Introduction

The aim of Chemistry’s plan is to make the work environment for its staff and students as attractive, supportive and encouraging as it can.

The activities and initiatives outlined in this plan reflect the department's people values. They address the issues identified in preparing the Silver SWAN application. They build on initiatives and changes introduced since the Chemistry Academic Opportunities Committee (CAOC) started work. The way the department approaches change is with a range of small practical improvements, all of which open up the way the department works. They make a difference, and most of them are relatively simple.

The actions to be undertaken are identified under the five key areas identified in the Athena Framework for Action on Women and Science (The framework adopted by the College in 2003)

This action plan takes to heart (and implements actions related to) the key findings of the 2004 and 2008 “Good Practice in University Science Departments” reports from the Royal Society of Chemistry (RSC) and the Athena Project:

- Good practice benefits all, staff and students, men and women. However, bad practice adversely affects women's careers more than men’s.

- The best departments don’t target measures specifically at women because improved working conditions benefit all and make for a happy department. Good Practice isn’t about how many women are in the department, it’s about processes that are fair, flexible, accessible and transparent to all.

- Leadership from the top, with the Head of Department acting as champion, is critical to changing culture, to making the changes stick, and to changing behaviour.

The action plan does not specifically target women, but it targets areas in which women will see a greater benefit. The action plan is developed around key transition points in career development. Important at each level is the provision of good mentoring. Post docs and early career staff are a particular focus and there are specific actions for this group in each plan area.

A new early career (post-docs and fellowship holders) based committee with a key staff member to act as guide, advisor and facilitator will be created. This committee will implement a number of initiatives such as a post-doc handbook, mentoring programs, career guides, an early career research symposium and training programs. Some of these activities are being worked on jointly with the Physics Department. The committee will also look to the post-doc and fellowship holder community for input on what changes they would like, and they will have a mandate to implement these actions.

In its work on the SWAN application the department identified a number of general issues which are being referred upto Faculty/College levels

In terms of the department’s timetable in Going for Gold, much of the planned action starts in the new academic year, and some of the planned work is relatively long term. So, the department will consolidate and will review its progress/the impact of its changes in autumn 2010 and will look to Gold in 2011
The following table identifies the key actions, more details are given in the following pages. Full documentation is included for the staff or groups within the department who will be involved in making change happen. This table provides a basis for evaluation by the HOD and CAOC of the department’s progress. Importantly it provides the department’s agenda for achieving Gold.

NOTE

In the supporting text

**Bold** text indicates who is responsible for taking action forward

**Underlined** text indicates the Timetable

### Key Actions

<table>
<thead>
<tr>
<th>Ref</th>
<th>Description</th>
<th>Responsible</th>
<th>Timing</th>
</tr>
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<tbody>
<tr>
<td>1.1</td>
<td>Data -General Benchmark and report department progress flagging key issues to staff</td>
<td>HoD lead CAOC monitoring and review</td>
<td>First full report Oct 2009 annually thereafter System to be built up 2009/10 then reviewed</td>
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<tr>
<td>1.1.1</td>
<td>UG and PG Student data</td>
<td>CAOC lead with support of PG Staff Student Committee</td>
<td>Reports annually from Oct 2009 mapping progress</td>
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<tr>
<td>1.1.2</td>
<td>Post-Doc data comprehensive analysis of flows, recruitment pool and exports</td>
<td>CAOC Academic champion tbc</td>
<td>Two years from Oct 2009</td>
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<tr>
<td>1.1.3</td>
<td>Data Gathering</td>
<td>Lead academic tbc to report to HoD and CAOC with admin support on data collection</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>Leadership framework to be developed</td>
<td>HoD CAOC Early Career Development Committee PG Staff Student Committee</td>
<td>Development to start Oct 2009 likely to take upto the end of 2010/11 academic year</td>
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</table>
## Chemistry Actionplan

<table>
<thead>
<tr>
<th>2.1.1</th>
<th>Academic Appointments</th>
<th>HoD office arranges</th>
<th>Recent changes to be continued</th>
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<tbody>
<tr>
<td></td>
<td>- Open and participative processes becomes the norm</td>
<td>HoD gets feedback for continuous improvement</td>
<td>Start Summer 09 ongoing</td>
</tr>
<tr>
<td></td>
<td>- Recruitment pool widened</td>
<td>All staff HoD office organise/chases</td>
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</table>

| 2.1.2 | Post Doc induction process formulated | HoD office arranges With input/ongoing management from Early Career Development Committee | Basics in place beginning Oct 2009/10 academic year Complete end 2010/11 year |

| 2.2   | Promotion information and briefing systems | HoD | From start of 2009/10 promotion round |
### 3.1 PhD Students

- Mentoring
- Questionnaire / Feedback
- Academic Career-raising the profile

<table>
<thead>
<tr>
<th>Early Career Development Committee</th>
<th>Post Graduate Committee</th>
<th>Early Career Development Committee</th>
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<tr>
<td>With support from PhD community</td>
<td></td>
<td>Tbc by PG Committee</td>
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<td></td>
<td></td>
<td>Tbc by ECD Committee</td>
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</table>

### 3.2 Post Docs and Fellows

- Early Career Development Committee (ECDC) and Facilitator

  **Activities by**
  - Post Doc Handbook
  - Mentor training
  - Course and Conference attendance monitoring
  - Grant and Fellowship applications
  - Symposium
  - Careers ½ Day
  - CVs portfolio
  - Staff mentor list
  - Careers Guide
  - Web presence

<table>
<thead>
<tr>
<th>Appointment by HoD from among 'younger' established staff</th>
<th>Facilitator and ECDC with College Post Doc Development Centre</th>
<th>Facilitator, Chemistry Lead tbc with College Post Doc Development Centre and Physics dept lead tbc</th>
<th>Facilitator with ECDC and College Post Doc Development Centre</th>
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<tr>
<td>Advised by CAOC tbc</td>
<td>Facilitator and ECDC with admin support</td>
<td>Leads identified by Oct 09</td>
<td>Develop monitoring system</td>
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<td></td>
<td></td>
<td>Post doc training 09/10</td>
<td>Summer 2009</td>
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<td></td>
<td>Mentoring to start 2010/11</td>
<td>Autumn 2009</td>
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<td></td>
<td></td>
<td>Develop monitoring system Summer 09</td>
<td>Leads identified by Oct 09</td>
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<td></td>
<td></td>
<td>Consult post docs 09/10</td>
<td>Post doc training 09/10</td>
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<td></td>
<td></td>
<td>Course delivery 2010/11</td>
<td>Mentoring to start 2010/11</td>
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<td></td>
<td></td>
<td>Develop/ deliver 2009/10, evaluate 2010/11 ... ongoing improvements</td>
<td>2009/10 tbc</td>
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<td></td>
<td></td>
<td>2009/10 tbc</td>
<td>CAOC evaluation 2010</td>
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<td>Basic by Oct 09 to be added to in year</td>
<td>&quot;</td>
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<td>2009 tbc</td>
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### 3.3 Early Career Lecturers

- Engagement of Heads of Research Sections

<table>
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<tr>
<th>HoD to lead advised by CAOC</th>
<th>Work undertaken by HoD office</th>
<th>Inclusion of career development activity to be included in PDRP</th>
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<tr>
<td></td>
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<td>2009 tbc</td>
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<td></td>
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<td>In time for 2009/10 PRDP round</td>
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<td></td>
<td>Opening up Departmental Systems</td>
<td>HoD with Operations Manager and Dept management team</td>
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<td></td>
<td>User friendly summaries of rules and regs</td>
<td>Heads of Teaching Dept Management Team to collect, CAOC to evaluate</td>
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<td>Workload Allocation</td>
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<td>4</td>
<td>Flexibility- adapting approaches</td>
<td>CAOC supported by HoD office</td>
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<td></td>
<td>Sharing Experiences</td>
<td>Champion tbc support from HoD office</td>
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</tbody>
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1 The Fundamentals for Success

[Base line for Action, Evidence and Data, and Taking Action, Leadership, Resources and Accountability]

1.1 Data General

In preparing for SWAN an extensive array of statistics has been collected, analysed and reported to the Chemistry Academic Opportunities Committee (CAOC). The full report (which contains more than is included in the SWAN application) will provide the base line against which the CAOC will benchmark the department’s progress. The next report will be published in October 2009, and annually thereafter. The report will also make use of the RSC’s staff and student data to benchmark Imperial Chemistry against other UK chemistry departments. The CAOC’s analysis will be made available on the department web-site.

A report summary will be presented by the CAOC annually in a Staff Meeting, this will flag key issues, related statistics will be placed on the web-site and this meeting will be followed up by an annual e-mail from the HOD.

1.1.1 Undergraduate/Graduate Data

Undergraduates

The decline in the percentage of female UG is a key concern for the department. Current statistics show this is due to a slow increase in the intake of female UG and a dramatically increasing number of male UGs. Analysis of UCAS indicates that fewer women are applying and of those that apply, fewer are accepting places at Imperial. These trends will be investigated, and effort will be made to increase the number of female applications and acceptances. CAOC will:

a) look at ways to advertise Imperial as a female friendly place
b) ask other chemistry departments for information on their UG application and acceptances
c) work with Imperial’s outreach office to target women

Post graduates

While the proportion of female PGs is increasing, the Student Barometer statistics (Imperial) and recent reports from the RSC (national), indicate that female PhD students are less “happy than their male counterparts”. The statistics collected will be further refined to provide the CAOC with information on:

a) where are the women PGs coming from, are they our own undergraduates?
b) what is the proportion of foreign PG students?
c) the length of PhD degree resolved M/F
d) what effects are funding limitations have on PG demographics?

Data on UCAS students, and in-coming PhD students will be collected by the department starting October 2009 and included in the CAOC’s annual report.
A questionnaire will be developed and sent to existing PhD students to collect data for the current cohort and to obtain feedback on the PhD experience. Focus groups will be held to gather impressions of the PhD experience. The resulting insights will be examined by CAOC and form the reference for evaluating future proposed actions to be taken to improve the PhD experience for women (see PhD related actions outlined within this document). This will be organised by the **Departmental PG Staff Student Committee** with a representative of the CAOC. The first report to CAOC will be in **October 2009** and **annually thereafter**.

### 1.1.2 Post-doc Data

For the next **two academic years, starting October 2009** the department will monitor M/F representation:

- a) at short list, interview and acceptance stages
- b) by length of service, turnover and destination on leaving
- c) research group

The department will collect and analyse this data **centrally**, and any differences between research groups will be followed up by the **CAOC**

Other related data (e.g. wording and placing of advertisements, M/F representation on selection panels) will be collected to allow the department to develop a clear picture of the pool from which it recruits and the organisations/sectors for which it provides a skilled workforce. (Possibilities for retaining links with/tracking the careers of post docs will be considered) **CAOC**

Systems for data collection are under discussion with College HR and departmental research groups. The post-doc rep on the CAOC will be involved in developing this. Information explaining what is being done, why it is being done and why the information is being asked for, will be on the department website and in the post-doc handbook. The output will be an action orientated report aimed at section heads and PIs. Initially this will run from **September 2009 to August 2011**. The **CAOC** will be responsible for it and will recommend whether to continue the exercise and on what basis.

### 1.1.3 Gathering Data - Responsibilities

Experience of gathering statistics has shown that the department need to establish clear lines responsibility for who collects the relevant statistics and where they are to be deposited. There are some areas where additional statistics are still needed.

The **CAOC** will generate a checklist, and notify those responsible for collecting sets of statistics. This will itemise the statistics required and the format they should be provided in. These people will report yearly on a given date to a single specified person, who can then use the combined statistics to produce a yearly statistics based report. This report will be used to; inform HoD and staff, provide information for updating the web-site, and form a basis of the CAOC's yearly report. Information will be deposited centrally in a defined location, so that a series of updated and ongoing documents/spreadsheets will be generated, and those enquiring have a single resource/contact person to access.
1.2 Leadership

The department’s CAOC will continue its work. It will monitor the department’s progress against its action plan. Its annual report will be available to all staff on the department website.

Champions will be identified as the actions, described below are developed. The Champions for individual initiatives will be supported by HOD, CAOC and Early Career Development Committee.

2 Key Career Transition Points

[Appointment / Promotion Processes and Action to level the Playing Fields]

2.1 Appointments

2.1.1 Academic Appointments

Immediately After Academic Appointment.

The open style and participative transparent appointment process used for the three most recent academic appointments has been adopted as the department norm. Feedback from the joiner to the HOD in a personal interview on the system (from selection to arrangements in advance of taking up post, and the induction programme) within 2 months of joining will continue. The joiner will be asked to fill in a questionnaire evaluating the process within 4 months of joining. Feedback will be evaluated and suggestions for improvements passed onto the relevant people. Action to upgrade/improve the system will be taken as necessary. HOD/HOD Office responsible - ongoing

Widening the Academic Appointment Application Pool

The department will become more proactive. The first target area will be conferences. The HOD is encouraging staff to collect business cards/ email contacts from people they meet who might be possible future recruits or sources of future recruits. After reading an action plan draft the HOD sent out an e-mail request and endorsement. The department will hold these email addresses and will also use them occasionally, when the department has any particular good news it wants to spread (e.g. like a big research grant, winning SWAN Gold). HOD office to organise -initiated (April 2009) -ongoing

2.1.2 Post-Docs Induction

The Department has significantly upgraded its induction process for academics. The feedback on this has been highly encouraging. SWAN workshops showed that the induction for post-docs was section dependent. This didn’t relate to section heads but to, for example, the length of service of the section’s PhDs and post-docs. The best did it very well at a practical level.

Over the next year key features of the induction process will be reviewed and incorporated into an induction system for post-docs. Input will be asked for from post-docs, this will take the form of a workshop with lunch provided. The plan is to have some components (see below) in place for 2009, and a fully operating and effective system in place by the beginning of the 2010/11 academic year for testing and refinement by the Post-Doc community during that year. The
process will be managed by the Early Career Development Committee (ECDC, described in more detail shortly)

New Post-docs will receive a personal introduction and induction by another post-doc "buddy". "Buddy" post-docs will be selected from a list of post-docs who have volunteered (and have had training) to carry out these introductions, ideally they will be matched from a related research group.

A one page checklist will be made for those carrying out the inductions (as a reminder of the key points to cover). The "buddy" will be available to help introduce procedures, and provide "cultural" and social information about the department, eg friday PG coffee is a good place to meet people.

HoD PA has already organised the Staff induction and will create a similar process for post-docs, this will involve talking with individual contributors on the departmental side (admin staff, PIs etc ensuring that each person is clear about and knows their responsibilities).

In their induction pack each post-doc will receive a letter from the HoD welcoming them to the department. Along with the statutory information a one page summary leaflet will be included which identifies who to ask for what, and what rights the post-doc has (ie 10 days training).

Post-doc list, buddy checklist, HoD welcome and one page leaflet, to be organised by the HoD office and the new ECDC and put in place for Oct 2009. subsequent assessment made in Oct 2010 and ongoing modifications undertaken by the new ECDC in the 2010/2011 academic year.

2.2 Promotion

Discussions flagged a range of uncertainties/urban myths. The HOD will hold a briefing meeting/open forum, to which all staff eligible for promotion will be invited. Section heads will be encouraged to attend. This will be held well in advance of the closing date for applications.

The department has a well developed promotions information and procedures web-site, this will be kept up-to date and contain relevant information, and will be advertised by the HoD at the meeting outlined above.

In addition at the beginning of the promotion round an email will go out from the HOD, explaining the departmental process, how cases are considered and his role as chair of the professorial panel in ensuring a level playing field.

HOD starting at beginning of 2009/10 promotion round

3 Career Development, Provision, Support and Encouragement

3.1 PhD Students

Following on from the publication by RSC/UKRC report in the differential impact of the PhD process on men and women the department is working on the development, dissemination and evaluation of good practice.
3.1.1 Mentoring initiative
To start with a post-doc "mentor" will be offered to new PhD students. This will not be an exercise in assignment, but a keen enthusiastic post-doc will be drawn from a list of volunteers who have received training in mentoring. Ideally the post-doc will be from the same section but not the same research group: post-docs have commented "Someone in same section but not the same group because they will be believed more." This choice will also particularly aid PhDs entering groups without a current post-doc.

The mentor will introduce the PhD to the department generally, but is intended to take on a longer term mentoring role, offering support and advice. It is important this association get off to a good start and be maintained through regular meetings in the first months, the post-doc must be proactive in maintaining contact with the PhD student.

3.1.2 The Early Career Development Committee
The new Early Career Development Committee (ECDC) will in association with PhD students draw up guidelines for the mentor taking on this role in the academic year of 2009/10. Post-docs will receive training in 2009/10 and begin mentoring in 2010/11. The ECDC will monitor mentoring load of post-docs and check that meetings have taken place.

Feedback. Obtaining feedback from our PhD students on what they want improved is important. A questionnaire will be developed and sent out to PhD students, with a prize for one of the pool who respond (perhaps conference attendance or an IPOD) to increase response numbers. One component will be to guage the usefulness of the mentoring initiative. This assessment will be repeated annually, to be organised by the Post Graduate Committee which will take action on any issues raised. Questionaire developed in summer 2010 and be implemented in the summer of 2011.

Raising profile. A volunteer post-doc or staff member will be easily identifiable and available at each Friday PG coffee with the intention of approaching and being approachable. Their role is to discuss career issues, general guidance and offer advice to new people, in addition to being a contact point for the new ECDC. We will ensure good level of representation by Women post-docs and staff (~30%) over the year.

Time-table to be arranged by ECDC.

3.2 Post Docs and Fellows
In the short/medium term the department will not have many early career academic openings, but wants to ensure its post docs get good career development opportunities.

3.1.2 The Early Career Development Committee
Alongside the Director/committees for PG and UG students, there will be a new committee, the Early Career Development Committee, and a Facilitator. The ECDC Facilitator will chair the ECDC and will have dual responsibilities, toward the department and toward the early carer staff. The Facilitator will be responsible for promoting post-doc and fellowship holders at a departmental level.

This position is not labelled "Tutor" to show the distinction between post-docs and fellowship holders as staff and no-longer students. A key responsibility will be to look out for and advance both post-doc and fellowship holders prospects (i.e. internal promotion) and career options (outside of Imperial). They will have a strong role in terms of providing and sourcing career advice, ie identifying for staff where the advice they need can be obtained and facilitating the process.
The ECDC will support the Facilitator and run events as outlined below, members will be drawn from the post-doc community and fellowship holders.

The appointed ECDC Facilitator needs to have relatively recently trodden this path, but have enough experience to offer advice, they must be an approachable and friendly member of staff. Other university chemistry departments have such a position, which can work very well, but it is highly dependent on the person given this role. Senior research busy people tend not to have the time. An ideal candidate, Dr Ed Tate, has been approached and has accepted the position of Facilitator.

Activities of the Early Career Development Committee and Facilitator will include:

Handbook.

A chemistry post-doc handbook will be produced. The first (draft) of which be ‘circulated’ to existing and new staff in October 2009. In addition, the Post-Ddoc Development Centre are producing a College-wide post doc handbook which will be circulated to all post-docs in Autumn 2009. Comments and feedback will be invited by the committee, via their post-doc representative, and will be incorporated in future editions. The department envisages there will be substantial changes and improvements in content and new editions will need to be issued in 2010 and 2011.

Mentor Training.

The department, with support from the College Post-doc Development Centre, is going to develop a formal training programme for chemistry post-docs so they can better mentor PhDs, something that already happens informally but not uniformly across the whole department.

Initial work (to identify good practice, develop a training programme, project brief/objectives timetable, talk to IOP and RSC) will be implemented over the summer 2009. Both the PhD and post-doc communities will be involved in setting the goals and determining requirements of such a course. A lead from each of physics, chemistry and the Post-doc Development Centre will be identified prior to Oct 2009. Post-docs will receive training in 2009/10 and begin mentoring in 2010/11.

Monitoring course take-up and conference attendance.

The College post-doc contract includes an entitlement to 10 days training and development per year. Take up depends on the individual post-doc and research group heads and does not get picked up at departmental level. Uptake of College training and conference attendance by post-docs and research fellows will be monitored. This will identify the groups that are not ‘getting let out...’ and individuals who are not making the most of these opportunities. In both cases staff will be offered encouragement and/or support.

What courses? Over the summer (to be ready to start at beginning of 2009/10 academic year), the department in association with the Post-doc Development Center will develop a simple reporting process where post-docs can provide feedback on courses. The committee will also organise events to ask the post-docs and fellows, what types of events, resources and courses they want, and what is the best format of delivery.
The department will work with the Post-doc Development Centre to provide courses that best fit post-doc needs. These will be designed for Oct 2010, and then evaluated. The committee will work to organise other activities, for example would post-docs like a lunch time (food provided) seminar for all post docs, at which current Research Fellows talk about their fellowships, how they got them and what is involved?

The CAOC in conjunction with the new ECDC will consider the results of these initiatives in summer 2010 and recommend further actions.

Grant and Fellowship Applications

The Committee will develop a program for offering advice to those making their first grant and fellowship applications. They will work in association with the Post-doc Development Centre to provide resources, for example a document designed to help researchers be successful at Fellowships interviews has already been produced by the centre. This will include mentoring advice and coordinating help/advice for those consistently having problems obtaining grants, or those applying for the first time to a new organisation. This activity will be advertised to post-docs and fellowship holders and early career lecturers so that it is well known that it is available. The courses will be developed for Oct 2009, given in the 2009/10 academic year and feedback will be sought to evaluate the effectiveness of the activities evaluated in 2010/11, with ongoing improvements being made in 2011.

Symposium.

A post-doc and fellows symposium (similar to that already organised for PhD students) will be organised and run by the post-grad community. This will give valuable experience in organisation, and highlight the research being undertaken by our early career staff. This may become a valuable way of showing-off skills and research to outside interests. In the evening there will be drinks and finger food, to encourage networking and socialisation. To be organised in Oct 2009-2010 year, we anticipate November. This date will be allocated as an out-of-lab day for early career staff, and all academic staff will be encouraged to attend.

Careers ½ Day

Preparing your CV: Academic and Industrial contacts will present what they are looking for in a CV. There will be academic and industrial/ commercial people able to offer advice. The RSC will be invited to present a careers session and have a stand. Mock interviews will be available. This may be associated with the symposium above. The American Chemical Society (equivalent of the RSC in the UK) offers free careers advice of this type at all large ACS conferences. To be organised in Oct 2009-2010 year, we anticipate November if it is combined with the Symposium.

Portfolio of CVs

Post-Docs and PhDs will be invited to lodge their CV with the department, this resource will then be offered/advertised to visiting companies, and those organising company visits. To be initiated Oct 2009, and evaluated Oct 2010. The HoD office will hold the CVs and the CAOC will consider the results summer 2010 and recommend action.
Staff mentor list.

A voluntary list of staff who can be contacted and who will offer advice to post-docs and fellowship holders. This will include careers advice as well as acting as a mentor, especially if a post-doc is not getting on with their primary investigator (line manager). This list will be included in the induction checklist outlined above. To be initiated Oct 2009, and evaluated Oct 2010. The CAOC will consider the results summer 2010 and recommend action.

Careers guide (Post-doc & Fellowship).

The ECDC to organise and produce a short guide to what matters for career progression. The guide is intended to make individuals more self sufficient and more aware of what being responsible for your own career means. This guide is aimed at those looking to make the transition to a permanent position. The aim will be to produce a draft guide in early 2010, several iterations will be needed.

3.3 Early Career Lecturing Staff

The HOD keeps an eye out for early career staff and identifies roles for individuals which encourage them to network with useful people/improve their visibility/develop management skills, in the department and at faculty and college levels. The HOD has asked the CAOC to consider how to make sure this activity is emulated by department section heads/research group heads.

A document will be prepared that offers guidelines, and clarifies the mentoring/advisory role for Heads of Section (HoS). This should not be prescriptive but suggest possible roles and activities. The HoS and their staff will be encouraged to discuss (with reference to the document) mentoring and both should identify what the early career staff would like to receive in terms of mentoring, and what the HoS will be comfortable in offering so that both have the same expectation of what mentoring/advice will be offered/provided. To be included as an item of discussion in PDRP. If there is a miss-match, then the staff could use the staff mentor list to find a person better able to provide the required support. HOD Office to prepare in 2009.

The department's lecturers and research fellows (as a result of the activities of the CAOC and in working for SWAN) are now well positioned to produce a short guide to what matters for career progression (some of which they had to find out the hard way). This guide is intended to make individuals more self sufficient and more aware of what being responsible for your own career means. This guide is aimed at progression after a permanent position has been obtained. The aim will be to produce a draft guide in early 2010, and several iterations will likely be needed.

4 Department Organisation and Culture

[Management Ethos, Structures and Decision Making, Organisational Values, Communications and Culture]

From the SWAN workshops and committee discussion it was clear that people did not know who to go to for what in terms of information on what was available what the systems were and what would happen, if for example, they started a family/needed time away. This is despite the fact that all of this can be found on or via the department website. What the department could do /arrange/make things happen:
Clarifying responsibility.

Short personal notes from HOD and the Department Operations Manager will be sent to all staff explaining their roles/responsibilities for making things happen, smoothing the path for individuals through department/faculty/college systems. If this is seen to be useful, then heads of research groups may be encouraged to make their own statements. **HOD and Operations Manager for circulation for Oct 2009**

Providing simple summaries of rules and regulations

Informal introductions to the formal statements that are on/accessible from the department website will be produced. Over the 2009/10 academic year the management team will work their way through the procedures, practices and systems and produce a *short simple practical friendly* introduction to each of them. These will be triggered as each process comes around in the annual cycle or by an enquiry/event. This will include such potential black boxes as the department workload system and what various committees do. **Department management for circulation for Oct 2009**. The notes and progress will be reviewed during the **2010/11 academic year**.

Workload

The SWAN workshops identified that it would be valuable for staff to know more about the various responsibilities which individuals collect over time, but which may not appear in workload allocations. This will help in planning careers, and make it easier to plan cover for essential items when an academic takes leave or a sabbatical.

Heads of Teaching to explicitly ask academics for information on any work they do that does not currently appear in the workload spreadsheet, estimates of the time involved to be provided. For example time on reviewing papers, or sitting on panels. A summary document listing "extra" activities and the time investment that academics at different levels undertake. This will help outline for other staff the kinds of activities they will become involved in as they progress. The information will be investigated/discussed by the **CAOC** to see if any of these activities should be formally included in the "summary of hours".

This information to be collated for the **2009 Academic year by HoD** when they make up the 2009 spreadsheet. Results to be published on staff web-site, and work allocations discussed by **CAOC in 2009/10 academic year**, and appropriate steps taken.

Post Docs.

A web-pesence on the chemistry web-site for post-docs, containing information relating to the new committee and the various initiatives to be undertaken, for example the list of staff willing to act as mentors, advertising the post-doc symposium etc.

**Early Career Development Committee** to assign this task, HOD to arrange for adding to the web-site, and basic bones to be online for **Oct 2009**, material to be added in on-going development. The web-site and progress will be reviewed by the CAOC in 2010/11 academic year.
5 Flexibility across the Working Day, Working Year and Working Life
[Career Breaks and Returning and Flexible Working]

Flexibility - adapting approaches.

The department started by taking over cover arrangements for staff going on maternity leave, arrangements which before had rested with the individual. Having now tested this for staff going on maternity and paternity leave, the system is being adapted again for covering sabbaticals.

A document detailing procedure to be produced and circulated to all sections to make suggestions in 2009/10 academic year. The suggestions to be incorporated and the result to become departmental policy and to be made available on the staff web-site for everyone to have access. Document to be available before Oct 2010. CAOC to instigate and HOD office to put on the chemistry web-site.

The next step is to make sure it works for long term sickness and unexpected absences and takes sufficient account of individuals’ needs to work themselves back into work. A similar process to occur in 2010/2011 academic year. Document to be available before Oct 2011. CAOC to instigate and HOD office to put on the chemistry web-site.

Sharing experiences

Willing individuals within the department with recent experience of e.g. paternity leave, taking a sabbatical, taking over a major department role, setting up a big/multi disciplinary research group, will contribute to short case-studies available on the chemistry web-site. This will not cover the “rules” for each event, but is intended to allow staff who have experience to discuss with prospective, or newly impacted individuals the ups and downs, the options, upcoming difficulties and how to make things go smoothly. Those potentially wanting to enquire about coping with more sensitive issues such as serious illness, disability, or family illness will be gently directed toward a helpful senior academic (identified on the web-site) who will facilitate a meeting with those who have volunteered to share their experiences.

CAOC to assign this task, HOD to arrange for adding to the web-site, and first case-studies to be online for Oct 2009. The web-site content and progress will be reviewed by the CAOC in 2010/11 academic year.