



IOP Institute of Physics

Academic Departments Good Practice Checklist

This Checklist has been produced by the Royal Society of Chemistry and Athena Project for the Athena Partnership. The Checklist is for use by academic departments within and outside the United Kingdom. Changes to the Checklist should not be made without the permission of the Athena Partnership, and if an amended version of the Checklist is produced the Athena Partnership should be acknowledged.

For further information about use of the Checklist contact either Sean McWhinnie (mcwhinnies@rsc.org) or Sarah Dickinson (dickinsons@rsc.org) at the Royal Society of Chemistry/Athena Partnership.

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Academic Chemistry Good Practice Checklist

The attached Good Practice Checklist has been produced by the Royal Society of Chemistry (RSC) and the Athena Project as a tool for use by members of the Athena Partnership.

This approach has been developed on the basis of careful research on the factors affecting female chemist's career choices and their career progression. Evidence of the success of the RSC's work is that the first university department to win an Athena SWAN recognition award was Edinburgh chemistry and the first to win a gold award was York chemistry.

The checklist was first used in 2004 to collect information on working practices in chemistry departments, and, in particular, to identify examples of good practice. The good practice identified was published in 2004 in "Good Practice in University Chemistry Departments". The checklist was revised in 2007, organised around 5 key principles; this was used to collect data for the second edition of the Good Practice report which will be published later in 2008.

Although the RSC's work concentrated on chemistry departments, the checklist itself was generic. In consequence, this version, which was revised to take on board feedback from chemistry departments, is being made available for the community's use.

The checklist may be used in a number of ways. An individual (ideally the head of department or a senior staff member), or a small group of individuals, can complete the checklist. Maximum value will be gained if comments are added to qualify, or clarify, the tick response.

Alternatively, the checklist may be distributed to all staff (including post doctoral researchers) and their individual ticked responses and comments can be collated onto a single copy of the checklist. A commentary may be added by a senior staff member.

Either way, the completed checklist can then be used by the department to identify areas for action, as part of a diversity/gender action plan, and could be used in preparation for a submission for an Athena SWAN recognition award.

The checklist is also an essential preparation by the departments who are taking part in the Athena Partnership Good Practice Departmental Visit and Benchmarking initiative which the RSC and IOP are jointly piloting in 2008.

Finally the checklist can also act as a prompt on things that can be done in departments. Examples of Good Practice can be found in the RSC's 2004 report, in the IOP's 2006 report "Women in University Physics Departments" and in the Athena Project good practice reports and case studies.

If you have any queries about the use of the checklist please contact either Sean McWhinnie (mcwhinnies@rsc.org) or Sarah Dickinson (dickinsons@rsc.org) at the Royal Society of Chemistry/Athena Partnership.

The RSC's "Good Practice in University Chemistry Departments" may be downloaded from: <http://www.rsc.org/ScienceAndTechnology/Policy/Documents/GoodPracticeinUCD.asp>

The IOP's "Women in University Physics Departments" may be downloaded from: http://www.iop.org/activity/diversity/Gender/Diversity_and_academia/University_site_visits/page_25130.html and details of the Juno Code of Practice may be found at http://www.iop.org/activity/diversity/Gender/Diversity_and_academia/Juno_Code_of_Practice/page_25144.html

The Athena Project Reports may be downloaded from: www.athenaproject.org.uk

Further information about Athena SWAN may be found at: www.athenaswan.org.uk

THE CHECKLIST

Please complete the checklist by marking the appropriate box and then adding any comments that you wish to make.

NOTES:

1. Please email completed checklists to.....no later than.....
2. Please complete forms in Microsoft Word: Arial 10 point or larger.
3. Where relevant, additional supporting material can be attached electronically or submitted in hard copy
4. For the sake of space in the checklist we have abbreviated the categories, here they are in full:

A = regular, required, resourced, reviewed, reported

B = accepted, expected, structured (but lacks one or more features of A)

C = building/developing systems, understanding, practices, processes

D = informed, interested, aware, individual initiatives, testing approaches

E = not on track, unaware, not yet

HEI:

School/Faculty:

Department:

Departmental Contact *

Name:

Designation:

Email:

Telephone:

Postal address:

Departmental Data

Students	Male	Female	Total
Undergraduates			
Masters students			
Doctoral students			

Staff	Full Time			Less than Full Time		
	Male	Female	Total	Male	Female	Total
Administrative staff						
Technical staff						
Experimental Officers						
Post Doctoral Researchers						
Lecturers (Senior Lecturers post '92 Universities)						
Senior Lecturers (Principal Lecturers post '92 Universities)						
Readers						
Professors						
Other staff - including teaching staff (please insert description)						

Departmental Description

Please provide a brief description (50 - 200 words) of the department making the return, including numbers of women and men at each grade (please include post doctoral researchers), and the numbers of male and female undergraduate and postgraduate students.

Please include here any relevant special initiatives/programmes/ plans which do not fit into the checklist

A = required/reviewed/reported B = expected/structured C = building/developing systems D = informed/interested E = Not on track						
1	KPI 1: A robust organisational framework for action that delivers equality of opportunity and reward in STEM	A	B	C	D	E
1.01	Student profile: the department monitors and reports on the number of undergraduate and postgraduate students by gender					
	Comment:					
1.02	Departmental staff profile is monitored by gender at all grades for both FT and LFT (less than full time) and reported/communicated within the department and benchmarked against UK figures and against cognate disciplines within the university					
	Comment:					
1.03	Staff and student monitoring: the staff and student data is used as the basis of an action plan which links to the overall departmental/school/faculty academic strategy					
	Comment:					
1.04	Leadership: The head of Department or a senior academic leads and champions good practice					
	Comment:					
1.05	Taking action: members of staff are identified (departmental post holders/individual members of staff) who are responsible for taking action, reporting progress and communicating within the department					
	Comment:					
A = required/reviewed/reported B = expected/structured C = building/developing systems D = informed/interested E = Not on track						
2	KPI 2: Appointment and promotion processes that encourage women and men to apply for academic posts at all levels	A	B	C	D	E
2.01	Encouraging applications: internally the department encourages women and men to apply for appointment and promotion when they are ready					
	Comment:					
2.02	Encouraging applications: when making new appointments, the department attempts to identify and attract appropriate external male and female candidates					
	Comment:					
2.03	Appointments and promotions procedures are openly communicated and guidance is provided to potential candidates					
	Comment:					
2.04	Promotion process: staff in the department are supported through the process with, e.g., help in the preparation of the application and mock interviews					
	Comment:					
2.05	Feedback is given on, e.g., career development needs for unsuccessful internal applicants for appointments and promotion					
	Comment:					

2.06	Selection panels always include at least one man and one woman and one external/lay person					
	Comment:					
2.07	Recruitment and promotion outcomes are monitored and reports are made on the percentage of women and other under represented groups at each stage					
	Comment:					
2.08	Promotion criteria: the department's promotion processes and criteria for nominating and supporting candidates for promotion are well communicated, consistent, fair in application and transparent					
	Comment:					
A = required/reviewed/reported B = expected/structured C = building/developing systems D = informed/interested E = Not on track						
3	KPI 3 - Structures and systems that encourage and support the career progression of staff	A	B	C	D	E
3.01	Professional and career development: all staff including postdoctoral researchers are expected and encouraged to participate in programmes and activities which include, e.g., entrepreneurship, IPR, people and financial management, science communication, other transferable skills					
	Comment:					
3.02	Career development/advice: specific individuals/post holders are made responsible for career development and career advice for early career and all research staff, including post doctoral researchers					
	Comment:					
3.03	Appraisal: all staff, including post doctoral researchers and research fellows, are regularly appraised					
	Comment:					
3.04	Appraisal: all appraisals include a discussion of the appraisee's own responsibilities for the career development of their staff including post doctoral researchers					
	Comment:					
3.05	Networking: staff are encouraged and supported to network at faculty, university, regional and national levels					
	Comment:					
3.06	Mentoring: the department has a career development/mentoring scheme (additional to any mentoring provided as part of induction or probation schemes)					
	Comment:					
3.07	Mentoring: staff are encouraged (trained and provided with guidance) to become mentors or mentees (including early career staff), to mentor researchers, and researchers are encouraged to mentor postgraduates					
	Comment:					
3.08	Role models: women and members of other under represented groups are encouraged to act as role models by the department externally at regional and national levels					
	Comment:					

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4	KPI 4 - Organisational arrangements and cultures that are open , inclusive, and transparent and engage all staff	A	B	C	D	E
4.01	Work load allocation: the work load balance of administration, research, teaching, and other activities (e.g. outreach) is reviewed regularly					
	Comment:					
4.02	Departmental roles and responsibilities, including committee memberships, are rotated for staff to gain experience / exposure					
	Comment:					
4.03	Openness and communication: there is openness in departmental management and in, e.g., the allocation of resources, such as space, funding and research support					
	Comment:					
4.04	Inclusivity: social activities are encouraged and involve all staff including less than full time and non-academic staff as well as staff on sabbaticals, career breaks, long term sick leave and maternity leave					
	Comment:					
4.05	Departmental induction: there is a departmental induction programme which introduces departmental practices and procedures to all staff including post doctoral researchers					
	Comment:					
4.06	Departmental image: the departmental image (publicity, photographs, newsletters, job particulars) reflects the contribution to the department of women and under represented groups					
	Comment:					
4.07	Visibility: junior women and under represented groups, including post doctoral researchers, are encouraged to raise their profile externally, e.g., by participating in professional society activities, attending and presenting at conferences, contributing to departmental research seminars and presenting to research sponsors					
	Comment:					
4.08	Visibility: gender monitoring of departmental attendance at external conferences, invited speakers in departmental seminar programmes, and of visiting academics to check how far the figures reflect the profile of the discipline					
	Comment:					
4.09	Valuing contributions: individuals' contributions to departmental administration and teaching are recognised, valued and rewarded					
	Comment:					

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5	KPI5 - Flexibility across the working day, the working year and working life that maximises individuals' participation in STEM at all life and career stages	A	B	C	D	E
5.01	Career breaks and less than full time working: the department has a clear policy on how career breaks and LFT working are considered in relation to appointment and promotion					
	Comment:					
5.02	Managing return after a career break: the return of staff after a career break is managed by e.g., enabling individuals to focus on their research or work less than full time initially					
	Comment:					
5.03	Flexible working policy and practice is transparent and consistently applied and its benefits for the individual and the department are promoted					
	Comment:					
5.04	Flexible working: there is clear support from the head of department for flexible working, evidenced by personal take up by HOD and senior staff					
	Comment:					
5.05	Care responsibilities: work allocation discussions are held with new staff to pick up work life balance issues, and changes in responsibilities, e.g., the need to care for a partner or relative, are dealt with in a supportive and practical way					
	Comment:					
5.06	Timing of meetings: department meetings are timed to take account of caring / family responsibilities					
	Comment:					