

## School of Chemistry Athena Swan Self Assessment Team and Working Group (SATWG)

### Minutes of the Meeting 14

Held Tuesday March 13th 2012; School of Chemistry room 6.19 12 noon to 2pm.

#### Present:

*Prof John R Helliwell (Chair)*

*Ms Sue Field*

*Mrs Christine Taylor*

*Dr Anna Valota*

*Prof Christopher Whitehead (Head of School)*

Note: actions are now in bold and highlighted in yellow.

Completed actions are in green.

- 1. Apologies for absence** were received from *Dr David Berrisford, Dr Cinzia Casiraghi, Dr Claire Eyers, Dr Sarah Heath and Ms Nicky Snook.*
- 2. The Minutes of the last meeting** held Monday February 20th 2012 had been circulated and no corrections had been received and were thereby approved.
- 3. Matters arising** from last meeting and outstanding still from previous meetings; the Chairman proposed that with the large number of actions identified thus far that those present would lead with a report on the actions that they had completed. SF proposed that there be a person appointed to progress the actions between meetings. **Action: CT agreed to take on this role.**

8.2(viii) re " Equality and Diversity (E&D) Training web-accessible Module to be advertised to all School staff. Action: JRH to discuss with HOS the suitable text and timing (early January 2012?) for a reminder to be sent out. Imminent. [JRH checked with Nicky Snook and upto Dec 15th 2011 34% of the School's academics have completed this.] **This needs to be discussed (I forgot to raise it; my apologies.)**

8.2(ix) Revisited:- ....the Athena Swan Silver Award application feedback, indicated that the main effort should go into the gender balance of all applications being as representative as possible." SF noted this and indeed is monitored in OPR statistics. Moreover future vacancies would strive to make sure that all relevant, possible, female candidates would be alerted as to the vacancy. 12th December 2011:- It was noted that the two most recent vacancies involved males on the lecture presentations advertised list to staff; the SATWG sought details of the efforts made that " female candidates would be alerted as to the vacancy" action identified in Meeting 8 and reassurance re the most recent, Professorial, vacancy. **This was rediscussed at Q 25 below, led by HOS.**

An earlier action was again deemed incomplete by the SATWG:- JRH to discuss with the HOS re participation at UCAS days of female PostDocs as UCAS interviewers. Action JRH to follow up again with HOS. It was resolved that there were pros and cons to the idea. **Thus the HOS would discuss at Management Team prior to discussion with the UCAS Admissions Team Leader (Dr Gorry). Action HOS. It should immediately be possible to add the Athena SWAN Bronze Award logo and short press release text of August 2011 to the School's UCAS day talk. Action: DB. Confirmed done.**

#### **10. 5. Draft Exit questionnaire for any leaving staff.**

The SATWG requested the exit questionnaires received thus far. Action JRH to contact Nicky Snook for these. [requested Jan 21st 2012.] NS confirmed that of nine that were distributed only one has so far been received. It had been anonymised and passed to JRH. JRH confirmed that there were no gender issues lodged. **Action: NS to remind the other 8 that we are keen to receive completed exit questionnaires.**

Furthermore he had offered to conduct career development interviews to completing PhDs if desired. The Questionnaire would be given to PhD students when they handed in their notice to submit forms. Action JRH to confirm with Nicky Snook. Imminent. **NS confirmed that drafting of a more appropriate form for submitting PhDs was in hand. Action: NS to complete.**

#### **10.7.1 AOB**

7.1 The OPR data previously discussed still needed an invite to Paul Marks-Jones to make a presentation to the SATWG. This was tentatively assigned to the early February 2012 meeting. **Action JRH and SF to contact Paul Marks-Jones. Postponed until new 90 point AS Action Plan assessments were completed by the SATWG. Still on hold.**

11.4:-

**At Question 2: "Senior staff support and encourage the department's women and science/diversity activities, and they encourage their staff and students to participate in them"** Action: JRH to check with HOS whether our students know about Athena SWAN and if not how to effect? It was resolved that more could be done here such as :- **Add the Athena SWAN Bronze Award logo and short press release text of August 2011 to our Ug Handbook; also add the logo to our undergraduate recruitment sites.** Action: NS. **Confirmed done.**

**At Question 3: Individuals, participate in/benefit from activities in women and science/diversity programmes/activities - academics and postdocs, across sections are aware of, take part in, and benefit from the programmes/activities.** Action needed to correct this asap wherever possible **(DB). Yet to be completed.**

**At Question 5:- "Committee and post holders are accountable: they are variously responsible for managing/disseminating information/reporting progress on women and science/diversity activities"** We could better disseminate our activities here eg via news items in the School Research Newsletter. Action JRH to discuss with the Chair of the School's Research Committee. **NS offered to liaise with Darien Rozentals to see appropriate additions of news to the School Research Newsletter.**

**At Question 10:- " Student profile: UGs and PGs numbers, gender, course of study, and year is discussed by an appropriate committee, reported to the management team, used to measure progress and is available on web "** Action: JRH to check with HOS how we can make these data available on the web ie findable by google (nb the School's Silver application does have these data in them so maybe that is sufficient?). The HOS led the dicussion and it was agreed that these data are available on the hESA website. **Action: NS to put a link from our School's Athena SWAN website to the HESA data website.**

**At Question 13:-" Staff profile and turnover (grade, gender, contract type) is monitored by an appropriate committee, reported to the management team, used to measure progress, is accessible to staff and is summarised on the web "** . Action: JRH to check with HOS how we can make these data available on the web ie findable by google (nb the School's Silver application does have these data in them so maybe that is sufficient?). The HOS led the dicussion and it was agreed that these data are available on the hESA website. **Action: NS to put a link from our School's Athena SWAN website to the HESA data website.**

At Question 16: Student surveys, and/or focus/discussion groups are used to assess good practice, to develop women and science action programme, and to assess progress. Action: propose adding gender tick box to student courses' questionnaire. Agreed Action: JRH to contact Karen Charters.

At Question 17: Staff opinion surveys, focus/discussion groups for academics and postdocs are used to assess department good practice, to help develop the women and science action plans, and to assess progress. Action: we need another staff survey to be conducted. Action: CT and NS to locate the last survey template and update. [Post meeting note: JRH has extracted all the points in the Athena SWAN 92 points checklist where 'checks confirm this' are mentioned. Some of these are difficult to rephrase but awkward to leave as is. Some duplicate our existing questions, some are new and some spread more than one question. We have to attempt a redraft of the previous survey in light of these preferred questions from Athena SWAN HQ. Action: CT, NS with JRH. Confirmed done.

At Question 25:-" Applications for appointments: applications are monitored, shortlists are referred back by HOD if the proportion of women is not representative of the proportion of women in the recruitment 'pool', and further information is required before the process continues, offers and acceptances are reported to the management team ". Action Head of School needed to explain if checks are made of this. The HOS led the discussion. It was agreed that this was a very important point for improving our progress within Athena SWAN and therefore that the School would work closely with EPS HR on this for future vacancies. There was also a special opportunity within the current University's Diamond recruitment project. JRH suggested that for specific subject vacancies a 'brainstorming committee' for each vacancy could review the global pool of active female academics and who would report to the School's Management Team on efforts and to attract them to apply. Action; CJW and SF.

At Question 26: Promotion candidates: HOD monitors lists of candidates, outcomes are monitored by gender and compared with like departments, faculty, university and are reported to the management team. Action Head of School needed to confirm that such checks are carried out as part of SPC business. The HOS led the discussion. It was agreed that this was a very important point for improving our progress within Athena SWAN, specifically trying to reduce the 'leaky pipeline effect of the F/M staff balance at progressively senior levels upto Professor' and therefore that the School would work even more closely with EPS HR on this for future promotions.

At Question 28: Widening the candidate pool: academics identify potential candidates (internal and external) and inform them of job opportunities as they arise.

Anecdotal evidence was provided by a member of the SATWG that this does occur, but SF undertook to check with HOS to see if it was being done consistently. **See above re question 25 discussion at this meeting.**

At Question 30:- " Encourage applications: HOD/ Heads of sections encourage individuals to apply for posts/promotion, and if individuals with potential have not applied they actively suggest they do " Action Head of School needed to explain if checks are made of this. **See above re question 26 discussion at this meeting. In addition re the checks aspect this can be via the new staff survey. Confirmed done.**

Q39: Monitor participation: where a section has low training participation rates (academic and/or post doc), this is 'explored' with the head of section:- Action Head of School needed to explain if checks are made of this? **The HOS led the discussion. It was agreed that this would be raised by him at the next Management Team meeting.**

Q49; Heads of Sections need to confirm that they:- " encourage ECRs to contribute to external professional and special interest networks (regional, national and international), and to join/form internal support networks (university/faculty/department) ". **The HOS led the discussion. It was agreed that this was important in an ECR career development and it would be raised by him at the next Management Team meeting.**

Q50; Use of networks: academics use their personal networks on behalf of the department and its women and science activities (eg to identify potential mentors, female visiting academics, external examiners and seminar speakers):- The SATWG deemed that this probably needed more action. HOS would be informed. Action JRH. **The HOS led the discussion. It was agreed that this was important in the School academics' career development and it would be raised by him at the next Management Team meeting.**

#### **4. Planning the next Silver Award submission; confirming writing assignment details and timeline.**

The Chairman summarised the progress details on the individual writing assignments made as per the last meeting minutes. The Head of School then led the discussion:- owing to work planning of the general office with regard to various work commitments it was not possible to complete the data updating in time

for the end of April 2012 deadline. Instead the end of November 2012 deadline would be aimed at. **Action: NS and CT to liaise with KC over suitable work plan timings in General Office.**

#### **5. Review of our Bronze Award Action Plan.**

See Action Plan updated log below; this was reviewed upto and including a review of Actions 1.1 and 1.2.

#### **6. The new Athena Swan '90 points' Action Plan**

Owing to running out of time it was not possible to resume on this task. The previous meetings had reached up to and including question 63. Identified questions where actions are deemed needed are still listed below.

**Q 53 External activities encouraged for ECRs:** Senior staff encourage ECRs to get involved in professional and learned societies and support them/put them forward. **It was agreed by all present that the School could do more here. For example news stories could be highlighted in the School's Research Newsletter and the Management Team would discuss it. Action: NS and HOS.**

**Q54 Department nominations and recommendations:** HOD/management team monitors by gender the nominations/recommendations it/sections make from its staff for professional roles, functions, prizes, awards, marks of esteem. The School's Committee memberships are now tracked by gender but the items listed in this question are not. **Action Darein Rozentals to log the gender statistics on this and report to the Management Team and the Athena SWAN SATWG.**

**Q55 Accountability and reporting arrangements:** the accountabilities of the HOD, management team, heads of sections/functions, and their reporting lines, are clear, effective, and are well regarded by academics, and postdocs and checks confirm staff perceptions. **A staff survey had been conducted, which is good, but is now 4 years or more old. A new staff survey is needed. Action: CT and NS with JRH. Confirmed new survey form drafted.**

**Q56 Representative management:** HOD/management team ensures that the membership and chairs of committees and heads of functions/sections reflect the department staff and student gender profile. **More effort has gone into this. Action completed.**

**Q57 Communications:** the department and its sections communicate effectively/openly with academics and post docs, the process is two way, regular, timely, is valued by academics and postdocs, and checks confirm this. **The School has regular, annual, Away Days as well as School Boards (three times per year). That said a new staff survey is needed. Action: CT and NS with JRH. Confirmed new survey form drafted..**

**Q58 Systems for allocating resources:** the systems used by the department, and its sections, for allocating resources are clear, and open, and understood by academics and post docs and checks confirm this. **This is agreed as very good. That said a new staff survey is needed. Action: CT and NS with JRH. Confirmed new survey form drafted..**

**Q 59 Offices/labs/equipment/technical support:** academics and post docs perceive that the way these are allocated is fair and that the share they/their team/group has is fair, and checks confirm this. **The School has regular Technical Services committee meetings but it was not clear re offices and labs which might be deemed haphazard. Overall feedback via a new staff survey is needed. Action: CT and NS with JRH. Confirmed new survey form drafted..**

**Q60 Finances:** academics and post docs understand the different sources of department/section funding and perceive that the way the department/sections allocate available funding is fair, and checks confirm this. **HOS presentations are made at every School Board on finances of the School. In addition the School's Strategic Plan is widely circulated and used as a School consultation document. It was agreed that the School's Postdoc Forum could discuss this. Action: AV. Confirmed done.**

**Q61 Monitoring the balance of teaching and research:** HOD/management team monitor the balance of teaching and research to ensure that it reflects both individuals' career stage and department needs, that it provides fair teaching opportunities for post docs and a fair teaching load for newly appointed academics. **A yearly register of workloads is kept by NS. The School's NAP includes a close monitor of bringing forward each New Academic at an appropriate pace backed up by a confidential mentoring scheme, ie separate from line management. Centrally there is also the University's Time Allocation Survey. One new idea suggested is that PDRAs could sit in on selected tutorials. Action: HOS to discuss with Heads of Teaching Sections.**

**Q 63. Allocation of workload is fair and open:** academics perceive the workload allocation system to be fair and open and that they/their team/peers receive equitable treatment/would expect to be heard fairly if they raised concerns, and checks confirm this. **It was agreed that the workloads were overall, across everyone, high. Such pressure on staff was regularly highlighted in THES and by UCU ie affecting all the UK's academics. The SATWG was unsure how to get data for our**

**competitors ie to see if we were fair and open versus other schools of chemistry. Action JRH to ask Athena SWAN HQ on how to address this particular question. The staff survey will also hopefully throw light on this question. Action: CT, NS and JRH. Confirmed new survey form drafted.**

## **5. AOB**

The Chairman requested the SATWG to comment on the deadline we, as a School, would prepare and submit a third attempt for a Silver Award. The SATWG resolved that, although there were pros and cons in favour of each of the April 30th 2012 versus Nov 30th 2012 deadlines, the April 30th 2012 deadline was favoured by the majority of the SATWG. It was further agreed that JRH would assign **writing update tasks** for the various sections of the application. **The assignments then, done largely alphabetically by SATWG member's surname and the numerical order of each section of the application form are:-**

**[The Chairman confirmed at this Meeting 14 that the following assignments had not been objected to and several people had reported progress already.]**

Dr David Berrisford **The self-assessment process – maximum 1000 words**

Dr Cinzia Casiraghi **A picture of the department – maximum 2000 words**

Dr Claire Evers **Supporting and advancing women's careers; Key career transition points**

Ms Sue Field **Staff data including Flexibility and managing career breaks**

Dr Sarah Heath **Supporting and advancing women's careers; Career development**

Prof John R Helliwell **Action plan**

Ms Nicky Snook **Student data**

Mrs Christine Taylor **Any other comments**

Dr Anna Valota **Supporting and advancing women's careers; Organisation and culture**

Prof Christopher Whitehead **Letter of endorsement from the Head of Department – maximum 500 words; For Silver Department awards only Case study: impacting on individuals ie** "Describe how the department's SWAN activities have benefitted two individuals working in the department. One of these case studies should be a member of the self assessment team, the other someone else in the department. More information on case studies is available in the guidance."

Notes:

1. **Supporting and advancing women's careers section is upto 5000 words. Claire, Sarah and Anna need to liaise closely.**
2. **Claire; you did a great job with the histogramming the data last time. Could you please take that role again this time?**

**Action: All.**

## **6. DONM**

Estimated as mid April; eg April 16th?

This would focus on the Action Plan Review (Sections 2 and 3) and resume the Athena SWAN 90 points questionnaire (from Question 64 onwards).

## **7. AOB**

AV raised the maternity leave policy of the EC funded PhD studentships which was still unfunded. The Chairman suggested that the University should write to Brussels Office to highlight their policy was not as good as RCUK's approach on this important aspect and EC should improve its studentships accordingly.

**Action: JRH with SF.**

## Meeting 14 review of the School's Athena SWAN approved Action Plan (ie the Bronze Award)

### 1. School profile student & staff statistics

Category	What issues have been indentified?	What actions are proposed to address these issues?	What will success look like?	Who will be responsible for taking the action?	What is the timescale for activities (2011-2014)?	How have/will these actions been communicated to staff?	Progress log
<b>1.1 Student Profile Data</b>	There is a F:M split of 44% to 56% on our undergraduate programmes; although better than the national average, this could still be improved	To become more active in the recruitment and admissions of Foundation course students. Continue to develop and engage in more outreach activities, particularly for female students at the start of secondary school. Higher numbers of female student guides and mention of the School commitment to the Athena SWAN initiative at UCAS visit days. All female academic staff, including research fellows, will interview prospective	An increase in female applications over the next 5 years. As outreach to Schools will undoubtedly influence applications both in scientific disciplines other than Chemistry and to Universities other than the University of Manchester, we will need to monitor the statistics of both our own undergraduate applications and the future applications of pupils from the Schools involved in the outreach programmes.	Admissions Officer; Outreach Team; Teaching Committee	Year 1 – Increased female presence at UCAS interviews (student guides and interviewers) Year 2 – Development and implementation of bespoke sessions for female secondary school children and to encourage applications from females for undergraduate degrees in Chemistry	Via email and at the School board meetings.	<b>The</b> Year 1 – Increased female presence at UCAS interviews (student guides and interviewers) <b>The F student guide participation was very good. Confirmed achieved/done.</b> The action for Year 1 re interviewers

		students.					had been abandoned. The action "Year 2 – Development and implementation of bespoke sessions for female secondary school children and to encourage applications from females for undergraduate degrees in Chemistry." was deemed as having progressed via the visits made to schools by Kristy Turner. <b>Matthew Pumford to be asked for details and data on the</b>
--	--	-----------	--	--	--	--	--

							<b>visits made.</b>
		To seek feedback from High Schools/Colleges as to why female applicants do or don't apply to Manchester for Chemistry.	A clear set of reasons why applicants apply or don't to Manchester with the development of a plan to redress any issues over the next 3 years	Teacher Fellow, Admissions Team, Teaching Committee	Year 1 – Survey of School/Colleges and analysis Year 2 – implementation of action plan Year 3 – Review of number of applicants		<b>The Outreach questionnaire had been amended by Dr Frank Mair to have a gender tick box. Kristy Turner would be invited to analyse these for any gender bias that might apply and possible actions discussed.</b>
	Limited encouragement of females on to PhDs	More targeted work, particularly by female academic staff, to encourage female undergraduate students to consider undertaking a postgraduate research degree. This will include an annual workshop on the benefits of undertaking a PhD and long-term career prospects.	An increase in the ratio of female applicants for a PhD over the next three years	Director of Postgraduate Education, Director of Research, research Committee	Immediate		<b>Already anecdotal evidence had shown that this was needed. Mentors from the PostDoc Forum had been trained. There had been no take up by F (orM) students.. The offer would be extended to 3rd year students action SLH.</b>
		Investigate what is happening from the application to offer stage for female applicants. Ensure there is a female academic alongside potential supervisor on interview panels	Increased numbers of both applications and acceptances for female postgraduate degrees.	Director of Postgraduate Education, Postgraduate Recruitment & Admissions Officer	Immediate		
		Devise a Postgraduate exit questionnaire	Clearer understanding of any issues with action plan developed as necessary.	Director of Postgraduate Education,	Year 1 – develop and implement exit questionnaire		<b>Nearing completion by NS. Action NS</b>

				Postgraduate Recruitment & Admissions Officer	Year 2 – devise strategy for addressing generally problems Year 3 – review of applications and acceptances		
		In collaboration with the PostDocs Forum, initiate a mentoring scheme for Year 3 and Year 4 female undergraduate students.	By 2014, have in place an effective peer mentoring scheme to build the confidence of female undergraduate students and encourage them to consider careers in academic research.	Member of the Athena Swan Committee Dr David Berrisford with the Postdocs Forum Chair.	Year 1: Establish a pilot scheme with volunteers from the PostDocs Forum and female postgraduate students. The pilot scheme would be offered to a limited number of female undergraduates (ca. 30-40). The UGs involved in the pilot scheme would be those who volunteer to be leaders in the peer assisted study scheme (PASS), they are all especially committed students and have demonstrated excellent communication skills. In a typical year, around 30 female UG students volunteer to be PASS leaders and they would be offered the chance to take part in the pilot scheme.  Year 2: Review the success of the pilot study during Year 1 and expand the scheme if possible based on the	Via email	<b>Done. See above action on SLH re advertising it.</b>

					enthusiasm of volunteer mentors.		
<b>1.2 Staff Profile Data</b>	Below average number of female staff compared to national average of Chemistry Departments	<p>Include a positive action statement on recruitment adverts which clearly states that the School are keen to encourage applications from women and that the School is committed to wanting to attract and progress the careers of women.</p> <p><i>"The School is committed to Athena SWAN principles to promote women in science; the School's website documenting activity in this area can be found at: <a href="http://www.chemistry.manchester.ac.uk/aboutus/athena/index.html">http://www.chemistry.manchester.ac.uk/aboutus/athena/index.html</a>.</i></p> <p><i>We positively welcome applications from women, who are currently under-represented at this grade. Appointment will be made on merit".</i></p> <p>Include links to the University's family friendly policies.</p> <p>Encourage academic members of staff to identify potential female candidates from conferences/events and encourage them to apply when vacancies</p>	An increase in female applications for both academic and research staff vacancies.	Head of Human Resources; Head of School; Head of School Administration	Immediate	Via email and through the Research administration office	<p>Include a positive action statement on recruitment adverts. <b>Completed.</b></p> <p><b>Re:-</b> Include links to the University's family friendly policies. <b>Done.</b></p> <p>Re: Encourage academic members of staff to identify potential female candidates from conferences/events and encourage them to apply when vacancies become available. <b>Future academic vacancies would have a Search Committee and this would have on its formal agenda gender recruitment to achieve a gender balanced short list as much as possible. [SF noted that the new HR 'JobTrain' system tracks gender.] Action</b></p>

		become available.					HOS and SF with CT.
		To conduct exit interviews to understand why staff are leaving the School.	Better understanding in order to address any issues	Head of School Administration Head of Human Resources	To be in place by year 2		<b>Form completed by NS. The first nine leavers led to one submitted form; there were no gender issues (checked by JRH).</b>
		To ensure all staff involved in staff recruitment, selection and promotion undertake equality and diversity training and training on shortlisting and interviewing.	All relevant staff are aware of equality and ensures a fair process during recruitment and promotion activities	Head of School Administration Head of Human Resources	By the end of year 1		<b>NS has reported that 64% of academic staff had completed training by Feb 2012.</b>
		Offer all female interviewees the opportunity to discuss working in Chemistry at Manchester with a female member of staff.	An increase in the number of female acceptances	Head of School Administration	By the end of year 1		<b>This was deemed as no longer needed as the School had a very clear Athena SWAN website and any such requests would be very</b>

							positively received and acted upon.
--	--	--	--	--	--	--	-------------------------------------

### 1. Initiatives to support and advance staff in the School

Category	What issues have been identified?	What actions are proposed to address these issues?	What will success look like?	Who will be responsible for taking the action?	What is the timescale for activities?	How have/will these actions been communicated to staff?	Progress log
<b>2.1 Key career transition point 1: academic promotion</b>	Lack of feedback to failed applicants for promotion  Lack of clarity in promotions guidelines	Guidelines have been reviewed, including a better clarity of feedback requirements and this has been circulated widely.	Positive feedback from staff involved in the promotions process	Head of School, Head of School Administration, Heads of Section	Immediate	School Board	Completed
	Female staff are less likely to put themselves forward for promotion	To ensure the Faculty's Academic Promotions Masterclass is promoted to staff in the School and that women are particularly encouraged to attend.  Appointments for early career researchers with experienced staff to give help and advice on CVs, research proposals etc.	Increase in Masterclass attendance.  Increase in the numbers of female staff applying for promotion	Head of School; Head of School Administration; Staff Line Mangers	<b>2011</b>		

		<p>Encourage line managers of female staff to pro-actively encourage the promotion of staff where appropriate.</p> <p>Ensure that all PDR interviews follow the standard template devised by the School which includes specific questions about career aspirations</p>					
<p><b>2.2 Key transition point 2: FTRC to academic posts</b></p>	<p>Transition from PostDoc to New Academic</p>	<p>Organise regular workshops to provide guidance for Fellowship applications. Establish an initiative linking postdoctoral researchers with current/previous successful (female) research fellows.</p>	<p>Increased numbers of successful fellowships applications, particularly from female staff.</p>	<p>Chair of the Postdocs Forum; Head of Research Administration</p>	<p>Immediate and on-going</p>	<p>Via email, flyers, word of mouth</p>	<p>Completed</p>
		<p>In collaboration with the PostDocs Forum, ensure that the School of Chemistry seminar programme has an improved gender balance.</p> <p>Promote networking between female researchers in the School of Chemistry and visiting speakers.</p>	<p>By 2014, to achieve an increase in the number of female researchers giving seminars as part of the official School of Chemistry seminar programme. Our target is not less than 30% female speakers.</p> <p>At least two opportunities per year for female</p>	<p>School of Chemistry Seminar Committee (Dr David Berrisford, Dr Louise Natrajan, Dr Richard Henschman)</p> <p>Postdocs Forum</p>	<p>Immediate</p>	<p>Via email</p>	

			UGs, PGS, and PDRAs to have <i>extended discussions</i> with visiting speakers.				
--	--	--	---	--	--	--	--

### 3: Culture change

Category	What issues have been indentified?	What actions are proposed to address these issues?	What will success look like?	Who will be responsible for taking the action?	What is the timescale for activities?	How have/will these actions been communicated to staff?	Progress log
<b>3.1</b> Staff roles & committee membership	Gender balance of School Management committees	Active monitoring of the School's Committee membership.  Active discussions with female staff about committee membership with a view not to over burden them.	Female representation on all key School committees	Head of School, School Management Team, Heads of Section	<b>Immediate and continuous.</b>	School Board / e-mail.  Line Manager.  Intranet minutes of School Board, School Management Team.	<b>Completed and Ongoing</b>
<b>3.2</b> Workload	Workload ambiguity particularly on female academics seeking to help redress gender imbalance in the field	Transparent workload model for all staff in the School.	Positive feedback from staff regarding the distribution of workload across the School	Head of School, School Management Team, Heads of Section	<b>Year 1</b>	Line Manager.	

<b>3.3</b> Inclusive environment	To ensure female staff feel that they have an opportunity to contribute to the School and that there are no gender barriers to participation.	Anonymous survey of all female staff to find out if they feel there are any barriers to participation	Any issues are addressed  No issues from staff at the end of 3 years	Head of School or Head of School Administration	<b>Year 1 – survey developed</b> <b>Year 2 – address results of survey</b>		
<b>3.4</b> Flexible working practices	Ensure staff are aware of the School's flexible working practices	Conduct a survey specifically on flexible working to gain feedback.  Line managers encouraged to discuss flexible working as part of the annual Performance and Development Review (PDR). Development of template outlining key issues to be discussed at the PDR.	Positive feedback from staff which is reviewed annually.  Understand and address where possible reasons why informal requests for flexible working were turned down.	Head of School, School Management Team, Heads of Section	<b>Year 1 – development of template for PDR discussions</b>	Line Manager.	Completed
		Formal guidelines/agreement for School meetings to be scheduled in core hours (unless agreed with all members)	Meetings are generally held during core/child friendly hours. Higher attendance/participation from all staff.	Heads of Section	<b>Immediate</b>		
<b>3.5</b> Monitoring progress against action plan	Potential risk of activity identified on the action plan falling behind schedule	Two monthly self assessment team meetings to be scheduled, with standing agenda item to monitor progress against plan and propose activities to generate action.	Meetings being held, progress achieved	School Athena Swan Self Assessment Team secretary and members	Every 2 months	<b>School management meetings, School Athena SWAN website</b>	

