

Application details

Name of institution	University of Warwick
Name of department	Department of Chemistry
Date of current application	14 January 2022
Level of previous award	Silver
Date of previous award	28 April 2017

Contact details for application

Name	Dr. Ann Dixon
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Question	Words used
Letter of endorsement from the Head of Department	498
Description of the department	500
The self-assessment process	1492
Previous action plan*	
Progress report	2218 (includes Covid-related text comprised of 196 words)
Current self-assessment and future priorities	1529 (includes Covid-related text comprised of 41 words)
Future action plan*	
Overall word count	6237 (includes Covid-related text comprised of 237 words)

*The previous and future action plans should contain no commentary contributing to the overall word limit

Overall word limit: 6000 words

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1. Section 1 – Introduction to the department and the self-assessment process

In Section 1, applicants should evidence how they meet Criterion 1:

- + an organisational structure is in place to carry the action plan forward and continue the self-assessment process.

1.1 Letter of endorsement from the head of department

Recommended word count: 500 words

Final Word count: 498 words

Please insert (with appropriate letterhead) a signed letter of endorsement from the Head of Department.

If the Head of Department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement (additional 200 words) from the incoming Head of Department demonstrating their personal commitment to supporting Athena SWAN activity in the department.



Dani Glazzard
Head of Athena Swan
Advance HE
Napier House
4 High Holborn
London WC1V 6AZ

Dear Dani,

I enthusiastically support this Athena SWAN Silver renewal application and confirm it is an honest and accurate reflection of the department.

I became Head of Department in August 2017, soon after our previous Silver Award, at a time when the department had been static in its staff complement for a while. Taking an 'evolution' over 'revolution' approach, I have overseen ongoing improvements to departmental processes associated with ED&I issues.

During my career there has been a noticeable but insufficient improvement in numbers of women in chemistry at all levels. With over ten years' HoD experience across two institutions, I am acutely aware of the difficulties women face in developing academic careers in STEM subjects, and of the associated fact that an unrepresentative staff complement has knock-on consequences for recruitment, inclusive work culture and staff retention. I am determined to help break out of this cycle.

- Since my arrival: We appointed 17 new academic staff – 13 at assistant/associate professor level, and four permanent specialist teachers. Four of these appointees are women (typical for the sector).
- We re-advertised an assistant professor post and circulated details to 'women in science' networks and external senior female academics to attract a more representative applicant pool, having initially only attracted men. This was effective: we appointed a woman to the role and now routinely use this approach.
- Recruitment adverts are scrutinised for inclusive language, and we stopped single-gender interview panels.
- For 2022, a permanent associate professor position is being attached to our next successful Royal Society Dorothy Hodgkin Fellowship winner (this scheme attracts c95% female pool).
- The academic promotions committee actively encourages applicants from those who might not automatically consider applying. Three of our female academic staff have been supported through successful promotions and we have equal promotion success rates for men and women.



- We established a 'Wellbeing and Diversity' group with representation across all staff. The Chair sits on the department's management team, ensuring ED&I issues are embedded in all processes including recruitment, promotions, and resource allocation.
- We have women in leadership roles (Senior Administrative Officer, two teaching section heads, a research cluster head, our Diversity and Wellbeing lead and the Chemical Biology Research Facility manager).
- We established a 'Women in Chemistry' mentoring network in 2018 for all staff and researchers which goes beyond the formal university mentoring process, whilst an annual event showcases women's achievements.
- We work closely with the student and ECR community. The Postdoctoral Society (PSoC) and Black Students Society help management tackle issues/barriers these groups face.
- We remain advocates of policies around flexible working, practical support and guidance for parents, and scheduling important meetings inside 'core hours').

There is more to do but the department is focussed on continual improvement. I remain committed to achieving equal access to an exciting and fulfilling academic career. In particular the university's 'STEM Grand Challenge' – a massive expansion of infrastructure, facilities, recruitment, and teaching over the next decade – will provide a vehicle for improved recruitment of underrepresented groups and establishing a diverse workforce.

Yours sincerely,

Prof. Mike Ward

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Glossary of Acronyms and Abbreviations

*All committees listed below are departmental/chemistry, unless stated otherwise	
ACPPC	Academic Career Progression and Promotion Advisory Group
AO	Administrative Officer with responsibility for HR
AS	Athena SWAN
ASWG	Athena Swan Working Group
DGS	Director of Graduate Studies
DoE	Director of Education
DoSE	Director of Student Experience
DPGT	Director of Postgraduate Taught (MSc) students
DUGS	Director of Undergraduate Studies
EC	Executive Committee
ECF	Early Career Fellow
ECR	Early Career Researcher
ED&I	Equality, Diversity, and Inclusion
F	Female
FA2-4	Staff grades for Clerical & Technical staff
FA5	Staff grade for Clerical & Technical staff, pre-PhD research staff, research assistants, and Tutors (Teaching focus)
FA6	Staff grade for professional & managerial staff, post-doctoral research staff and teaching staff
FA7	Staff grade for senior professional & managerial staff, senior teaching fellows, senior research fellows, and assistant professors (probationary T&R focus staff)
FA8	Staff grade for senior professional & managerial staff and associate professors
FA9	Staff grade for professors
FT	Full-Time
FTC	Fixed-Term Contact
HoD	Head of Department
LGBTQ+	Lesbian, Gay, Bisexual, Trans, Queer, and others
M	Male
MAOC	Marketing, Admissions and Outreach Committee
NSS	National Student Survey
OEC	Open-Ended Contract
PDR	Personal Development Review
PG	Postgraduate students
PGR	Postgraduate Research students
PGT	Postgraduate Taught (MSc) students
PGCTSS	Postgraduate Certificate in Transferable Skills in Science
PSoC	Postdoctoral Society of Chemistry
PS	Professional Services
PSS	Professional Services Staff
PT	Part-time
RA	Research Assistant
RAO	Research Administrative Officer
RC	Research Committee
RCC	Research Committee Chair

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REF	Research Excellence Framework
RF	Research Fellow
RFF	Research Fellows Forum
SAO	Senior Administrative Officer
SAT	Self-Assessment Team
SC	Safety Committee
SEEC	Student Engagement and Experience Coordinator
SRF	Senior Research Fellow
SSLC	Student Staff Liaison Committee
STF	Senior Teaching Fellow (FA7)
SO	Seminar Organiser
TLSM	Teaching and Learning Services Manager
TLS	Teaching and Learning Services
T&R	Teaching and Research focus academic
TF	Teaching Fellow (FA6)
UG	Undergraduate students
UGAC	Undergraduate Admissions Chair
WBCS	Warwick Black Chemistry Society
WDG	Wellbeing & Diversity Working Group

1.2 Description of the department

Recommended word count: 500 words

Final word count: 500 words

Please provide a brief description of the department including any relevant discipline or contextual information. Present the most recent data on the total number and proportion of academic staff, professional and support staff and students by gender.

Chemistry is part of the Faculty of Science, Engineering and Medicine at the University of Warwick and spans the original five-storey research facility, the Materials and Analytical Science building, and satellite locations including a graduate-training hub and instrument centres (**Fig.1.2.1**). Our facilities support excellent fundamental research, both within chemistry and at the interfaces with other disciplines, leading to =6th ranking in REF2014.



Figure 1.2.1. Images of the Department of Chemistry at the University of Warwick, including the Analytical Sciences building (left), an undergraduate teaching laboratory housed in the original Chemistry Building (upper right), and a satellite location at Milburn House (lower right) that houses state-of-the-art NMR and MS facilities.

We have grown from a small department to a UK leader over the past 25 years through hard work, ambition, and innovation. We are a community of 682 students and 213 staff (see **Fig.1.2.2**) and have undergone **significant staff expansion since our last submission**, with 17 new permanent academic appointments (24% female) in roles ranging from laboratory tutor to Director of Education (DoE).

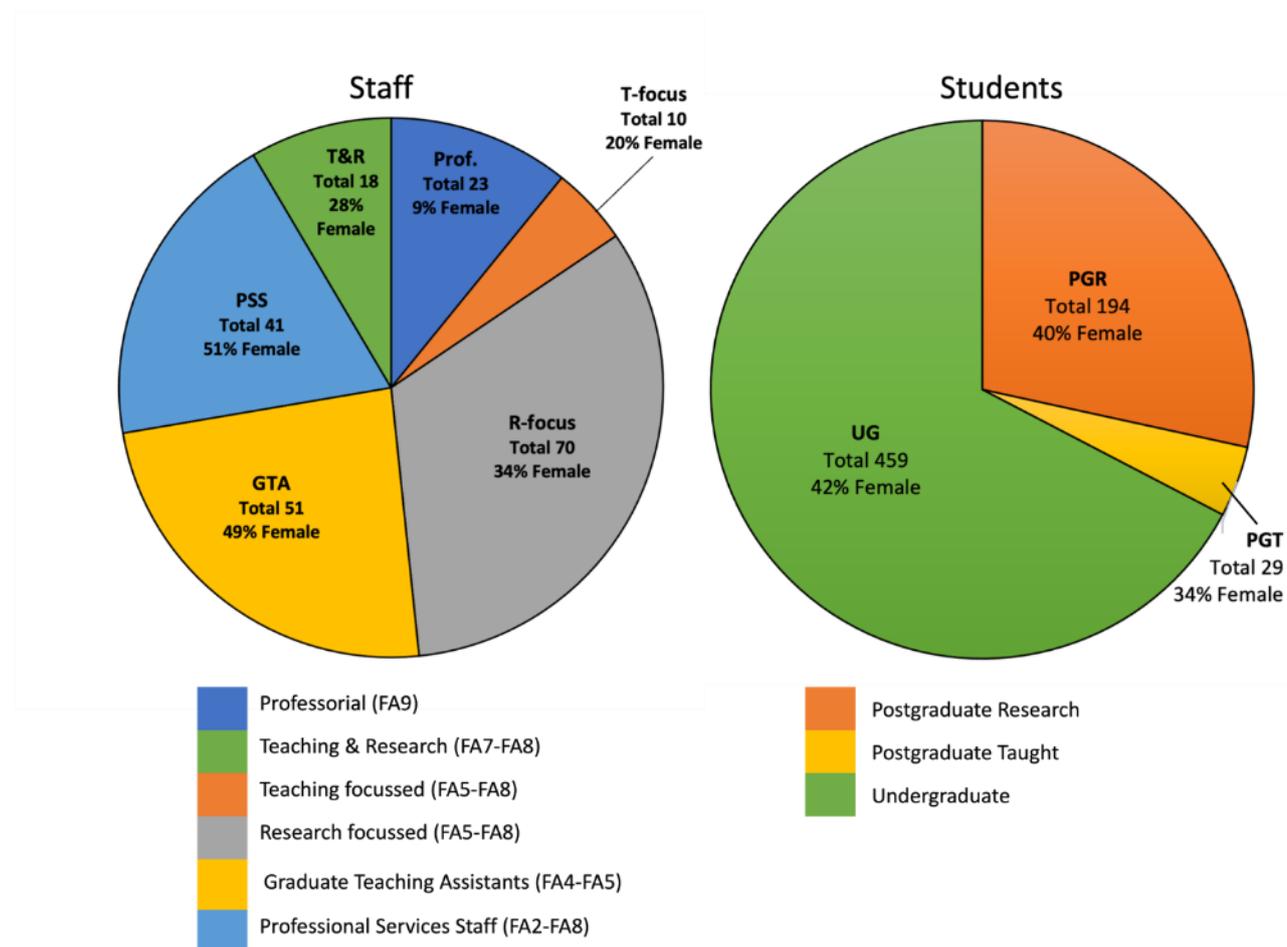


Figure 1.2.2. Student (UG, PGT, PGR) and staff total headcount and proportion female (% Female) in the Department of Chemistry, University of Warwick. All data snapshots for staff were taken on 1 Aug. 2021 and for students on the 25 Aug. 2021.

Fifty permanent academic staff (46.35 FTE) contribute to teaching, and we have enhanced our strength in teaching specialists over the past four years as part of our education strategy. This commitment is evidenced by consistent ranking in the top-10 of UK Chemistry Departments according to the Complete University Guide (2016-2021) and the Times Good University Guide (2016-2022). We consistently have strong student feedback *via* the NSS (ranking 1st in the Russell Group 2021 for ‘academic support’, ‘learning community’ and ‘student voice’ and 7th in overall satisfaction), and positive employment outcomes (91% of our graduates find graduate-level jobs/study within 15 months (**Fig.1.2.3**)). The gender balance across our UG and PGR student populations over the past 5 years tracks with, or just below, the %F averages for the sector and the Russell Group (**Table 1.2.1**).

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Figure 1.2.3. Percentage of graduates who find graduate-level jobs or are in further study at professional or HE level within 15 months of graduation. Career prospects are based on graduate outcomes data as reported by the Guardian.

Table 1.2.1: Student and staff headcount by gender, compared to the data at the time of our last submission in 2016 and compared to National averages (benchmarks) for the sector (obtained from HESA). All data snapshots for staff were taken on 1 Aug. 2021 and for students on the 25 Aug. 2021.

	F	M	Tot	% F	% M	%F 2016	Difference %F since 2016
Professorial (FA9)	2	21	23	8.7%	91.3%	13.0%	-4.3%
Teaching & Research (FA7-FA8)	5	13	18	27.8%	72.2%	28.6%	-0.8%
Teaching Focussed (FA5-FA8)	2	8	10	20.0%	80.0%	33.3%	-13.3%
Research Focussed (FA5-FA8)	24	46	70	34.3%	65.7%	31.1%	3.2%
Graduate Teaching Assistants (FA4-FA5)	25	26	51	49.0%	51.0%	0%	49.0%
Undergraduate (UG) <i>(Sector Avg. 2016 45%, 2019 46%)</i>	192	267	459	41.8%	58.2%	45.0%	-3.2%
Postgraduate Research (PGR) <i>(Sector Avg. 2016 39%, 2019 44%)</i>	77	117	194	39.7%	60.3%	38.3%	1.4%
Postgraduate Taught (PGT)	10	19	29	34.5%	65.5%	42.4%	-7.9%
Professional Services Staff (FA2-FA8)	21	20	41	51.2%	48.8%	54.3%	-3.1%

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We have a supportive culture in which students and junior colleagues' initiatives are enthusiastically received and supported (reflecting our top position for 2020-2021 NSS 'Student Voice' questions). There is a strong working partnership between staff and students through shared committees, student societies, and our Postdoctoral Society of Chemistry (see **Fig.1.2.4**). Our UG students benefit from a dedicated 'Student Experience' team, a personal tutor, a team of senior tutors, and excellent support from the university (see **Fig.1.2.5**). Our staff are supported by readily-accessible [flexible working](#) and parental leave policies; a Chemistry Women's Network; improved criteria for promotion/progression; and encouragement of women at all levels into leadership roles, recognising their importance as [role models](#). Recruitment of new academics has been complemented by a vigorous programme of recruiting and supporting [early-career fellows](#) (ECFs), with seven ECFs (14%F) securing permanent academic posts since our last submission.

The figure consists of three vertically stacked panels. The top panel is a 'Welcome' message from Warwick ChemSoc, featuring a black and white photo of a social gathering and a blue banner with the text 'Welcome' and 'Warwick ChemSoc is a diverse society - home to chemists, non-chemists, undergraduates and postgraduates from all walks of life at the University of Warwick.' The middle panel is a 'Project Visible' initiative by the Warwick Black Chemistry Society, showing an illustration of a person at a computer and the text 'Project Visible' and 'See what we're up to'. The bottom panel is a 'Breaking Barriers' seminar series by the Postdoctoral Society of Chemistry (PSoC), listing speakers like Dr. Jessica Boland, Prof. Nazira Karodia, Prof. Tom Welton, Prof. Bhavik Patel, Prof. Tanja Junkers, and Prof. David Smith, along with topics like 'Mental health awareness', 'Black history month', 'International women's day', 'International parents' day', 'Disability awareness', and 'LGBTUA+ awareness'.

Figure 1.2.4. Students and staff work in partnership through shared committees such as the Student-Staff Liaison Committee (SSLIC) as well as thriving UG/PG student societies such as ChemSoc (top panel) and Warwick Black Chemistry Society (WBCS) (centre panel shows newest “Project in-Visible” initiative). Our Postdoctoral Society of Chemistry (PSoC) has developed new initiatives supporting early career researchers and promoting diversity in Chemistry, an example of which is the RSC-sponsored 'Breaking Barriers' seminar series (bottom panel).



Figure 1.2.5. Support streams for our UG students in Warwick Chemistry including student experience events & initiatives, personal tutors, Senior tutors, Wellbeing Services, Report+Support, Disability Services, ED&I team, ChemSoc, SSLC, and WBCS to name a few.

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We have held an Athena SWAN Silver award continuously since 2012, and ED&I considerations have been integrated into the terms of reference of all committees (see **Fig.1.2.6**) since 2016. This ensures that ED&I issues inform all aspects of decision-making, including staff and student recruitment, taught curriculum, workload allocation and support for study leave. As part of our ongoing efforts to support best practices, we established a [‘Wellbeing and Diversity’](#) working group in 2018. Chaired by the Self-Assessment Team (SAT) Academic lead, work in this group merges with that of our SAT with both teams represented across staff and student groups.

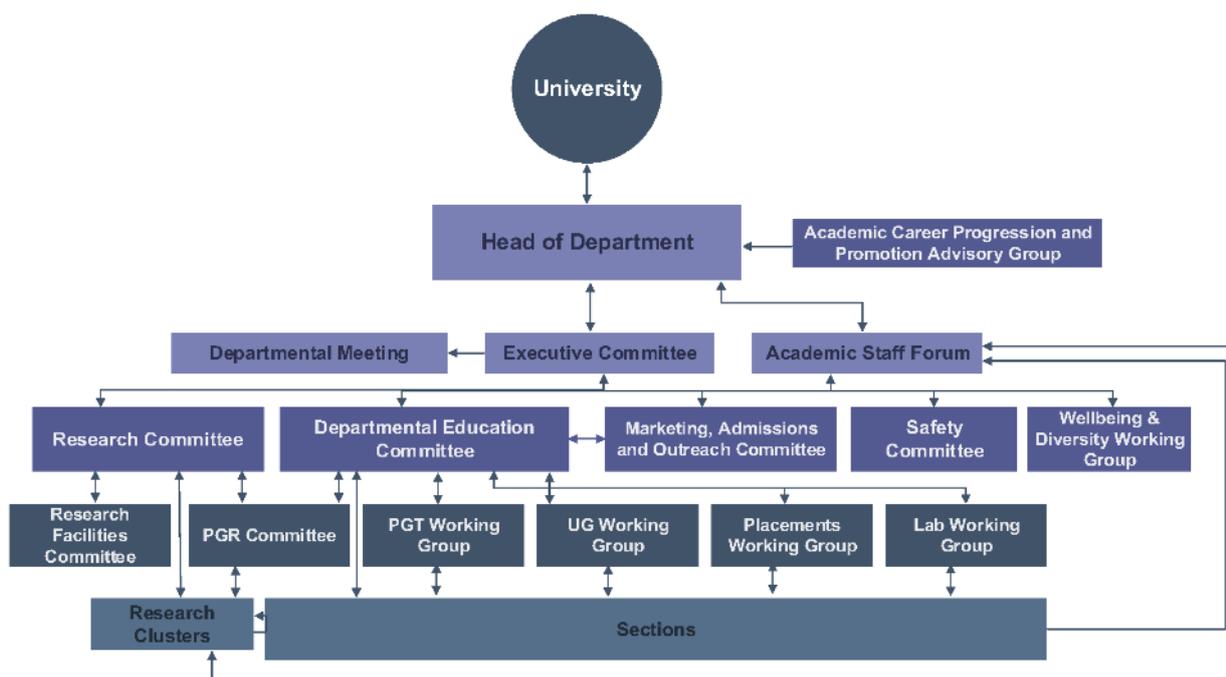


Figure 1.2.6. Department of Chemistry's governance structure.

1.3 The self-assessment process

Recommended word count: 1500 words

Final word count: 1491 words

Describe the self-assessment process. This should include:

1. a description of the self-assessment team
2. an account of the self-assessment process
3. plans for the future of the self-assessment team

The Self-Assessment Team. Warwick Chemistry's 'Wellbeing and Diversity Working Group', (WDG, **Fig.1.3.1**) established in early 2018, oversees the department's working environment for staff and students on issues including gender balance, bullying and harassment, mental health, and actions resulting from staff engagement surveys such as the university-led 'Pulse' survey. The chair of WDG is a member of the Executive Committee (EC) and reports to staff in the department at staff meetings. The WDG contains, in addition to academic staff, members of Postdoctoral Society of Chemistry (PSoC) to ensure transparency and open communication to ECRs; WDG and PSoC have worked closely on several projects including a Covid-19 Working Patterns Survey launched in December 2020 to identify the challenges staff and PG students faced during the pandemic. Outcomes of this survey were used to draft new policies such as (i) ringfencing time for ECR career development and (ii) ensuring that all staff have appropriate resources for home working.

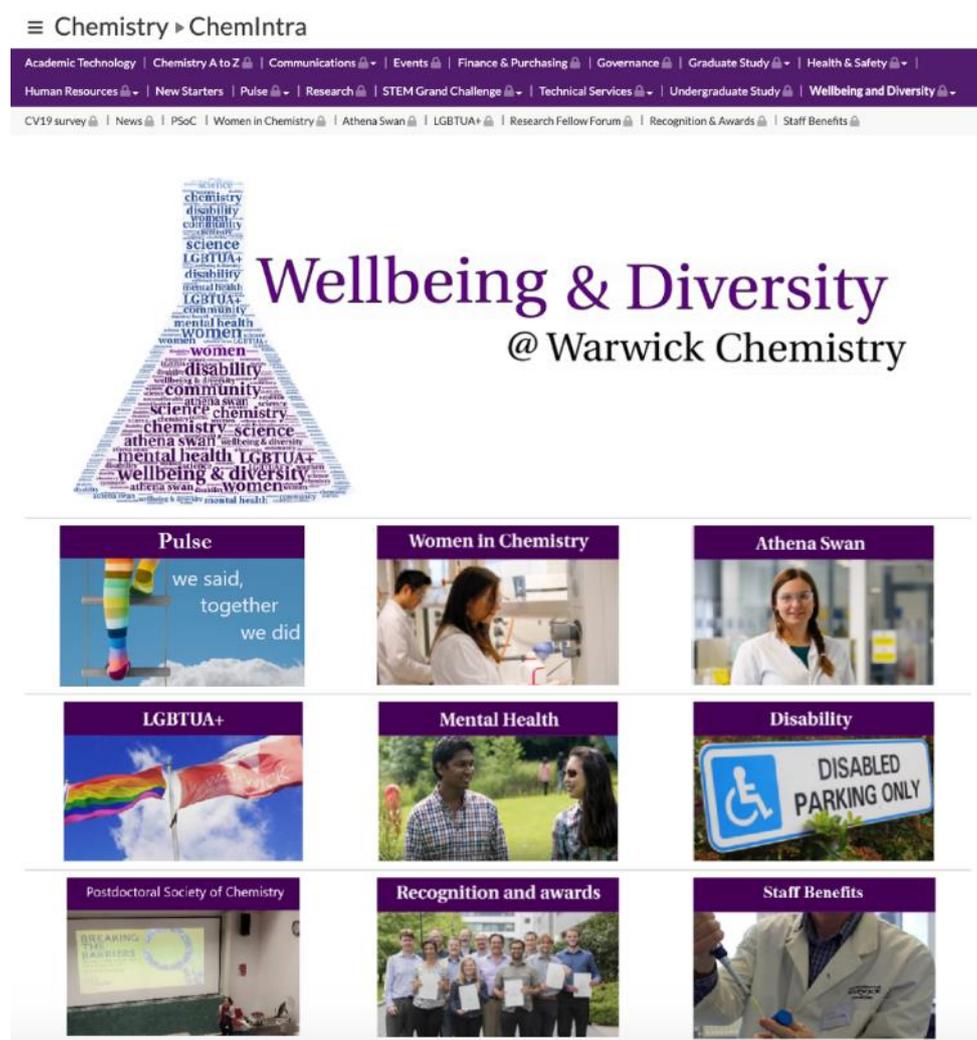


Figure 1.3.1. Wellbeing & Diversity @ Warwick Chemistry: Intranet site created for staff in 2018 as part of the creation of the Wellbeing & Diversity Working Group.

In early 2019, the WDG established an Athena SWAN Working Group (ASWG) to oversee the preparation of the upcoming Silver Award renewal, including data analysis, staff and student consultation, and drafting of the application. The ASWG and the WDG make up our 17-member SAT (**Table 1.3.1**) which consists of 9F/8M members, 4 of whom were members of the 2016 SAT and have brought their experience to the new application, and 13 of whom are new members bringing new ideas. The SAT includes staff and students across all levels. Currently, SAT membership and associated work is accounted for in our Departmental Workload Model for the SAT academic lead only. Other members of the SAT have oversight for Athena SWAN actions as part of their roles in other committees. For example, the DoE oversees Athena SWAN actions related to our UG students as part of the remit for that role.

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Table 1.3.1: The Athena SWAN Self-assessment team (SAT) in Warwick Chemistry.

Name	Gender	Category	Role in department	Role on SAT
Claire Algar		PSS	University Diversity & Inclusion Officer	SAT & WDG Member, Best practice advisor
		Academic	Assistant Professor of Chemistry	SAT Member, ASWG Member, Mentoring and fellowships
Elise Bennett		PSS	Research Administrative Officer	SAT Member, Communications and strategy
David Capper		PSS	Administrative Assistant	SAT Member, SAT Secretary
		Academic	Senior Teaching Fellow, Outreach Lead	SAT Member, UG and PG data analysis
Sam Walton		PSS	Administrative Assistant	SAT Member, SAT Secretary
Ann Dixon		Academic	Reader in Chemistry	SAT Academic lead, ASWG Member, WDG Chair
Scott Habershon		Academic	Professor of Chemistry, Director of UG Admissions	SAT Member, UG admissions initiatives
		Student	PhD Student, Chair of Warwick Black Chem. Society	SAT Member, Black student engagement
Bo Kelestyn		Academic	Director of Student Experience	SAT Member, UG gender initiatives

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Name	Gender	Category	Role in department	Role on SAT
Russ Kitson		Academic	Associate Professor, Director of Education	SAT Member, UG teaching strategy
Donna McIntyre		PSS	Senior Administrative Officer	SAT & WDG Member, ASWG Member, Staff development and progression
Tania Read		Academic	Research Fellow, Chair Postdoctoral Society PSoC	SAT Member (2021 onwards), ECR initiatives and progression
		Academic	Professor, Director of Inst. Advanced Studies (IAS)	SAT Member, Application advisor
		Academic	Senior Research Fellow, Chair Postdoctoral Society PSoC	SAT Member, ECR initiatives and progression
Dianne Walsh		PSS	Administrative Officer, Human Resources	SAT & WDG Member, ASWG Member, SAT Admin lead
Mike Ward		Academic	Professor of Chemistry, Head of Department	SAT & WDG Member, ASWG Member, ED&I Strategy

Self-assessment process since the previous award. At the time of our previous Silver award in April 2017 (see **Fig.1.3.2** for timeline), the Department was undergoing a significant change in leadership with a new Head of Department (HoD) and Senior Administrative Officer (SAO) appointed following the departure of the previous HoD and SAT Chair (Prof. A. Rodger). While the 2016 application outlined a strategy for devolving all Athena SWAN activity and monitoring to individual departmental committees, in an effort to embed this work in the culture and workings of the Department and ensure that it received the focussed attention it deserved, a decision was taken early in 2018 to form the WDG to oversee progress in our Athena SWAN work as well as: (a) create and implement action plans in response to various staff engagement surveys (e.g. the University-run PULSE Surveys); (b) identify opportunities to work with ECRs as part of the Research Fellows Forum/PSoC to improve opportunities for ECR training and development; and (c) to pull together information and resources relevant to women and other underrepresented groups. The WDG also offers information and support to staff and students in the event of issues such as bullying and harassment or adverse mental health. Meetings of the WDG were held termly in 2018 until formation of the SAT in 2019.

The larger SAT has met termly since its formation to discuss ideas, new developments, and progress on work relevant to the application and action plan. These meetings are minuted and the minutes published on our staff intranet. Given the need for remote working and enhanced flexibility required by the pandemic, meetings were complemented by use of the MS Planner App. Ownership, deadlines, and progress on each action were organised in a master planner (**Fig.1.3.3**) and staff on the SAT could use the planner to provide updates on their tasks or indicate when an action was finished. This resource has been invaluable for managing the huge number of activities that occur in the Department which are of direct relevance to the Athena SWAN application, and to our long-term ED&I strategy. The smaller ASWG, composed of the SAT Academic and Administrative leads and three other SAT members, has met monthly to evaluate progress of the SAT against the objectives of the action plan and new initiatives.

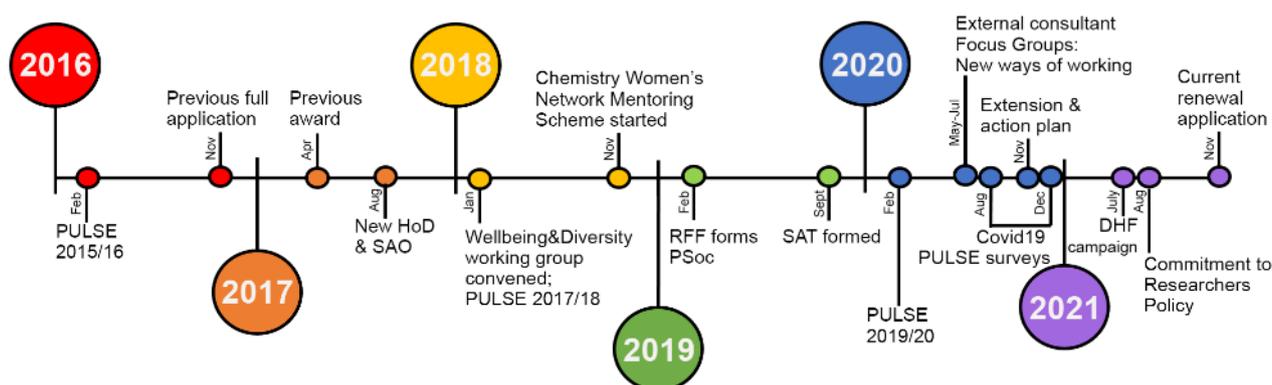


Figure 1.3.2. Timeline of key ED&I / Athena SWAN initiatives at Warwick Chemistry.

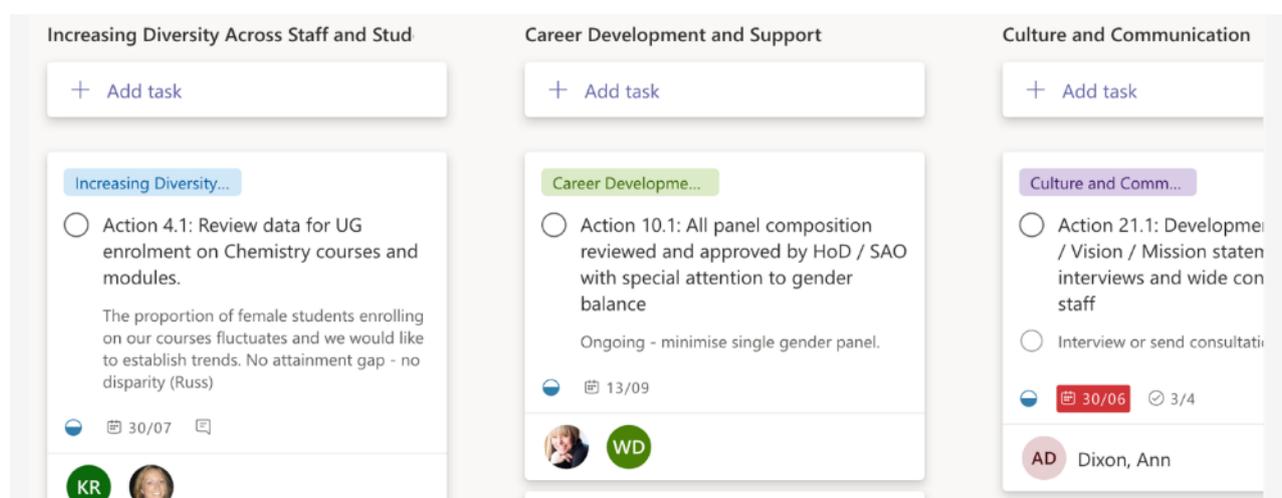


Figure 1.3.3. Progress on ED&I initiatives monitored using MS Planner App in Microsoft Teams to support full SAT meetings during the pandemic. Each action can be assigned a clear owner and deadline so that monitoring of progress can be achieved in a very short time.

Communication and consultation. The SAT Academic lead reports news and updates of Athena SWAN work in the department directly at EC meetings, Departmental Meetings and Academic Staff Forums *via* standing agenda items. In this way, information is communicated directly to staff at all levels with opportunities for feedback and questions. The meetings' minutes and recordings (if virtual) are published on the Department's intranet and accessible to all staff. The aims and principles of Athena SWAN and the Department's achievements are communicated to our UG and PG student population and the public via our website at warwick.ac.uk/fac/sci/chemistry/aboutus/athenaswan/ (**Fig.1.3.4**). Staff are consulted regularly about issues and priorities within the Athena SWAN remit that are of most importance to them. Consultation is carried out by surveys and focus groups, and key points in the consultation process since our last application are summarised in **Fig.1.3.2** and **Table 1.3.2**. For example, two full university-wide PULSE surveys have been received since our last application, and our Departmental response rate averaged 91% (up on the 68% response rate for the two previous PULSE surveys).



Athena SWAN

Athena SWAN is a project for the advancement of gender equality in academia. In particular it is committed to the promotion of the careers of women in science, engineering and technology in higher education and research, which aims to increase significantly the number of women recruited to top posts in academic and professional roles.

Ten Principles of Athena SWAN

The Athena SWAN charter process is based on [ten key principles](#). By being part of Athena SWAN, institutions are committing to a progressive charter; adopting these principles within their policies, practices, action plans and culture.

Our [Self Assessment Team](#)

Our Commitment

The Department of Chemistry is committed to addressing gender inequalities, to tackling the unequal representation of women in science and to improving career progression for female academics. It is also seeking to retain those women who might otherwise leave a career in Chemistry by introducing more flexibility into the workplace and, at the same time, creating a better work environment for all staff.

The Chemistry Department currently holds an Athena SWAN Silver Award, signifying robust and sustained activity and achievement in promoting gender equality. This marks the 10th year that the Department of Chemistry has held an Athena SWAN Silver Award.

We are also committed to supporting flexible working through our [Chemistry Flexible Working Policy](#)



Athena SWAN award extended to 5 years

See our Extended Action Plan [here](#)

Useful Links

[UoW Athena SWAN](#)

[UoW Conference Support Awards](#)

[UoW Gender Initiatives](#)

[UoW Flexible Working Policies](#)

[UoW Adoption](#), [Maternity](#), [Paternity](#) and [Shared Parental](#) Leave Policies

[Warwick Black Chemistry Society](#)

Useful Downloads

[Dept. of Chemistry Silver application 2010](#)

[Dept. of Chemistry Gold application 2016](#)

Figure 1.3.4. Our public-facing Athena SWAN website pulls together information on the Athena SWAN charter and principles, key policies and initiatives, awards and honours received by our female staff and students, and some of the achievements of the department as a result of Athena SWAN actions.

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Table 1.3.2. Consultation of Chemistry staff and students: Selected surveys and focus groups

Date	Survey/ focus group	Group(s) surveyed	Chemistry Response rate	Response by gender (Prefer not to say = PNTS)
Jan 2021	Mentoring Support Survey	All Chem. staff	20%	40% F
Jan 2021	Working Patterns / Resource Access Over Pandemic Survey	All Chem. staff All PGR/PGT	15%	n/a
Jan 2021	All Staff Meeting Survey	All Chem. staff	50%	n/a
Dec 2020	COVID19 Survey 2	All Uni. staff	24%	39% F, 43% M, 18% PNTS
Aug 2020	COVID19 Survey 1	All Uni. staff	50%	47% F, 47%M, 6% PNTS
May/July 2020	External consultant Focus Groups: New ways of working	All Chem. staff	27%	51% F
Feb 2020	PULSE 2019/20 Survey	All Uni. staff	83%	37% F, 55% M, 8% PNTS
Oct 2019	Staff Five Core Values Survey	All Chem. staff	42%	42% F
Jan 2018	PULSE 2017/18 Survey	All Uni. staff	98%	33% F, 58% M, 9% PNTS

Actions resulting from these surveys have been integrated into our work for Athena SWAN (AS) and yielded important outputs which are communicated to staff via our “You said, together we did” pages on the staff intranet (**Fig.1.3.5**). In addition to PULSE surveys, we have had results from two university-wide COVID19 surveys in 2020 and a number of in-house surveys and focus groups as summarised in **Table 1.3.2**. All these surveys have yielded real results such as the establishment of departmental ‘shared values’ (**Fig.1.3.5**), re-establishment of our departmental staff forum, and ring-fencing of career development time for ECRs under our Commitment to Researchers.

Delivering Athena SWAN activity in the future. The action plan presented here in Section 3.2 supports the Department’s priority, as outlined in our Strategy Renewal 2017/18, to foster a collegiate and supportive environment in which excellence in teaching and research can flourish. It aligns with the University of Warwick values of respect and inclusion as outlined on the [University’s website](#) and those of the Athena SWAN charter. In particular, the forthcoming ‘[STEM Grand Challenge](#)’, with its focus on expansion of staff and providing inclusive and inspiring ways of working on a new Science Campus, represents the biggest single opportunity to make a step-change to working culture in this respect, and so will have the AS values at its core.

After submission of this Silver renewal application, we seek to simplify and streamline the ways in which we progress and deliver AS (and related) actions. Instead of continuing to run the WDG, ASWG and the larger SAT, these groups will be dissolved, and a new committee called the Equality, Diversity, and Inclusion (ED&I) Committee will be formed (**Fig.1.3.6, future objective 1**). This committee will include the Head of Department, the Senior Administrative Officer, the SAT administrative and academic leads (with academic lead acting as chair), and representatives from academic, administrative, technical services, and ECR staff, and PG/UG students. The ED&I Committee will meet termly and will have responsibility for (a) taking AS actions forward, (b) coordinating wider action across the department in response to external surveys (e.g. PULSE, NSS), and (c) supporting/involving other departmental committees as appropriate.



Figure 1.3.5. Our “You said, together we did” pages on the staff intranet, where important outputs from staff consultation via surveys and focus groups (e.g., the PULSE survey) are communicated to staff. (Inset) Word cloud summarising the results of our 2019 Five Core Values Survey of all staff, which yielded 69 responses (42% of all staff) and was the basis of further discussion in our Diversity and Inclusion Focus Groups run in 2020 by an external consultant.

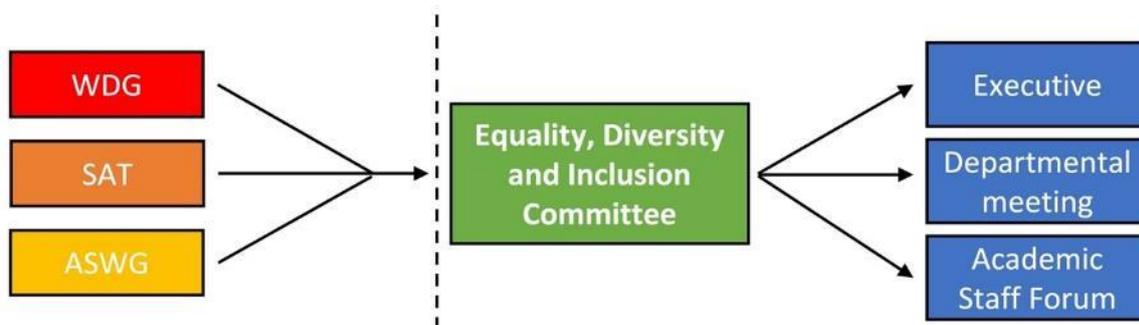


Figure 1.3.6. Proposed changes to the structure for future delivery of Athena SWAN actions. Dashed line represents the submission of the Silver renewal application, at which time the Wellbeing & Diversity working group (WDG), Athena SWAN SAT, and the Athena SWAN working group (ASWG) will be dissolved and a new Equality, Diversity and Inclusion committee formed. The ED&I Committee will report to Executive Committee and all staff via termly Departmental Staff meeting and Academic Staff Forum.

Actions will be prioritised and organised into an annual plan of work, with clear deadlines and ownership agreed for each action by the ED&I Committee. This will form the basis for agenda items on the annual cycle of committee meetings and will also be managed via the MS Planner App, providing centralised documentation and communications amongst the group. This task management tool has worked very well to keep track of actions and communicate progress throughout the pandemic and the implementation of hybrid working. The chair of the ED&I Committee will report updates on progress against the AS action plan once per term to the EC as well as all staff in termly Departmental Staff meetings and Academic Staff Fora. AS initiatives and achievements will also continue to be communicated through normal Departmental communication channels (**Fig.1.3.7**).

The various contributions of members of the ED&I Committee will be captured in our departmental workload model from 2022 onwards. As mentioned above, while the role of SAT academic lead was accounted for in our previous workload model, SAT membership was not. To encourage continued engagement, the Department needs to address academic workloads of AS members whose administrative roles in the department do not include AS duties and for whom this is an add-on. Therefore, the time commitment of staff who are members of the ED&I Committee and engage in delivery of the AS action plan outside of their administrative roles in the department will be recognised in our workload model (**future objective 4**). ED&I committee membership succession will be reviewed on a yearly basis as part of the annual allocation of administrative roles across the department.

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The image displays three communication channels used for Athena SWAN and ED&I initiatives:

- MS Teams Channel (Top Right):** A screenshot of a Microsoft Teams channel named 'General'. It features a search bar at the top and a list of channels on the left, including 'Chem-AllStaff', 'Green Sustainability Info', 'Wellbeing and Exercise', 'The Gardening Lab', 'Arts, Crafts, Home Improvements and more', 'All Staff Meetings', 'Learning, Development, Events', 'The Foodie Lab', 'Lab Consumables and Equip Offers', and 'Roof Permits Notifications'. The main content area shows several news threads with images and text, such as 'Department of Chemistry News Thread 4th February', 'Department of Chemistry News Thread 14th December', 'Department of Chemistry News Thread 15th September', 'New Athena Swan Page Launched Today!', 'Diversity and Inclusion', and 'Department of Chemistry News Thread 30th June 2020'.
- Twitter Profile (Middle Left):** A screenshot of the Twitter profile for 'Warwick Chemistry' (@warwickchem). The profile includes a bio: 'The Department of Chemistry @ Warwick University', location 'UK', website 'go.warwick.ac.uk/chemistry', and 'Joined April 2009'. It shows 104 following and 4,514 followers. Recent tweets include a retweet from Kathryn Murray about the 'First Warwick Thesis Mentoring Scheme' and a retweet from Warwick Uni Student Opportunity about the 'SPRINT' programme.
- Departmental Newsletter (Bottom Left):** A snippet of a newsletter article titled 'My experience with SPRINT and 'talking tech''. The text describes the SPRINT programme as a personal development programme for female students at the University of Warwick, mentioning a student named Sylvia Zeng.

Figure 1.3.7: Athena SWAN and ED&I initiatives are regularly communicated on a variety of channels including MS Teams (above right), email, twitter (above right), and the Departmental Newsletter.

2. Section 2 – Evaluation of progress against the previous action plan

In section 2, applicants should evidence how they meet Criteria 2 and 3:

- + progress has been made on the previous action plan
- + learning has been demonstrated from the evaluation of progress.

2.1 Previous Action plan

Please provide the most recent iteration of the action plan associated with the department's previous award. The actions should be 'RAG' rated (rated 'red', 'amber' or 'green') dependent on progress.

Ensure that colour is not the only method of indicating rating, such as through the use of letters or icons. For example: **R** **A** **G**

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Previous 4-year Action Plan (2016-2020): Athena SWAN submission Nov. 2016. Priority areas [CP], [GB], [SS], and [C] (see key at end of table) are also assigned.

ACPPC / Academic Career Progression and Promotion Committee							
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	RAG Assessment
1 ACPPC/4.2.4 [CP]	Actively engage with part-time members of staff and offer support as necessary to mitigate any potential effects on career progression. If necessary, consider the development of a formal departmental programme of activity to support the career progression of part-time members of staff. [Continue - 2011/APAS6]	Concerns that part-time working may adversely affect career progression but due to the limited sample there is no evidence to support this at this time.	A series of <i>ad hoc</i> actions to support individual part-time members of staff. Annual review of issues and actions. If required, Departmental Strategy.	Ongoing	Chair	Opportunities for career progression for P/T members of staff is consistent with that of F/T members of staff. Completed via annual meetings with Chair of ACPPC Committee / HOD	G
2 ACPPC/5.1.3. 1 [CP]	Continue to monitor the effectiveness of formal and informal processes of supporting academic staff to promotion. Specifically, monitor for any gender differences, amend processes if necessary and continue to update information. [Continue - 2011/APAS1-2-3-4]	There has only been one woman promoted to professorial grade in the past 5 years, although it is noted that there are very few possible candidates.	Annual review of promotions data. Feedback from mentors. Annual process review.	Ongoing	Chair	Maintain >90% promotion success rate for both male and female members of staff. Completed via annual meetings with Chair of ACPPC Committee / HOD	G

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ACPPC / Academic Career Progression and Promotion Committee							
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	RAG Assessment
3 ACPPC/5.1.3. 2 [CP]	Ensure that all non-professorial academic staff are annually offered a formal mentor particularly for promotion.	Pulse Survey results indicated only a small number of academic staff within in the Department were supported in prioritising development opportunities.	Increased uptake of mentor relationship	Ongoing	Chair	50% of academic staff engaging with a mentor 75% of academic staff feel supported with development opps.	G
4 ACPPC/5.3.1 [CP]	Maintain momentum of the Research Fellow Forum to support the career development from RF to more senior academic posts – specifically support calendar of events. [Continue - 2011/APPD3 & APAS14]	We note the decline in proportion of women between Research Fellow and more senior academic posts. The Pulse results also highlight low level of satisfaction with the availability of relevant training and development for RFs	Develop and deliver a programme of events for RFs	01.17 termly thereafter	Chair, RFF Convener	75% of RFs to attend at least one event pa Satisfaction with the availability of relevant training and development for RFs to be consistent with Departmental benchmark (Pulse)	G
5 ACPPC/5.3.2 [CP]	Ensure all mid-contract research fellows have the option to participate in the PDR process.	Low level uptake of PDR by Research Fellows (37% - reducing to 20% of female RFs)	Year on year increase in uptake of PDR by RFs	09.17 and annually thereafter	Chair	80% (both M and F) of all eligible RFs to complete PDR.	G
6 ACPPC/5.3.3. 1 [CP]	Continue to encourage mid-career academics to take part in the University academic shadowing programme: How Warwick Works.	Pulse Survey results and subsequent consultations indicated Chemistry academic staff do not understanding the way the University operates.	Promotion of programme as part of PDR and Demystifying Promotion presentations	09.17 and annually thereafter	Chair	One academic member of staff each year to complete the How Warwick Works programme	G
7 ACPPC/5.3.3. 2	Expand the Women in Chemistry lunches informal support network	These events have evolved since our last AS submission with some female RFs	Quarterly lunches	04.17 and quarterly thereafter	AO(HR)	75% of all female academics to attend at least one lunch pa	G

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ACPPC / Academic Career Progression and Promotion Committee							
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	RAG Assessment
[GB]	to all female academics (including RFs). [Revised - 2011/APAS-12]	attending and feedback from the AS focus-groups suggests they have benefited from the informal mentoring experience and sharing common issues.					
8 ACPPC/5.6.4. 3 [CP]	When the next iteration of University PDR paperwork is published, consult with Chemistry staff on how to make it work for them and develop bespoke guidance and briefing sessions to support consistent and effective implementation.	Pulse results indicate very low satisfaction with the PDR process among academic staff. The system has changed several times since the last submission, and many feel the process is does not support academic staff.	Publication of University and Departmental guidance. Consultation with Departmental staff. Departmental guidance / training PDR.	03.17 05.17 07.17 annually thereafter	Chair, HoD, SAO, AO(HR)	Departmental satisfaction with PDR to be >60% and to exceed University benchmark	A

AC / Admissions Committee (U/G)							
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	RAG Assessment
9 AC/4.1 [GB]	Consider which elements of the department's promotion of gender equality in the media and during open days and UCAS days <i>etc.</i> has had a gendered effect on recruitment of female UGs. We	We changed aspects of our recruitment activities in response to feedback but have not yet been able to find any gendered aspects to responses, however, we have	Seek feedback from students. Data analysis to identify any significant gender difference.	08.17 annually thereafter 09.17 annually thereafter	Chair, TLSM	50:50 M:F enrolments	A

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AC / Admissions Committee (U/G)							
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	RAG Assessment
	will consult with the relevant student cohorts to determine what actions can be taken to make sustainable improvements. [Continue -2011/APUG1 – APAS14]	seen a fluctuation in the % of UG female enrolment	Adjust recruitment activity and identify best practice.	10.17 annually thereafter			
10 AC/5.6.1 [GB]	Monitor and ensure there is an appropriate presence of visible female role models for Outreach, WP, and recruitment related activities. [Continue -2011/APAS14 - see APPGD1]	Aspiring scientists need role models to highlight that both men and women can succeed	Review allocation for outreach and WP activities	Ongoing	Event organisers	Continued appropriate representation	G
			Review allocation of roles for Open/UCAS day	10.17 annually thereafter	Chair		
			Review allocation of key academic administrative roles	05.17 annually thereafter	HoD		

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EC / Executive Committee							RAG Assessment
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	
ECC / Culture Monitoring							
11 ECC/5.6.4.1 [C]	Establish and monitor expected standards of behaviour of staff and challenge behaviour which falls short of expectations. [Revised – 2011/APG1]	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.	Establish expected standards.	01.17 ongoing	HoD	Departmental satisfaction with questions relating to supportive behaviour, ability to challenge, addressing poor performance to exceed University benchmark	G
			Monitor and challenge unacceptable behaviour.	Ongoing	HoD, Committee Chairs		
			Annual mini-Pulse survey.	12.17 annually thereafter	AO(HR)		
12 ECC/5.6.4.4 [C]	Recognising that academia is by its very nature competitive, establish and embed a set of shared values which support success and encourage positive and constructive competition rather than destructive competition.	Pulse Survey result and feedback from focus-groups suggests that there is scope for improvement within the Department in terms of collaborative and supportive behaviours.	Survey to identify key shared values.	09.17	HoD, SAO	Staff espousing common values Departmental Employee Index >80% and satisfaction with questions relating to supportive behaviour, to exceed University benchmark.	G
			Focus-groups to refine values.	12.17	HoD, SAO		
			Publish and embed agreed shared values.	02.17 ongoing	HoD, SAO		
			Annual mini-Pulse survey.	12.18 ongoing	AO(HR)		

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EC / Executive Committee							RAG Assessment
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	
ECG / Governance							
13 ECG/2.1 [C]	Monitor operation of new governance and academic management structures and adjust them if organisation and communication are not perceived by staff to have improved.	Pulse Survey results indicate that staff feel that Departmental communication, governance, and management is ineffective.	Fully implement governance and management changes.	12.17 annually thereafter	EC, SAO	Departmental Pulse results in relation to Line/Departmental Management and Communication to exceed University benchmark.	G
			Annual mini-Pulse survey.	02.18 annually thereafter	AO(HR)		
			Review results, and if necessary, consult and adjust Governance and Management arrangements.	04.18 annually thereafter	SAO		
					EC, SAO		
14 ECG/5.6.4.2 [C]	Review effectiveness of new Departmental Meeting and Academic Staff Forum. [Expansion – 2011/APG1 – 2011/APAS15]	In response to results of the Pulse Survey and feedback from focus-groups the format of Staff Meetings has changed with a view to improving communication and engagement	Annual mini-Pulse survey.	02.18 annually thereafter	AO(HR)	Departmental Pulse results in relation to Communication to exceed University benchmark.	G
			Review results, and if necessary, consult and adjust format of Departmental Meetings.		EC, SAO		
					SAO		
					EC, SAO		
15 ECG/5.6.8 [GB]	Continue to monitor and review committee membership to ensure it is balanced and representative of the Department.	We value a diversity of views in decision-making fora. First proposals for committee membership not always	Review allocation of key academic administrative roles and workloads.		HoD, SAO	Female representation on all Departmental Committees without overburdening female members of staff.	G

Athena SWAN Departmental Renewal Application

EC / Executive Committee							RAG Assessment
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	RAG Assessment
	[Continue – 2011/APAS8 – see 2011/APG1]	representative of subgroups of the department.	Review Committee membership to ensure representative and balanced.	05.17 annually thereafter 09.17 annually thereafter	Committee Chairs	Student representation on relevant committees	
ECI / Induction and Information Promulgation							RAG Assessment
16 ECI/5.1.1.1 [CP]	Ensure information about maternity provisions and opportunities for working flexibly are clear in job advertisements and reinforced through multiple communication channels.	People only hear information when they are interested, so it needs to be consistently repeated and readily available to staff when needed.	Review and revise prominence and availability of information during recruitment, induction, and ongoing	03.17 Ongoing	AO(HR)	Staff are aware and familiar with Departmental policies on flexible working/maternity rights	G
17 ECI/5.2.1.1 [C]	Continue to review and revise the Department's induction processes to support the integration of staff into the Department. [Revised – 2011/APPD2]	We have made significant changes to the Department's induction processes but are acutely aware of the need to continually update this to ensure it provides relevant information and supports integration into the Department and the University	<i>Ad hoc</i> revisions. Consult with new starters and undertake an annual review and update.	Ongoing 09.17 annually thereafter	AO(HR)	Qualitative feedback from new starters and line managers remains positive	G

Athena SWAN Departmental Renewal Application

EC / Executive Committee							RAG Assessment
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	
ECM / Management							
18 ECM/5.5.6 [CP]	Establish and promote a Departmental policy to support informal flexible working	The inflexibility of University's formal flexible working requests i.e. only one request per 12 months means that local discretion is required to accommodate staff requests. Although we have many examples there may be some staff who are not aware they can request it informally.	Publication of the Departmental policy. Implementation and review.	07.17 09.17	AO(HR) HoD, SAO	Increase in the number of requests for and use of 'informal' flexible working	G
19 ECM/5.6.7 [CP]	Continue to discuss, develop, and refine the Department's Workload/Contribution Model. [Revised – 2011/APAS9 – APAS13]	The Department's Contribution Model is not universally popular, and it is important to continue to review what is included, in light of changing priorities, as this provides an indication of what the Department values.	Annual review of Model principles and tariffs. Circulation of contribution data as part of PDR and role allocation.	04.17 annually thereafter 08.17 annually thereafter	HoD, EC SAO	Universal acceptance of the Department's Model and its use to support PDR discussions	G
ECP / Pregnancy-Related Issues (see also Safety Committee)							
20 ECP/5.5.2 [CP]	Continue to promote and encourage staff to take advantage of KIT days during periods of parental leave.	There has been no take-up of formal KIT days within the Department with staff preferring to make informal visits and contact or to be left completely alone during maternity leave.	Review and revise the promotion and availability of information re KIT days. See also ECI/5.1.1.1.	04.17	AO(HR), line managers	Increased uptake of KIT days.	G

Athena SWAN Departmental Renewal Application

EC / Executive Committee							RAG Assessment
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	RAG Assessment
21 ECP/5.5.3 [CP]	<p>Continue to work with University senior management and HR to refine the maternity policy. Specifically, to include:</p> <ul style="list-style-type: none"> a formal policy for how to deal with short term contracts and maternity leave a process for ensuring pregnant laboratory active staff can remain research active, without hindering career progression, if safety concerns prevent them from continuing with their current research. Departmental arrangements including the use of contingency funds to support periods of maternity leave for RFs on FTC and to appoint cover for when safety concerns prevent staff from continuing to work on industrial contracts <p>[Revised – 2011/ APPGD1 – APPGD2]</p>	Occasionally FTCs finish during maternity leave. A University policy is required to ensure such staff have a chance to 'get going' again after leave and know in advance what they can expect rather than relying on <i>ad hoc</i> approaches (which have worked in each case to date). Line managers and staff are not sure what support the university might provide.	A policy which may include <i>e.g.</i> extension of redeployment window, automatic extension for 3 months, a contingency fund to facilitate redeployment during pregnancy <i>etc.</i>	12.17	HoD, AO(HR), Female Academic lead, UoW Provost	Clear policies which allow all staff, including those on FTCs, to make informed decisions in relation to pregnancy and maternity leave.	A
ECR / Recruitment							RAG Assessment
22 ECR/5.1.1.3 [C]	All shortlisting and interviewing panel members to have completed Recruitment and Selection Training.	A small number of staff involved in Recruitment and Selection have not completed appropriate training, which	Promotion of training opportunities.	Ongoing	AO(HR)	100% compliance	G

Athena SWAN Departmental Renewal Application

EC / Executive Committee							RAG Assessment
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	RAG Assessment
		could potentially lead to inconsistent application of best practice.	Regular reporting of compliance. Non-compliance to require HoD approval in exceptional circumstances (e.g. alternative training).	04.17 quarterly thereafter Ongoing	EC, AO(HR) AO(HR), HoD		
23 ECR/5.1.1.4 [GB]	Minimise number of single gender panels by requiring a special case to be made for it to be approved by the HoD.	While the Department has very few single gender panels, occasionally the limited number of women in the Department at the appropriate grade make this necessary.	Update and communicate Departmental policy. Monitor requests and non-compliance.	04.17 04.17 quarterly thereafter	AO(HR) EC, AO(HR)	< 6 single gender panels pa	G
24 ECR/5.1.1.5 [GB]	Continue to develop Departmental processes for recruiting academic staff to ensure they are informed by best practice and recent research and support the accurate assessment of the ability of applicants to excel in the position rather than being dominated by pre-existing role models. Specifically, noting Harvard Business Review, April 26, 2016, we will reconsider any shortlist appearing	Although there is no evidence in our data, we are aware of the issue of unconscious bias and the fact that countering it needs more than attending a training course. Unconscious bias is a survival characteristic and so will continue to need to be countered.	All recruitment panel members to complete unconscious bias training. Update shortlisting processes for academic posts. Continue to monitor trends in recruitment data.	04.17 ongoing 04.17 04.17 quarterly thereafter	HoD, AO(HR), All panel members EC, AO(HR) EC, AO(HR) EC, AO(HR)	100% compliance No significant trends to suggest gender bias As above Adopting a range of proactive methods to	A

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EC / Executive Committee							
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	RAG Assessment
	to have zero or one woman or man to avoid the effects of unconscious bias in assessing presentation of applications.		Annual review of Departmental policy.	04.17 annually thereafter		counter unconscious bias.	
25 ECR/5.2.1.3 [C]	Work with University LDC and Equality and Diversity teams to develop and deliver bespoke programme of Departmental Dignity in the Workplace training to all staff.	Pulse Survey result and feedback from focus-groups suggests that there is scope for improvement within the Department in terms of collaborative, supportive behaviours, and dignity in the workplace.	Develop training programme.	09.17	HoD, SAO, AO(HR)	100% compliance. Departmental Dignity Score >80% and to exceed University benchmark. Instances of staff witnessing or experiencing bullying and harassment, or discrimination, as reported in the Pulse Survey to have halved.	R
			Roll-out of training.	09.17 ongoing	AO(HR)		
			Revise induction processes to include reference to Dignity training. Monitor take-up of Dignity training.	12.17 quarterly thereafter	EC, AO(HR)		
ECREP / Reporting							
26 ECREP/3.3 [C]	Summary report on progress of AS agenda to EC each quarter and an annual report and updated action plan to be presented at the Departmental Meeting. [Revised – 2011/APG2]	Responsibility for AS has been embedded in the work of the Department's committees. Therefore, it is important that performance/progress is monitored and regularly reviewed and reported to ensure we are on-track and to maintain a high profile for AS within the Department.	Quarterly reports and commentary.	04.17 quarterly thereafter	HoD, SAO, AO(HR)	Delivery of AS action plan and achievement of success criteria. Maintain and enhanced profile and awareness of AS agenda within the Department	G
			Annual report and action plan.	04.17 annually thereafter	HoD, SAO, AO(HR)		

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LTC / Learning and Teaching Committee							
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	RAG Assessment
27 LTC/4.1.3.1 [GB]	Identify whether there are gender differences in the elements of the department's curriculum/UG offer which attracts students and consider whether there are any changes which could be made to support a balanced student population. [Revised – 2011/APUG2]	The proportion of female students enrolling on our courses fluctuates and it has not been ¹ en possible to ascertain why.	Seek feedback from students.	09.17 annually thereafter	DUGS, TISM	50:50 male to female enrolments	A
			Analyse feedback to identify any significant gender differences.	12.17 annually thereafter	DUGS, DoSE		
			Consider whether there are possible adjustments to the curriculum and establish best practice.	04.18 annually thereafter	DUGS, DoSE		
28 LTC/4.1.3.2 [GB]	Monitor and periodically review non-completion, DLHE, and Good-Honours, NSS student data to identify any gender specific trends and consider revisions to curriculum and support arrangements as necessary. [Revised – 2011/APUG4]	Data needs to be reviewed more frequently to be able to assess issues and review and change processes as appropriate	Quarterly review of data.	Ongoing	DUGS, AO(UG)	Continues to be no gender specific differences in key performance metrics	G
			Analyse feedback to identify any significant gender differences.	Ongoing	DUGS, DoSE		
			Consider whether there are possible adjustments to the curriculum and support arrangements and establish best practice.	04.17 annually thereafter	DUGS, DoSE		

Athena SWAN Departmental Renewal Application

PGC / Postgraduate Committee							
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	RAG Assessment
29 PGC/4.1.3.2 [GB]	Monitor and periodically review non-completion, DLHE, PTES, PRES student data to identify any gender specific trends and consider revisions to curriculum and support arrangements as necessary. [Revised – 2011/APUG4]	Data needs to be reviewed more frequently to be able to assess issues and review and change processes as appropriate	Quarterly review of data.	Ongoing	DGS, DPGT, AO(PGT/R)	Continues to be no gender specific differences in key performance metrics	G
			Analyse feedback to identify any significant gender differences.	Ongoing	DGS, DPGT, DoSE		
			Consider whether there are possible adjustments to the curriculum and support arrangements and establish best practice.	04.17 annually thereafter	DGS, DPGT, DoSE		
30 PGC/4.1.4.1 [GB]	Collect more data on the gender distributions in sub-disciplines of chemistry and changes in sub-discipline PhD funding to see what if any effect this has on our PGR gender balance.	Gender (and population) numbers vary from year to year.	Ability to relate gender data to research areas.	09.17 annually thereafter 12.17 annually thereafter	DGS	Consistent 50:50 Male to female PG enrolments	G
31 PGC/4.1.4.2 [GB]	Identify whether there are gender differences in the elements of the department's offer which are attractive to students and consider whether there are any changes	Gender (and population) numbers vary significantly from year to year with little pattern.	Seek feedback from students.	09.17 annually thereafter	DGS, DPGT, LTSM, DGS, DGPT, DoSE	Consistent 50:50 male to female PG enrolments	A
			Analyse feedback to identify any				

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PGC / Postgraduate Committee							
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	RAG Assessment
	which could be made to support a balanced student population.		significant gender differences. Consider whether there are possible adjustments to the curriculum and establish best practice.	12.17 annually thereafter 04.18 annually thereafter	DGS, DPGT, DoSE		

RC / Research Committee							
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	RAG Assessment
32 RC/5.1.4 [GB]	Consider how the resources and opportunities for the development of research Impact may be better exploited by women.	None of the Department's Impact case studies for REF2014 were from female academics and there has been a limited uptake by female academics to opportunities to support Impact development.	Review of Impact pipeline to identify potential Impact case studies for REF2020/21 and beyond. Ensure appropriate support for nurturing Case studies.	05.2017 09.2017	Chair, Impact Champions Chair, Impact Champions, Cluster Leads	At least one Impact case studies in the next REF to be led by a female academic.	G

Athena SWAN Departmental Renewal Application

RC / Research Committee							
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	RAG Assessment
33 RC/5.6.2 [GB]	Make gender representation a key part of the role description for seminar organisers and adopt strategies such as 'brainstorming' for a preliminary speaker list, checking diversity, then consciously adding more names if necessary to the long shortlist. [Revised – 2011/APAS14]	Although our seminar speakers include more women than the national pool, we are keen to continue to include more women to enhance role models.	Develop draft list of potential speakers.	Ongoing	Cluster leads	Maintain proportion of female speakers at >40%.	G
			Review and refine list of speakers ensuring female representation.	02.2017	Chair, Cluster Leads		

SC / Safety Committee							
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	RAG Assessment
34 SC/5.1.1.2 [CP]	Establish written guidelines to ensure laboratory safety for pregnant women to enable them to remain research active. Communicate guidelines to all lab active staff and PIs. [Revised – 2011/APPGD2 – See 2011/APPD1]	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.	Develop guidelines.	02.17	Chair SC	100% compliance	G
			Add guidelines to Departmental Safety Handbook and Annual Safety briefing.	10.17	Chair SC	Guidelines work for staff considering pregnancy	
			Ensure all female staff and PIs are aware of the guidelines and they are being implemented.	10.17 ongoing	Chair SC, AO(HR)		

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SC / Safety Committee							
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	RAG Assessment
35 SC/5.2.1.2 [CP]	Ensure that all laboratory-based research staff receive a one-to-one safety briefing during their induction which is tailored for female members of staff to highlight the need to inform an appropriate colleague (HR, HoD, Line Manager, or Chair of the Safety Committee) as soon as they become aware of their pregnancy so that a risk assessment can be carried out and appropriate action taken. Include reminder in annual safety briefing.	We recognise that there is a risk associated with the some of the Department's research activity to unborn children. There is currently no obligation or specific guidance to disclose this early in the pregnancy.	Draft guidance for laboratory-based staff and line managers.	02.17 and ongoing	Chair SC	Risk assessments for pregnant laboratory active research staff are completed at the earliest opportunity.	G
			Amend Induction processes.	02.17	AO(HR)		
			Update Annual Safety briefing.	10.17 annual thereafter	Chair SC		
36 SC/5.2.1.4 [CP]	Simplify safety induction by amalgamating the e-learning safety training module with the safety literature, locally known as the Blue Safety Book and Blue Form	Our current material is somewhat repetitive	Simplified material	4.10.17 (next safety briefing)	Chair SC	New staff stop complaining about repetition	G

SAO / Senior Administrative Officer							
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	RAG Assessment
37 SAO/5.4.3	Encourage and facilitate more shadowing and secondment opportunities for support staff.	Individuals and colleagues benefit significantly from facilitated shadowing and	Update guidelines Promote shadowing/	02.17	AO(HR) SAO	>3 members of support staff undertake shadowing	G

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SAO / Senior Administrative Officer							
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	RAG Assessment
[SS]		secondments, but opportunities have been limited.	secondments opportunities. Raise as part of PDR discussions. Coordinate and schedule delivery.	04.17 annually thereafter 08.17 annually thereafter Ongoing	Line Managers SAO, Line Managers	or short-term secondments pa	
38 SAO/5.6.4.3 [SS]	When the next iteration of University PDR paperwork is published, consult with Chemistry staff on how to make it work for them and develop bespoke guidance and briefing sessions to support consistent and effective implementation.	Pulse results indicate low satisfaction with the PDR process among support staff. The system has changed several times since the last submission, and many feel the process is does not support staff.	Publication of University guidance. Consultation with Departmental staff. Departmental guidance/training for PDR.	03.17 04.17 07.17 annually thereafter	SAO, AO(HR), Line managers	Departmental satisfaction with PDR to be >60% and to exceed University benchmark	A

BA / Beacon Activities: All Staff							
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	RAG Assessment
39 BA/5.6.3.1 [GB]	Develop research project across institutions internationally in collaboration with Head-hunters on how we grow the pipeline.	Head-hunters are increasingly being briefed to find female academic leaders - but the pool is not large so one	Draft research proposal	05.17 / 01.20	HoD (Alison Rodger will retain a 5% contract at	Funding of a research project to explore leadership pipeline issues	G

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BA / Beacon Activities: All Staff							
Action no/ Reference	Planned action/ objective	Rationale (i.e. what evidence is there that prompted this action/ objective?)	Key outputs and milestones	Timeframe (start/end date)	Person responsible (include job title)	Success criteria and outcome	RAG Assessment
		institution's gain is a loss elsewhere in the sector.			Warwick for this and a related project)		
40 BA/5.6.3.2 [GB]	Continue being innovative and creative in the Women in Science space. [Continue – 2011/ APPGD3]	Our recent Leverhulme Artist in residence created opportunities for learning and publicity on the AS agenda that we had not imagined.	Develop innovative proposals	01.18 annually thereafter	EC, All Staff	Delivery of 3 novel activities e.g. Artwork, music, media, etc. which support AS agenda.	G
41 BA/5.6.4.5 [GB]	Run "Celebrating successful survival" in January 2017. [Continue – 2011/APPD5]	Too often the role models promulgated are super- women, rather than normal women managing life.	Launch event. A booklet with contributions from role models for establishing a successful academic career.	01.17 03.17	HoD (Alison Rodger)	Positive feedback from event.	G

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Previous 1-year Extended Action Plan (2020-2021): This plan was comprised of either **(a)** new objectives and associated actions, **(b)** revised versions of Green objectives from 2016 action plan, with new (SMART) actions added for clarity, and **(c)** select Amber or Red objectives/actions from 2016 action plan.

Actions relating to the Self-assessment and Sustainable Delivery of Action Plan							
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome	RAG Assessment
1 [C]	Expand the roles for current members of the SAT to improve spread of responsibility, awareness of processes & dissemination of information. [New Objective and associated actions: 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.	G
			2. Disseminate information and tasks to SAT via a user-friendly portal (e.g. Teams) suitable to home working.	Dec. 2020	SAT Chair		
2 [C]	Improve diversity of SAT [New Objective and associated actions: 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 Ethnic Minorities / 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, Ethnic Minorities, & LGBTQ+ communities.	G
3 [C]	Establish project management (PM) approach to data collection, monitoring and delivery of actions. [New Objective and associated actions: 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.	Dec. 2020	SAT Chair and membership	Training complete and put into practice in organising priority actions. Calendar in place, improving clarity around monitoring and delivery.	G
			2. Train select SAT members in effective project management.	March 2021			

Athena SWAN Departmental Renewal Application

Actions relating to increasing the Department's Diversity Across Staff and Student Populations							
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome	RAG Assessment
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 [GB]	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.	1. Review data for UG enrolment on Chemistry courses and modules.	Feb. 2021	DoE	Enrolment across courses and modules balanced and in keeping with the gender balance across our UG / PGT populations (see above).	G
			2. Identify gender differences in course selection, module selection, exam performance, assessed work performance, and engagement.	Mar. 2021	DoE, DoSE		
			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).	Ongoing	DoE, DoSE,		
5 [GB]	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	1. Review data for PGR applications, interviews, and appointments by gender.	May 2021	DGS, DPGT, TLSM	%F PGR enrolment is increased and at or above the	G
			2. Review Benchmark data for PGR female enrolments				

Athena SWAN Departmental Renewal Application

Actions relating to increasing the Department's Diversity Across Staff and Student Populations							
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome	RAG Assessment
		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.	<p>3. Identify any gender-specific aspects in recruitment workflow (applications, interviews, appointments).</p> <p>4. identify opportunities for action to address any gender-specific aspects that have been discovered.</p>			subject benchmark-	
6 [CP]	Work towards addressing Ethnic Minorities attainment gap evident in our UG, PGT, and PGR student populations. [New Objective and associated actions: 2020]	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).	<p>1. Appoint a Student from an Ethnic Minority group /Diversity champion(s) in the department.</p> <p>2. Create a survey, in collaboration with the Department's recently formed Black Students Society, to poll staff and students of colour in Chemistry to identify causes of issues around engagement and attainment.</p> <p>3. Facilitate next steps in Chinese student experience project, engage with project officers.</p>	<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 Ethnic Minorities</p>	G

Athena SWAN Departmental Renewal Application

Actions relating to increasing the Department's Diversity Across Staff and Student Populations							
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome	RAG Assessment
			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).			categories ensuring practices and initiatives reflect individuals' varied experiences, needs and intersectionalities.	
7 [GB]	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.	<p>1. Ensure the achievements of female academics / scientists are sought and highlighted regularly in teaching and Dept. correspondence.</p> <p>2. Make gender representation a key part of the role description for seminar organisers.</p> <p>3. Monitor the gender-balance of all departmental seminar series and action adjustments for upcoming year if required.</p>	<p>Monthly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>HoD and SAO</p> <p>RAO, RCC</p> <p>RAO / SAT Chair / RCC</p>	Improved diversity of achievements and contributions to subject appear in broad range of teaching materials and department announcements. Maintain proportion of	G

Athena SWAN Departmental Renewal Application

Actions relating to increasing the Department's Diversity Across Staff and Student Populations							
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome	RAG Assessment
			4. Ensure diversity of gender and ethnicity for admissions days, outreach events and other outward-facing events.	Ongoing	UGAC	female speakers at >40%.	
8 [GB]	Reduce barriers which stop UG women enrolling on the Sprint Personal Development Programme and similar initiatives in the University. [New Objective and associated actions: 2020]	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.	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).	Jan 2021 – Annually thereafter Jan 2021	DoSE/SEEC DoSE/SEEC DoSE/SAT Chair	Session organised annually with high level of student engagement. Increased numbers of Chemistry UG students successfully applying to Sprint.	A

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Actions relating to increasing the Department's Diversity Across Staff and Student Populations							
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome	RAG Assessment
			3. Liaise 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.			Possible development of a bespoke female leadership programme in Chemistry	
9 [GB]	Increase uptake of PG students in Chemistry Women's Mentoring Network. [New Objective and associated actions: 2020]	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.	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.	Bi-annually Bi-annually	SAT Chair, AO (HR)	Increased no. of female PG students that engage in the Dept. mentoring scheme.	G

Athena SWAN Departmental Renewal Application

Actions relating to Career Development and Support							
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome	RAG Assessment
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 [GB]	Ensure gender balance on all recruitment panels, proactively monitoring and mitigating the potential for increased workloads for female staff. <i>[New action but 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.	1. All panel composition reviewed and approved by HoD / SAO with special attention to gender balance.	Ongoing	HoD/ SAO / AO(HR)	No single gender panels approved from 2021.	G
			2. Recruit/train pool of female research/teaching fellows with over 1-year work exp.to sit on panels (<i>new initiative</i>).	May 2021 – Ongoing	AO(HR) / EC		
			3. Monitor impact on workloads of female staff, mitigating this against other departmental jobs / roles.	Ongoing			
11 [CP]	Ensure all non-professorial staff (academic or professional) are annually offered a formal mentor (particularly for promotion). <i>[New SMART actions listed but 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.	1. Send survey to staff to identify demand and match to a mentor.	14 Dec 2020	SAT Chair AO(HR)	Clear route for all staff who would like a formal mentor to be matched with a suitable mentor.	G
			2. Identify volunteer mentors, both within and outside of the Department, and identify training needs.	Jan 2021	HoD, SAO, SAT Chair		
			3. Communicate to staff internal and external schemes and provisions.	Jan 2021	SAT Chair, AO(HR)		
			4. Pair staff requesting a mentor with a mentor.	Feb 2021			

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Actions relating to Career Development and Support							
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome	RAG Assessment
12 [CP]	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"> Promotion of programme as part of PDR and Demystifying Promotion presentations. 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).	G
13 [GB]	Revamp Women in Chemistry Networking activities in light of Covid19. [New Objective and associated actions: 2020]	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.	G
14 [SS]	Encourage professional development and awareness of progression opportunities for all Professional support staff [New Objective and associated actions: 2020]	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"> Identify programme for awareness raising of progression opportunities, prioritising staff at levels FA1-5 and later moving to FA6-9. Away day for Professional support staff (supported by central Organisational Development if possible) to look at progression and development opportunities. 	Summer 2021 Summer 2021 Ongoing	SAO and AO	Increased Pulse scores relating to opportunities for personal development and growth at the University (particularly in levels FA1-5).	G

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Actions relating to Career Development and Support							
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome	RAG Assessment
			<p>3. Promote technician commitment agenda & action plan in Chemistry, implement actions.</p> <p>4. Focussed discussion during PDR about personal development opportunities.</p>	Annually	SAO, Technical Services Manager, and Line managers	Raised awareness within professional support services of opportunities for progression.	
15 [GB]	Ensure that all female academic staff are encouraged to apply for promotion in the same timescales as male colleagues. [New Objective and associated actions: 2020]	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 to develop actions with impact at specific stages of female academic careers.	<p>1. Identify recently promoted staff in the department willing to act as peer mentors and share their application.</p> <p>2. Publicise details to all staff ensuring female colleagues are accessing the provision.</p> <p>3. Map promotion timeline between F:M at all career stages & identify pinch point (slowing) variances, compare with national trends (i.e. RSC)</p> <p>4. Promote the Demystifying the Promotions Process Event through Women's Network.</p>	<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>	G

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Actions relating to Career Development and Support							
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome	RAG Assessment
16 [SS]	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.	1. Update guidelines and promote shadowing/ secondments opportunities.	Feb. 2021	SAO / AO(HR)	Staff have a clear path to information and support to undertake shadowing or short-term secondments.	G
			2. Raise as part of PDR discussions.	Annually	SAO		
			3. Coordinate and schedule delivery.	Ongoing	SAO, Line Managers		
17 [SS]	Promote our newly developed Department flexible working policy <i>[New SMART actions listed, linked to 2016: ECM/5.5.6]</i>	The inflexibility of University's 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.	1. Publicise policy via multiple platforms	Mar 2021	AO(HR)	Staff are aware of the policy and feel able and supported to apply for flexible working.	G
			2. Develop case studies demonstrating successful uptake		HoD, SAO		
			3. Carry out flexible working survey to (a) identify how visible these opps. are to staff and (b) monitor current working patterns and needs.				
18 [CP]	Establish clear guidelines to enable pregnant staff to remain research active once lab work is deemed unsafe. <i>[New action listed, 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.	1. Develop guidance for reasonable adjustments in Dept. (using framework of University Guidelines)	Apr 2021	HoD, SAO, Chair SC	Guidance enables pregnant staff to remain research active if possible.	A
			2. Circulate guidance to staff, include as part of Annual Safety briefing.				
			3. Create a video resource explaining policy on Safety pages.				

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Actions relating to Career Development and Support							
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome	RAG Assessment
19 [CP]	Ensure information about parental leave provisions are clear in job adverts and readily available to all staff. <i>[New actions added, 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.	G
20 [SS]	Explore Professional staff job satisfaction through “hidden talents” and collaboration. [New Objective and associated actions: 2020]	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. 	Jan 2021	Line managers SAO, HoD, SAT Chair, SAT	Innovative new directions across a range of Departmental projects, cross-collaboration of staff in all roles, and improved	

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Actions relating to Career Development and Support							
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome	RAG Assessment
			3. Create opportunities for staff to bring their talent to new projects and collaborate more widely.		Membership, AO(HR)	satisfaction, engagement, and reduced feelings of isolation in staff (e.g. as indicated by Pulse/Covid or other survey results).	

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Culture and Communication							
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome	RAG Assessment
21 [C]	Take forward the three priority areas identified in our “New ways of working” workshops which ran over the summer 2020. [New Objective and associated actions: 2020]	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.	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.	A
			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.				
22 [C]	Establish and monitor expected standards of behaviour of staff and	Pulse Survey result and feedback from focus-groups suggests that there is scope for improvement within the	1. Establish expected standards.	May 2021		Departmental satisfaction with Pulse Survey questions relating	G
			2. Monitor and challenge unacceptable behaviour.	Ongoing			

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Culture and Communication							
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome	RAG Assessment
	challenge behaviour which falls short of expectations. <i>[New action, linked to 2016: ECC/5.6.4.1]</i>	Department in terms of standards of behaviour and addressing unacceptable behaviour.	3. Monitor Annual Pulse Survey and longitudinal Covid-19 survey.		HoD / All staff HoD, Committees' Chairs SAT Chair / AO(HR)	to supportive behaviour, ability to challenge, addressing poor performance to show a trajectory of improvement	
23 [C]	Review effectiveness of new Departmental Meeting and Academic Staff Forum. <i>[New SMART actions added, 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.	G
24 [GB]	Continue to monitor and review committee membership to ensure it is balanced and representative of the Department. <i>[New action, 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.	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.	G
25 [C]	Continue to review and revise the Department's induction processes to	Ensure department induction is continually reviewed and updated to ensure it provides	1. Revise induction checklist bi-annually. 2. Update materials regularly.	Bi-annually Ad hoc	AO(HR) PSoc / AO(HR)	Induction information accurate and up	G

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Culture and Communication							
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome	RAG Assessment
	support the integration of staff into the Department. <i>[New SMART actions added, linked to ECI/5.2.1.1]</i>	relevant information and supports integration into the Department / University.	3. Consult with new starters, undertake an annual review	Feb 2021		to date. Qualitative feedback from new starters and line managers remains positive.	

Key to Colour Coding and priority areas:

Priority areas **[CP]**: Career Progression; **[GB]**: Gender Balance; **[SS]**: Support Staff-focussed; **[C]**: Culture, community, and communication.

RAG DEFINITION Red (R)	1) action wasn't undertaken 2) action was started but permanently discontinued 3) Further work needed to begin or revise the approach
RAG DEFINITION Amber (A)	1) action begun but is incomplete 2) action completed but outcomes or impacts not as predicted/desired 3) further work needed to complete or obtain desired outcome/impact
RAG DEFINITION Green (G)	1) action completed with outcomes or impacts (or v close to) predicted/desired 2) no further work required on this action

2.2 Progress Report

Recommended word count: 2000 words

Final word count: 2218

Covid-related text: 196 words

Consider the panel feedback on the department's previous application. How has the department responded to and acted on the panel feedback provided on the previous application?

Consider the department's previous action plan.

1. what methods were used to evaluate the department's progress on actions?
2. what were the department's main barriers and facilitators with regard to action implementation and the meeting of success measures? What steps were taken to further inform and adjust actions?
3. have new initiatives or actions been introduced to improve outcomes or impacts?
4. what are the main learnings and outcomes from the evaluation of the action plan? How will the department apply this learning to the future action plan?

Following our 2016 application, we were commended on the wider impact of our external 'beacon' activities, championing of the AS agenda, and ambition to devolve ownership through department. However, we needed to show sustained impact within the department on gender balance in teaching and research staff, impact of activities in-department, and consideration of professional services staff (PSS). We were encouraged to develop evidence of the impact of our initiatives, policies and practices and consult staff regularly to gain insight. The panel's comments have underpinned our actions over the past five years. Since 2016, the Department has seen significant changes in senior leadership (HoD and SAO), organisation (especially in PSS structure), and leadership of ED&I/Athena SWAN initiatives - all coupled with massive operational changes due to the pandemic. Despite this, we have maintained activity, or exceeded our expectations across all objectives.

Section 2.1 shows that our 2016-20 and extended 20-21 Action Plans contain **58 objectives supported by 148 actions** across **four priority areas** (see **Fig.2.2.1**). The 2020-21 Extended Action Plan includes 17 new objectives and 61 new/revised actions, following review. Progress was evaluated using a variety of data sources, specifically HRIS/Tableau, HESA/HEIDI, UCAS, AS applications from other HEIs, Advance-HE statistical reports, sector benchmarking data, and staff/student surveys. The RAG analysis in **Fig.2.2.1** highlights 81% of objectives are complete (green), 17% are in progress (amber), and 2% have been delayed or deprioritised (red).

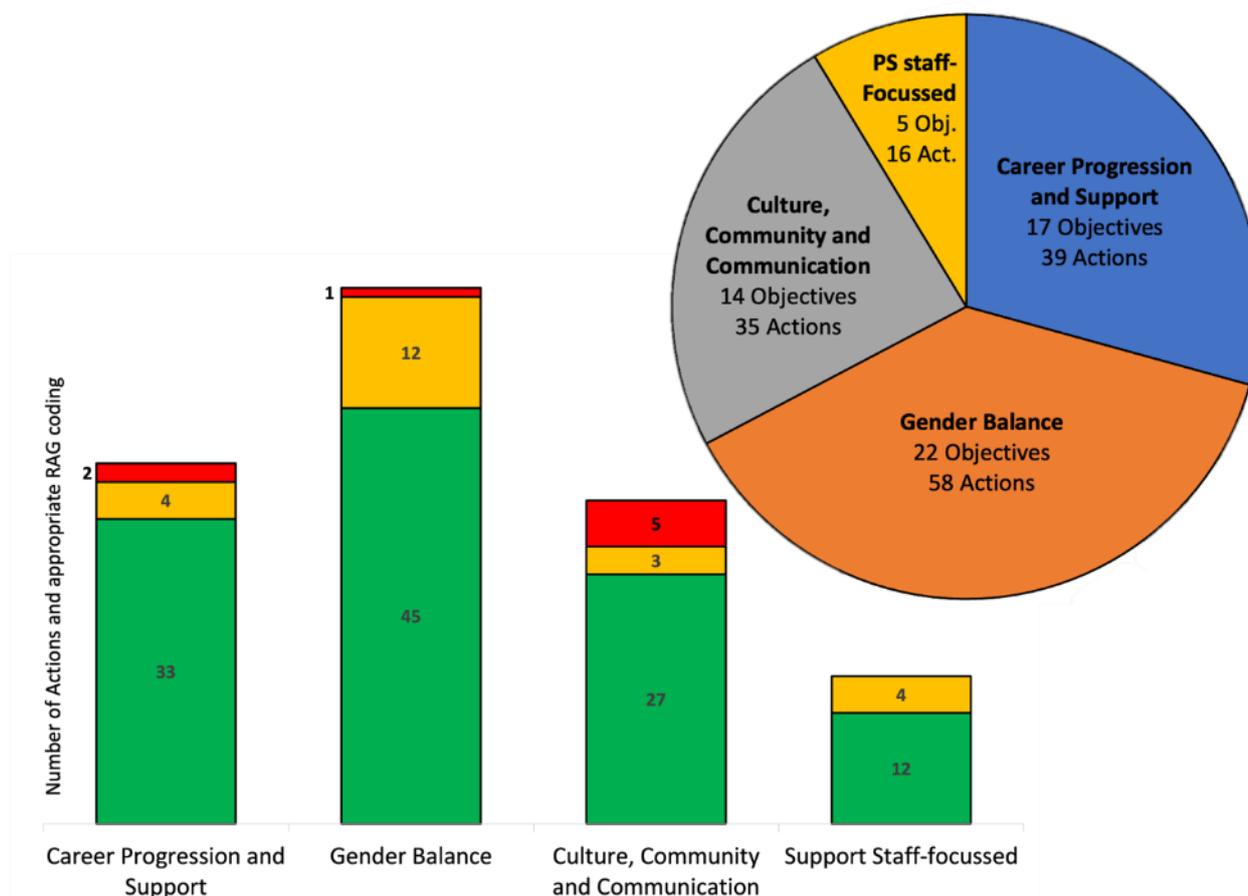


Figure 2.2.1. RAG analysis of objectives and actions in 2016-2020 Action plan and 2020-2021 Extended action plan. The pie chart shows the balance of the 58 objectives and 148 associated actions across our four main priority areas (or themes): **career progression and support; gender balance; culture, community, and communication; PS staff-focussed initiatives**. The split bar graph on the left summarises progress on associated actions in each theme. In total we have achieved 79% of all actions and 81% of all objectives.

Timely, well-supported career progression of all staff is a significant priority [AP2016/ACPPC/1-3], being ‘mission critical’ to retention of talented staff. Vulnerable groups were identified as part-time workers, female staff, non-professorial staff, and research fellows (RFs) [AP2016/ACPPC/1]. Chemistry launched a new flexible working policy providing clarity around requesting flexible and part-time working [EAP2020/SS/17]. Since returning to campus post-lockdown, **70% of PS staff are now working flexibly** (e.g., compressed hours, part-time, home-working, staggered start/end times) under the University’s hybrid working policy or the Department’s flexible working policy (**Fig.2.2.2**). While there is no in-role promotion for PSS, academic staff on open-ended and fixed term contracts have been promoted while working part-time.

Chemistry Flexible Working Policy

In line with the Department of Chemistry's commitment to improve workplace equality and promote an inclusive culture, the Executive Committee has agreed the following flexible arrangements for all staff groups:

To continue to support Chemistry's flexible working request process

With senior management approval, allowing staff to review and amend agreed flexible working requests more than once within a calendar year, for example - Flexible start and finish times - with senior line manager approval, allowing those with caring responsibilities to participate in after school activities, for example

Flexible lunch

To be agreed locally

Consideration groups.

Communication

The scheduling of where possible.

Senior Management

There may be some for a position to be employment offer

Any agreed new or on a temporary

The length and type

Hybrid working
Welcome Hub | Online learning available now | Leadership and Management | Coaching and Mentoring | Research Active Staff

Hybrid working





[Webinars and guidance for staff](#)

Expectations, planning, communication and collaboration.



[Webinars and guidance for managers](#)

Advice regarding leading a team that is hybrid working.



[Hybrid working FAQs](#)

We'll add more FAQs in this section as they arise.

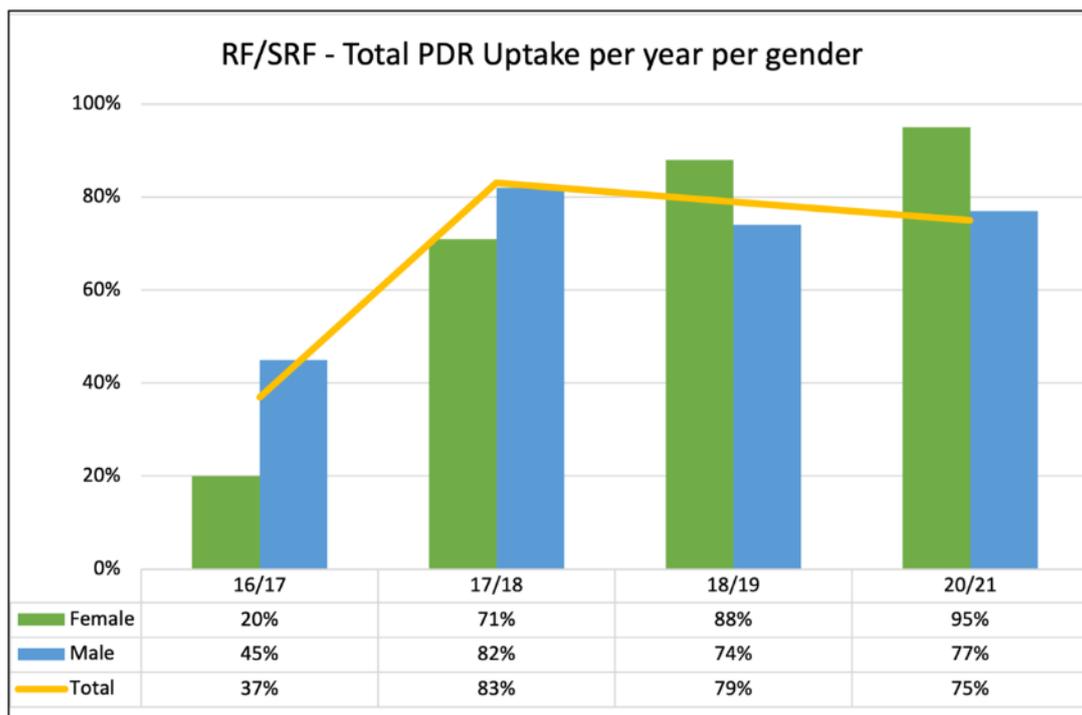


[Drop-in advice centres for managers](#)

If you have a question about how to implement hybrid working in your team, please use our drop-in centres to obtain advice.

Figure 2.2.2. Chemistry's flexible working policy is outlined on our staff intranet and our Athena SWAN website, offering a clear route to staff who would like to explore this option. Information about the University's Hybrid Working policy is also available for all staff and has become much more visible since the pandemic.

Since 2018, the department has delivered annual “**Demystifying the Promotions Process**” [AP2016/ACCPC/6] [EAP2020/CP/12, GB/15] workshops to support staff progression. Now **run jointly with Engineering**, they have been well-attended, with increasing Chemistry staff uptake (specifically female) since launch (**Fig.2.2.3**). This links to the annual personal development review (PDR) process, where staff are paired with a reviewer to discuss targets, workloads, and promotion. PDR engagement from RFs, particularly women, was a previous concern [AP2016/ACPPC/8]. Targeted, sustained efforts to improve participation (via email, increased advertising, and personal reviewer choice) has generated a **dramatic increase in uptake**. **Fig.2.2.3** shows PDR 2018/19 saw a 79% completion rate, with 88% of female RFs completing their PDR compared to 20% for 2016/17. This is a **>4-fold increase in female PDR completion for RFs** (note: due to Covid19, the University postponed PDR 19/20; and 20/21 is underway). This improvement led to an increase in Merit pay for RFs from 11% (2016) to 17% (2019). This coincides with new Merit Pay guidelines (2017) whereby line-managers nominate staff (rather than self-nomination). Any staff can be nominated without undertaking PDR. Interestingly this has led to higher PDR completion rates **and** merit pay awards for RFs.



Year	Total Attendees of "Demystifying promotions" seminar	Chemistry attendees (%F) of "Demystifying promotions" seminar
2018	17	7 (0%)
2019	24	8 (50%)
2020	13	13 (23%)
2021	16	11 (73%)

Year	Successful Promotion		Unsuccessful Promotion		% Promotion Success rate		% promotion per total	
	F	M	F	M	F	M	F	M
2016-17	0	4	0	0	n/a	100%	0%	4%
2017-18	1	2	0	0	100%	100%	4%	2%
2018-19	1	6	0	1	100%	86%	3%	6%
2019-20	2	9	0	1	100%	90%	6%	11%
2020-21	2	3	0	0	100%	100%		

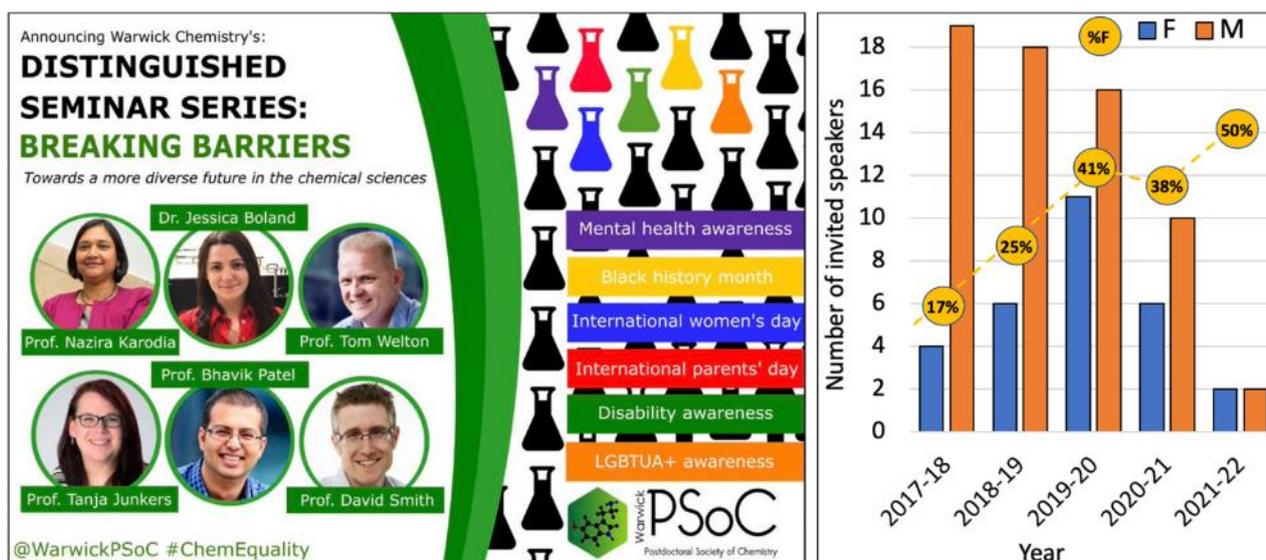
Figure 2.2.3. (Left panel) PDR uptake across the RF and SRF population since the previous application. **(Upper right panel)** Attendance numbers at the “Demystifying the Promotions Process” workshops for staff since their inception in 2018. **(Lower right panel)** Numbers of staff applying for promotion and promotions success rates, disaggregated by gender, since our previous application. Also shown are the percentage promotion per total academics of a given gender (e.g. F is the percentage of all female staff being promoted and M is the percentage of all male staff being promoted).

These initiatives, alongside [new promotion criteria](#) launched in July 2018, yielded **100% promotion success for female staff and ≥86% success for males** since our last application (**Fig.2.2.3**). We also saw a rise in FTC RFs applying for promotion to Senior Research Fellow (SRF). However, the promotion rate here for female staff falls below that of male staff. Future actions will encourage female progression via regular Academic Career Progression and Promotion Advisory Committee (ACPPC) intervention. Prioritising staff development and promotion is underpinned by a mentorship programme (launched 2016) [AP2016/ACPPC/3] that pairs new academic staff with senior staff in a similar role. We have formalised the Women in Chemistry network to include named female mentors for women at all grades, across support and academic roles. This **Chemistry Women's Network (est. 2018)** [EAP2020/GB/9] is an opt-in initiative for staff and postgraduate students, offering vertical mentoring, information sharing, and support. It currently comprises **52% of our female staff**.

Research Fellows amongst the most vulnerable staff groups: in 2016 we noted declining numbers of women progressing to senior academic posts. To support the careers of RFs, we created a Research Fellows Forum (RFF) in 2010. In the 2016 action plan [AP2016/ACPPC/4], our aim was continued financial and administrative support of events, including the first [Warwick Postdoctoral Science Symposium](#) in 2018. The [Postdoctoral Society of Chemistry \(PSoC\)](#) was founded in 2019, a first for Warwick and one of very few in the UK. PSoC is active in ED&I initiatives and its members have successfully secured RSC funding (see **Fig.2.2.4**) for several PSoC-led initiatives. **These initiatives have had impact:** we have seen an increase in diversity of seminar speakers since 2019 (**Fig.2.2.4**, top right), and the University has held up the [Diversity Book Club](#) (2021) as an example of best practice.

The department will continue to support PSoC initiatives via committing full **financial and administrative support for the growth of Diversity Book Club** post-2021, and administration of the Thesis Mentoring Scheme in partnership with ChemSoc. RFs/ECR staff have increased representation on key committees, including the SAT, to ensure their voices are heard. Additionally, a new **Commitment to Researchers** webpage is being developed following our Jan.2021 "Working Patterns / Resource Access" survey which identified professional development as a key concern throughout the pandemic. The RSC-endorsed Postgraduate Certificate in Transferable Skills in Science (PGCTSS) for RFs also links to our Athena Swan initiatives.

The 2016 AS panel wanted to see "Further consideration of professional and support staff". We now encourage our PSS to engage in a wide range of internal/external training opportunities. An activity-mapping exercise revealed **58% of PSS had attended 115 separate training activities since 2019**. This training was well-balanced across all paygrades (level 1-5: 57%; level 6-9: 60%) and is **double the national average of 26%** for staff attending in-work training or education across the UK (ONS,2017). We have supported PSS development via a bespoke away day (**Fig.2.2.5**) offering staff an opportunity to discuss their strengths, barriers/priorities, and plan future actions. We have also pulled information on PSS training, mentoring, job shadowing/secondments, job opportunities and careers advice into a Professional Development website.



Create your own Diversity Book Club

Thanks to funding through the Inclusion and Diversity Fund of the Royal Society, we have successfully run a pilot of a Diversity Book Club for a year within Warwick Chemistry (working behind the scenes to make this happen).

"The possibility to exchange perceptions about the topic and book was very valuable and interesting."

"[I learned] science is biased and has been used as an instrument to suppress the 'truth' of the time."

As part of our objectives, our aim was to not only run this Diversity Book Club but also to provide open access so that other universities/departments can run their own club. Below you will find all the materials you will need to start your own club.

Book Club Resources (Downloadable Files)

(0) Running a Diversity Book Club
[Practical Guide - Getting you started](#)

(1) Advertisement Posters
[Diversity Book Club General - Promotional Poster](#)

WARWICK CHEMISTRY

DIVERSITY BOOK CLUB

This term: **GENDER BIAS**

TO JOIN IN, or for more information, SCAN HERE

Book featured: **INVISIBLE WOMEN** by CAROLINE CRIKE DANIELS

Thesis Mentoring Scheme

- Regular meetings over 16 weeks
- Mentees can sign up for two rounds per year
- Excellent number of mentors recruited
- 100% mentee satisfaction

*"I started to write some parts of my thesis instead of just overthinking and planning it."
 "Gave me confidence I could do it and reassurance that everyone finds it daunting."*

Thesis Mentoring Scheme Participant

Figure. 2.2.4. (Top panels) Six important figures in the chemical sciences participated in the innovative “Breaking the Barriers” seminar series in 2019-2020 (top left) to speak on the need for diversity in the sciences. Our data suggest these seminars significantly raised awareness across staff and translated to a marked increase in the percentage female seminar speakers since 2019 (top right). (Centre panels) The “Diversity Book Club” pilot, a collaborative effort between PSoC and ChemSoc funded by the RSC, was launched in 2020. Materials are now freely available on the Department’s website (centre left) and each book in the club was advertised widely (centre right). (Lower panels) Overview of the Department’s first Thesis Mentoring Scheme as well as testimonials from participants.

Your top realised strength

PREVENTION

Your top unrealised strength

BOUNCEBACK

Your top learned behaviour

SELF-BELIEF

1 Bounceback

- Get involved in more long-term projects, or the launch of new processes or services. You'll have the support to overcome issues and succeed.
- Set an example for others during difficult times by remaining calm, positive and supportive. Help them see a realistic perspective of the situation.
- When a setback occurs, discuss your strategy to move forward with others. Listen to their ideas and encourage what you think could be achievable.

padlet

Away Day Ideas

What are the barriers you believe are in place for professional staff with respect to progression/professional development?

Knowledge

It is difficult to gain knowledge and experience of skills outside your remit. For example, many higher grade roles require line management experience as an essential criteria. This creates a situation where you cannot acquire line management experience without already having it.

What kind of opportunities would you like more information about?

Training

There may be useful training available that not every team is aware of. Possibly each team could have a training matrix of everything they complete, and these could be visible to other teams to help share knowledge. It would also allow someone to see what skills they may need to move into different areas.

What kind of 'help' with respect to progression or professional development do you think we in the department can most help you with?

Line Management Experience

This is a significant barrier to moving to higher up roles. Some opportunities for line management duties to be introduced to positions without them could be offered.

Do you think it will be more helpful to have a full day / afternoon dedicated to an Away Day etc. or would smaller more bitesized focussed activities be more useful - almost like a small seminar series?

Regular Support Staff Meetings

A focus on the regular meetings may be more beneficial than a one-off away day, or seminar series.

Should we be trying to organise a session(s) for 'all staff' catering to just technical or admin or a mixture and if specialised sessions what would you like to see in those that cater for one subset of the staff?

Cross-Departmental Role Specific Meetings

It may be beneficial to have meetings between similar teams in different departments (e.g. chem-admin meeting with Physics and ...)

Who in particular would it be useful to hear from - which areas/types of staff? Those who have been successful in moving from 4-6? More senior staff from elsewhere? People from Organisational Development?

Opportunities for training

See if somebody from LDC could come to talk to us about the training opportunities they provide, as well as letting us suggest ways they could help with our ...

Support Staff Professional Development

Job searches

- [Career opportunities \(warwick.ac.uk\)](#)
- [University of Warwick Job Search](#)
- [University of Warwick jobs on LinkedIn](#)
- [jobs.ac.uk](#)

Training and Development

- [Organisational Development at University of Warwick](#)
- [Online learning](#)
- [Coursera at Warwick](#)
- [FutureLearn](#)

Coaching and Mentoring

- [Coaching and Mentoring \(warwick.ac.uk\)](#)
- Chemistry Women's Mentoring Network contact [Ann Dixon](#) or [Livia Bartók-Pártay](#)
- [Staff Support Network](#)

Job shadowing

This is where an individual from one area of ...

Careers advice

- [Applications \(warwick.ac.uk\)](#)

Secondments

- [Warwick Secondment Policy](#)

Figure 2.2.5. Away Day activities focussed on supporting the career progression and training of professional support staff in the department. Activities included a strengths-mapping exercise (top panel), and an interactive Padlet feed to capture priorities and barriers faced by staff (centre panel), which can be actioned in future. A valuable output of the away day was the creation of a Support Staff Professional Development website, highlighting development and careers opportunities (bottom panel).

More ambitious actions focussed on developing shared values and positive behaviours. Pulse Survey results suggested scope for improvement in collaborative, collegiate and supportive behaviours. Further Pulse Survey results (Pulse 2016, 2017/18, 2020) suggested steady improvement across these areas (**Fig.2.2.6**). To ascertain shared values, we launched a staff survey in Oct.2019 requesting colleagues' top five core values (**Fig.2.2.6**) and received 69 responses (41% of staff). Results were analysed (**Fig.2.2.6**) and communicated to staff, however embedding these values into our ways of working and decision-making remains at Amber stage. An external consultant delivered a pilot project and workshops in 2020 to explore the impact of Covid-19 and new ways of working on departmental culture and ED&I; 45 staff (28% of all staff) attended. In the final report, three priority areas were identified: clarity of purpose/vision; endorsement and championing of fundamental behaviours (a list of well-accepted behaviours was drafted); new ways of working to improve inclusivity (**Fig.2.2.6**). Progress on recommendations is at Amber stage.

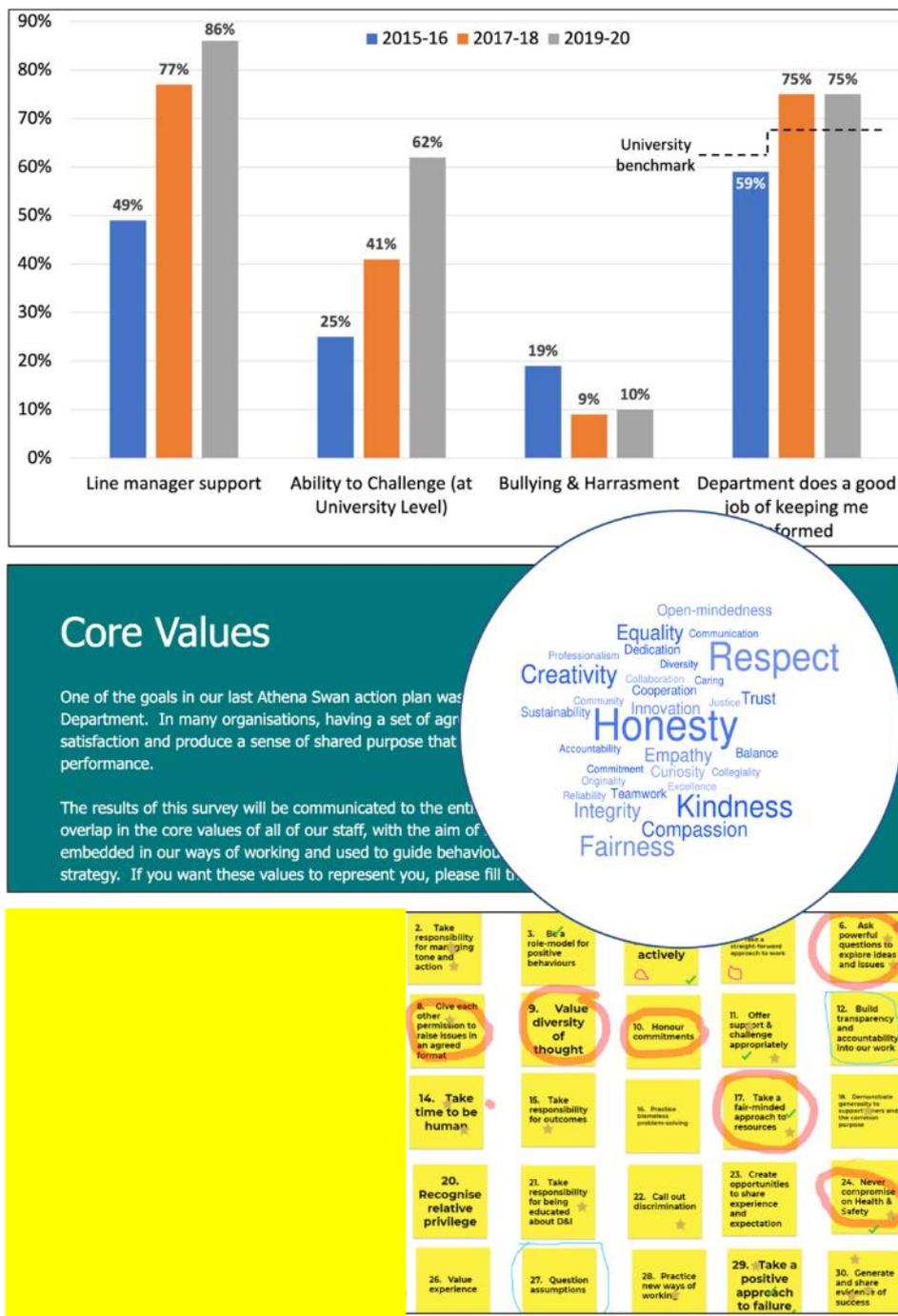


Figure 2.2.6. (Top panel) Departmental scores for questions from PULSE 15/16, 17/18, 19/20 demonstrating encouraging improvements across areas including support, standards of behaviour, and communication. These areas and the Pulse data were specifically mentioned in 2016 action ECC/5.6.4.1, action ECG/5.6.4.2, and extended actions 22-23. **(Centre panels)** Core values survey launched in October 2019 to explore shared values across all staff (left panel) yielded a clear set of shared values (right panel) that were distributed live and via email to all staff. **(Lower panels)** We worked with an external consultant, over spring and summer 2020 to explore new ways of working, behaviours, and the importance of ED&I in the workplace. Workshops and focus groups were run using MS Teams in a highly interactive manner (right panel).

Our top priority since 2016 is the gender balance across the department. This priority area has the largest number of objectives and actions (**Fig.2.2.1**), and the highest completion rate of actions. As shown in **Fig.2.2.7**, the percentage female UG applications, offers and accepts has increased since 2018 (**Fig.2.2.7A**), and female UGs have lower non-completion rates and

higher employment outcomes than male students (**Figs.2.2.7B-C**). Our percentage female UGs has remained within 3-4% of the Russell Group average since our last application (**Table 1.2.1, Fig.2.2.7D**) and our UG population is currently **45.3% female** for academic year 2021/22. An upward trend of %F is observed for PGR students as shown in **Fig.2.2.7D**, where we see a steady rise in percentage of female students to above the Russell Group average. PGT trends are challenging to interpret as enrolments are typically low, and HESA data incomplete.

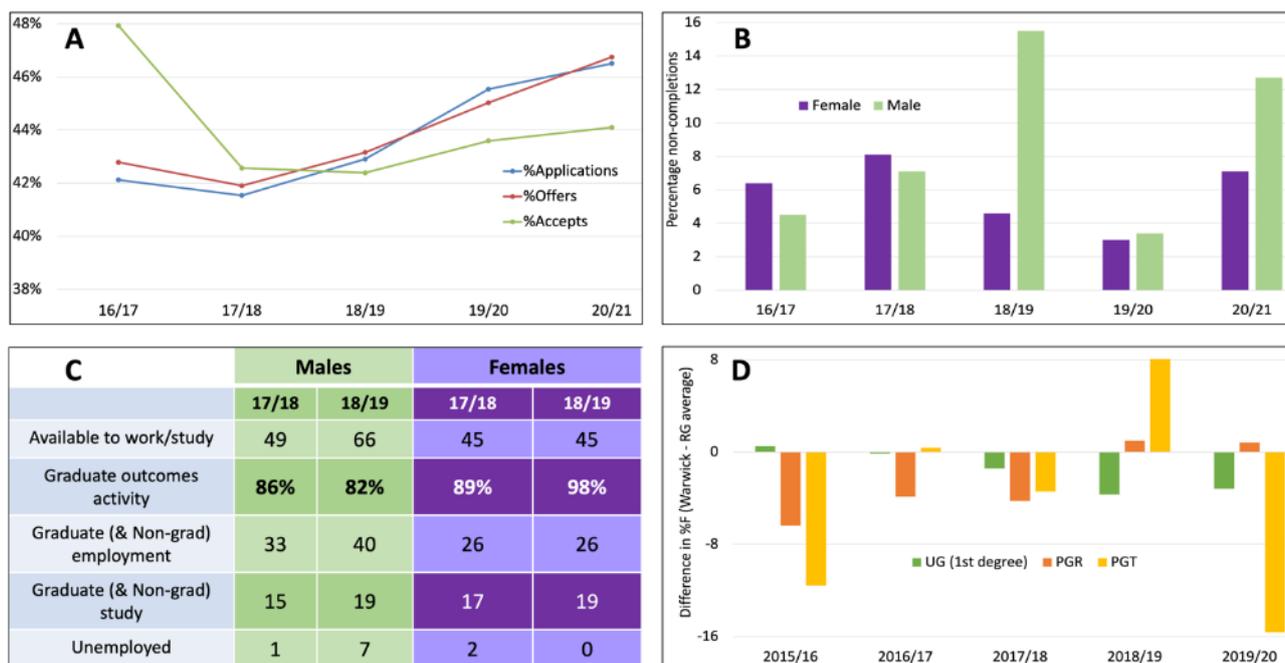
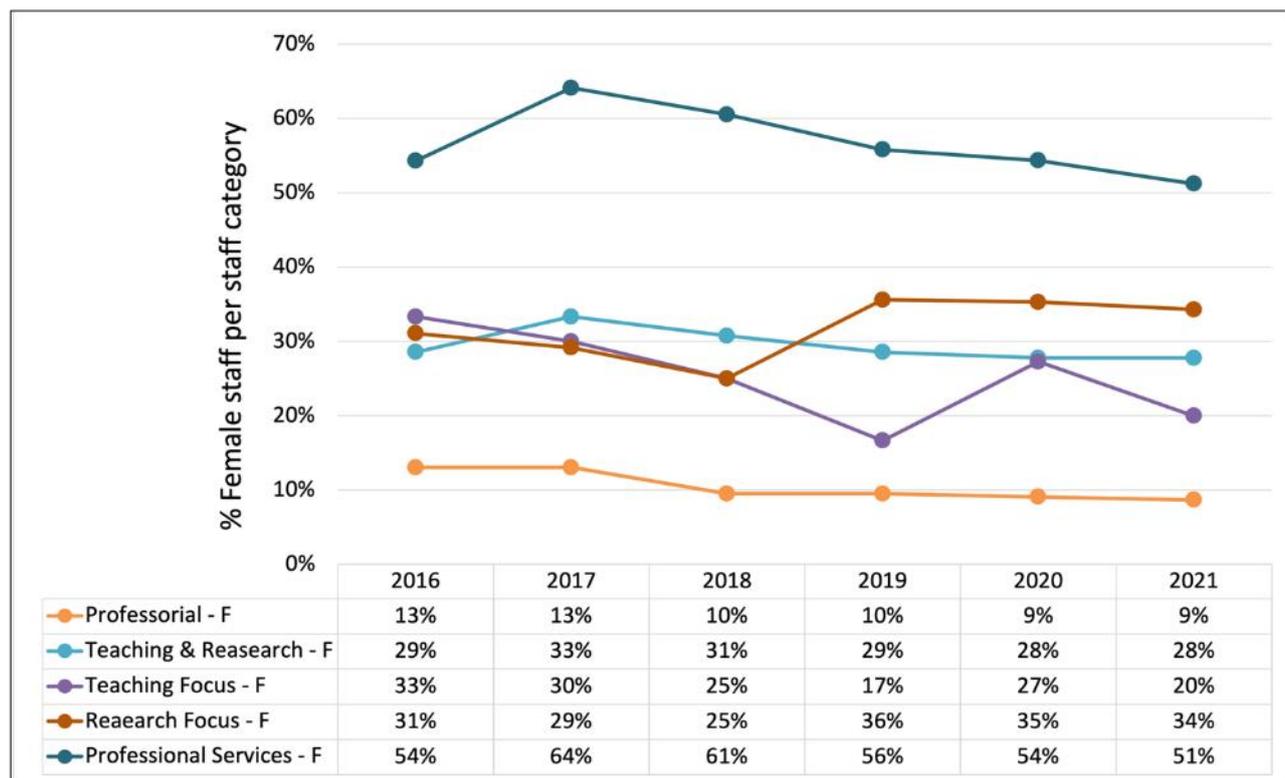


Figure 2.2.7. **A.** Percentage of UG female applicants, offers for female applicants, and female applicants who accepted the place in the Department of Chemistry. **B.** Percentage non-completion for UG students (by gender) over the past 5 academic years. **C.** Graduate outcomes data for UG students in the department for 17/18 and 18/19 (more recent data not available). **D.** Comparison of Warwick vs. the Russell Group Average Percentage Female enrolments at UG (first degree, green), PGR (orange) and PGT (yellow).

Gender balance across staff from 2016-2021 is shown in **Fig.2.2.8**. The %F staff in research-focussed roles has increased, in Professorial and Teaching and Research roles has remained stable, in PSS roles approaches a 50:50 split, and in teaching-focused roles fluctuates between 17-33%. To further boost %F in Teaching and Research beyond 28%, we have focussed on attracting fellows applying for schemes which target diverse applicants (e.g. the Dorothy Hodgkin fellowship, where candidates must demonstrate significant caring responsibilities). In 2021, we advertised for applicants to this scheme across multiple channels (**Fig.2.2.8**) and secured University support for a permanent appointment to the successful applicant. Following five expressions of interest, one candidate has submitted her application.



Flexibility. Great job prospects following your successful fellowship. Don't choose between your research career and caring for yourself or others.

We understand that poor work-life balance and a prevalence of fixed-term contracts in academia is a barrier to progression. More so when parental responsibilities, giving unpaid care or managing health issues adds strain to your plans and threatens your ambitions. That is why we are looking to back excellent applicants for the [Royal Society Dorothy Hodgkin Fellowship](#) scheme that need our support and for whom Warwick is a great fit.

Warwick Chemistry has an excellent track record offering permanent positions to Royal Society Fellows. We are particularly keen to receive expressions of interest from women and individuals who are under-represented in senior scientific academic positions, for example ethnic minority and LGBTQ+ scientists and those living with disability.

Meet Dr. Livia Bartók-Pártay, Dorothy Hodgkin Fellow 2014-2019



I am a computational chemist at Warwick, interested in understanding the behaviour and structure of materials on the atomic scale. My research is focused on developing new simulation techniques which enables to automatically generate relevant atomic configurations, and determine their relative stability, offering complete thermodynamic information without any advance knowledge of the material, except its composition.

Being on maternity leave twice within three years meant a break in my career. The Fellowship provided the opportunity to gain momentum again and allowed me to focus on research. The scheme also offers crucial flexibility to allow balancing caring responsibilities and work: part-time options that can be flexibly changed, parental leave and support with childcare arrangements in conferences. [Read Dr Bartók-Pártay's Royal Society article](#)

Figure 2.2.8. (Top panel) Percentage female staff per staff category from 2016-2021. **(Bottom panel)** Our advert seeking expressions of interest for the Dorothy Hodgkin Fellowship round 2021, to which we successfully secured a proleptic appointment from the University.

Actions rated as **Amber** or **Red** in the 2016 and Extended action plans are summarised in Fig.2.2.9.

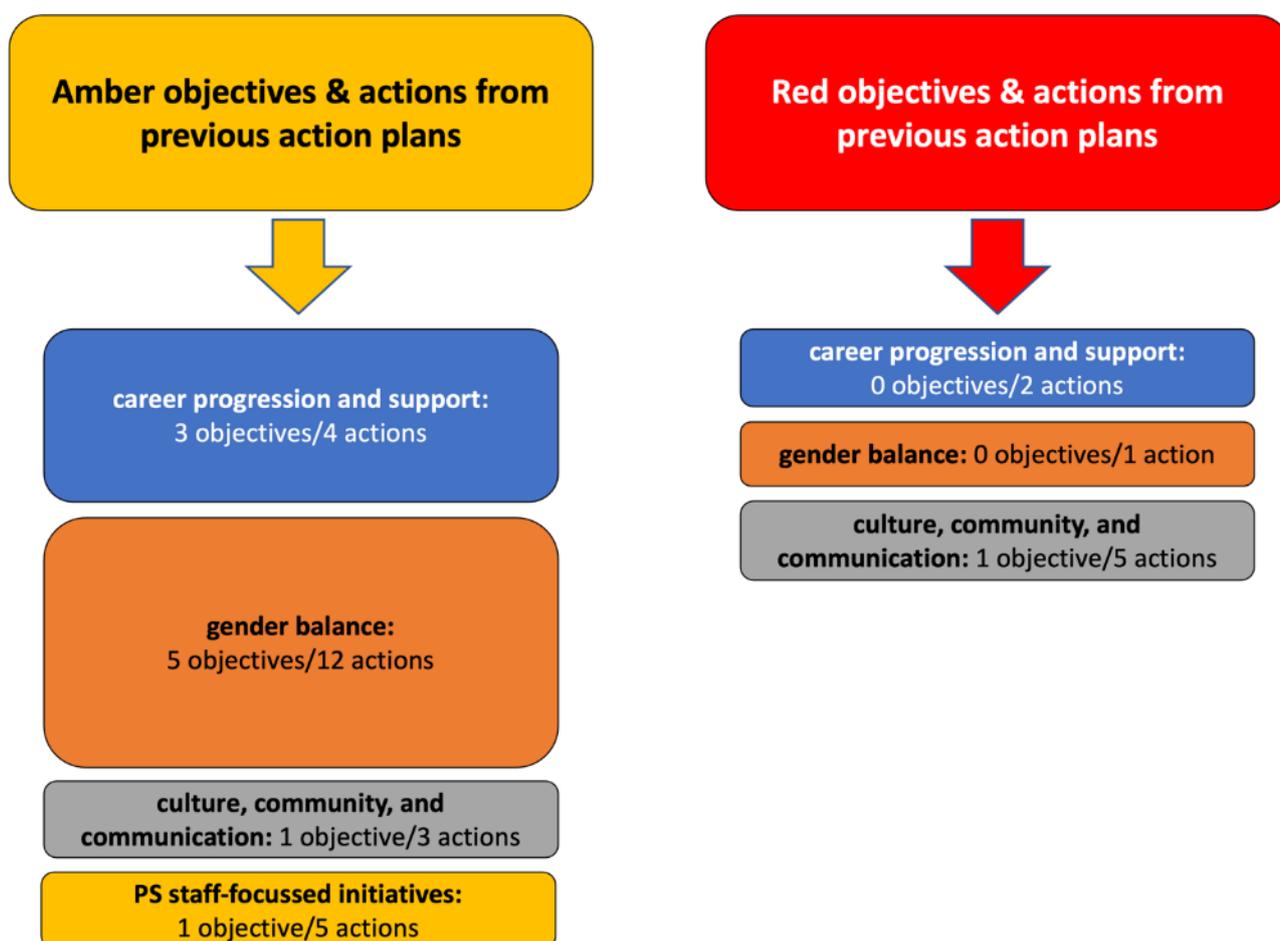


Figure 2.2.9. Summary of objectives and actions within each priority area that are rated Amber or Red in our previous 2016 and Extended actions plans. The sizes of boxes are scaled according to the number of objectives which remain at Amber or Red stage.

Most of the objectives/actions coded **Red** have become new actions as follows:

- Establish reasonable adjustments and provide resources to communicate clear guidelines for pregnant staff (**future objective 24**)
- Develop a female leadership programme for UG Chemistry students (**future objective 9**)
- Develop a mission statement for the Department (**future objective 26**)

However, certain objectives/actions **cannot be pursued further** due to unfeasibility. Objective **ECR/5.2.1.3**, outlined work with University Organisational Development Centre and ED&I teams to create bespoke Departmental Dignity in the Workplace training. Unfortunately, these teams cannot support bespoke training - the ED&I team merged with Social Inclusion and now offers limited support. We will instead signpost staff to institutional training. Additionally, a previous action (see **2016-2020 Refs.12-14**) proposed to run annual in-house “mini-pulse surveys” will not proceed. We will instead use Pulse surveys and the AS Culture Survey to measure staff satisfaction.

Two **Amber** objectives, **ACPPC/5.6.4.3** and **SAO/5.6.4.3**, will not be pursued. These equivalent objectives (targeted to academic and PSS staff) involved development of bespoke PDR (previously called DPR) guidance for Chemistry staff. When this action was created, UoW supplied minimal guidance: however, shortly after our 2016 submission, PDR shifted from being a 'performance' review to a more nurturing 'personal development' review with a comprehensive set of centralised training tools provided. During the pandemic, the PDR has been simpler and lighter-touch with an explicit 'wellbeing check-in' component for staff.

The remaining **Amber** objectives have been taken forward as new objectives and are discussed below.

ECP/5.5.3 and Extended 18. Establish clear guidelines to enable pregnant staff to remain research active once lab work is deemed unsafe; refinement of UoW maternity policy to include extension of redeployment window, automatic extension for 3 months, a contingency fund to facilitate redeployment during pregnancy. **future objective 24**

There are clear guidelines about pregnancy health and safety, parental leave, and return from leave. Reallocation of duties whilst remaining research-active is handled on a case-by-case basis in the Department - not by a refined UoW policy. Since 2016 all pregnant staff in Chemistry have the option of remaining research-active by: (a) continuing safe lab work through adjustment of working conditions/hours to ensure safety; (b) switching to computer-based work such as writing, data analysis, or performing calculations and simulations. If pregnant staff cannot continue desktop research, reallocation of duties is explored. If this is unworkable, we would need to suspend employees on full pay in line with government employment regulations.

LTC/4.1.3.1, PGC/4.1.4.2 and AC/4.1. These three actions are linked in that we still need to seek feedback from students on (a) our UG offer, (b) our PG offer, and (c) the department's promotion of gender equality in the media/open days to identify any gendered effects on course selection and recruitment. These data will feed into decisions about next actions to make sustainable improvements. **future objective 5**

As shown in **Fig.2.2.7**, our data do not suggest gendered impact on applications, offers or accepts at either UG or PG level. We have broken this data down further to investigate any gendered impact on course selection. As shown in (**Fig.2.2.10**), we see an upward trend in the %F enrolments on all Masters' variants. Chemistry 3Y variants are holding steady at 45-49% (apart from a dip in 2020/21) in keeping with Russell Group averages. We will seek feedback through student surveys and focus groups on improving promotion of gender equality.

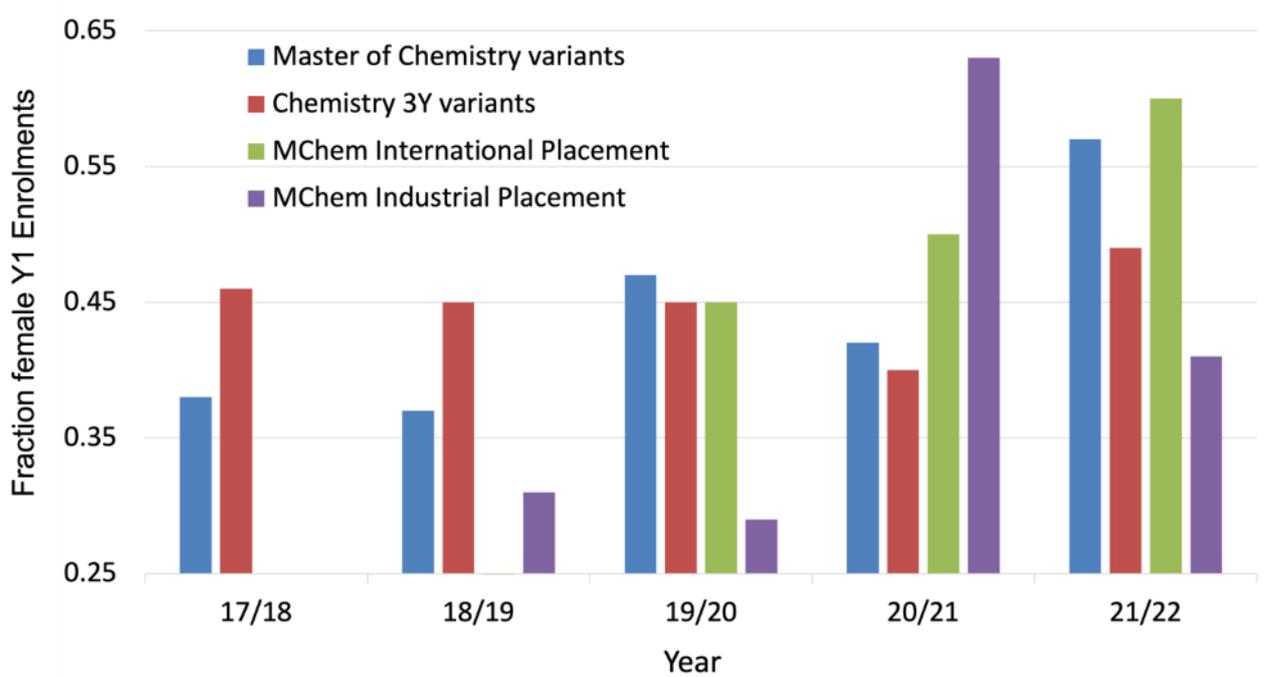


Figure 2.2.10. Proportion of total Y1 students which are female enrolled on each course from 2017-present.

ECR/5.1.1.5. All recruitment panels to complete unconscious bias training, with 100% compliance from all staff. *future objective 14*

Since 2016, there have been many iterations of the UoW Unconscious Bias course. Originally face-to-face, training is now delivered online. All new staff must complete the basic module, with staff involved in Recruitment/Selection taking the 2021 advanced module. These, alongside Recruitment and Selection and Working Effectively with the Equality Act modules, are compulsory. Most of our staff involved in recruitment have carried out Unconscious Bias training (88%), however, all those involved in recruitment must re-sit the 2021 module. The panel chair ensures that all those involved are compliant at shortlisting stage (Fig.2.2.11).

Training to be completed by all staff by week 4 of your induction



ED&I Training:
[Working effectively with the Equality Act](#) (This is an interim provision will be updated approx. early term 3)
[Unconscious Bias](#)




'Recruitment and Selection'

The course should take approximately 45-60 minutes to complete, but you can exit the course at any point and resume at your convenience.

Please note: the course includes a quiz at the end, which must be completed with a mark of 80% for successful completion.

Before accessing this course please ensure you have completed both of the following Moodle courses:

1. [Working Effectively with the Equality Act](#)
2. [Unconscious Bias \[Advanced\]](#)

Send To _____

Cc _____

Bcc _____

Subject Shortlisting

Qualification level.docx 21 KB

Dear all,

Thank you all for agreeing to take part in the _____ recruitment process.

Before going any further a short disclaimer, please read carefully

*** It is mandatory that you carry out the recruitment and selection training which includes the three following modules:

1. ['Recruitment and Selection'](#)
2. [Working Effectively with the Equality Act \(New\)](#)
3. [Unconscious Bias \[Advanced\] \(New\)](#)

Figure 2.2.11. Information sent to panel chairs to ensure appropriate training is completed by panel members.

Extended 8: Reduce barriers which stop UG women enrolling on the Sprint Personal Development Programme and similar initiatives in the University, with aim of increasing engagement and enrolment of Chemistry students onto Sprint. **future objective 9**

Sprint is a personal development programme for female UG students that Warwick has run since 2017, with consistent participation from STEM departments (Fig.2.2.12). However, Chemistry enrolments tailed off by 2019/20. We held Sprint information sessions for our female UGs to encourage participation, but this intervention didn't produce Chemistry applicants in 21/22. Feedback (Fig.2.2.12) showed that while our students see the value of Sprint, they felt unable to accommodate the commitment during the pandemic. We aim to promote this again when things return to normal.



Figure 2.2.12. (left) Brochure for the Sprint Women’s Development Programme, targeted at female UG students and designed “to equip students with the skills required to enable them to accelerate their potential in all areas of life including academic, personal and career”. **(right)** Enrolment on Sprint across all Warwick STEM departments from 2017-2020 and feedback from some UG students about why they did not engage with Sprint.

Extended 21: Take forward three priority areas identified in “New ways of working” workshops run by external consultant, standards of behaviour. **future objective 26**

Three priority “next steps” (**Fig.2.2.13**) came from work with an external consultant. Aims of priority 3 have been largely achieved, but priorities 1-2 have been delayed due to pandemic disruption. Establishment of an over-arching vision and set of positive behaviours requires wide consultation – something that has been challenging over the past 20 months as staff adjusted to an ever-changing working environment. We will focus on these actions when face-to-face communication in larger groups is possible.

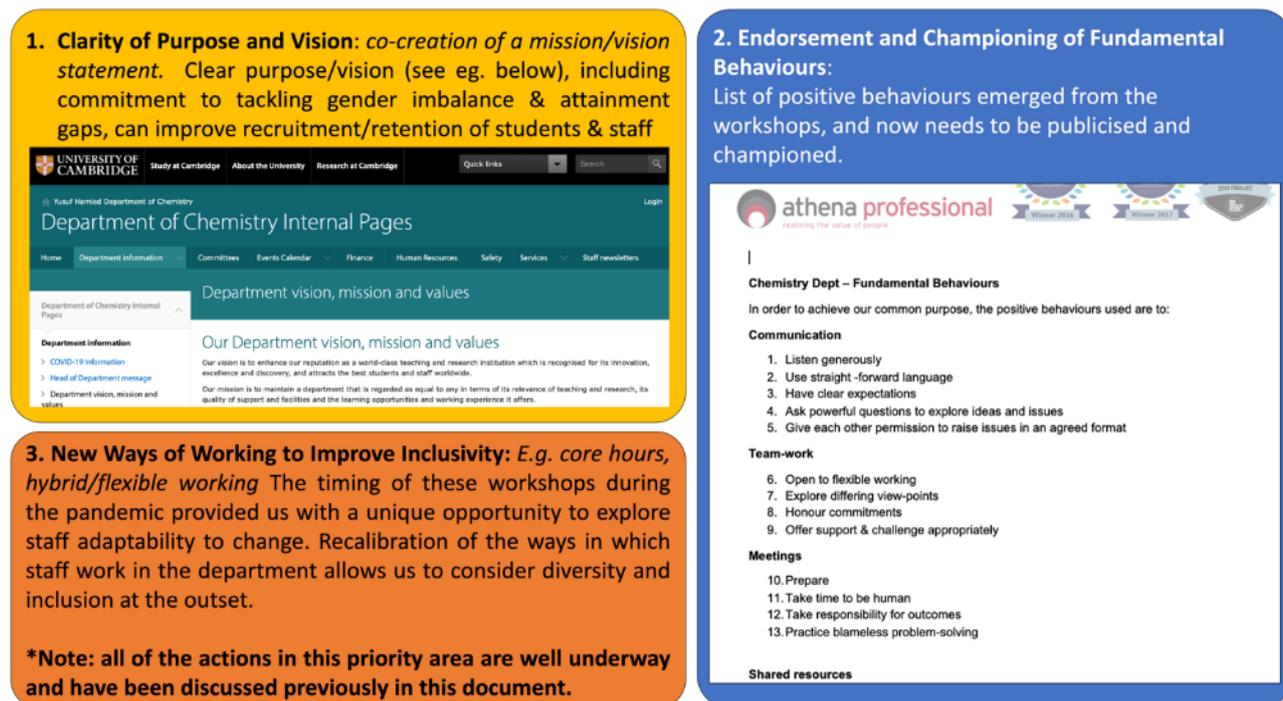


Figure 2.2.13. Three priority areas recommended by external consultant after carrying out pilot project and two workshops over spring / summer of 2020. Priority 3 has largely been achieved, however more work is required for priorities 1-2.

Extended 17. Develop flexible working case studies.

future objective 23

To improve staff understanding around benefits/drawbacks of flexible working, we will develop flexible working case studies. The pandemic has caused a large increase in staff members adopting flexible/hybrid working patterns, and we will explore the impacts in the future.

3. Section 3 – Future priorities and action plan

In section 3, applicants should evidence how they meet Criteria 4 and 5:

- + key priorities have been appropriately identified, to direct future action
- + a specific, measurable, achievable, relevant and time-bound (SMART) action plan has been provided, which addresses priorities.

3.1 Current self-assessment and future priorities

Recommended word count: 1500 words

Final word count: 1529 words

Covid-19 related text: 41 words

Consider the department's self-assessment (previous and current), data analyses and previous action plan with respect to the areas covered by the standard Athena SWAN application form. These include:

- + student enrolment, progression and support
- + key career transition points
- + career development
- + flexible working and managing career breaks
- + organisation and culture.

1. have the department's gender equality issues changed, and if so, how?
2. what are the department's key priorities for future action?

Our future action plan contains **key priorities** supported by SMART actions. These are derived from Amber/Red actions in the 2016/2020 action plans & new areas for development.

Future Key Priority Areas	Future Action Plan
1. Sustainable delivery of action plan	Objectives 1-4
2. Increasing diversity across staff and student populations, with gender diversity exceeding national averages for Chemical Sciences by 2027.	Objectives 5-16
3. Career development and support of staff and students to improve retention and attainment	Objectives 17-25
4. Improve culture, community, and communication through focussed projects (e.g. creation of shared mission/values statement, awareness-raising via book club)	Objectives 26-29

3.1.1. Sustainable delivery

Future objectives 1-4 support sustainable delivery of the action plan in Section 3.2., specifically:

- Creation and implementation of an achievable timeline of work, a platform for information sharing, and a strategy for dissemination to the department and beyond;
- Accounting for work done on behalf of these initiatives by individuals in the department which will feed into our workload model.

3.1.2. Increasing Diversity

Gender diversity is still a major priority area. Comparison of gender diversity across our current staff and students to UK national averages %F (from 2018 RSC “Breaking the Barriers”) is shown in **Fig.3.1.1**. While we are comparable to these averages, they reflect a wider problem across the sector which we strive to improve upon. Since our last application, the total number of female staff (**Table 3.1.1**) has been stable, and the proportion of female junior research staff (FA6-FA7) has increased. However, we have not *increased* %F across senior academic staff (**Table 1.2.1**) or UG students (**Fig.3.1.1, inset**). This will form the basis of future efforts.

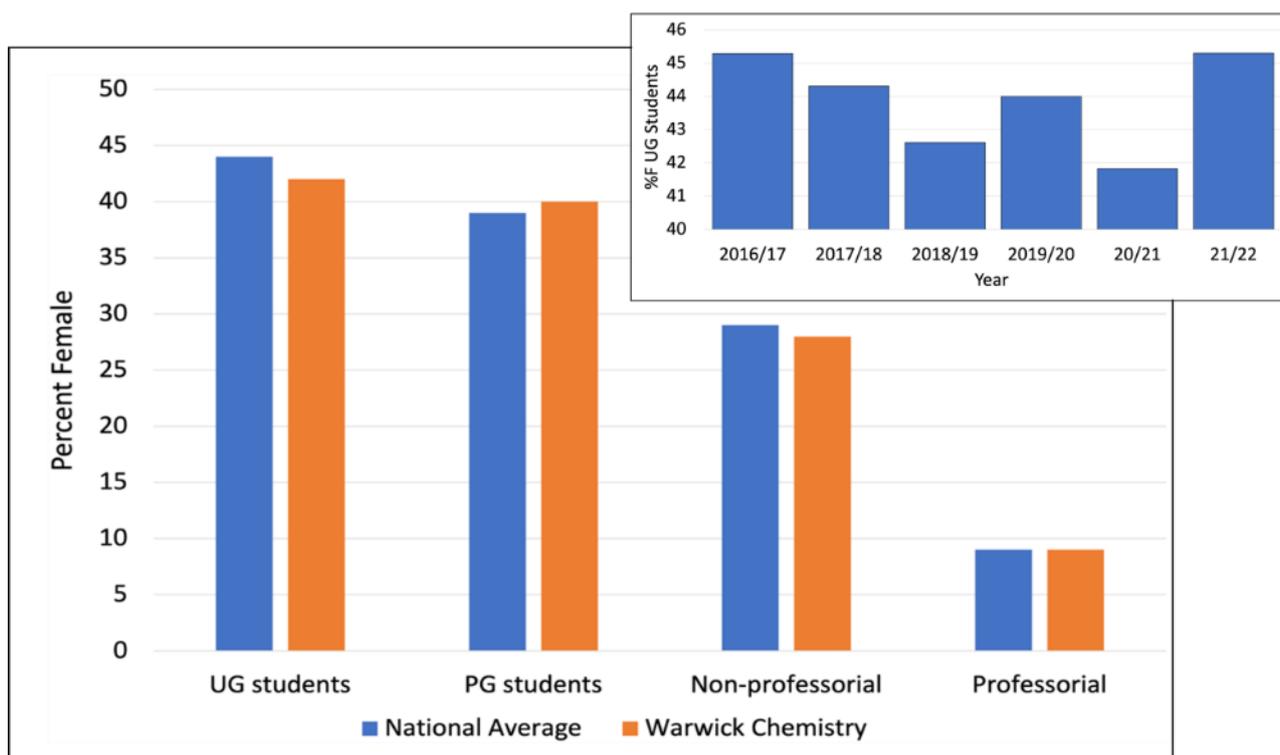


Figure 3.1.1. (Main panel) Comparison of our demographic data with respect to gender to the averages published in the 2018 Royal Society of Chemistry report “Breaking the Barriers”. **(inset)** %F of our Y1 UG student population since 2106/17.

Table 3.1.1. Total number of female and male staff in the department over the past 5 years, according to teaching/research track.

		16/17		17/18		18/19		19/20		20/21	
		F	M	F	M	F	M	F	M	F	M
T & R Staff	FA 7	0	0	0	2	0	4	2	4	2	3
	FA 8	4	8	4	7	4	6	3	9	3	10
	FA 9	2	18	1	17	1	17	2	18	2	19
R Focus Staff	FA 5	2	1	1	1	4	2	3	1	3	5
	FA 6	14	33	11	29	18	28	15	24	14	22
	FA 7	1	5	2	10	3	10	3	14	4	12
	FA 8	0	2	0	3	0	2	0	1	0	1
	FA 9	1	1	1	1	1	1	0	1	0	1
	NON-FA	4	10	3	8	1	5	3	4	3	6
T Focus Staff	FA 5	0	0	1	3	1	3	0	2	0	0
	FA 6	2	2	1	1	1	1	2	1	1	3
	FA 7	1	4	1	4	0	3	1	2	1	2
	FA 8	0	1	0	1	0	3	0	3	0	3
	FA 9	0	1	0	1	0	1	0	1	0	1
Total		31	86	26	88	34	86	34	85	33	88

Future objectives 5-10 outline plans to engage with prospective and current UG/PG students about the diversity agenda (**Fig.3.1.2**). We will do this through Outreach events targeted to female and WP students, ensuring balanced representation of ambassadors. Engaging with current students through **surveys and focus groups** will provide perspectives on the department’s promotion of gender equality and raise ED&I awareness. We will increase visibility of under-represented scientists to our UG/PG student populations *via* seminars and recruitment activity. Our UG curriculum is currently under review, giving us the opportunity to include more diverse examples of scientists in teaching.

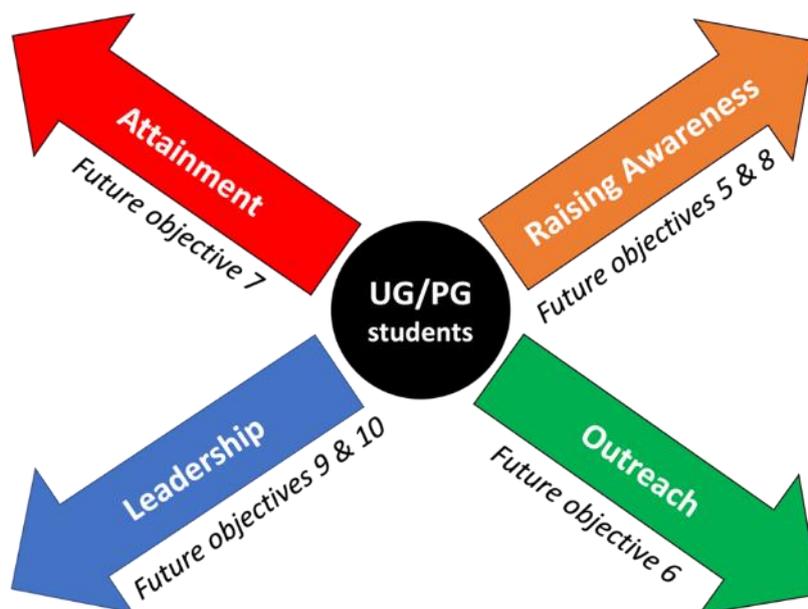
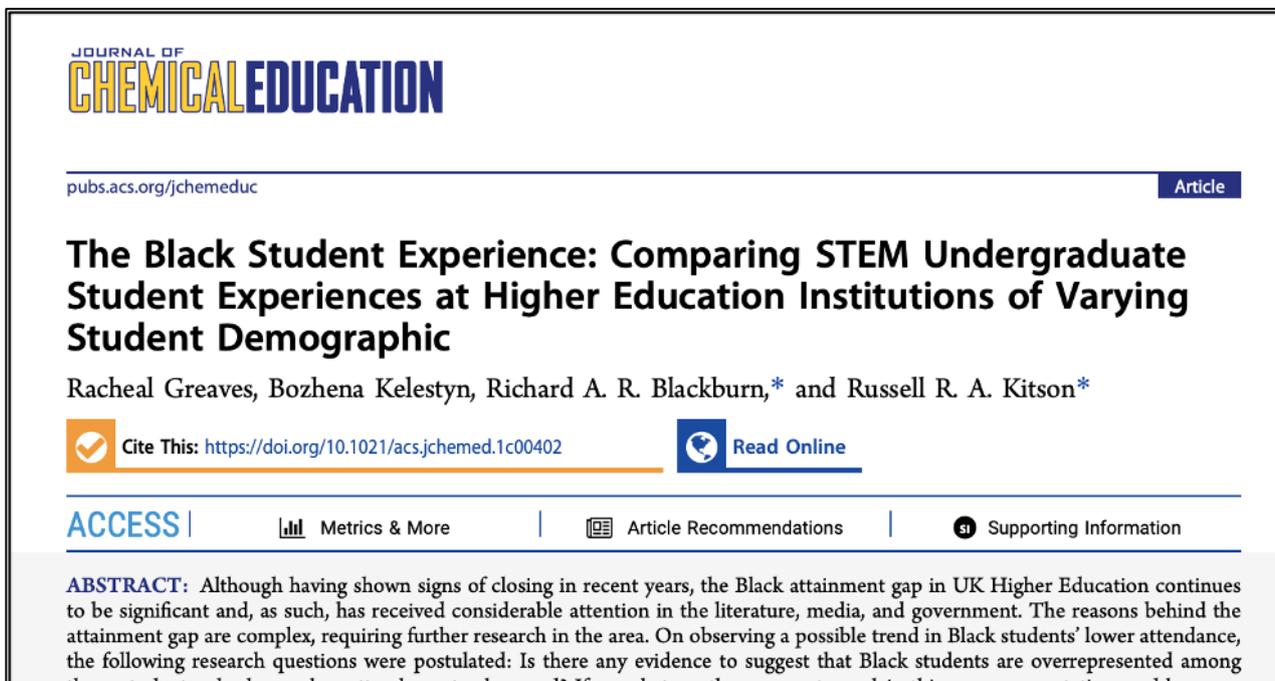


Figure 3.1.2. Future objectives focussed on engagement with and support of our UG and PG students in the department. Our objectives focus on four main areas of attainment, raising awareness, leadership, and outreach.

Recent data highlights an attainment gap for black students and students from the Chinese and Indian ethnic groups. We took action to understand this better through the establishment of the Chinese student experience project and a recently published study of the black student experience (**Fig.3.1.3**). We will continue to work with our students and the Warwick Black Chemistry (students') Society (WBCS) to eliminate this divide and improve engagement.



JOURNAL OF
CHEMICAL EDUCATION

pubs.acs.org/jchemeduc Article

The Black Student Experience: Comparing STEM Undergraduate Student Experiences at Higher Education Institutions of Varying Student Demographic

Racheal Greaves, Bozhena Kelestyn, Richard A. R. Blackburn,* and Russell R. A. Kitson*

 Cite This: <https://doi.org/10.1021/acs.jchemed.1c00402>  Read Online

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ABSTRACT: Although having shown signs of closing in recent years, the Black attainment gap in UK Higher Education continues to be significant and, as such, has received considerable attention in the literature, media, and government. The reasons behind the attainment gap are complex, requiring further research in the area. On observing a possible trend in Black students' lower attendance, the following research questions were postulated: Is there any evidence to suggest that Black students are overrepresented among those students who have low attendance rates? If so, what are the reasons to explain this overrepresentation, and how are

Figure 3.1.3. Recent publication from our Directors of Education and Student Experience investigating the attainment gap for black students in the Chemistry Departments at both the Universities of Warwick and Leicester.

Support for female leadership in the UG and PG student populations will continue through promotion of the Sprint Personal Development Programme and developing a Female empowerment programme. For PG students, we will keep welcoming students into the Chemistry Women's Mentoring Network and PSoC. We will lead on the now established Thesis Mentoring Scheme, in partnership with ChemSoc.

Objectives 11-16 look at the gender balance across staff. We have made initial interventions at every stage of the recruitment process over the past 5 years as summarised in **Fig.3.1.4** and adverts contain a statement emphasising our commitment to diversity and inclusion (**Fig.3.1.5**). While these steps are commendable, we only have partial **longitudinal data by gender (collated by the department) and cannot quantify their impact**. To quantify the impact in improving gender balance across senior staff, we have requested all applications data since 2016 by gender. These data have been requested from the University's central Analytics team (the data owner). Subsequent analyses form the basis of **future objective 11**.

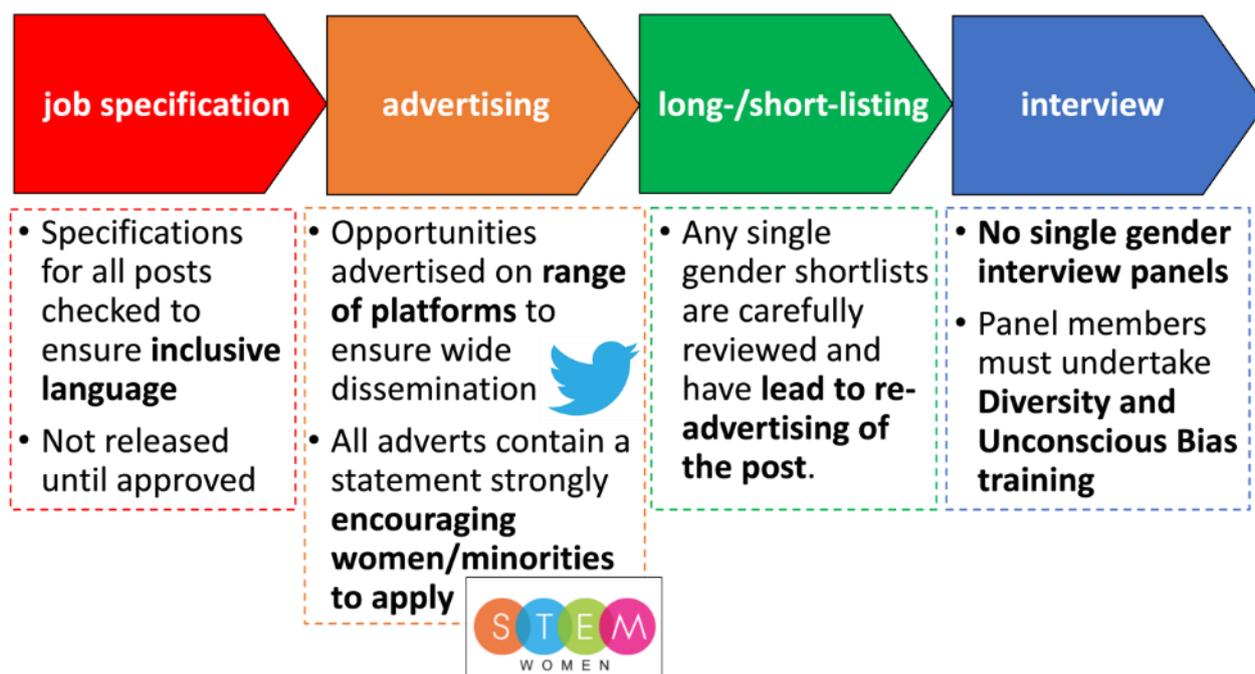


Figure 3.1.4. Current interventions that have been embedded into our recruitment workflow in the department over the past 5 years. All job specifications are checked to ensure we are using inclusive language and avoiding gender-coded words (e.g. male: competitive and driven vs. female: collaborative and dependable) and we advertise opportunities across multiple platforms including the Warwick website, Universal Job Match, Jobs.ac.uk, Nature jobs, WISE / STEM, LinkedIn, and Twitter, as well as through the professional networks of our staff.

The University of Warwick and the Department of Chemistry provides a welcoming and inclusive working and learning environment, recognising and respecting every individual's differences. We welcome applications from individuals who identify with any of the protected characteristics defined by the Equality Act 2010.

Athena SWAN Silver Award

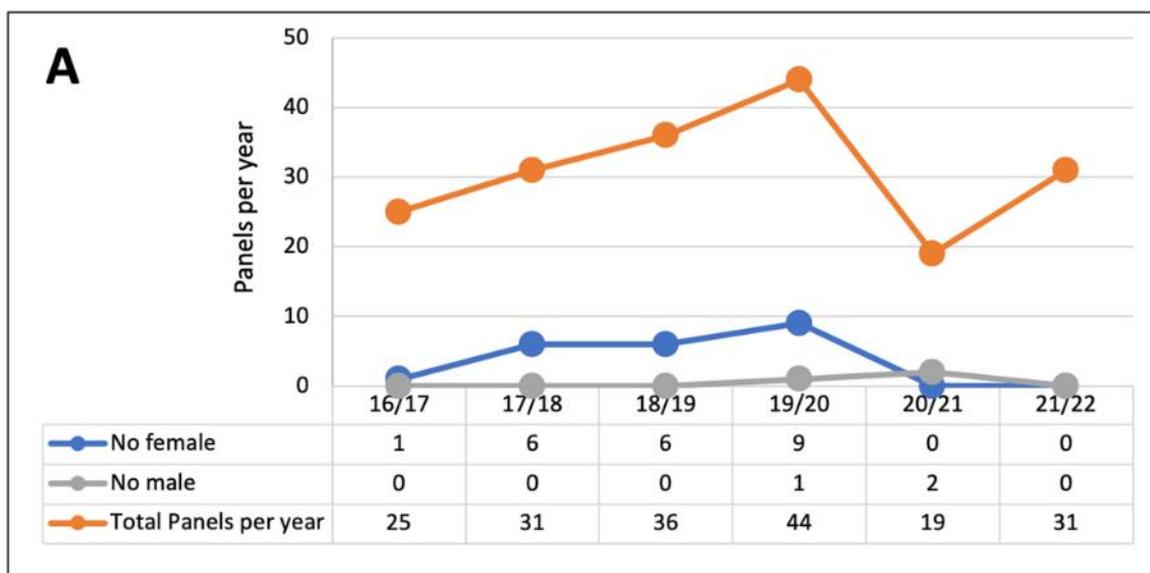
We are committed to supporting staff to achieve their potential. Both the Department of Chemistry and the University of Warwick hold Athena SWAN silver awards, a national initiative that recognises the advancement of gender equality, representation, progression, and success for all in academia. We provide a welcoming and inclusive working and learning environment, recognising that everyone is different in a variety of visible and non-visible ways, and that those differences are to be recognised, respected, and valued. We welcome applications from individuals who identify with any of the protected characteristics defined by the Equality Act 2010. We are supportive of staff with caring responsibilities.

Figure 3.1.5. Excerpt from all job advertisements stating our commitment to Diversity and Inclusion and encouraging applications from "individuals who identify with any of the protected characteristics defined by the Equality Act 2010".

Candidate shortlisting is currently carried out by at least two interview panellists. Although we have had **no single-gender interview panels** in the last eighteen months (**Fig.3.1.6A**), maintaining this presents a problem due to small numbers of female staff and potential (unfair) impact on their workloads. So far we have tackled this by **challenging single-gender shortlists**, however compiling longitudinal data ensuring this is the case is not currently

possible due to access restrictions. We are in discussion with central HR to establish a process of granting access to panel chairs (**future objectives 11, 15**).

Good training and gender balance of panels can strongly influence outcomes. In our 2016 submission, we introduced a departmental policy requiring all panel members to complete the Recruitment and Diversity and Unconscious Bias training [AP/ECR/5.1.1.4]. So far 88% of staff on panels have completed training. The university has now made this mandatory for all staff participating in recruitment, and we will request data access to monitor this closely (**future objectives 12, 14**) as we can already see impacts (**Fig.3.1.6B**).



B

Advert Text

Department: CHEMISTRY
Post Title: Research Fellow in Theoretical Chemistry
Salary £30,942 – £40,322
Start Date: TBC
Fixed-Term contract for 24 months

Applications for employment on a full-time or part-time (min 0.6FTE) working basis, or other flexible arrangement, will be considered.

Figure 3.1.6. A. Total numbers of interview panels per year since our last submission (orange line) as well as the number of all male (blue line) and all female (grey line) interview panels. **B.** Recent advert for Research Fellow explicitly stating that candidates can work full- or part-time, a decision that was made following ED&I training.

Fig.3.1.6A shows an increase in male-only panels in 2019/20 due to an increase in recruitment, and a paucity of female colleagues (even from other departments) for panels. To address this, we approached the provost with a proposal – that female staff at grade FA6 be permitted to sit on recruitment panels for FA6 Fellows (see **Fig.3.1.7**). This was approved, with the proviso that full training is provided, and the pilot was implemented in 2020. However, we have had low uptake (five staff so far), likely due to the timing of the pandemic. In **future objective 13**, we will promote the initiative via regular communications and use of testimonials from staff who found this beneficial (**Fig.3.1.7**).

05/08/2020 16:20 Edited

Interview Panel Training Scheme

Chemistry Women's Network

Hello everyone. Slowly but surely recruitment is starting to pick up - grants are coming in - and I am reminded of a scheme which started last year prior to lock down but with the inevitable slowing down of recruitment following lock down, was put on hold.

- This is an invitation to all FA6 female Research/Teaching Fellows who are interested in participating in recruitment panels to contact me via email dianne.walsh@warwick.ac.uk or teams
- You need to have been at least one year in post to participate
- You will find some training info below. More details will be provided to those of you who wish to participate.
- Further below, is information about how this initiative came about
- We are hoping to generate an internal list of names, similar to the one for professional services, of those who can sit on FA6 RF/TF panels
- **This initiative is part of our Athena Swan commitment**

Training	Background
There are a three mandatory self-directed modules to carry out but I would also like to offer informal learning sets for e.g. around the recruitment process at Warwick, or anything else you may find useful to learn about.	In order to ensure gender balance on recruitment panels we try to ensure that at least one member is female. This can be difficult as recruitment panel members need to be one grade above the post being recruited

Most of you interview p...
some of you...
there may b...
which wouk...

Academic Recruiter's Perspective The FA6 female panel initiative provides more female colleagues on hiring panels. In the case that I was involved, it had the effect of generating a more diverse panel composition (in terms of gender, cultural background, and linguistic capabilities). I would also add that involving a non-permanent postdoctoral staff member into the panel discussions really helps to provide an additional perspective that is more focused on the candidates circumstances and career stage.

FA6 Research Fellow's Perspective Being aware of the hiring process gave me a great opportunity to understand which skills are considered the most important during an interview. This knowledge can be the basis to develop the interview skills needed for future career development. [I had never] heard about the word "collegiality" before [being involved in recruitment] and I think the candidate didn't either. Understanding what collegiality means and whether it matters can really help our career [in the] future.

Figure 3.1.7. Advertisement for female FA6 Research and Teaching focus staff to join interview panels, following training, and feedback from recruiters and FA6 research fellows who have been part of the scheme.

While we will maintain the interventions above, the impact of these measures on gender balance across senior staff will be limited in the short-medium term as we are not currently recruiting. Instead, we will try to attract scientists applying for externally-funded fellowships which target diverse applicants, as in our 2021 Dorothy Hodgkin Fellowship campaign (Section 2.2), and will encourage applications from women and minoritized groups across all schemes (**future objective 16**).

3.1.3. Career Development

We also seek to redress gender balance via promotions. All academic staff can apply for promotion whether they are on fixed-term (FTC) or open-ended contracts (OEC). **Table 3.1.2** shows female staff have had a 100% success rate in promotions since 2014. However, the total numbers of women promoted are typically lower than those of men, and women's promotions are rarely to senior positions (**Fig.3.1.8**). This is due to smaller numbers of female staff eligible for promotion: currently there are twice as many men as women on OEC and FTC that could apply for promotion to FA8 (see **Table 3.1.3**) and only three women (vs.14 men) eligible for promotion from FA8 to FA9 (Professor).

Table 3.1.2. Total Academic Promotions per year by gender with success rate.

Year	Successful		Unsuccessful		Total	% of total per year		% Success Rate		Reader or above	
	F	M	F	M		F %	M %	F%	M%	F	M
2013-14	0	4	0	1	5	0%	80%	n/a	80%	0	4
2014-15	1	0	0	0	1	100%	0%	100%	n/a	0	0
2015-16	1	4	0	1	6	17%	67%	100%	80%	0	3
2016-17	0	4	0	0	4	0%	100%	n/a	100%	0	2
2017-18	1	2	0	0	3	33%	67%	100%	100%	0	0
2018-19	1	6	0	1	8	13%	75%	100%	86%	1	2
2019-20	2	9	0	1	12	17%	75%	100%	90%	1	4
2020-21	2	3	0	0	5	40%	60%	100%	100%	0	2
Total	8	32	0	4	44	18%	73%	100%	89%	2	17
% of Total Promotion	18%	73%	0%	9%	100%	18%	73%	100%	91%	25%	53%

Table 3.1.3. Current number staff on fixed-term contracts (FTC) and open-ended contracts (OEC) who could possibly move from FA7 to FA8 and from FA8 to FA9. The data have been disaggregated by gender.

	M - FTC	M - OEC	F - FTC	F - OEC
FA7 to FA8/FA8 Reader	8	8	4	3
FA8 to FA9	0	14	0	3

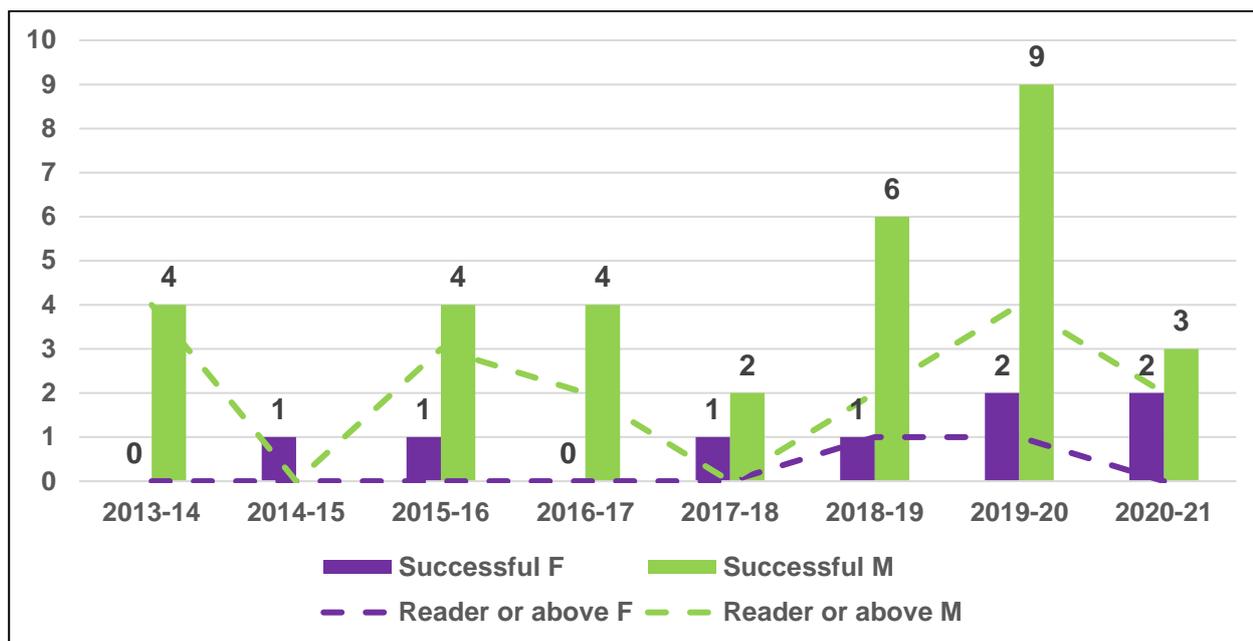


Figure 3.1.8. Number of successful promotions of male and female staff since 2013 (green bars and purple bars, respectively), and the number of those which correspond to promotions to Reader or above (dashed green and purple lines, respectively).

Promotion trajectories since 2016 (**Table 3.1.4, Fig.3.1.9**) highlight another issue. While promotion through lower grades to Assistant Professor sees women promoted at the same rate or (in some cases) faster than men, promotions above Assistant Professor see rates slow for female staff. Promotion from Reader to full Professor took **double the amount of time for female colleagues** and **women were much less likely to “jump” from Associate to full Professor** (e.g. 1 woman vs. 10 men). These data highlight how supporting successful promotion of eligible female staff over the period of this renewal (**Table 3.1.3**) could impact the balance of senior staff (**future objective 17**).

Table 3.1.4. Analysis of promotions data collected “in-house” for a total of 40 male academics (of whom 7 are no longer at Warwick) and 11 female academics (of whom 3 are no longer at Warwick) who were employed in the department from August 2016 to Aug 2021. Average (and median) number of months between each promotion are given, as are the numbers of male and female staff promoted according to pathway (i.e. R-focus, T-focus).

		RA to RF, Tutor to TF	RF to SRF, TF to STF	SRF/S TF to Assist. Prof	SRF/S TF to Assoc. Prof	Assist. Prof to Assoc. Prof	SRF/S TF to Reader	Assoc. Prof to Reader	Reader to Prof	Assoc. Prof to Prof (Jump)
Average Month	M	39	39	10	53	41	11	84	22	54
	F	19	40	9	9	47	0	87	54	32
Median Month	M	45	36	11	52	40	11	66	24	51
	F	19	40	9	9	47	0	87	54	32
No. of M	M	5	16	6	8	15	2	6	4	10
	F	2	5	2	1	4	0	2	2	1
No. staff R focus *	M	2	7	0	1	0	0	0	0	0
	F	2	4	0	0	0	0	0	0	0
No. staff T focus *	M	2	2	0	3	0	0	0	0	1
	F	0	0	0	0	0	0	0	0	0
No. staff T&R *	M	1	7	6	4	15	2	6	4	9
	F	0	1	2	1	4	0	2	2	1

* Current pathway

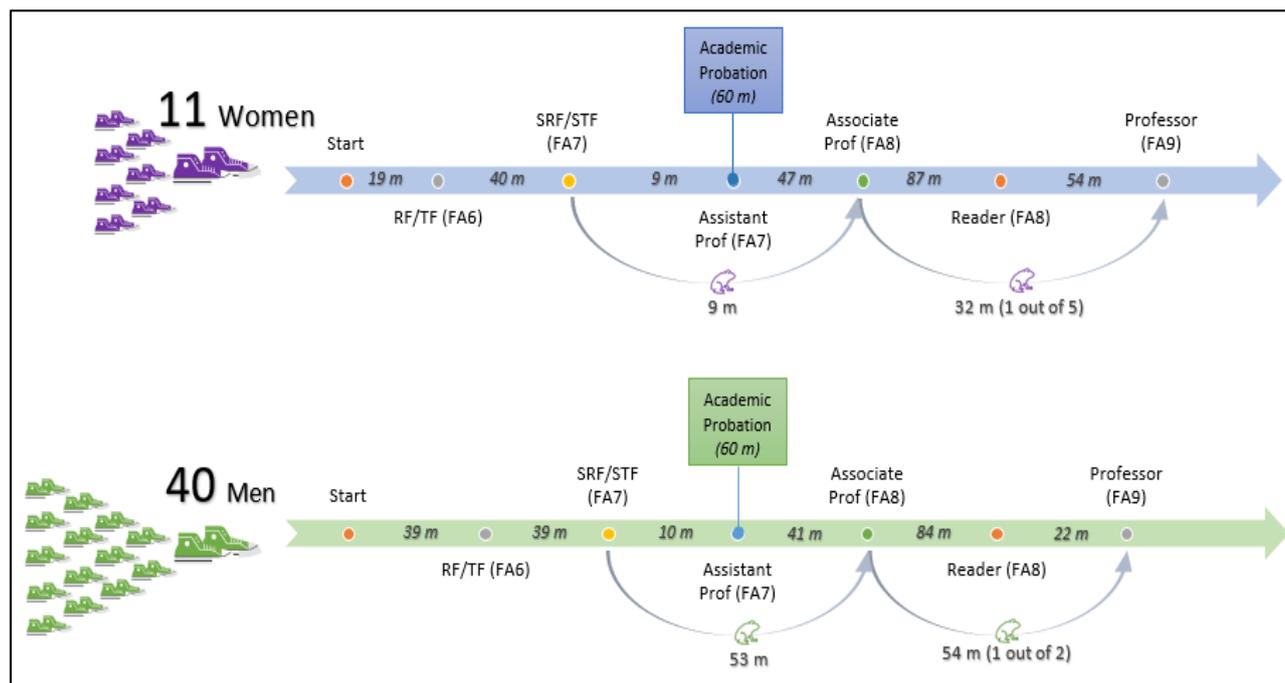


Figure 3.1.9. Schematic summarizing data shown in Table 3.1.4 for male and female staff. Numbers represent the average timings (in months) between each promotion, dots represent each stage of promotion, and curved arrows show “jumps” where staff have skipped over a grade, i.e. being promoted from Associate Professor directly to Professor and skipping Reader.

The progression of Professional Services Staff will be supported by recently-developed initiatives designed to tackle the issues and barriers they face (**future objective 19**). One such barrier is the lack of a conventional promotion pathway, with colleagues instead making lateral/upward career moves within the institution via higher-level secondments. However, secondment opportunities can be challenging to identify - individuals must inquire whether a given role is available as a secondment. We are keen to develop this area and have approached central HR and the Registrar to request a dedicated secondment portal (**future objective 20**).

Our future action plan outlines sustained support for all staff and further developments. All staff will be offered a mentor through the department’s annual mentoring survey and the Chemistry Women’s Network (**future objectives 21-22**). Staff will continue to benefit from a flexible-working policy that has seen a significant rise in uptake since the pandemic (**future objective 23**). Parents will be further supported through improvements to guidance and signposting (**future objective 24**).

Wider departmental consultation on future actions resulted in a new objective concerning work-related stress, an issue highlighted in the University’s Covid19 surveys in 2020. We will assess the size of the problem, identify groups most affected and push needs-based solutions through use of the Health and Safety Executive’s Stress Management tools (**Fig.3.1.10, future objective 25**).

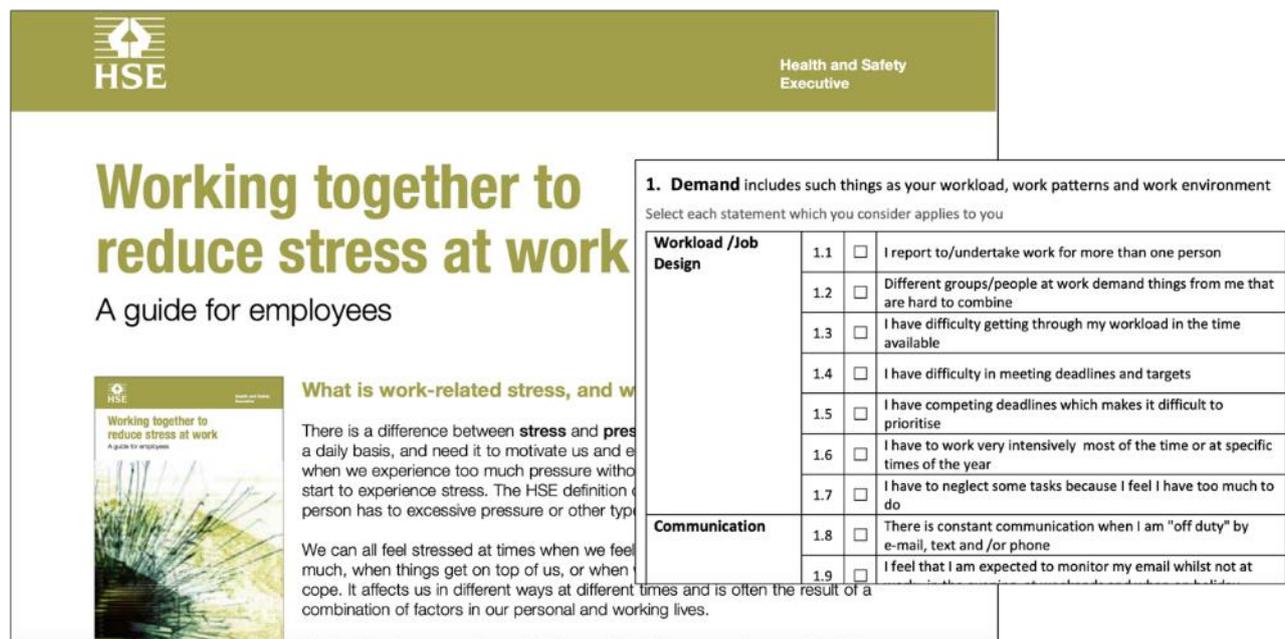


Figure 3.1.10. Health and Safety Executive’s (HSE’s) Stress Management tools, which include a survey (inset) and a risk assessment.

3.1.4. Culture, community, and communication

Building on the success of our “New ways of working” workshops in 2020, three key priorities arose. In **future objective 26**, we will craft a mission statement via interviews and staff consultation, in keeping with those found at other top HE institutions (**Fig.3.1.11**). During our workshops, we established a draft list of well-accepted positive behaviours, which will be disseminated to staff at meetings and *via* committee cascades. The Annual Pulse Survey and AS Culture Survey will help monitor the effectiveness of these initiatives.

Wider consultation about future actions to improve culture led to the new action “Educating ourselves” (see **future objective 27**). We envisage using the Athena SWAN standing item at staff meetings to deliver mini-presentations with an ED&I focus. We will continue to raise awareness of ED&I internally through a second year of Diversity Book Club (in partnership with ChemSoc) and **externally through our freely-available “Create your own Diversity Book Club” online resources (Fig.3.1.12)**.

We will support these objectives through the continued monitoring and refinement of workloads (one of the largest issues contributing to a challenging culture). **Future objective 28**, involves monitoring and adjusting staff workloads annually to ensure they are balanced, fair and representative. The Department’s induction processes will be reviewed bi-annually to welcome and support new staff (**future objective 29**).



Chemistry Dept New Ways of Working – Responses & Next Steps

Challenge	Potential Response
Uncertainty	Clear overarching purpose and vision
Collaborative effort	
Sense of individual contribution & belonging	
Diversity and Inclusion	

Vision, Mission & Scientific Aims

To boldly explore and advance new chemical frontiers in the life sciences, physical sciences, medicine, energy, materials, and environmental sciences through visionary research, innovation, collaboration, and scholarship

Discover, Create and Understand

- Design and model molecules that modulate biological processes
- Create materials for energy storage, drug delivery, and molecular imaging
- Understand the contribution of geometric and electronic structure to function

Department of Chemistry Internal Pages

Department information

- > [COVID-19 Information](#)
- > [Head of Department message](#)
- > [Department vision, mission and values](#)
- > [Useful information for administrators](#)
- > [Security and mifare cards](#)

Department vision, mission and values

Our Department vision, mission and values

Our *vision* is to enhance our reputation as a world-class teaching and research institution which is recognised for its innovation, excellence and discovery, and attracts the best students and staff worldwide.

Our *mission* is to maintain a department that is regarded as equal to any in terms of its relevance of teaching and research, its quality of support and facilities and the learning opportunities and working experience it offers.

We aspire to *values* which are based on the highest professional and academic standards in terms of personal growth and satisfaction offered to our staff and students, growth and excellence in what we do, teamwork that is based on respect, trust and integrity, and innovation to promote growth and value to our research sponsors.

About

The mission of Oxford Chemistry is to advance the global understanding of chemistry and to use that knowledge to address major challenges for society.



Figure 3.1.11. (Upper left) Recommendation from external consultant to create a Mission/Values statement for the Department of Chemistry. Similar statements can be readily found for other Chemistry Departments including those at Stanford (upper right), Cambridge (centre panel), and Oxford (lower panel).

☰ Department of Chemistry

Study with us ▾ | Current Staff and Students ▾ | Research ▾ | Latest news ▾ | Events ▾ | People | About us ▾

Warwick Chemistry Diversity Book Club ▶ [Create your own Diversity Book Club](#)

Create your own Diversity Book Club

Thanks to funding through the Inclusion and Diversity Fund of the [Royal Society of Chemistry](#), we have successfully run a pilot of a Diversity Book Club for a year within Warwick Chemistry (thank you to all those working behind the scenes to make this happen).

"The possibility to exchange perceptions about the topic and book was very valuable and interesting."

"[I learned] science is biased and has been used as an instrument to shape the 'truth' of the time."

"I felt I learnt a lot from the sessions - from others' experience"

-Book Club Participants

As part of our objectives, our aim was to not only run this Diversity Book Club, but also make all the materials open access so that other universities/departments can run their own using the content we have developed. Below you will find all the materials you will need to start your own Diversity Book Club.

[Book Club Resources \(Downloadable Files\)](#)
[Description](#)

[DOWNLOAD ALL FILES](#)

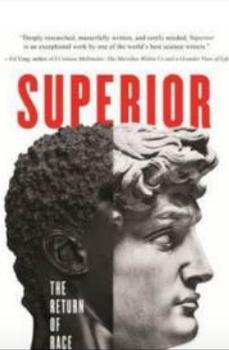


Figure 3.1.12. The “Create your own Diversity Book Club” resources hosted on our external-facing website, where users can download a guide, advertisement posters, self-reflective questions, facilitator guides and more.

3.2 Future Action plan

Please provide (in table format) an action plan covering the four-year award period.

Future Self-assessment and Sustainable Delivery of Action Plan						
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome
1	Formation of Equality, Diversity, and Inclusion (ED&I) Committee	Simplification of the way in which we progress and deliver AS (and all related) actions in the Department.	Invite membership for committee across all staff and student categories, maintaining roles for HOD, SAO, and SAT leads. As before, diversity of membership will remain a high priority, as will cross-representation from key committees.	March 2022 and review annually	ED&I Committee chair	Build a team of individuals with clear understanding of AS process and delivery of actions across diverse staff and student populations (e.g. UG, PG, minoritized communities).
2	Establish an annual plan of work to be managed using the Planner functionality in Microsoft Teams (established as a result of the pandemic)	Continue and strengthen our use of centralised planning and updating platforms, to ensure connectivity in times of flexible and hybrid working.	<ol style="list-style-type: none"> 1. Disseminate information and tasks to SAT via a Teams Planner. 2. Create calendar to capture monitoring of all equality data, delivery of key actions. 	March 2022 and review termly	AO	Clarity of focus and ownership for each member of the SAT, and rapid identification of any issues/delays. Calendar in place, improving clarity around monitoring and delivery.
3	Updating of Athena SWAN and other ED&I webpages on the department's website	Communication of impacts from Athena SWAN initiatives is key to staff awareness and engagement.	<ol style="list-style-type: none"> 1. Update and refresh Athena SWAN pages. 2. Create a new outward-facing ED&I & "You said – together we did" page to sit under "About Us" tab. 	Ongoing	AO / RAO	Increased awareness across staff for Athena SWAN and ED&I initiatives and issues
4	Capturing contributions of ED&I Committee members in our departmental workload model from Summer 2022 onwards	While the work of academic lead is accounted for in our workload model, SAT member is not. Effort of staff who engage in delivery of the AS action plan outside of their	<ol style="list-style-type: none"> 1. Identify ED&I members who are engaged in delivery of Athena SWAN actions outside their admin role. 2. Recognise contribution in workload model. 	May 2022 and annually thereafter	ED&I Committee chair and membership	Clear recognition of resource required for delivery of action plan.

Athena SWAN Departmental Renewal Application

Future Self-assessment and Sustainable Delivery of Action Plan						
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome
		administrative roles will be recognised in workload model.				

Increasing Diversity Across Staff and Student Populations						
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome
Undergraduate Students: 42% female across all years (data snapshot 25 Aug. 2021)						
Postgraduate Students (data taken 25 Aug. 2021): %F values are 40% (PGR) and 34% (PGT)						
5	Engage with UG and PG students to get perspectives on the department's promotion of gender equality in the media/open days to identify any gendered effects on recruitment. <i>[Linked to 2016: LTC/4.1.3.1, PGC/4.1.4.2, AC/4.1]</i>	While we have worked extensively with staff at all grades and in all roles to gain feedback on the department's promotion of gender equality, we now want to hear from our students. We would especially like to raise awareness about the departments ED&I initiatives and policies amongst our UGs.	<ol style="list-style-type: none"> 1. Design survey to seeking feedback on the department's promotion of gender equality and requesting volunteers for focus groups 2. Distribute survey to UG/PG 3. Analyse results from survey and share with department 4. Organise focus groups to explore new ideas and approaches, from a student perspective 5. Review and update communication strategy in line with findings 	<p>Jul 2022</p> <p>Oct 2022 Dec 2022</p> <p>Jan – Feb 2023</p> <p>March 2023</p>	ED&I Committee chair / MAOC Chair / TLSM / DoSE	Increase in %F enrolment on UG and PG courses from 2023/24.

Athena SWAN Departmental Renewal Application

Increasing Diversity Across Staff and Student Populations						
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome
6	Enhance outreach portfolio in the Department, with an eye on diversity.	The department has recently refreshed the outreach programme, and we wish to promote the importance of diversity as part of this work.	<ol style="list-style-type: none"> 1. Make diversity a key part of the role description for outreach organisers. 2. Embed participant feedback as part of our events. 3. Monitor the diversity of gender and ethnicity for outreach events. 4. Raise awareness about the departments ED&I initiatives and policies as part of outreach portfolio. 5. Organise a “Girls in Chemistry” outreach event. 6. Organise a WP outreach event. 	<p>March 2022</p> <p>March 2022</p> <p>Prior to each event</p> <p>April 2022</p> <p>June 2022, then annually</p> <p>Jul 2022</p>	MAOC Chair / Academic Outreach Lead	<p>Redesigned portfolio with focus on diversity.</p> <p>Positive Feedback from a majority of participants for each event.</p> <p>See increasing participant numbers year on year for “Girls in Chemistry” and WP outreach events.</p>

Athena SWAN Departmental Renewal Application

Increasing Diversity Across Staff and Student Populations						
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome
7	Continue work towards addressing the ethnic minorities' attainment gap evident in our UG, PGT, and PGR student populations. <i>[Linked to 2020 Objective 6]</i>	Careful analysis of our student attainment data has revealed a clear attainment gap for black students and students from the Chinese and Indian ethnic groups in our Department (UK and non-UK nationals).	<ol style="list-style-type: none"> 1. Appoint a Student Diversity champion(s). 2. Create a survey, in collaboration with the Departments' Black Students Society, to poll staff and students of colour in Chemistry to explore issues with engagement/attainment. 3. Facilitate next steps in Chinese student experience project. 4. Identify measures that can be put in place to support staff and students (e.g. language courses, mentors, peer support, champions). 	<p>April 2022</p> <p>October 2022</p> <p>Ongoing</p> <p>August 2022</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 ethnic minorities' subgroups ensuring practices and initiatives reflect individuals' varied experiences, needs and intersectionalities.</p>

Athena SWAN Departmental Renewal Application

Increasing Diversity Across Staff and Student Populations						
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome
8	Increase the visibility of diverse (e.g. female, black) scientists to the UG and PG student populations, from the perspective of seminars, admissions days, and the taught curriculum.	We will continue monitoring the gender balance of seminars and recruitment events, and we will extend this to the taught curriculum. With the curriculum under review, we will include more diverse examples whenever we can, to refer to work and research of non-white non-male scientists.	<ol style="list-style-type: none"> 1. Continue to make gender representation a key part of the role description for seminar and recruitment event organisers. 2. Monitor the gender-balance of all departmental seminar series and recruitment events, and action adjustments for upcoming year if required. 3. Identify and bring together diverse examples for inclusion in teaching materials on an openly available Padlet for all staff to contribute, use and share. 	<p>Monthly</p> <p>Ongoing</p> <p>Ongoing</p>	<p>HoD / SAO</p> <p>RAO / SO</p> <p>DoE / DUGS / DoSE / SEEC</p>	Improved diversity of achievements and contributions to subject appear in broad range of teaching materials and department announcements. Maintain proportion of female speakers at > 40%.

Athena SWAN Departmental Renewal Application

Increasing Diversity Across Staff and Student Populations						
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome
9	Support female leadership in the UG student population. <i>[Linked to 2020 Objective 8]</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 Personal Development Programme has run since 2017, but there has been a lack of uptake by Chemistry UGs that we wish to explore.	<ol style="list-style-type: none"> 1. Continue to organise Taster Introductory sessions (groups of 20 or more). 2. Continue to offer support to students writing their applications in Terms 1 & 2. 3. Investigate UG workload / schedule and identify where commitment could be best accommodated. 4. Liaise with DoSE about the prospect of creating a Female leadership programme in the Department, facilitating e.g., peer to peer support in the form of vertical mentoring across PG and UG students. 	<p>Jan 2022 – Annually thereafter</p> <p>July-Aug 2022</p> <p>Summer 2022</p>	<p>DoSE/SEEC</p> <p>DUGS / TLSM / SSLC chair</p> <p>DoSE / ED&I Committee chair</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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Increasing Diversity Across Staff and Student Populations						
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome
10	Increase support and initiatives focussed on our PG students. <i>[Linked to 2020 Objective 9]</i>	While the department has thriving UG (ChemSoc) and postdoctoral (PSoC) societies, we have no society for PG students. Such societies have been shown to improve confidence and belonging and can expose them to diverse role models. In 2019, we invited all female PG students to join the Chemistry Women's Mentoring Network, but few engaged. We wish to extend this support and new initiatives in the future.	<ol style="list-style-type: none"> 1. Re-advertise the Chemistry Women's Mentoring Network for PG members, stating that they will be allowed time to participate. 2. Encourage existing members to recruit directly. 3. Collaborate with PSoC to open PSoC to PGs. 4. Lead on the now established Thesis Mentoring Scheme, in partnership with ChemSoc. 	February 2022	ED&I Committee chair / AO	Increased no. of female PG students that engage in the Dept. mentoring scheme.
				Ongoing		
				April 2022	ED&I chair / ChemSoc chair	Increase in PhD participants on the Thesis Mentoring Scheme
				February 2022		
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)						
11	Request anonymised data from 2016-present from the University's central analytics team to evidence impact of recruitment initiatives.	As described in Section 3.1, we have made interventions across all aspects of the recruitment process. However, we currently do not have access to longitudinal gender data required to gauge impact of these changes. Current restructuring of data provision at UoW means this data should be available soon.	<ol style="list-style-type: none"> 1. Request anonymised longitudinal data on applications, short-listed candidates, offers and acceptance rates for OEC posts broken down by gender and grade from central analytics team / ITS helpdesk. 2. Analyse data and place into context with key procedural changes to gauge impact. 3. Communicate findings to Department. 	Ongoing (requests pending) Sept annually October annually	AO HoD / SAO / AO / ED&I Committee chair	Receipt of quarterly reports Increase in women being shortlisted / interviewed for academic roles from Research or Teaching Assistants to Prof. (FA5-FA9) – ultimately increase in women being appointed.

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Increasing Diversity Across Staff and Student Populations						
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome
12	Ensure gender balance on all recruitment panels <i>[Linked to 2020 Objective 10 and 2016: ECR/5.1.1.4]</i>	We strive to have gender balance on all recruitment panels via proactively monitoring panel composition. While the Department has few single gender panels, the limited number of women in the Department means this has been occasionally unavoidable. We will continue to promote balance while mitigating the potential for increased workloads for female staff.	<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 (see below). 3. Monitor impact on workloads of female staff, mitigating this against other departmental jobs / roles. 	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>HoD / SAO / AO</p> <p>AO</p> <p>HoD / SAO / AO</p>	No single gender panels approved from 2022 onwards.
13	Enhance participation in the new Interview Panel Training Scheme, launched in 2020.	To increase the number of female staff qualified to sit on recruitment panels for FA6 Research/Teaching Fellows, this scheme offers full training to female staff at grade FA6. The pilot was launched in 2020 however we have had little uptake in this opportunity, likely due to the timing of the pandemic.	<ol style="list-style-type: none"> 1. Communicate this opportunity at regular intervals via targeted emails to eligible staff, Teams communications, and PSoC colleagues. 2. Disseminate current feedback from participants and academic staff. 3. Seek additional feedback from new participants 4. Keep records of all participants and panel activity for regular reporting 	<p>Quarterly</p> <p>Feb 2022</p> <p>June-July 2022</p> <p>Ongoing</p>	AO	As this is a transient population and participants need to be in post for a minimum of 1 year to be eligible – we aim to retain 4 to 5 Female FA6 Research Colleagues on Chemistry’s Interview Panel Register in any given year.

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Increasing Diversity Across Staff and Student Populations						
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome
14	Unconscious bias training for 100% of staff on recruitment panels. <i>[Linked to ECR/5.1.1.5]</i>	In 2016 we added the requirement that panel members receive Unconscious Bias training. We can see impacts of this training (Section 3.1) and aspire to increase our current 88% compliance to 100%. UoW has now made this mandatory for all staff participating in recruitment processes.	<ol style="list-style-type: none"> 1. Lobby Director of HR / Provost to authorise access to departments' recruitment training data as required, prior to panel approval by HoD / SAO. 2. Request check of completion of training for all members. 3. Any members whose training has lapsed or has not been carried out have the opportunity to complete. 	Ongoing	HoD / SAO AO All panel members	All panel members have carried out Unconscious bias training in line with University requirement.
15	Challenge single-gender shortlists, with an aim of eliminating all single gender shortlists for any future posts where the pool of candidates is not single gender.	There are challenges in obtaining gender data for shortlisted applicants due to GPDR. Discussions between the Director of HR and local (departmental) HR indicate that access to these data will be granted to local HR in the future.	<ol style="list-style-type: none"> 1. Create processes for data access and gathering, and update local recruitment guidance to ensure chairs are provided with gender data. 2. Data provided to chair of panels in a systematic manner. 3. All shortlists reviewed by the Chair. 4. Chair given opportunity to evaluate balance of shortlist, and either defend or challenge as appropriate. 	Ongoing	AO Chair of recruitment panels	Reduction / elimination of single gender shortlists where possible.

Athena SWAN Departmental Renewal Application

Increasing Diversity Across Staff and Student Populations						
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome
16	Enhance gender balance of academic staff through focussed recruitment of early career researchers on proleptic appointments	In 2021, we secured University support to link a permanent appointment to the successful applicant of a Dorothy Hodgkin fellowship, a scheme which targets diverse applicants. We have advertised a wide range of fellowship schemes across multiple channels encouraging women / minoritized groups to apply. The membership of the Fellowships committee is gender balanced and includes the ED&I Committee Chair.	<ol style="list-style-type: none"> 1. Continue to advertise for expressions of interest for the Dorothy Hodgkin fellowship. 2. Actively encourage internal and external applications from diverse applicants. 3. Provide feedback and signpost opportunities across the department. 	<p>April 2022 and annually thereafter</p> <p>Annually</p> <p>Annually</p>	HoD / RAO	Appointment of early career researcher from minoritized groups.

Athena SWAN Departmental Renewal Application

Career Development and Support						
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome
17	Ensure that all female academic staff are encouraged to apply for promotion in the same timescales as male colleagues via regular ACPPC intervention.	The number of female academics in the department decreases substantially as we move up the grades. We have mapped the promotion timelines for F:M at all career stages since 2016 and see that timescales for promotion above Assistant Professor are slower for women, with promotion to full Professor taking twice as long. We will encourage female staff to seek promotion via regular ACPPC intervention.	<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. Identify female staff eligible for promotion at regular ACPPC meetings along cycle. 3. Design "Personal Promotion Plan" workbooks to be used in conjunction with peer workshops to encourage and support applications. 4. Promote the 'Demystifying the Promotions Process' Event through Women's Network and other platforms. 	<p>April 2022</p> <p>Jan/Sept annually</p> <p>Summer 2022</p> <p>Sept/Oct annually</p>	<p>ACPPC / AO</p> <p>ACPPC / AO</p> <p>ACPPC / AO</p> <p>AO</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>
18	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 Promotions presentations. 2. ACPPC/HoD to identify individuals in the department for whom this would be useful and approach them directly. 	<p>May Annually</p> <p>April Annually</p>	ACPPC / HoD	Increased staff awareness and interest in the How Warwick Works programme, leading to increased rates of participation (subject to availability).

Athena SWAN Departmental Renewal Application

Career Development and Support						
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome
19	Continue to encourage professional development and awareness of progression opportunities for all Professional support staff via targeted activities, new website, and other communication platforms. Reflect on priorities and barriers identified by staff as part of Away Day.	Build on success in rate of PS staff training and development, and explore priorities and barriers faced by staff captured in interactive Padlet feed.	<ol style="list-style-type: none"> 1. Regularly (termly) review/updates of the new Support Staff Professional Development website. 2. Annual PDR discussions with staff during which progression and development opportunities are to be discussed and identified. 3. Regularly review (during professional support staff meetings) progression priorities for professional support staff in the department and schedule targeted events/support for such priorities (e.g. away days/workshops/team building exercises/in house or external training). 4. Promote technician commitment agenda & action plan. 5. Design and launch actions to address issues/barriers faced by staff. 	<p>Termly from March 2022</p> <p>Annually in line with University PDR schedule</p> <p>At least Annually and in response to appropriate surveys.</p> <p>Termly from March 2022</p> <p>Summer 2022</p>	<p>SAO / AO</p> <p>SAO / AO / Line managers</p> <p>SAO / AO</p> <p>Tech. Services Manager / Line managers</p> <p>SAO /AO</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>

Athena SWAN Departmental Renewal Application

Career Development and Support						
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome
20	Continue to encourage and facilitate more shadowing and secondment opportunities for professional staff by clarifying existing opportunities and generating new opportunities. <i>[Linked to 2020 Objective 16]</i>	Currently, job shadowing for PSS is handled in an ad hoc manner via individual requests to line managers, while the structured “How Warwick Works” shadowing scheme is exclusively for academic staff. We will explore creation of a sister scheme for PSS. Similarly, our ‘Secondment’ opportunities are not advertised, and individuals must enquire whether a position is available as a secondment. We will lobby for creation of a secondment “portal” in partnership with HR.	<ol style="list-style-type: none"> 1. Liaise with central HR regarding creation of a secondment “portal”, in alignment with other HE Institutions (e.g. UCL). 2. Link to portal from our new Support Staff Professional Development website 3. Raise opportunities as part of PDR discussions. 4. Monitor awareness of opportunities and requests for secondment. 	<p>Feb. 2022</p> <p>Ongoing, as available</p> <p>Ongoing</p> <p>Ongoing</p>	<p>SAO / AO</p> <p>AO / RAO</p> <p>SAO / Line Managers / AO / RAO</p>	Staff have a clear path to information and support to undertake shadowing or short-term secondments.
21	Continue to ensure all staff (academic or professional) are annually offered a formal mentor (particularly for promotion). <i>[Linked to 2016: ACPPC/5.1.3.2 and 2020 Objective 11]</i>	At this stage all staff have been offered a mentor either (a) at the stage of starting in the Department (e.g. during probation) or (b) via a recent survey sent to all staff to identify demand and match to a mentor. We will now maintain this work through an annual survey to identify need.	<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. 	<p>Dec 2022 and annually</p> <p>Sept 2022 and annually</p> <p>Feb 2023</p>	ED&I Committee chair / AO	Clear route for all staff who would like a formal mentor to be matched with a suitable mentor.

Athena SWAN Departmental Renewal Application

Career Development and Support						
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome
22	Hold termly Women in Chemistry Networking activities. <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, and we will restore regular activities as things begin to settle following the pandemic.	<ol style="list-style-type: none"> 1. Schedule termly lunches with talking points 2. Poll current Women in Chemistry Network for ideas about activities 	March 2022 and termly thereafter	ED&I Committee chair / AO	Increased uptake of all female staff and PG students to attend at least one activity per annum.
23	Promote our Departmental flexible working policy through development of case studies. <i>[Linked to 2016: ECM/5.5.6]</i>	To improve staff understanding of flexible working, we will develop flexible working case studies.	<ol style="list-style-type: none"> 1. Request volunteers to share flexible working experiences 2. Develop case studies demonstrating successful uptake 3. Post case studies on Departmental website 	Jan 2022 and annually March 2022 May 2022	AO AO / RAO	Staff are aware of the policy and feel able and supported to apply for flexible working.

Athena SWAN Departmental Renewal Application

Career Development and Support						
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome
24	Continue to support new parents <i>[Linked to 2020 Objectives 18-19]</i>	We have a range of policies and guidelines that support new parents, from early pregnancy through to return to work. We will continue to develop and disseminate resources to support new parents.	<ol style="list-style-type: none"> 1. Develop guidance for reasonable adjustments (early pregnancy / parental leave) in Dept. 2. Circulate and publish guidance (online and at Annual Safety Briefing) for enabling pregnant staff to remain research active once lab work is deemed unsafe. 3. Create a video resource explaining policy on Safety pages. 4. Ensure information about parental leave provisions are clearly outlined during recruitment, induction, and employment (e.g. on website). 5. Encourage staff to take up KIT days. 6. Carry out return to work conversations with staff coming back from parental leave to assess experiences. 	<p>Sep 2022</p> <p>Oct annually</p> <p>Sep 2022</p> <p>Ongoing</p> <p>Ongoing</p>	<p>HoD / SAO / AO / SC Chair</p> <p>SC Chair / AO</p> <p>SC Chair</p> <p>AO</p> <p>AO / Line Managers</p>	<p>High staff satisfaction about parental support, as measured by PULSE survey and return to work conversations.</p> <p>Video and all communication resources are available and being accessed.</p> <p>Staff are maximising use of KIT days</p>

Athena SWAN Departmental Renewal Application

Career Development and Support						
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome
25	Collaborate with H&S committee to perform a full risk assessment of stress in the workplace in line with the HSE Stress Management Tools.	The issue of work-related stress has been highlighted most recently in the Covid19 surveys run by the University in August and December 2020. We would like to take steps to identify size of problem, whether this is felt more by certain demographics, and help management to implement needs-based solutions.	<ol style="list-style-type: none"> 1. Convert HSE's Stress Management Review Questionnaire to MS Forms 2. Distribute to all staff 3. Distribute to all line managers the 'Line Manager Competency Indicator Tool (Interactive spreadsheet) (.xls)' (self-administered) provide training/workshop in good management practices 4. Analyse data and report results to staff 5. Use results to complete the HSE Stress Risk Assessment. 	<p>Aug/Sept 2022</p> <p>Nov 2022</p> <p>Nov 2022</p> <p>Jan 2023</p> <p>March 2023</p>	<p>AO</p> <p>AO / ED&I Committee chair</p>	<p>Identification of all workplace stressors.</p> <p>Risk assessments to eliminate stress or control the risks drafted and adopted (reviewed and updated bi-annually).</p> <p>Reduction in stress scores year-on-year from baseline assessment.</p>

Athena SWAN Departmental Renewal Application

Culture, Community and Communication						
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome
26	Take forward the priority areas identified in our “New ways of working” workshops which was carried out by an external consultant over the summer 2020. <i>[Linked to 2020 Objective 21]</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. 4. Monitor relevant questions on Annual Pulse Survey and AS Culture Survey.	Jun 2022 Jul/Aug 2022 Aug 2022 / Bi-annually thereafter Ongoing	ED&I Committee chair / HoD / AO / SAO	Increased recruitment / retention of diverse staff and student populations. Pulse survey / AS Culture survey results show increasing staff engagement and satisfaction

Athena SWAN Departmental Renewal Application

Culture, Community and Communication						
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome
27	"Educating ourselves" on diversity issues	Staff noted that "changing the culture should involve an open and honest discussion about what is wrong with the culture" and suggested that awareness-raising is still needed. We intend to use the standing item for Athena SWAN at all staff meetings to develop and deliver mini-presentations with an ED&I focus. We will also continue to raise awareness of ED&I internally and externally through running of the second year of Diversity Book Club.	<ol style="list-style-type: none"> Standing item at staff meeting, for example: <ul style="list-style-type: none"> Beginner's guide to Pay Gap What is an Active Bystander? Unconscious Bias Exercise What are Micro-aggressions and why should we care? Is Collegiality Important? (Followed by a live poll) Gender balance: How are we doing? (Using our data) Awareness raising internally via second year of Diversity Book Club (in partnership with ChemSoc) Review past Book Club participant demographics. Awareness raising externally via free dissemination of Diversity Book Club materials 	<p>Ongoing (4 to 6 times per year)</p> <p>Ongoing</p> <p>May 2022 / Ongoing</p>	<p>ED&I Chair and membership / AO</p> <p>PSoC / ChemSoc / ED&I Committee</p>	<p>Improved scores of culture and diversity related questions in the Pulse Survey.</p> <p>Sustained participation of junior staff and increased participation of senior staff in the Diversity Book club.</p> <p>Recruitment of new members to Diversity Book Club.</p>

Athena SWAN Departmental Renewal Application

Culture, Community and Communication						
Ref	Objective	Rationale	Specific Actions and Implementation	Timeframe for completion	Responsibility	Success criteria and outcome
28	Continue to monitor and adjust staff workloads to ensure balanced and representative of the Department. <i>[Linked to ECG/5.6.8]</i>	We strive for a fair and balanced workload across staff and a diversity of views in decision-making fora. We created a new workload model over the period of the last award, and this model requires regular updates if it is to be a useful tool.	<ol style="list-style-type: none"> 1. Review allocation of key academic administrative roles and workloads. 2. Review teaching allocation and workloads. 3. Review Committee membership to ensure representative and balanced. 4. Appoint female academic staff to leadership roles 	<p>Annually</p> <p>Annually</p> <p>Annually</p>	<p>HoD / SAO</p> <p>HoD / SAO</p> <p>HoD / SAO</p>	Female representation on all Departmental Committees while mitigating the increased workload that may result.
29	Continue to review and revise the Department's induction processes to welcome and support the integration of new 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. 	<p>Bi-annually</p> <p>Min. Quarterly or more often as required</p> <p>Annually in Nov</p>	AO / PSoC	Induction information accurate and up to date. Qualitative feedback from new starters and line managers remains positive.

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

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