisions are clear in job adverts and readily available to all staff. <i>[Linked to 2016: ECI/5.1.1.1]</i> | People only seek information when needed and seemed to be misinformed regarding the policy and their entitlement, especially female academics on fixed-term contracts. The information/policy needs to be available on various platforms so staff are aware of their entitlement and can plan their career and family accordingly. | <ol style="list-style-type: none"> 1. Review and revise prominence and availability of information during recruitment, induction, and during employment. 2. Discuss entitlement explicitly when staff notify department of parental leave. 3. Encourage staff to take up KIT days, ensuring managers know where to find the mat/parental leave policy and are provided with checklists. 4. Publicise policy on Chemintra / Wellbeing and Diversity webpages, and on externally facing AS website. | Apr 2021 | AO(HR) | Departmental policies on maternity rights are discussed with staff immediately upon notification of parental leave, and staff are thus aware at the earliest possible stage of all entitlements. |
| 20 | Explore Professional staff job satisfaction through “hidden talents” and collaboration. <i>[New Action 2020]</i> | The last Pulse and Covid 19 Surveys (2020) highlighted professional staff FA2 to FA5 are less engaged, less satisfied with their job, and feel less supported than all other staff. | <ol style="list-style-type: none"> 1. Consult with professional staff FA2 to FA5 about key results of Pulse/Covid surveys to gain insight about issues, and to seek extracurricular “hidden talents” of staff. 2. Identify new projects which would benefit from cross-department collaboration. 3. Create opportunities for staff to bring their talent to new projects and collaborate more widely. | Jan 2021 | Line managers SAO, HoD, SAT Chair, SAT Membership, AO(HR) | Innovative new directions across a range of Departmental projects, cross-collaboration of staff in all roles, and improved satisfaction, engagement and reduced feelings of isolation in staff (e.g. as indicated by Pulse/Covid or other survey results). |

| Culture and Communication | | | | | | |
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| 21 | Take forward the three priority areas identified in our “New ways of working” workshops which ran over the summer 2020. <i>[New Action 2020]</i> | Building on the success of our externally-facilitated and run “New ways of working” workshops, which ran over the summer of 2020, we have identified three key priority areas which we will pursue. 1. Clarity of Purpose & Vision; 2. Championing of Fundamental Behaviours; 3. New Ways of Working to Improve Inclusivity in a “hybrid workplace”. | 1. Development of Purpose / Vision / Mission statement via interviews and wide consultation of staff. 2. Well-accepted positive behaviours disseminated and championed by senior members of the department to show clear commitment. 3. Explore benefits and challenges of virtual working, through surveys, focus groups. | May 2021 | SAT Chair, HoD, AO(HR) | Staff are well informed and “buy in” to collective purpose / vision. Shared positive behaviors set the tone for a more positive culture. Removal of barriers to progression by offering flexibility. All of the above can impact recruitment / retention of more diverse staff and student population. |
| 22 | Establish and monitor expected standards of behaviour of staff and challenge behaviour which falls short of expectations. <i>[Linked to 2016: ECC/5.6.4.1]</i> | Pulse Survey result and feedback from focus-groups suggests that there is scope for improvement within the Department in terms of standards of behaviour and addressing unacceptable behaviour. | 1. Establish expected standards. 2. Monitor and challenge unacceptable behaviour. 3. Monitor Annual Pulse Survey and longitudinal Covid-19 survey. | May 2021 Ongoing | HoD / All staff HoD, Committee Chairs SAT Chair / AO(HR) | Departmental satisfaction with Pulse Survey questions relating to supportive behaviour, ability to challenge, addressing poor performance to show a trajectory of improvement |
| 23 | Review effectiveness of new Departmental Meeting and Academic Staff Forum. <i>[Linked to 2016: ECG/5.6.4.2]</i> | In response to results of the Pulse Survey and feedback from focus-groups, the format of Staff Meetings changed with a view to improving communication and engagement. However, communication is still raised as an issue consistently. | 1. Poll immediately following staff meetings / forum. (informative, questions, etc.) 2. Carry out a qualitative consultation about the current Departmental Meetings format. 3. Adjust format of as required. | Jan 2021 Jan 2021 Mar 2021 | AO(HR), SAT Chair AO(HR) HoD, SAO | Departmental Pulse results in relation to Communication to show clear trajectory of improvement. |

| Culture and Communication | | | | | | |
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| 24 | Continue to monitor and review committee membership to ensure it is balanced and representative of the Department. <i>[Linked to ECG/5.6.8]</i> | We value a diversity of views in decision-making fora. However, first proposals for committee membership are not always representative of subgroups of the department. | <ol style="list-style-type: none"> 1. Review allocation of key academic administrative roles and workloads. 2. Review Committee membership to ensure representative and balanced. 3. Appoint female academic staff to traditionally male-held roles (e.g. Chair of RC). | Annually Annually Annually | HoD / SAO HoD / SAO HoD / SAO | Female representation on all Departmental Committees while mitigating the increased workload that may result. |
| 25 | Continue to review and revise the Department's induction processes to support the integration of staff into the Department. <i>[Linked to ECI/5.2.1.1]</i> | Ensure department induction is continually reviewed and updated to ensure it provides relevant information and supports integration into the Department / University. | <ol style="list-style-type: none"> 1. Revise induction checklist bi-annually. 2. Update materials regularly. 3. Consult with new starters, undertake an annual review | Bi-annually Ad hoc Feb 2021 | AO(HR) PSoC / AO(HR) | Induction information accurate and up to date. Qualitative feedback from new starters and line managers remains positive. |

Glossary of Acronyms and Abbreviations

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| AC | Admissions Committee | HoD | Head of Department |
| ACPPC | Academic Career Progression and Promotion Committee | HR | Human Resources |
| AO(HR) | Administrative officer with responsibility for HR | M | Male |
| DoE | Director of Education | PDR | Personal Development Review |
| DGS | Director of Graduate Studies | PGC | Postgraduate Committee |
| DoSE | Director of Student Experience | PSoC | Postdoctoral Society of Chemistry |
| DPGTCS | Director of Postgraduate Taught Courses | RAO | Research Administrative Officer |
| DUGS | Director of undergraduate studies | RC | Research Committee |
| EC | Executive committee | RF | Research Fellow |
| ECR | Early Career Researcher | SAT | Self-Assessment Team |
| F | Female | SAO | Senior Administrative Officer |
| FTC | Fixed Term Contract | SC | Safety Committee |
| HTS | Heads of Teaching Sections | SEEC | Student Engagement and Experience Coordinator |
| HTL | Head of Teaching Laboratory | UG | Undergraduate |