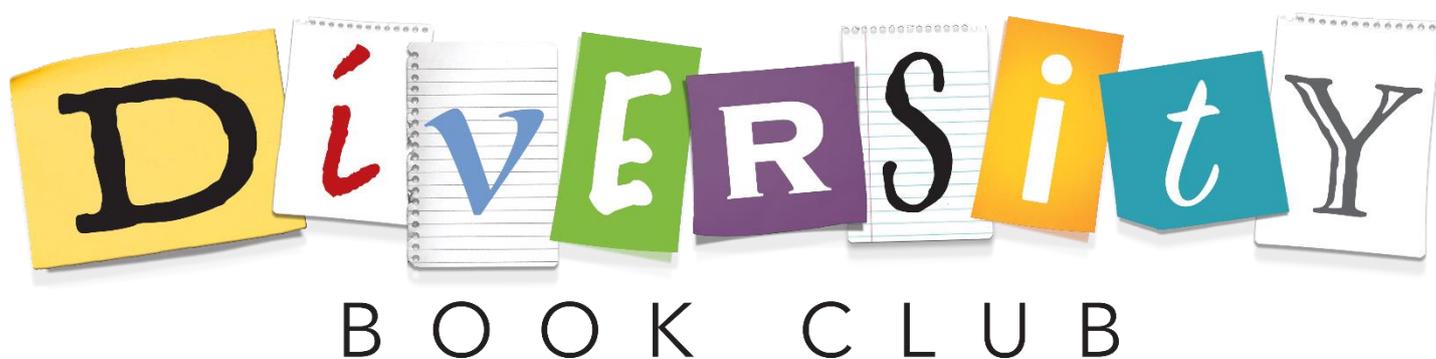


DEVELOPED BY



WARWICK CHEMISTRY



**THE ROYAL SOCIETY OF CHEMISTRY (RSC) INCLUSION AND
DIVERSITY FUND PROJECT REPORT**

WARWICK CHEMISTRY DIVERSITY BOOK CLUB 2020-2021 EVALUATION REPORT

Applicants and report authors: Dr Zoë Ayres, Dr Alex Baker, Dr Bo Kelestyn
(University of Warwick, Department of Chemistry)

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We also want to acknowledge the contributions from members of Warwick Chemistry, including representatives from the Warwick Chemistry STEM and Diversity Group, Warwick Postdoctoral Society of Chemistry and Warwick ChemSoc, who made this project happen.

We are grateful to Warwick Chemistry for enabling us to pilot this initiative.

The project was led by Zoë Ayres and Bo Kelestyn, and booklet lead Alex Baker, with support and guidance from Adam Alcock, Louis Ammon, Leanne Loveitt, Ally McLoughlin, Maria Kariuki, Kathryn Murray, Tania Read and Michael Staniforth.

All Diversity Book Club materials are open access to enable you start your own club, through the hard work of the above individuals. We ask if you use these materials to keep the Acknowledgement Section in the Booklets you use and credit the Chemistry Department of the University of Warwick as well as the Royal Society of Chemistry.

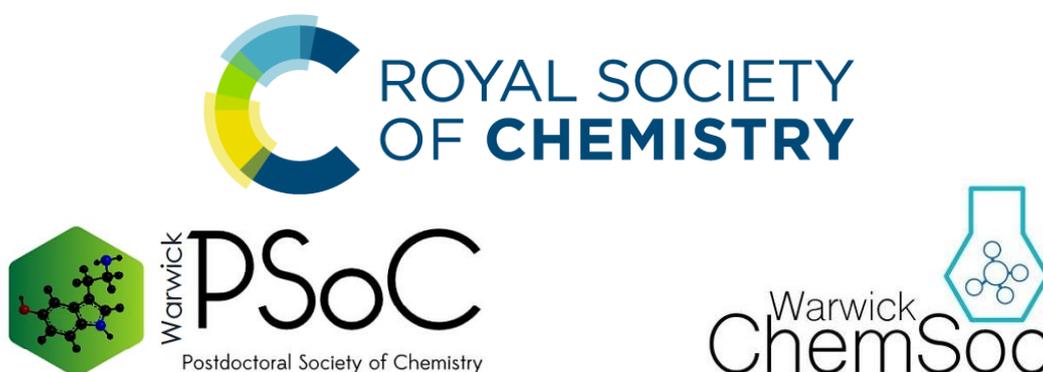


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Executive Summary

The Warwick Chemistry Diversity Book Club brought together students and staff from the University of Warwick Department of Chemistry to discuss a series of pertinent EDI topics (race, gender, sexual orientation, and unconscious bias). The project provided spaces for education and discussion of these diversity topics in small, facilitated groups. It proved to be a hugely successful endeavour with almost all participants finding the experience to be a positive one and to have impacted their understanding of diversity. This success is further reflected in the spreading of the Diversity Book Club into other departments at the institution and its commendation as “Social Inclusion best practice” by the University, as well as being featured as an important departmental output as part of the 2022 Warwick Chemistry Athena Swan Silver renewal application.

Moreover, the learning developed by the participants has been put into practice with many participants feeling equipped to challenge bad practice and push for positive change. Key examples of this praxis include the formation of the Warwick Black Chemistry Society and the Chemistry Department engaging with the Dorothy Hodgkin Fellowship scheme. Finally, all resources produced have also been made freely available online for anyone to access and start their own Diversity Book Club.

Further support from the RSC to promote the free and accessible diversity book club materials would be appreciated.

Project Outline

In order to take action and improve diversity in the chemical sciences it is first essential for chemists to be aware of the diversity issues that prevail within our community. The Warwick Chemistry Diversity Book Club (DBC), was awarded Royal Society of Chemistry (RSC) Inclusion and Diversity funding to provide an opportunity for members of the department to connect, communicate and reflect on current diversity issues prevalent within the chemical sciences today. The funding was used predominantly for the purchase of books (both physical and e-books) to ensure that the Book Club is accessible to all and encourage people to engage with the scheme.

DBC focused on four specific areas within the first year of launch: race, gender, sexual orientation, and unconscious bias, with books selected focusing on each one of these key areas. These areas have been selected specifically to complement the recent diversity reports led by RSC Inclusion and Diversity team (shown in Table 1). DBC focused not only on reviewing and reflecting on the books selected, but also the RSC reports, which were reviewed and discussed alongside, allowing the diversity discussions to be placed in direct context for the chemists attending the sessions.

Table 1. The diversity themes explored during the DBC, showing corresponding book and RSC report.		
Diversity Theme	Corresponding Book	Corresponding RSC Report
Race	"Superior" by Angela Saini	Diversity Landscape of the Chemical Sciences
Gender	"Invisible Women" by Caroline Criado Perez	Breaking the Barriers
Sexual Orientation	"Straight Jacket: How to be gay and happy" by Matthew Todd	Exploring the Workplace for LGBT+ Physical Scientists
Unconscious Bias	"Sway" by Dr Pragya Agarwal	Is publishing in the chemical sciences gender biased

Participants of DBC had additional opportunities to brainstorm and suggest ways to improve Warwick Chemistry diversity initiatives outside of the main Book Club sessions. Conclusions from these sessions have been curated and are due to be presented to the Department to ensure maximum impact and sustainability from

this project with a view to move towards real, tangible, cultural change within the department.

The Diversity Book club focused on four specific themes: race, gender, sexual orientation and unconscious bias, with books selected focusing on each one of these key areas. These areas were selected specifically to complement the recent diversity reports led by the Royal Society of Chemistry (RSC) Inclusion and Diversity team.

Project Objectives

The Warwick Diversity Book Club proposal had the following key aims and objectives:

1. Provide accessibility to diversity literature for all Warwick Chemistry members, creating a communal library accessible to all members of the Chemistry Department.
2. Create an opportunity for chemists to connect, communicate and reflect on current diversity issues prevalent within the chemical sciences today.
3. Put popular 'diversity-themed' books in perspective and discuss how they apply to chemistry, by linking topics in with the RSC Inclusion and Diversity reports.
4. Enable deeper discussions on how to reflect the learning from reading the literature to our own practices and improving diversity within Warwick Chemistry.
5. Improve collegiality within the department, creating an opportunity for members of our community to come together and discuss diversity in a safe and non-judgemental environment on a regular basis.
6. Make all content, discussion points and actions developed open access and available for use at the end of the 12-month period. This will provide other Chemistry departments across the UK (and the globe) the ability to use the resources we make and create their own "Diversity Book Club" with the same content - thus increasing the impact of the project.

Success Metrics

Based on the project aims outlined in the section above, the success of the project was evaluated against the following:

- Provide accessibility to diversity literature for all Warwick Chemistry members.
- Creation of both physical and online “Diversity Bookshelf” which is available to access by all members of the chemistry department.
- Create an opportunity for chemists to connect, communicate and reflect on current diversity issues prevalent within the chemical sciences today.
- Establishment of the Warwick Chemistry Book Club, including creation of resources including questions and discussion points for Book Club sessions, monitoring attendance and engagement through self-reflective assignments.
- Put popular ‘diversity themed’ books in perspective and discuss how they apply to chemistry, by linking topics in with the RSC Inclusion and Diversity reports.
- Creation of presentations highlighting key statistics and facts from each of the RSC reports and running a department-wide presentation prior to each new Diversity Book Club session.
- Enable deeper discussions on how to reflect the learning from reading the literature to our own practices and improving diversity within Warwick Chemistry.
- Running of regular brainstorming sessions to discuss what Warwick Chemistry currently does well and where improvements could be made to diversity and inclusion practices, feeding directly back to senior management with actionable suggestions and ideas that emerge.
- Improve collegiality within the department, creating an opportunity for members of our community to come together and discuss diversity on a regular basis.
- Ensuring that all colleagues know they are welcome to attend the Diversity Book Club, irrespective of job roles/career stage. This will be done by advertising directly to different members of our community. This also works towards removing any perceived barriers to discussing these issues by creating a forum to have these conversations. Attendance will be monitored.

Table 2 explores progress against the outlines success metrics and offers reflections on metrics that remain partially fulfilled or in progress.

Table 2. Summary of progress against key success metrics		
Metric	Achieved?	Reflection
Provide accessibility to diversity literature for all Warwick Chemistry members.	Yes	Scheme was advertised to all Chemistry Department staff and students, and bookshelf of diversity literature is being created.
Creation of both physical and online "Diversity Bookshelf" which is available to access by all members of the chemistry department.	In progress	Project team is working with the Department and Estates to install bookshelves in student and staff social spaces. A small proportion of the project funding (leftover spending) will be invested in procuring additional diversity titles. This spend will be matched by the Department.
Create an opportunity for chemists to connect, communicate and reflect on current diversity issues prevalent within the chemical sciences today	Yes	More than 75% of participants found the DBC had an impact on whether they felt part of the chemistry community (discussed further in the report).
Establishment of the Warwick Chemistry Book Club, including creation of resources including questions and discussion points for Book Club sessions, monitoring attendance and engagement through self-reflective assignments.	Yes	A year-long pilot of the DBC was completed, running from January 2021-February 2022 (extended slightly due to covid-19).
Put popular 'diversity themed' books in perspective and discuss how they apply to chemistry, by linking topics in with the RSC Inclusion and Diversity reports.	Yes	Each introductory session for the books discussed as part of the DBC were presented alongside the relevant RSC report and discussed in detail.
Creation of presentations highlighting key statistics and facts from each of the RSC reports and running a department-wide presentation prior to each new Diversity Book Club session.	Partially	Presentations were open to the members of the Book Club and recorded for accessibility. They were not shared beyond the Book Club. Resources for these briefing sessions are available as part of the 'toolkit' to start your own Book Club.

<p>Enable deeper discussions on how to reflect the learning from reading the literature to our own practices and improving diversity within Warwick Chemistry.</p>	<p>In progress</p>	<p>Co-creation sessions with the members of the Book Club have been well attended and have resulted in suggestions and ideas that the project team are in the process of curating and presenting to the Department.</p>
<p>Running of regular brainstorming sessions to discuss what Warwick Chemistry currently does well and where improvements could be made to diversity and inclusion practices, feeding directly back to senior management with actionable suggestions and ideas that emerge.</p>	<p>In progress</p>	<p>Same as above</p>
<p>Improve collegiality within the department, creating an opportunity for members of our community to come together and discuss diversity on a regular basis.</p>	<p>Partially</p>	<p>This metric required ongoing work from all members of the community. Research showed that participants were positively impacted but there is more that needs to be done to strengthen the impact the Book Club can have on participants' feeling as part of a Departmental community.</p>
<p>Ensuring that all colleagues know they are welcome to attend the Diversity Book Club, irrespective of job roles/career stage. This will be done by advertising directly to different members of our community. This also works towards removing any perceived barriers to discussing these issues by creating a forum to have these conversations. Attendance will be monitored.</p>	<p>Yes</p>	<p>The project was widely advertised via all available student and staff forums. Regular updates on the progress of the Book Club was shared with the Department and its members of the senior management team.</p>

The Impact of Covid-19

The original timeline for the Diversity Book Club was planned from November 2020 to October 2021, with the aim to be self-sustaining after this period due to the number of different societies involved in the project.

Due to the impact of the pandemic, all meetings of the DBC took place online via Teams and the timeline had to be adjusted to accommodate for conflicting commitments that participants have experienced.

As such, the timeline was extended to January 2022 to allow participants to complete any outstanding reading and reflection before final evaluation and reporting could take place. We are grateful to the members of the RSC team for flexibility with the report deadline.

Research and Ethics

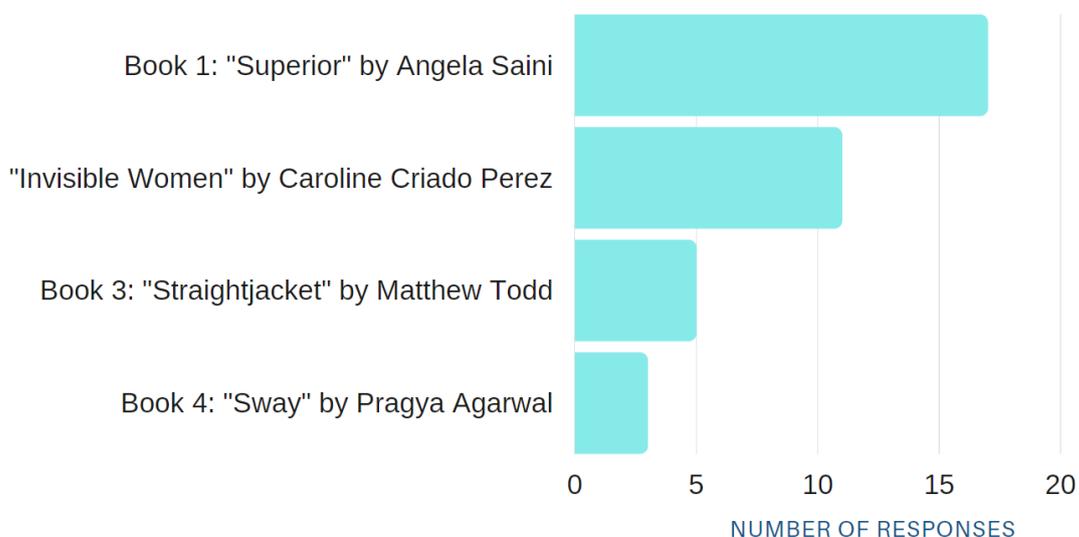
In order to measure the impact of the DBC, participants were asked to complete a self-reflection questionnaire after the final Book Club session for each book. The form can be viewed [here](#). Participants were asked a set of quantitative and qualitative questions to help understand the impact of each book, the Book Club sessions, the value of community-based learning, and also acted as a mechanism for gathering ongoing feedback and suggestions for the DBC. The form and other evaluation plans were reviewed and approved by the Warwick Biomedical & Scientific Research Ethics Committee (BSREC), application reference BSREC 06/20-21, receiving full approval on 2nd November 2020.

Further to the form, a positive action brainstorming session was conducted after the final Book Club session for each book. The participants were invited to join a candid discussion on how to apply learnings from both the book and the RSC report towards improving diversity and inclusion in the department. This information is due to be fed back to the department Equality, Diversity and Inclusion team to help improve and shape change for the future. Evaluation plans additionally included monitoring attendance and engagement and ongoing informal reflections and feedback from Book Club facilitators.

General Findings

The self-reflection form has been completed 36 times. The difference between the books increased as the Book Club progressed with Book 1 receiving 17 completions, Book 2 - 11, Book 3 - 5, and Book 4 - only 3 completions.

Figure 1: Which book/session are you evaluating?



The overall impact of the books and the sessions was unanimously positive in terms of the impact the book and the sessions had on the individuals understanding of diversity, with all 36 completions stating 'Yes'. This does not however, represent the popularity of the DBC, given that the DBC started with 42 participants, dropping to 34 by the end of the year-long pilot. Those that dropped out from the DBC either finished their employment or study, with only one participant stating that they needed to withdraw due to the unexpected time commitment. Of note was that the majority of the DBC was made up of undergraduates, postgraduates and postdoctoral researchers, with a few permanent staff involved in the DBC, but no senior academic staff or professors.



Figure 2: Do you feel that the book/session had any impact on your understanding of diversity?

YES (36 PARTICIPANTS)
100%

When digging deeper into the learnings and the impact of the Book Club, participants were asked to identify if there was anything they took away from the session and group discussion they might not have gained otherwise. 35 out of 36 responses stated 'Yes'. When asked to give reason for their answer, the participant that answered 'No' refrained for adding a comment in an open text box, so there is no further evidence to understand the reasons behind this feedback.

NO (1 PARTICIPANT)
2.8%

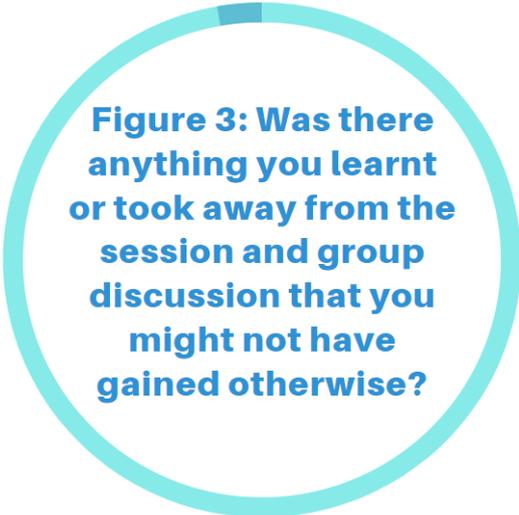


Figure 3: Was there anything you learnt or took away from the session and group discussion that you might not have gained otherwise?

YES (35 PARTICIPANTS)
97.2%

When asking to explain reasons for their answers, participants identified a number of learnings. Starting with having the time to reflect as considered as useful aspect of their DBC experience, as well as the

“

...ability to discuss openly in a safe space with people who also are committed to learning and improving themselves and diversity...

”

Respondents noted the value of the Book Club in helping them question some of the dominant narratives and constructs:

“

I never would have challenged or even identified these non-truths in my own mind without this book.

The book made me question what society accepts as a norm and provided evidence for me to challenge false narratives...

I feel I only really had a few small areas where I was aware of the lack of diversity and inclusion that affects women but this book has highlighted to me there are so many other areas I (as a man) am ignorant of. So I am very happy to have spent some time to read this book and reflect on areas where I can help.

Bias and unconscious bias is something I haven't read up on before.

”

Participants also appreciated the social aspect that offered much needed reassurance and diversity of perspectives

“

I think a shared understanding that it was ok to feel a little overwhelmed and confused by some of the challenges the book provoked and the questions raised. Reassurance that your understanding and reading of what was in places a quite difficult and challenging text to read was shared by others.

It was extremely valuable to have input from others. It helped me to think more critically about my own response.

”

Some responses noted more general confidence and the tools to act on their new knowledge and awareness, as a result of the Book Club, with one respondent noting the aspect of language:

“

Language to convince other members of the community there is a need to change and move as an academic community.

”

Learning from each other and exploring the diverse views in the groups was also a consistent theme, even when new insights were not obvious:

“

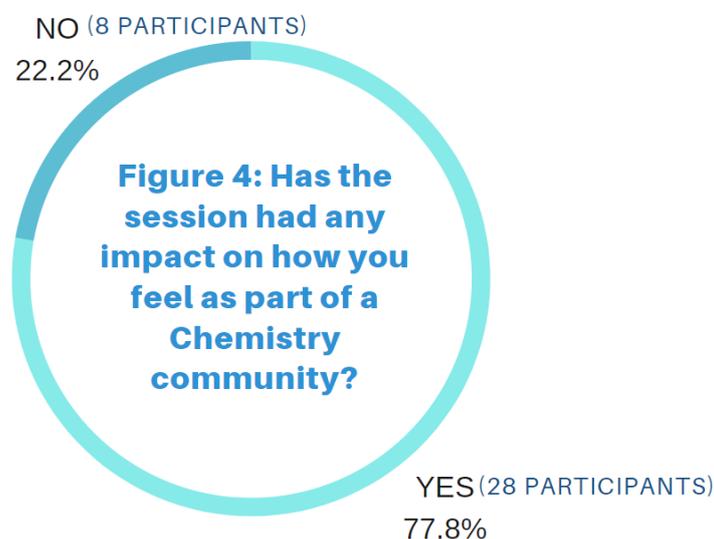
It was good to hear other people’s perspectives on topics. Also to share lived experiences with others helped gain better understanding and provided examples of intersectionality.

A real, lived experience insight that helped me understand what it is like to feel constantly minimised by society.

This was a difficult one to gain new insights from. I felt the discussions were the most carefully phrased and mostly echoed each other. Having said that, it was interesting to see other people struggle in the same way and share what surprised and challenged them.

”

The majority of the responses identified the Book Club as having an impact on their feeling as part of a Chemistry community.



When asked to give reason for their answer, the common theme was the impact of working with other people.

“

...the sessions themselves, and the number of people who took part in the book club also made me feel confident that people care and want to educate themselves about all this. It's been a rubbish year but I feel like at a better time, we might have had greater interest. So, I feel strangely positive about being in this community, at least at Warwick.

It's been a great opportunity to get to know people from within the Department of Chemistry who I would otherwise probably have never met. I have a greater appreciation for the wider Chemistry community, outside of my own social bubble.

”

The overall sentiment was positive towards the willingness of the community to come together on issues of diversity to educate themselves and to have an open dialogue, which was seen as positive and meaningful to creating change.

“

It is great to learn that the community within the department is willing and happy to learn and talk about these issues, and I am glad to be a small part of that; so that hopefully we can bring change to the current system.

”

Members of the Book Club that were new to the Department and joined during the pandemic, commented on the impact it had on their integration in the Department:

“

I think being remote has effected this for me somewhat. I joined the department at the start of the pandemic and so feeling part of the community has never really happened - there is just a huge part of the community that is still invisible to me. I mainly work with Undergraduate students and a handful of staff on a day to day basis but the book club has opened up meeting people and groups that I'd not usually work with, or get to know, such as postgraduate researchers (in particular for my group) - I think this will be useful when heading back onto campus.

”

There was also some evidence to point to the changing perception towards colleagues, their lived experiences, with one response saying that the Book Club

“

Validated my experiences.

”

In exploring the responses that did not feel the Book Club had an impact on their feeling as part of a community, the Book Club played a different role in highlighting resources and support:

“

Not really; I feel I'm a bit more aware of the schemes that exist within the university and the academic landscape to support the LGBTQ+ community, however.

”

Further work might be needed to understand the intricacies of people's feeling as part of a community as a result of engaging with the Book Club, as overall sense of connectedness seems to have had an impact:

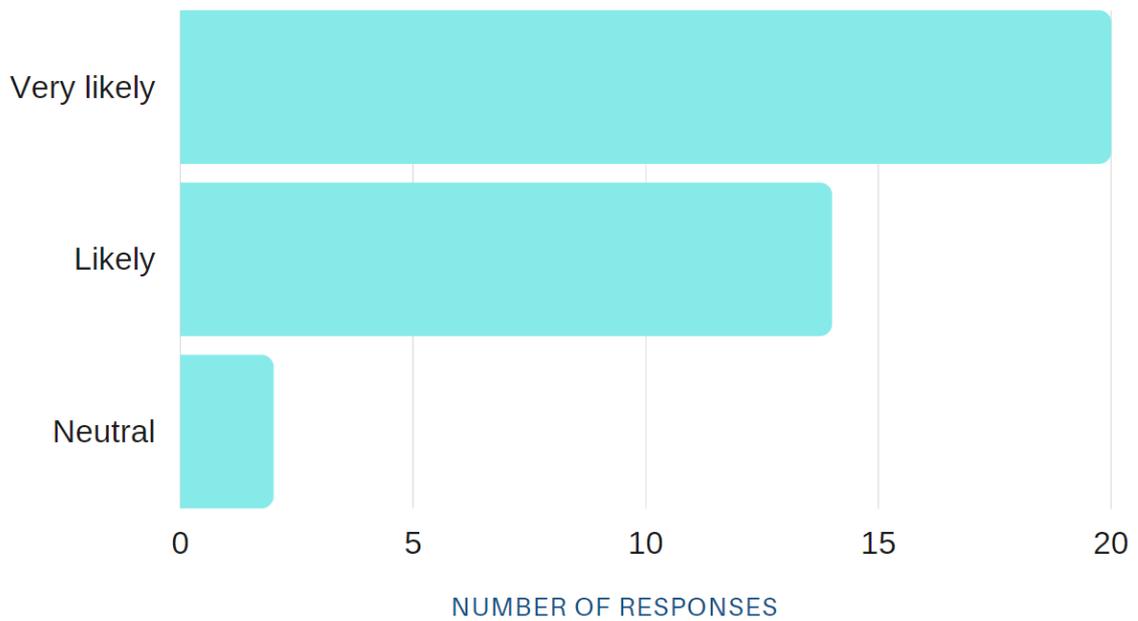
“

It's been nice to meet some people within the department I wouldn't have spoken to otherwise but I don't feel any different as part of the community.

”

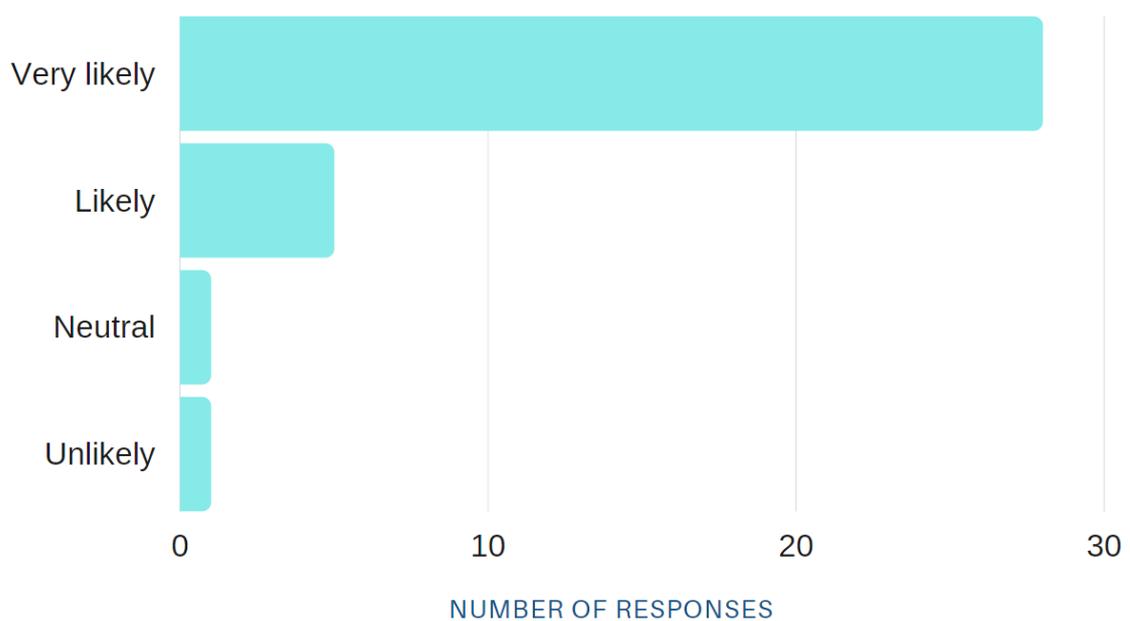
The Book Club influenced participants' likelihood to find out or read more about diversity across all sessions with no responses indicating unlikely or very unlikely, although two responses stating neutral (one for Book 1 and one for Book 3).

Figure 5: How likely are you to find out or read more about diversity after attending the session?



A somewhat similar trend was observed in the likelihood of someone sharing or recommending the book to others with only 1 neutral and 1 unlikely responses, both for Book 3.

Figure 6: How likely are you to share or recommend the book to others?



When exploring the qualitative comments for these responses, the following emerged:

“

I joined because I was already interested in the topics, meaning that I was already reading about them. Given that I am also talking to my friends and family about the topics (and the book), this makes it very likely that I will share or recommend the book to others, but not likely that I will increase my efforts in reading more about diversity, since reading about it is anyway something I am already doing regularly.

The book gave quite a detailed description from the perspective of a gay man, however, I felt like I was not really target audience (the book was more targeted toward other gay men). As such, the book was a very informative read, but for recommending a book to others, I would rather look for one that includes a broader view of the problems faced by the LGBTQ+ community.

I am interested how other LGBTQUA+ feel about the issues raised in straight jacket, it was written from a very male homosexual perspective and I am intrigued as to whether the experiences across the community vary or have similar issue. I found this book quite hard to read, it is much more personal than Superior and Invisible women were which were both more statistically researched rather than experience driven. If a gay friend was struggling I might recommend they read it in terms of finding the support groups or being reassured their experience isn't unique but otherwise I'm not sure I would.

”

Zooming in on how actionable participants found the Book Club, participants most commonly noted their drive to read more and talking about diversity issue with friends. Some participants noted they will be taking part in more diversity initiatives and continue educating, learning more about how to support those being discriminated against and challenge any discriminating behaviours. This was noted to be due to understanding the feelings of those being discriminated against and being more conscious of own biases. Some noted their increase in confidence to call out discrimination as they felt they are not better equipped to do so, as a result of the Book Club.

“

Challenge the concept of Race as a reason for x,y, or z in conversations with the knowledge and examples gained from the book to give me confidence in my reasoning and evidence.

Champion people around me, ensure wherever I end up going next after the university has a strong diversity policy, and if not find out why.

”

Finally, some have taken steps to implement and make changes further. For example, use statistics and cases in teaching, and ensuring that data is disaggregated where possible. One participant offered several examples of action they have taken at a departmental and University level, noting the following:

“

This has fired me up to press for positive action in any little way I can.

”

When asked to comment on general feedback, time commitment and time management was the key theme:

“

I wish members were a little more consistent with attendance. It can be challenging to schedule, but I understand everyone is busy and doing their best to participate.

”

This issue also resulted in different sized groups and participants also noted on the preference for more diversity in the groups, as well as a broader range of experiences covered as part of each theme that the books explored (e.g. perspective from lesbians when exploring LGBTQ+ theme).

Many participants asked for access to audio books to make engaging with the books easier. Longer sessions to cover more were also requested. More accessible booklets and resources, as some were seen as hard to engage with or relate to, was also commented on.

Visibility of practical difference the Book Club was making was something that also was mentioned as well as a preference and hope for more engagement from the wider department

“

Try and get more people to join - it's a bit of a catch 22 that the kind of people who tend to sign up to these things so do share very similar opinions in general, so can be a bit echo chamber-y at times, although I appreciate this is difficult to get around!

”

When asked to make suggestions, disability and ableism was the top theme, followed by mental health in academia, neurodiversity, culture in academia, politics and power in relation to science, transgender and non-binary issues, privilege, religion, national identity and immigration, parenthood whilst working, intersectionality of science and religion, history of science.

In summary, the book club initiative was extremely successful in providing a space for members of the Department of Chemistry to access the diversity literature and take part in deeper discussions and learning on diversity topics. Participants reported a desire to further participate in EDI initiatives with many feeling more well-equipped to do so. The following section provides some reported examples of where this praxis of “education into action” occurred.

Additional Outcomes

Open Access Materials

A huge outcome of the Warwick Diversity Book Club is that all the materials that were developed to help the book club run smoothly have been made Open Access and are available for anyone to access. This includes introductory presentations, discussion booklets for each book, Facilitator training and a Participant Guide. This has been hosted on the University of Warwick webpage [here](#).

Inspiring Others

One of the unexpected (but much welcomed) effects of running the DBC has been giving others the confidence to run their own grass-roots efforts and driving for Inclusion and Diversity improvements within the department and beyond. Four examples include:

- A student flagging that all male mouse models had been used in a study exploring the effects of different hormones on mice behaviour. The direct result of this was a full experimental redesign.
- Maria Kariuki, a PhD student, was inspired to apply to the Royal Society of Chemistry for Inclusion and Diversity funding for her imitative Project InVisible, an Equality, Diversity & Inclusion based project started by the Warwick Black Chemistry Society (WBCS) and the Network for Ethnic Minority Postgraduates (NEMP). The project initiatives are centred on celebrating the work and achievements of students and staff of colour so as to promote their visibility in research communities and the wider public.
- Matthew Dingley, an undergraduate student, was inspired to run an undergraduate day conference "Our Diverse Future" as a direct outcome of participating in the DBC, which covered a range of diversity topics (held in February 2022).
- Elise Bennett, a research administration officer, was inspired to push for a Dorothy Hodgkin Fellowship (DHF) scheme within the department. The DHF is specifically aimed at supporting talented postdoctoral scientists needing flexibility, due to caring responsibilities or personal health reasons, and enabling them to build an independent research career. We are thrilled to highlight that due to these efforts the department will be taking on their first DHF appointment in 2022.

- Several of the University of Warwick departments have started to explore running their own DBC using the open-source material created during this project.
- The project has been highlighted as an example of university [Social Inclusion best practice](#), encouraging other departments to create their own.
- An additional outcome of Book 4 was the Science, Engineering and Medicine Faculty financially supporting a talk from book author Professor Pragya Agarwal, who presented on Unconscious Bias to the whole STEM faculty. This meant that attendees learned about not only about unconscious bias, but also presented an opportunity to advertise the DBC.

Conclusion & Next Steps

1. DBC had an impact on all respondents' understanding of diversity. All but one respondent felt they learnt and gained something from the experience they would not have otherwise. Many noted the positive impact of having a dedicated time to reflect, safe space to talk, and a range of perspectives to discuss, as well as reassurance when learning about the issue of diversity that the Book Club provided as crucial in their learning process.
2. It is crucial to maintain the momentum in the engagement in the reading and the reflecting towards the end of the DBC cycle. Our data shows that both metrics dropped significantly, impacting engagement and data we collected. Self-reflection also ensures participants are more likely to solidify their learning and consider actionable insights, so this final step is a crucial one in 'closing the loop' for participants and should be encouraged more strongly.
3. Although the impact participants reported was consistently strong, some books and writing styles resonated with the participants slightly more than others and participants wanted to see and explore more diverse perspectives within each area identified in the RSC reports and the books selected to match these diversity issues.
4. Respondents are more likely to continue reading and educating themselves as a result of being members of the Club, as well as talking to their families and friends, making small changes in their immediate research and teaching related work, participate in more diversity initiatives and seek out opportunities to do more, such as challenge discrimination and create/join structures that work on tackling diversity issues in the Department and University.
5. Ongoing work in the Department will ensure the Book Club is replicated in the next academic year, expanding its reach to other STEM Departments at Warwick, and reusing the books from the first iteration, whilst also allowing to study the impact the Book Club has had on the community. The introduction of diversity bookshelves in student and staff social spaces will serve as a positive conversation starter and statement piece to ensure ongoing dialogue around the issues of diversity in the chemical sciences.
6. Further work is needed to curate and report positive action workshop outcomes to the Department. Selected participants have also noted they want to see the outcomes of these and the wider impact the DBC co-created. Ensuring accountability around Departmental response might also support stronger engagement and motivation to join the next iterations of the Book Club.

7. More work is needed to understand the value and impact of DBC on the sense of community. Participants reported impact on collegiality and promising shifts in how people relate to others, challenge their own bias, grow in confidence to challenge others, but wider uptake of the Book Club is needed and further research into the impact of DBC would help to shed light on the intricacies of the definition and the sense of community.
8. As previously stated, all content, discussion points and actions developed have been made open access and available for use. This will provide other Chemistry departments across the UK (and the globe) the ability to use the open-source resources in order to create their own "Diversity Book Club" with the same content - thus increasing the impact of the project. All resources can be easily accessed and downloaded from the Warwick Chemistry website [here](#).
9. A number of possible themes for the next iteration of the Book Club were identified, with disability and ableism being the lead topic respondents wanted to see explored next.
10. A small number of logistical changes are required to ensure stronger engagement and accessibility, particularly given the challenge of time management and commitment many staff and student participants faced. Future efforts and funding could be diverted to providing audio books, more time to discuss the books and more streamlined discussion resources. We hope by addressing logistical issues, more senior academic staff might attend the DBC.

Finally, we are thrilled with the success of the DBC and the engagement we have seen over this project. Discussions between the key members of the student and staff communities have taken place and the DBC will be replicated in its original version with minor iterations in the 22/23 academic year under the leadership of the student led Chemistry Society (ChemSoc) and support from the Head of Department, Director of Student Experience and Chair of the Departmental Equality, Diversity and Inclusion Committee. The Department has further committed financial resources (£1500 pa) to support the Club and have facilitated in the provision of diversity bookshelves in both staff and student departmental social spaces.

Appendix – Financial Summary

A summary of the total costs during this project are summarised in Table 3, with the original grant funding received equalling £1500. In the original grant application, some of the money was ringfenced to buy a bookshelf to store the DBC books. In the end the department funded this. Applicant Dr Zoë Ayres wrote to the RSC Inclusion and Diversity team and got written permission to use the remaining funds to run a DBC coffee morning, and spend any remaining funds on the purchase of diversity and inclusion themed books for the DBC book shelf, in the Chemistry Common Room.

Table 3. Project Total Costs		
Purchase	Supplier	Cost (£)
Superior The Return of Race Science book x 30	Blackwell UK LTD	236.70
Invisible Women Exposing Data Bias x 37	Blackwell UK LTD	291.93
Straight Jacket Overcoming Society's Legacy of Gay Shame x 43	Blackwell UK LTD	368.87
Sway - Unravelling Unconscious Bias x 33	Blackwell UK LTD	312.30
Tea, Coffee, and cakes for DBC Coffee morning	Warwick Food & Drink Catering Service	108.50
TOTAL SPEND		£1318.30

The remaining £181.70 will be spent on diversity and inclusion books, and purchase of these is ongoing to ensure a variety of different books and diversity topics are purchased. We would welcome a follow-up from the RSC in 3 months' time if required to ensure this money has been spent as intended.

Additionally, Dr Bo Kelestyn had some award money, where she kindly used a portion of her award to give all facilitators and booklet writers a £10 Amazon voucher each for helping across the year, as a gesture of thanks. A further portion of external funding will be used to buy more diversity books.

Appendix – Book Specific Findings

In exploring the book specific findings, the main question was 'What had the most impact (please state if positive or negative) on you and your understanding of diversity?' Participants have identified book specific impact outlined in separately in each section below.

Book 1 impact

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- *I feel better prepared to have conversations about race*
- *Discussions with people from different backgrounds, countries, and cultures about our own interpretations of Race, the book contents, and what we have been taught through our lives.*
- *That diversity initiatives aren't only required due to unconscious bias but because there are actual people, sometimes in powerful positions, who can be racist. Editors are one example.*
- *Probably too many to mention - I think in a nutshell, it opened my eyes and broadened my mind.*
- *I think it's made me realise how prevalent casual racism is in our society, and how cavalier white scientists have been and continue to be in discussing race as if it's something that can be discussed "objectively" (obviously, only by white scientists...)*
- *The book itself and the introduction sessions that linked the RSC reports*
- *reading the book in itself was very informative.*
- *We need to have data*
- *I now have a much better appreciation of the complexities and history surrounding racial diversity issues. While before I would have seen myself as for greater diversity, I now feel much more equipped to act.*
- *Difficult to give just one thing. The discussions were incredibly helpful and had a really positive impact- hearing other people's opinions was invaluable as it gave me different perspectives on the topic.*
- *The afterword from the author really struck me. I don't think I'd ever appreciated how much my skin colour has shaped the opportunities I've been given so that was really impactful. I think I'll feel more confident to call people out and question why there's limited diversity now.*
- *The book was very insightful; I can't overstate how much I learnt from reading it, and the positive impact it's had on me and my understanding of diversity.*
- *Positive, changing my thinking of a race as a scientific concept to a social construct.*
- *The book's detailing of how science is often construed to fit a social-political agenda*

- *Being able to discuss and exchange opinions, as well as hearing how others perceived the book and topic.*
- *Positive: having a community to discuss the book with and draw out different viewpoints. Being exposed to new ideas and new knowledge in the book that allowed me to see diversity from a different point of view.*
- *The book club discussions really helped me to think and talk about this subject, which I did not realise just how deep it went. The book was very well written and I enjoyed reading it but it was the ability to have a space to talk about this with my peers that I believe helped me to think more deeply about the issues.*

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Book 2 impact

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- *I was shocked at how despite ever mounting evidence for the need to include data on women, their needs, and opinions, it still doesn't happen. It amazes me that there is still so much resistance to rejecting the idea that women are just smaller men and therefore don't need to be considered additionally.*
- *The book has made me more aware of challenging gender prescribed roles/ deconstructing the idea of gender roles.*
- *The largest impact I got on my understanding of diversity is really how ill considered it is in our everyday lives that disproportionately affects women. I am honestly shocked.*
- *The Myth of Meritocracy Chapter made by doubt our processes in Chemistry.*
- *That positive discrimination exists in the status quo too, not just when we try to improve diversity.*
- *The section of the book on healthcare-based discrimination was truly shocking.*
- *That well intentioned rules or laws that appear to help women actually may be biased towards male needs. Just ask a woman!*
- *The section about car safety, and also chemical absorption through the skin (especially as a chemist!).*
- *Hard to say one thing. The book had a mixed impact - I feel like I understand diversity better (e.g. concept of intersectionality), but I also found it despairing at times to see all the examples where women had been overlooked/ mistreated and knowing that there's a lot of work to be done to try rectify this.*
- *The impact has only been positive! It has truly helped me to see the extent of the discrimination and the impact gender data gaps have. It has also given more context to some of the invisibility of women's issues to men. Really interesting book and it has really helped to connect with the members of the group too.*

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Book 3 impact

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- *The rate of suicides within the LGBT community and the importance of support from an early age.*
- *It exposed me to perspectives I would not have been exposed to otherwise. This book was the most emotionally challenging for me and some of the stories will really stay for me.*
- *I really liked how Todd does not shy away from controversial issue (e.g. use of drugs and casual sex as a mean of escape) and rather really deal with them for the good of his community. I think this attitude would be extremely useful for every historically marginalised group, in my case being a woman and a feminist. Real diversity can be achieved only if we also have the courage to tackle controversial issues rather than dismissing them because we feel they could be used against us.*
- *"Better understanding of the problems homosexual men face(d) in the UK in particular, which will help me better understand what some of my friends are dealing with. Also a better understanding how in particular toxic masculinity and LGBTQ+ discrimination affects boys."*

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Book 4 impact

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- *Thinking about recruitment I have been involved in and biases I may have had, like affinity bias and how I might change this in the future.*
- *Just the overall impact bias can have on someone's career and wellbeing, especially in STEM.*
- *I never realised that attractiveness had an impact on how we judge other people competence.*

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