1.   LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

I am delighted to offer my full support for this Athena SWAN Silver Award Application. On a personal level I have led by example and since becoming Head of Department in 2017, I have put Equality, Diversity and Inclusivity (EDI) matters at the forefront of every aspect the Department's business, mandating that it is a standing agenda item in committee meetings, particularly in our management team meetings. I have ensured that there is gender representation on all our decision-making committees, and that representatives from these committees (usually the chairs) are part of the departmental EDI committee. EDI Matters have been included at the top of the agenda of Board of Studies meeting in my time as HoD.

I have been an active participant in meetings of the EDI and AS committees to reflect on our progress against our 2017 Action Plan, as well as to identify challenges that need to be addressed and identify new opportunities. We have much to celebrate as a Department, including: the number and value of grant applications led by female academics staff is level with male counterparts; from 2018-2021 (inclusive) 47% of PhD recruits accepting a place in Chemistry have been female; and our 2020 staff culture survey showed significant positive shifts in perception of EDI matters and improved confidence in reporting unwelcome behaviour.

We continue to attract excellent undergraduate and postgraduate students and have successfully addressed the leaky pipeline in female participation up to postdoctoral researcher level. EDI awareness is now embedded in the handbooks for new starters and their induction process. Progress to address the gender imbalance in academic staff has been slower, but has moved in a positive direction and I am delighted that this includes four new female professors in chemistry since 2017.

Of course, there is plenty of work remaining to do, and new challenges ahead, but I am happy that this is a fair and accurate analysis of our work against the AS2017 plan and look forward to receiving feedback from the panel.

Yours sincerely,

Karl S. Coleman

As incoming HoD I fully endorse this application and our continuing ambitions to improve EDI in the department. I have a longstanding commitment to EDI matters, having been the departmental EDI chair in my previous role in Earth Sciences at Durham University. I welcome this opportunity to share best practice between departments including delivering regular EDI bulletins to raise awareness of our activities, development of a wellbeing room, and build on the work of my predecessors and support an inclusive department where all staff and students feel welcome and able to thrive. In the last 4 months, a professor and an associate professor, both female, have been appointed, improving the gender balance of outstanding scientists in the department Under my headship, we will continue to prioritise making Durham chemistry a welcoming and inclusive community where people can receive an exceptional education and conduct world-leading research regardless of their gender.

H. Chris Greenwell

491 Words

2.   DESCRIPTION OF THE DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

GLOSSARY

[2017/X.Y]	Action X.Y of 2017 AS Action Plan	**HR**	Human Resources
ADR	Annual Development Review	**IAS**	Institute for Advanced Studies
AFHEA	Associate Fellow of the Higher Education Academy	**KIT**	Keeping In Touch
ASAPIG	Athena SWAN Action Plan Implementation Group	**KTP**	Knowledge Transfer Partnership
AS	Athena SWAN	**L&T**	Learning and Teaching
AT	Academic Track	**MAB**	Management Advisory Board
BBRSC	Biotechnology and Biological Sciences Research Council	**NEBOSH**	National Examination Board in Occupational Safety and Health
BOSIC	Board of Studies In Chemistry	**NERC**	Natural Environment Research Council
BPPS	Business Process & People Services	**NVQ**	National Vocational Qualification
BSI	Biophysical Sciences Institute	**OAG**	Outreach Advisor Group
BTEC	Business & Technology Education Council	**OHS**	Occupational Health Service
CDT	Centre for Doctoral Training	**PDRA**	Postdoctoral Research Associate
CIPD	Chartered Institute of Personnel and Development	**PG**	Postgraduate Students
DEI	Durham Energy Institute	**PGCAP**	Postgraduate Certificate of Academic Practice
DoE	Director of Education	**PGR**	Postgraduate Research
DoR	Director of Research	**PGT**	Postgraduate Taught
DPPC	Departmental Promotion and Progression Committee	**PT**	Part-time
DTP	Doctoral Training Partnership	**REF**	Research Excellence Framework
DU	Durham University	**RIS**	Research and Innovation Services
EDI	Equality, Diversity and Inclusion	**RL**	Research Leave
EPSRC	Engineering & Physical Sciences Research Council	**RSC**	Royal Society of Chemistry
EU	European Union	**SAT**	Self-Assessment Team
FHEA	Fellow of the Higher Education Academy	**SP**	Supported Progression
FT	Full-time	**STEM**	Science, Technology, Engineering and Mathematics
FTE	Full-time Equivalent	**TRTS**	Technical Research and Teaching Services
GAP	Gateway to Academic Practice	**UB**	Unconscious Bias
GCRF	Global Challenges Research Fund	**UG**	Undergraduate Students
GDPR	General Data Protection Regulation	**UKRI**	United Kingdom Research and Innovation
H&S	Health and Safety	**WISE**	Women In Science & Engineering
HESA	Higher Education Statistics Agency	**WP**	Widening participation
HoD	Head of Department		

Note – Gender data collected as male/female does not include the genders of all members of the department. Our 2021 EDI culture survey indicated 6/268 identified as non-conforming, non-binary or other, separately from those who chose not to declare their gender.   Further breakdown was not possible while maintaining anonymity, but we commit to supporting staff and students of all genders.

> *[Actions]: are described in detail at the end of the document. Specific Actions and Implementation are included in these text boxes.*

We are proud to have engaged with the Athena SWAN Charter since 2014. Our department is one of the UK's leading chemistry departments, ranked 2nd in the UK for Chemistry (Guardian 2021 league). We attract around 120 outstanding (A*AA) UG students annually, who enjoy excellent employment prospects (86% of 2017-18 graduates in employment or PG study within 15 months of graduation). Our flexible course design can allow students to transfer between BSc and MChem degrees at any time up to the start of year 3. Around 120 natural sciences students also undertake chemistry as part of their degree each year. Since 2009, 5 of our students (3F, 2M) have won the prestigious Salters Award for outstanding chemistry graduates.

The department is sited at a single location and has a social space (Musgrave Room), offering free tea and coffee. Staff and students use this space for tea/coffee breaks, meetings, social gatherings, informal seminars, training workshops and themed coffee-morning events. There is also a multipurpose welfare room open to all staff and students.
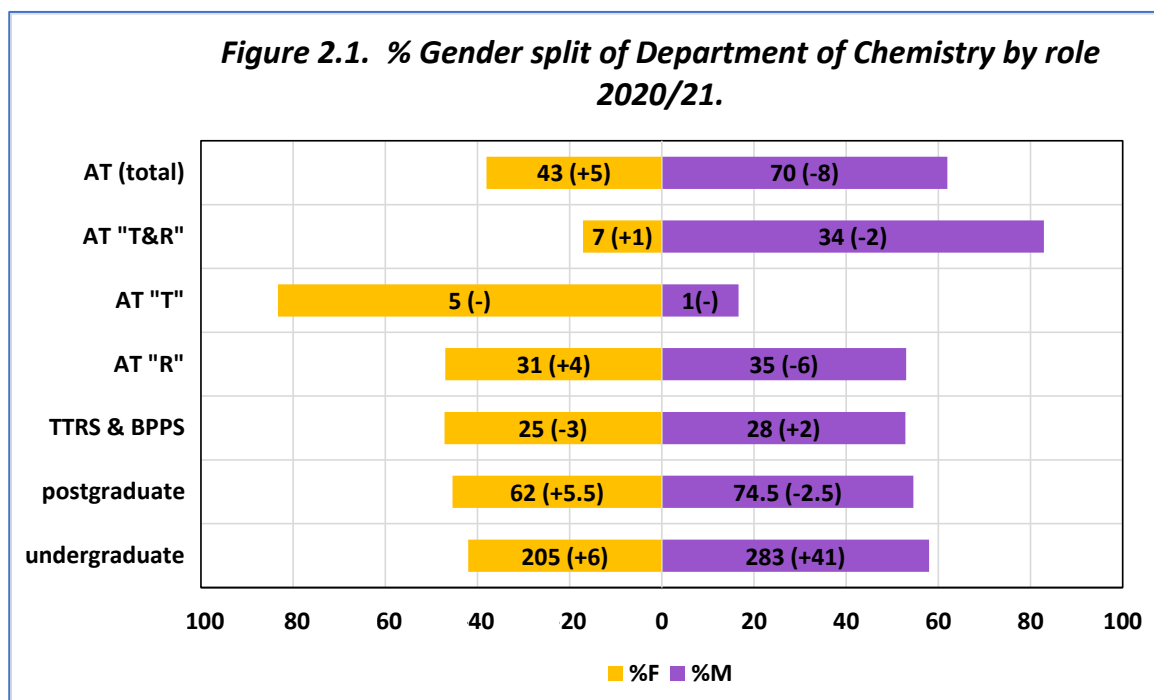

Academic track ("AT") staff in the department are subdivided into 3 tracks, where "T&R" comprises traditional academic (teaching and research) roles, "R" includes research roles such as postdoctoral researchers (PDRAs) and research fellows and "T" comprises teaching-focused roles.

Professional and support services roles form two groups within the University's Job Families:

- 'Business Process and People Services' (BPPS) supporting the student community, operations, learning and teaching and research functions

- 'Technical, Research and Teaching Services' supporting teaching and research laboratory activities, analytical services and building and infrastructure.

The gender split of these groups within the department is depicted in **Figure 2.1**. Values in bars are headcount (± change from 2016/17). Since our 2017 Athena SWAN award, the staff gender balance within department has improved slightly through new starter diversity.

Figure 2.1. % Gender split of Department of Chemistry by role 2020/21.

Role	%F	%M
AT (total)	43 (+5)	70 (-8)
AT "T&R"	7 (+1)	34 (-2)
AT "T"	5 (-)	1(-)
AT "R"	31 (+4)	35 (-6)
TTRS & BPPS	25 (-3)	28 (+2)
postgraduate	62 (+5.5)	74.5 (-2.5)
undergraduate	205 (+6)	283 (+41)

Research-active staff may join one or more of our six research groups, which cover a broad range of chemical science, and are responsible for inviting a diverse range of seminar speakers. Teaching is divided between three sections (organic, inorganic, physical) where each section leader allocates teaching responsibilities.

Committee membership is transparent and disseminated at Board of Studies in Chemistry (BOSIC). Since 2017 we have had gender representation on all departmental committees (**Figure 2.2,** %F in all sections are indicated in green boxes).**[2017/3.9]**

EDI is a standing agenda item on all departmental committees. In 2018, the importance of working towards a diverse and inclusive department led to the workload of chairing EDI committee and the SAT being split between two co-chairs. All members of the department can request funding to support EDI-related activities.
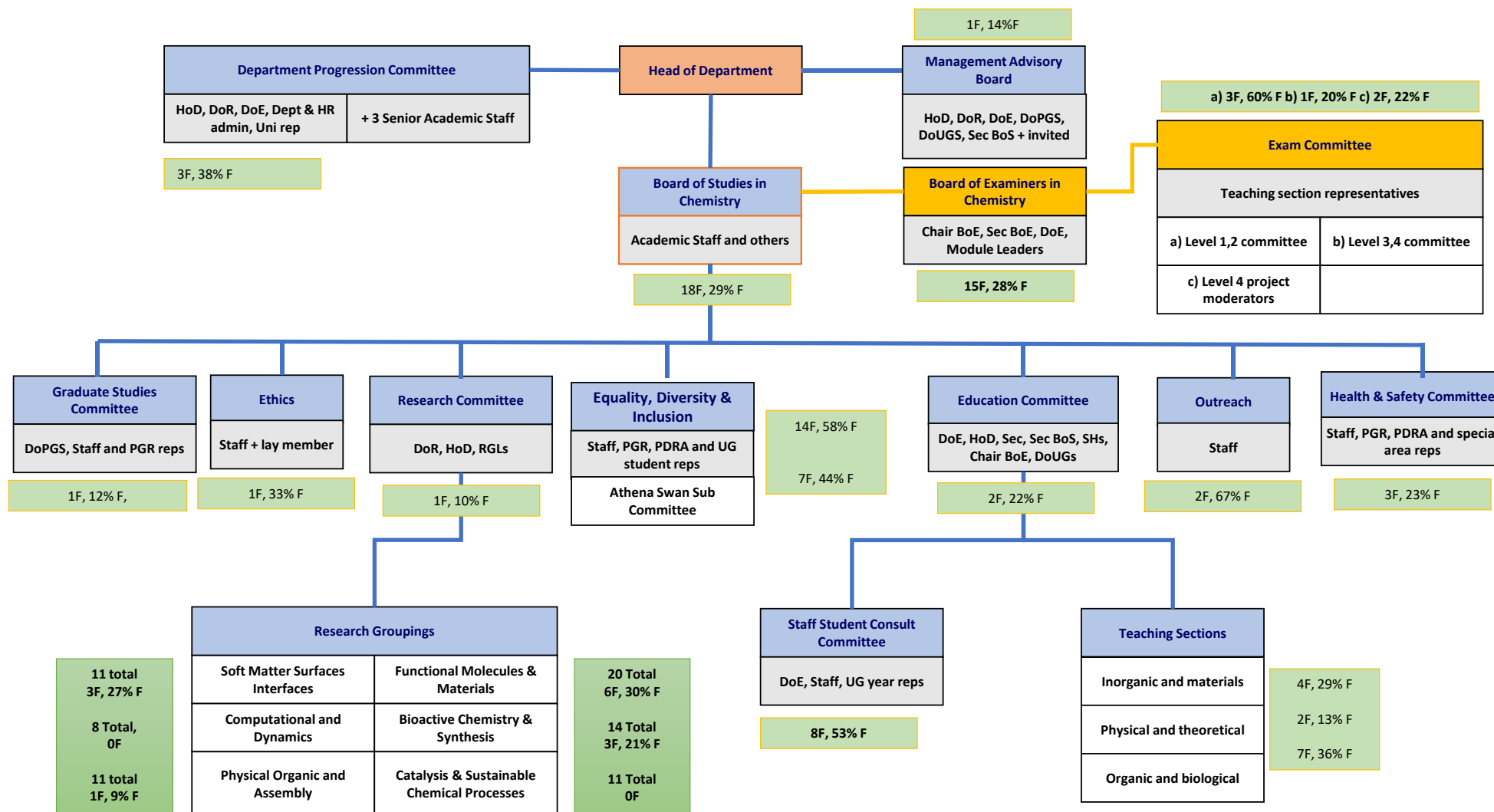
Workshops on EDI and Unconscious Bias (UB) are available to all Departmental staff and PGR students. PGR students trained through our two Centres for Doctoral Training receive additional EDI-awareness training (to be extended to all incoming students **[Action 4A]**).

[Action 4A]: EDI face-to-face induction for incoming UG students and PG

In response to Covid pandemic, the department set up an emergency response team (10M, 3F, with representation from AT, BPPS and TRTS staff) that met regularly to ensure best possible delivery of teaching to students, access to facilities within safety limits, and inclusion of EDI considerations at all stages in this process.

861 words

Figure 2.2. Chemistry Department Structure 2021/22

Department Progression Committee
- HoD, DoR, DoE, Dept & HR admin, Uni rep
- + 3 Senior Academic Staff

3F, 38% F

Head of Department

1F, 14%F

Management Advisory Board
- HoD, DoR, DoE, DoPGS, DoUGS, Sec BoS + invited

a) 3F, 60% F b) 1F, 20% F c) 2F, 22% F

Exam Committee

Teaching section representatives

a) Level 1,2 committee	b) Level 3,4 committee
c) Level 4 project moderators	

Board of Studies in Chemistry
- Academic Staff and others

18F, 29% F

Board of Examiners in Chemistry
- Chair BoE, Sec BoE, DoE, Module Leaders

15F, 28% F

Graduate Studies Committee
- DoPGS, Staff and PGR reps

1F, 12% F,

Ethics
- Staff + lay member

1F, 33% F

Research Committee
- DoR, HoD, RGLs

1F, 10% F

Equality, Diversity & Inclusion
- Staff, PGR, PDRA and UG student reps
- Athena Swan Sub Committee

14F, 58% F

7F, 44% F

Education Committee
- DoE, HoD, Sec, Sec BoS, SHs, Chair BoE, DoUGs

2F, 22% F

Outreach
- Staff

2F, 67% F

Health & Safety Committee
- Staff, PGR, PDRA and special area reps

3F, 23% F

Research Groupings

Soft Matter Surfaces Interfaces	Functional Molecules & Materials
Computational and Dynamics	Bioactive Chemistry & Synthesis
Physical Organic and Assembly	Catalysis & Sustainable Chemical Processes

11 total 3F, 27% F

8 Total, 0F

11 total 1F, 9% F

20 Total 6F, 30% F

14 Total 3F, 21% F

11 Total 0F

Staff Student Consult Committee
- DoE, Staff, UG year reps

8F, 53% F

Teaching Sections

Inorganic and materials
Physical and theoretical
Organic and biological

4F, 29% F

2F, 13% F

7F, 36% F

238 words

3.   THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

(i) a description of the self-assessment team;

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Bronze actions:

- **[2017/1.1]** Formation of a diverse balanced EDI committee

- **[2017/1.11]** Ensure female representation on decision making committees

- **[2017/1.3]** Monitor EDI data and report to department

- **[2017/1.4]** "EDI matters" is a standing item on all departmental agendas

Bronze impacts:

- The maintenance of the committee structure is essential for delivery on our actions.

</div>

- EDI committee (9M,14F) and Athena SWAN Action Plan Implementation Group (ASAPIG: (8M,7F) formed, representation from.

  - all staff and student groupings,

  - diversity in seniority (UG to professor),

  - race

  - gender

  - LGBT

  - Part-time staff

- Most staff have caring roles.

- ASAPIG reviewed delivery against AS2017 actions, reforming as the SAT (**Figure 3.1**) in early 2021 focusing on future plans

- Opportunities to join the EDI committee and SAT were advertised openly.

- In the last year, 4 committee positions rotated as a result of staff changes (**Figure 3.1**).

Picture	Name, Departmental & SAT Roles, personal circumstances
	Ritu Kataky Professor (T&R), P/T.
	John Sanderson Associate Professor (T&R)
	Matt Kitching Assistant Professor (R).
  	Director of Research **Graham Sandford (until 2021)** Professor (T&R) **Jan Verlet (2021 -)** Professor (T&R)
	Pippa Coffer Assistant Professor (T).

	Head of Department **Karl Coleman (until 2022)** Professor (T&R), **Chris Greenwell (2022 -)** Professor (T&R)
	Richard Thompson Associate Professor (R)
	Nicola Bramfitt Learning and Teaching (LT) Manager (BPPS staff)
	Director of Education. **Andy Hughes** Associate Professor (T)
	Lizzie Amies Department Manager. (BPPS)
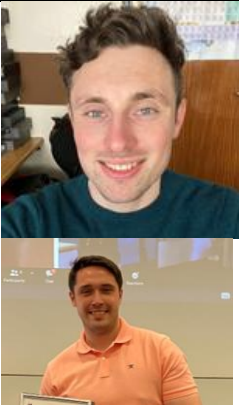
	Likta Milian Academic (T)
	Luke O'Driscoll PDRA (R), now Teaching Fellow (T)
	PhD students **Jack Fradgley** (until 2021) **Robert Ives** (since 2021)
	Kerry Strong TRTS staff
	Russell Taylor Academic (T & R)
	Amy Hall Postdoctoral researcher (R).

Figure 3.1 The Self-Assessment Team, June 2021.

- We have 44%F representation on SAT and have slight female overrepresentation (61%) on EDI committee (female staff and students were more proactive in responding to opportunities advertised).
- EDIC and SAT met regularly, using Teams during the pandemic, **Figure 3.2.**
- Continuous gender representation on all departmental committee since 2017. Workload arising from gender representation is shared between senior staff.
- Interconnected committee structure has helped with monitoring progress against AS2017 plan, and communication of *EDI Matters* across committees.
- EDI matters reported by every subcommittee to BOSIC since 2017.
- Representation from student, BPPS, TRTS, postdoctoral as well as AT staff has brought diversity of perspective, e.g. around access to laboratories and services during Covid lockdowns.

Remaining challenges and Future actions

Our fixed committee structure with representation from other committees and indefinite membership for volunteers ensures continuity and intradepartmental communication. However, with the ambition of making EDI culture something that all staff and student to participate in, we now recognise that regular rotation of roles on EDI committees is essential for wider engagement. **[Action 4I]**

[Action 4I]: Regular rotation of leadership roles to enable better resilience in staff structure and support development through opportunities.

Figure 3.2 *EDI Committee meeting by Teams, 2020*

(ii)   an account of the self-assessment process.

The EDI or its sub-committees typically meet 4-6 times per year to review implementation of the current action plan and to discuss wider EDI & intersectional issues. Meetings are scheduled into the departmental Sharepoint calendar, so that all staff are aware of these meetings and can request issues to be included on the agenda, even if they are not formally part of the committee. Minutes and contact details of committees are shared on Chemistry SharePoint and reported to BOSIC termly. The committee provides regular updates on Athena SWAN and EDI matters to All-staff meetings, which began online during the pandemic.   Regular EDI-related activities and events are part of mainstream news on the Departmental Twitter feed (**Figure 3.3**). Committee membership and links to policy statements are on the EDI section of the Departmental website. The SAT has sought input from members of the University's central EDI team and exchanged ideas and best practice with EDI leaders at Northumbria University and the University of Newcastle.
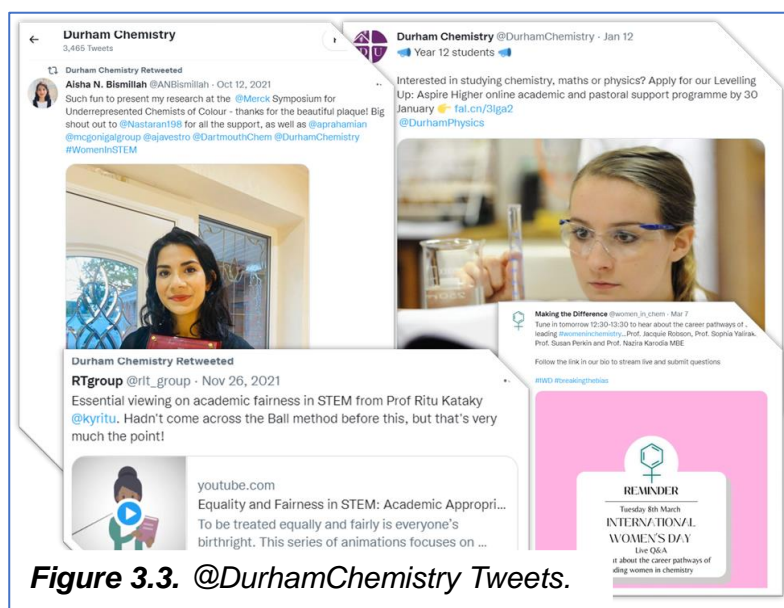

Figure 3.3. @DurhamChemistry Tweets.

The EDI committee ran staff culture surveys yearly from 2017-2021; the most recent two also including UG and PG students [**2017/2.1**]. Surveys were developed with support from the Faculty EDI committee, and new developments for the chemistry survey (e.g. including questions concerning culture and experience around socio-economic background) communicated to the faculty committee.

Analysis of survey results has helped to evaluate the success of the AS2017 actions, departmental implementation of University policies and to identify new challenges. While being careful to maintain anonymity, survey results were analysed and discussed at EDI committee.

The submission and Action Plan have been developed in collaboration with representatives of all chemistry committees to define ownership and be confident of successful delivery in the coming years.

(iii) plans for the future of the self-assessment team.

Future actions

To manage the process more efficiently progress on actions is built into our calendar. We will continue to operate the interconnected committee structure, but with timetabling specific activities and reporting into a Departmental EDI calendar. This calendar will include designated times to review progress against each of our actions and their impact. We will set up focus groups and working groups to progress action points. We will seek input from external experts, host regular invited speakers in the department, run shared events at faculty level and share our experience and expertise with partner organisations and other universities.
[Action 4C] and **[Action 4D]** will be used to further improve the effectiveness of the SAT.

[Action 4C]: EDI committee with 2 co-chairs, representation appointed from departmental committee leads and volunteer staff/students from all main stakeholder groups meets termly. Co-chairs &, Appointed members appointed by HoD and remain on EDIC as long as they remain on their dept committees. (Typically 3 years). Other members reviewed annually.

[Action 4D]: AS action plan reviewed by Dept Committee chairs, who become active in developing new actions. Action plan agreed by HoD that specific actions will be handed to those committees who have the responsibility for that area, feed back to the SAT on progress through their committee representatives, to mainstream EDI action across wider committee structure

713 words

4. A PICTURE OF THE DEPARTMENT

A breakdown by gender of our recruitment, retention and progression data at all levels was essential to identify where actions to support and advance women's careers was most needed.

Bronze actions:

- Monitoring of relevant data **[2017/1.3]**

Bronze Action Impacts:

- Awareness of successes and problem areas for recruitment, retention and career pipeline as outlined in following subsections.

A   Student data

(i)   Numbers of men and women on access or foundation courses;

n/a.

(ii)   Numbers of undergraduate students by gender.

Single-honours chemistry students register for a 3-year BSc or 4-year MChem. The MChem degree has three options, where the final year is spent at Durham (MChem Dur), or at another international institution or in industry (Int and Indst) respectively (**Table 4.1**).

Table 4.1: Total headcount of BSc and MChem Students on UG courses by academic year and gender.				
Year	**Degree**	**Female**	**Male**	**%F**
2020 / 21	BSc (all)	55	64	46%
	MChem Int	11	19	37%
	MChem Dur	86	141	38%
	MChem Indst	53	59	47%
	total	205	283	42%
2019 / 20	BSc (all)	42	60	41%
	MChem Int	17	18	49%
	MChem Dur	88	133	40%
	MChem Indst	44	67	40%
	total	191	278	41%
2018 / 19	BSc (all)	47	57	45%
	MChem Int	26	14	65%
	MChem Dur	66	118	36%
	MChem Indst	44	67	40%
	total	183	256	42%
2017 / 18	BSc (all)	40	40	50%
	MChem Int	23	23	50%
	MChem Dur	77	122	39%
	MChem Indst	39	70	36%
	total	179	255	41%
2016 / 17	BSc (all)	39	40	49%
	MChem Int	25	20	56%
	MChem Dur	98	128	43%
	MChem Indst	37	54	41%
	total	199	242	45%

- Women are slightly underrepresented on average.

- MChem Int had highest %F representation until recently, but numbers on this course are small.

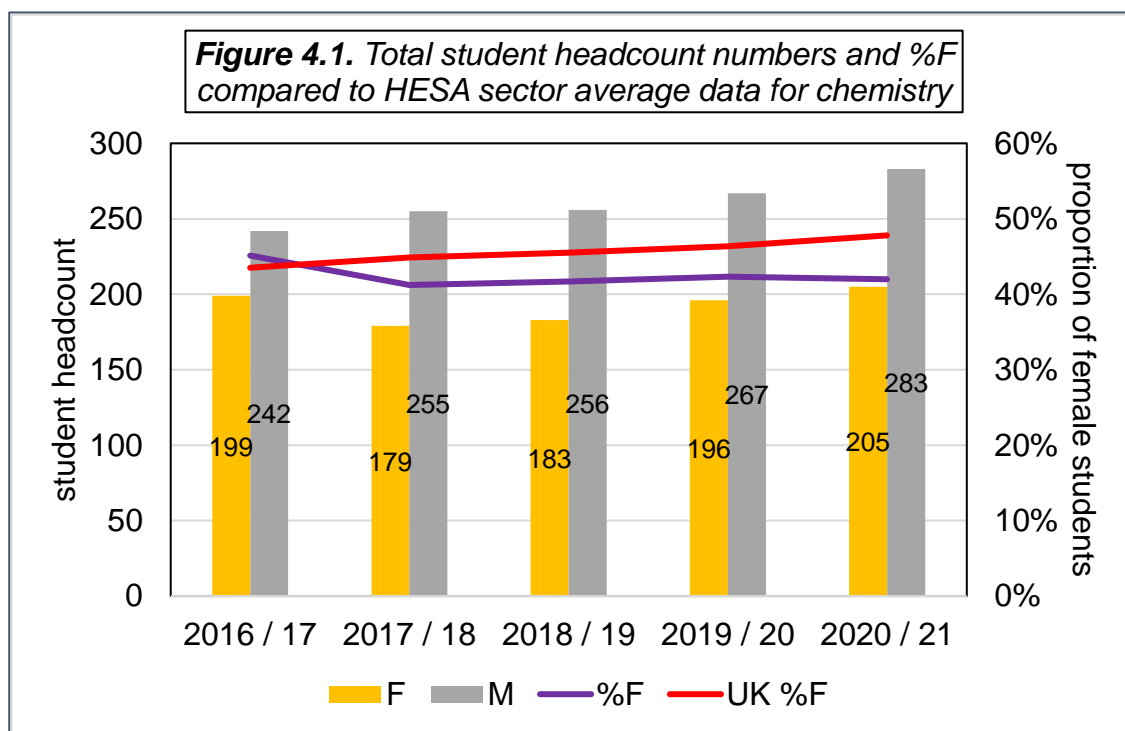- %F on MChem Industrial has risen to 47% in last 2 years.

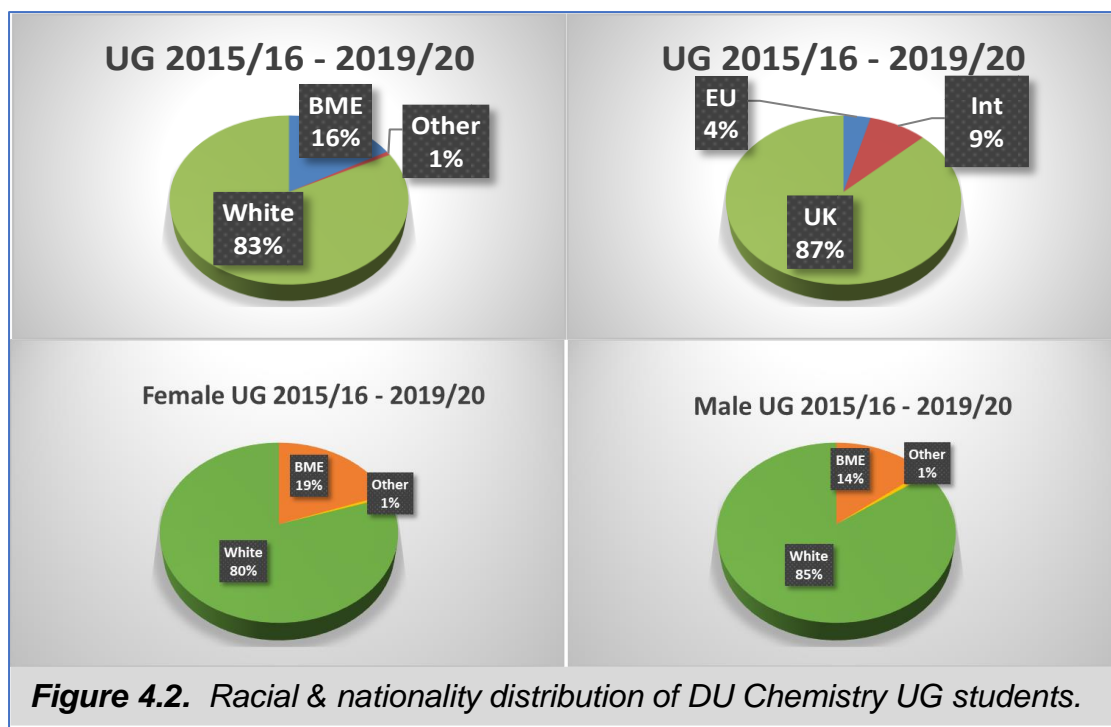**Table 4.2:** Total headcount of BSc and MChem Students recruited onto UG courses by year of entry gender.

| Year of entry | Gender | Qualification Aim | | Total | Proportion MChem |
		B.Sc	M.Chem		
2020 /21	Female	25	36	61	59.0%
	Male	24	41	65	63.1%
	%Female	51.0%	46.8%	45.9%	
2019 /20	Female	15	34	49	69.4%
	Male	15	63	78	80.8%
	%Female	50.0%	35.1%	38.6%	
2018 /19	Female	19	39	58	67.2%
	Male	20	61	81	75.3%
	%Female	48.7%	39.0%	41.7%	
2017 /18	Female	11	41	52	78.8%
	Male	17	44	61	72.1%
	%Female	39.3%	48.2%	46.0%	
2016 /17	Female	12	32	44	72.7%
	Male	14	61	75	81.3%
	%Female	46.2%	34.4%	37.0%	
2015 /16	Female	6	50	56	89.3%
	Male	7	66	73	90.4%
	%Female	46.2%	43.1%	43.4%	
2014 /15	Female	11	38	49	77.6%
	Male	5	56	61	91.8%
	%Female	68.8%	40.4%	44.5%	
2013 /14	Female	5	55	60	91.7%
	Male	8	56	64	87.5%
	%Female	38.5%	49.5%	48.4%	
2012 /13	Female	6	53	59	89.8%
	Male	13	45	58	77.6%
	%Female	31.6%	54.1%	50.4%	

- Women are underrepresented in 8/9 years (**Table 4.2**).

- MChem route is more popular students increasingly applying for BSc **[Action 3D]**

- Female UGs slightly underrepresented nationally

- Representation in Durham is slightly below national average. (**Figure 4.1**).

- The ethnic diversity of our UG students (**Figure 4.2**) is lower than many UK institutions but exceeds the regional population (Co.Durham >96% white)
- The ethnic diversity of female UGs is slightly higher than males.

- Female student headcount in chemistry has changed little (Durham and sector) in recent years. Total number of male students in chemistry have increased in Durham, but decreased nationally, (HESA headcount 11060 in 2016/17 to 9645 in 2019/20 hence opposing trends in %F **Figure 4.3**.

Figure 4.1. Total student headcount numbers and %F compared to HESA sector average data for chemistry

Figure 4.2. *Racial & nationality distribution of DU Chemistry UG students.*

- 0.2% (n=1) UGs identified as non-binary in entrance data, and 2% of UGs (n=3) in 2020, 2021 surveys identify their gender as non-conforming or non-binary indicating increasing confidence in declaring.

Table 4.3 summarises the gender balance of UG student recruitment [**2017/2.2**], along with decliner survey information [**2017/2.3**].

Table 4.3: Applications, offers and acceptances for UG chemistry programmes by year

Year	Gender	Applications	Offers	Acceptances	Offers : Applications	Acceptances : Offers	Acceptances : Applications
	Female	290	213	59	73.4%	27.7%	20.3%
	Male	404	260	58	64.4%	22.3%	14.4%
2012	%Female	41.8%	45.0%	50.4%			
	Female	312	234	60	75.0%	25.6%	19.2%
	Male	402	289	64	71.9%	22.1%	15.9%
2013	%Female	43.7%	44.7%	48.4%			
	Female	312	249	49	79.8%	19.7%	15.7%
	Male	464	335	61	72.2%	18.2%	13.1%
2014	%Female	40.2%	42.6%	44.5%			
	Female	343	258	56	75.2%	21.7%	16.3%
	Male	472	329	73	69.7%	22.2%	15.5%
2015	%Female	42.1%	44.0%	43.4%			
	Female	306	261	44	85.3%	16.9%	14.4%
	Male	413	311	75	75.3%	24.1%	18.2%
2016	%Female	42.6%	45.6%	37.0%			
	Female	328	279	52	85.1%	18.6%	15.9%
	Male	376	318	61	84.6%	19.2%	16.2%
2017	%Female	46.6%	46.7%	46.0%			
	Female	313	287	58	91.7%	20.2%	18.5%
	Male	390	347	81	89.0%	23.3%	20.8%
2018	%Female	44.5%	45.3%	41.7%			
	Female	341	282	49	82.7%	17.4%	14.4%
	Male	436	352	78	80.7%	22.2%	17.9%
2019	%Female	43.9%	44.5%	38.6%			
	Female	346	310	63	89.6%	20.3%	18.2%
	Male	403	355	69	88.1%	19.4%	17.1%
2020	%Female	46.2%	46.6%	47.7%			
	Female	299	229	-	76.6%	-	-
	Male	372	236	-	63.4%	-	-
2021	%Female	44.6%	49.2%	-			

- Female students are consistently slightly more successful in receiving an offer

- Male students are consistently more likely to apply, and in most recent years have been more likely to accept an offer than female counterparts.

- Total applicants (M&F) have changed little over years.

- Slight under-representation of women at UG level; previous actions have not resolved this.
- Recruitment is managed centrally since 2018 (department does not control offers).
- Decliner survey results were not available by gender (2018), but one response (selected) indicated a need to be more welcoming.

"I did not feel that I would fit in at Durham University", 2018.

In 2019, we improved open day events making them more inclusive. Events included new interactive science demonstrations, 'meet the molecules', staff/students 'meet the researchers' and 'meet the mentors'. Staff volunteers ran informal tutorials, so that prospective students could experience our teaching environment first-hand. We aim for a gender-balanced selection of open day volunteers. Covid disruption reduced overall offer acceptances, but initial feedback from applicants was very positive:

"The practical labs and tutorials were very informative and really helped give a good feel for the department. The undergraduates were really useful to talk to and gave a good image of what life is like at Durham." (2019)

and their parents/guests:

"There was a lot of information which put me at ease about my daughter coming here. Good presentations and staff." (2019)

[Action 3A] aims to identify any gendered impact of open days on applications.

[Action 3A]: Obtain and review gendered feedback on open day surveys to attract more even gender balance in UG recruitment, and ensure all persons in the department involved have received unconcious bias training.

Figure 4.3. *Comparison of %F recruitment for DU Chemistry and UCAS sector*
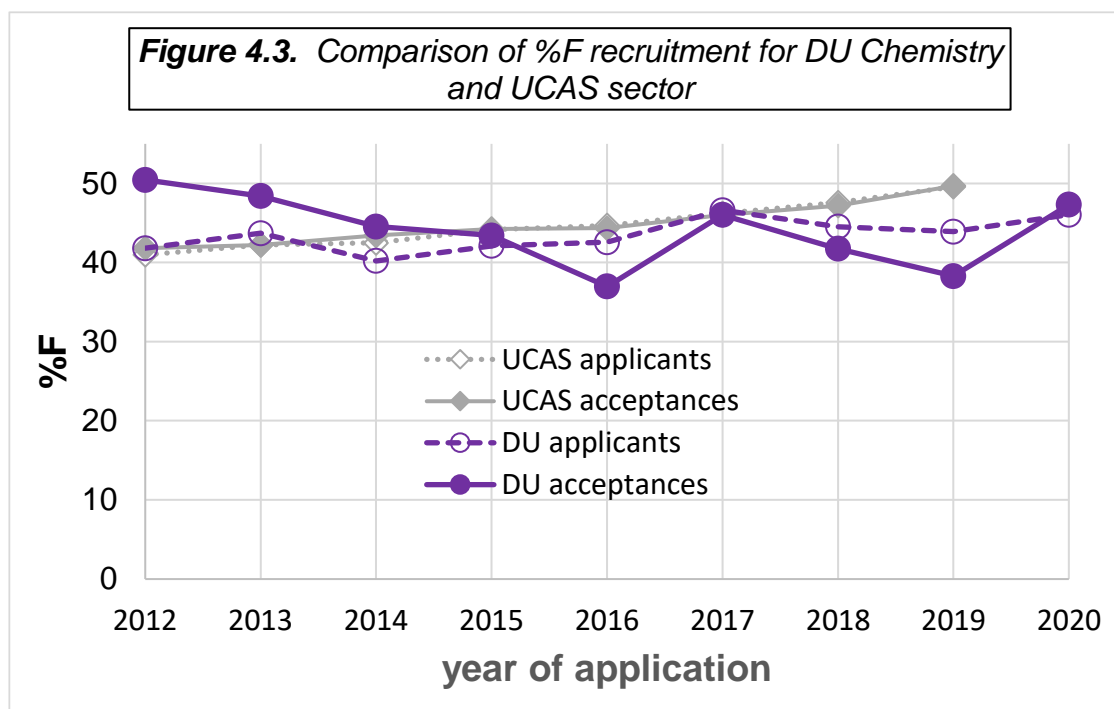
Degree Attainment

Overall degree attainment is similar for male and female students **(Table 4.4, Figures 4.4-4.7)**:

Bronze actions:

- We have monitored UG performance by gender **[2017/2.7]**

Bronze Action Impacts:

- Monitoring helped to identify there are more extreme outcomes for male than for female students. This has led to a new action for a curriculum review to determine any improvements to assessment strategy.

Gender	Degree Class	2015	2016	2017	2018	2019	2020	2021	% at each classification 2016/18	% at each classification 2019/21
Female	1st									
	2.1									
	2.2									
	other									
Male	1st									
	2.1									
	2.2									
	other									

Table 4.4: Degree classifications of students: All UG chemistry courses (BSc and MChem)

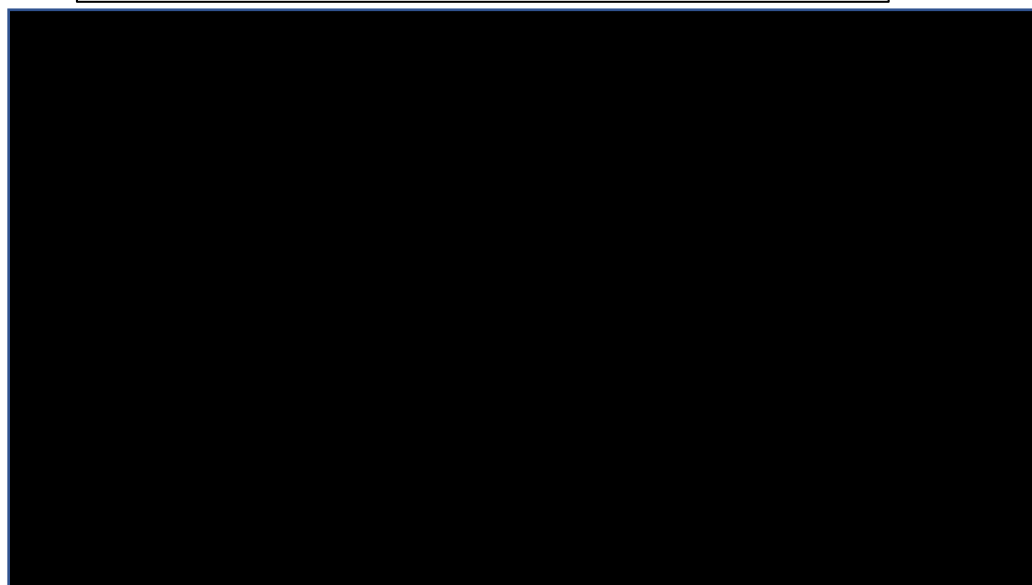*Figure 4.4* Degree outcomes by gender 2014/15 - 2020/21. Headcount for each classification are given in bars.
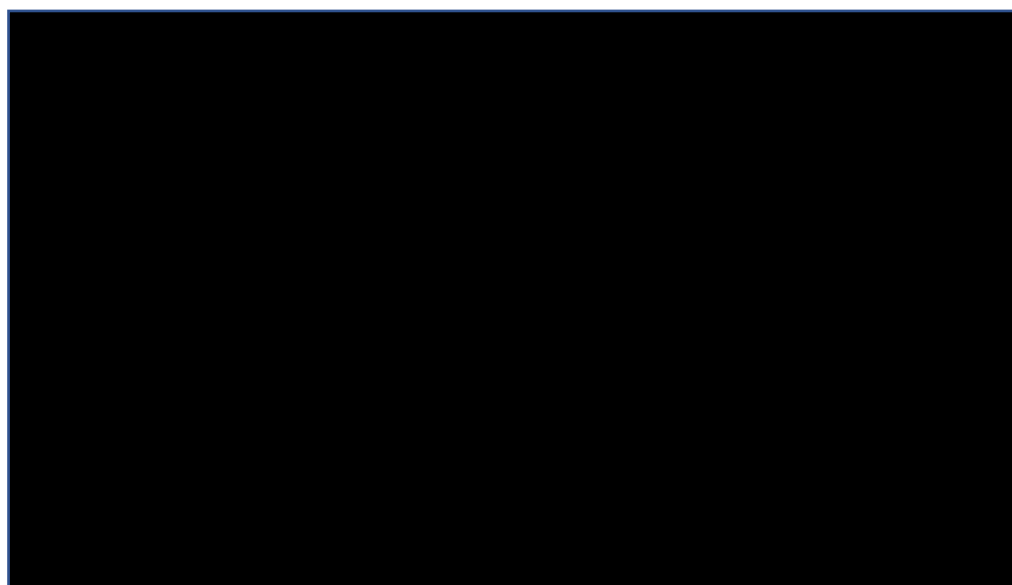
- More female students achieving good (1st/2.1) degree in all years.

- Slightly more male students achieving 1st class degree in most years.

- Since 2017, this gap has narrowed and in 2020 was reversed, **Figure 4.7**.

Figure 4.5 BSc outcomes by gender 2014/15 - 2020/21. Headcount for each classification is given in bars.
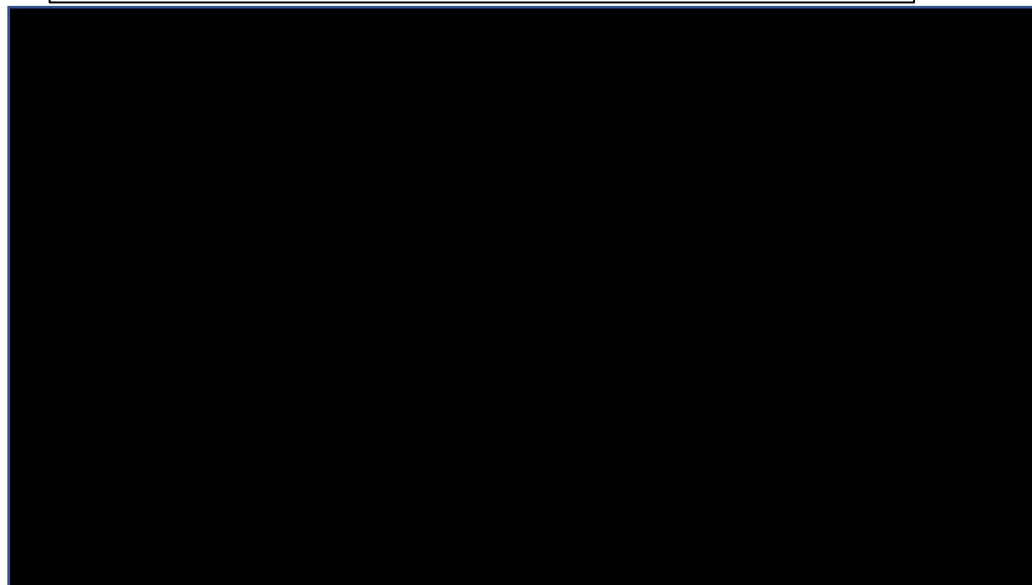

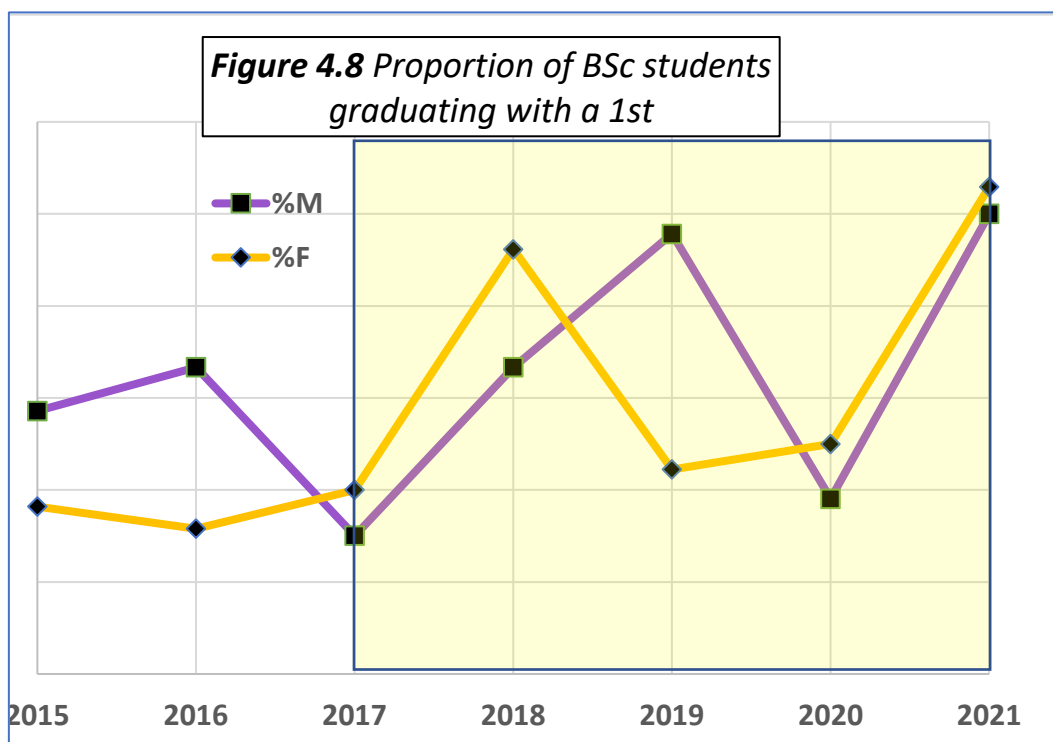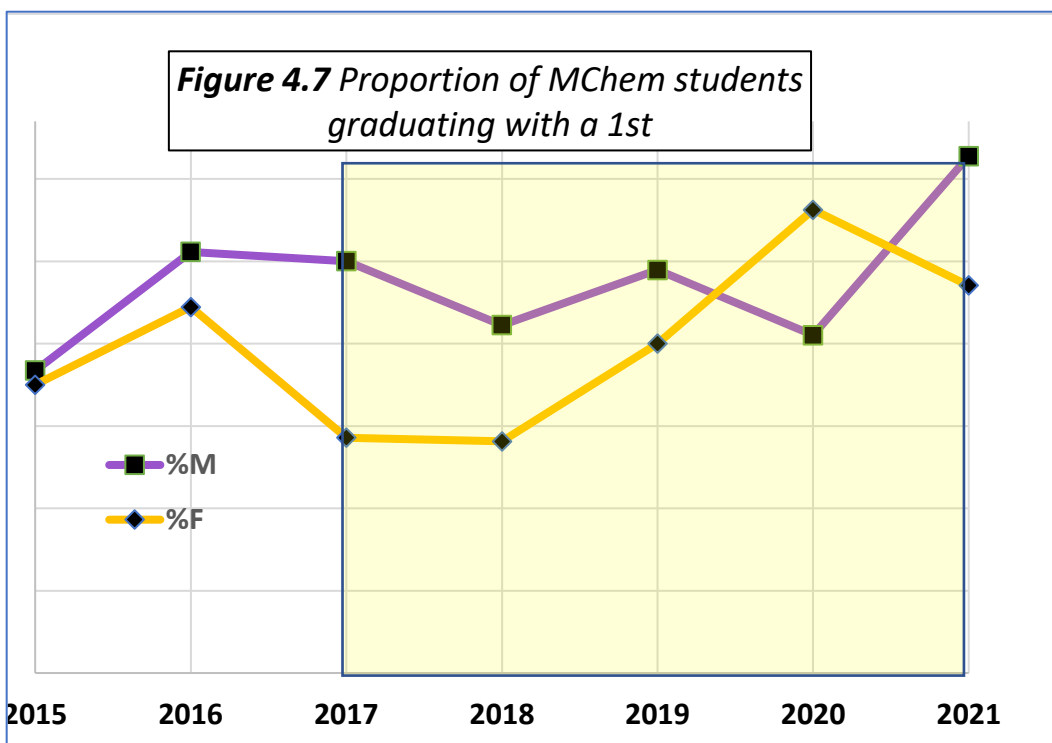**Figure 4.6** MChem outcomes by gender 2014/15 - 2020/21. Headcount for each classification is given in bars.

Figure 4.7 Proportion of MChem students graduating with a 1st

Figure 4.8 Proportion of BSc students graduating with a 1st

- Covid changes to summative assessment processes due (2020 – open book (unplanned), 2021 – open book (planned)) have made it difficult to assess longitudinal trends.

Remaining challenges and Future actions

- Data is consistent with the 'variability hypothesis', where broader distribution of performance is seen in male than female students. The longer tail in distribution of male performance at the higher end can lead to a higher proportion of male students in the top band when the cut-off is high.

- Review the impact of Covid practices on student attainment **[Action 3B]** to determine opportunities for improved practice.**[Action 3C]**

> *[Action 3B]: Review gendered changes in exam results that arose from assessments during and after Covid pandemic. Idenfity which changes might benefit gender and intersectional (with race, polar4 quintile) equality going forward*

> *[Action 3C] Increase data capture to include student performance and transfer between degree programs and recruitment by gender, ethnicity and POLAR quintile & intersections. Identify and address factors behind any inequalities and what can be learned from years when inequalities were reversed. Review staff and student inputs on timing and form of assessments.*

(iii) Numbers of men and women on postgraduate taught degrees.

n/a.

(iv) Numbers of men and women on postgraduate research degrees

PGR recruitment data are summarised in **Tables 4.5, 4.6, Figure 4.8.**

Table 4.5. Headcount of FTE postgraduate research students by year, qualification aim and gender.

Year	Degree	Female	Male	%F
2021 / 22	PhD	62	74.5	45%
	MSc(res)	0	6	0%
2020 / 21	PhD	51	72.5	41%
	MSc(res)	1	2	33%
2019 / 20	PhD	51	66	44%
	MSc(res)	1	2	33%
2018 / 19	PhD	51	69	43%
	MSc(res)	1	4	20%
2017 / 18	PhD	46.5	64.5	42%
	MSc(res)	6	3	67%
2016 / 17	PhD	56.5	77	42%
	MSc(res)	1	2	33%

- %F in PhD research fairly constant at 41-45%

- Low numbers of MSc(res) but over 6 years, 10/29 students were female (34%)

- Underrepresentation of females in postgraduate research, but no gendered pattern between MSc and PhD.

- PGR students identifying their gender as non-binary, non-conforming or other was 5% (n=2) in 2021 survey.

Table 4.6: Applications, offers and acceptances for PGR chemistry programmes by year

Year	Gender	Applications	Offers	Acceptances	Offers : Applications	Acceptances : Offers	Acceptances : Applications
	Female	66	27	22	40.9%	81.5%	33.3%
	Male	78	30	23	38.5%	76.7%	29.5%
2013	%Female	45.8%	47.4%	48.9%			
	Female	77	29	20	37.7%	69.0%	26.0%
	Male	139	48	30	34.5%	62.5%	21.6%
2014	%Female	35.6%	37.7%	40.0%			
	Female	77	28	18	36.4%	64.3%	23.4%
	Male	128	43	36	33.6%	83.7%	28.1%
2015	%Female	37.6%	39.4%	33.3%			
	Female	73	26	22	35.6%	84.6%	30.1%
	Male	109	43	36	39.4%	83.7%	33.0%
2016	%Female	40.1%	37.7%	37.9%			
	Female	83	31	25	37.3%	80.6%	30.1%
	Male	122	48	37	39.3%	77.1%	30.3%
2017	%Female	40.5%	39.2%	40.3%			
	Female	95	52	33	54.7%	63.5%	34.7%
	Male	114	47	32	41.2%	68.1%	28.1%
2018	%Female	45.5%	52.5%	50.8%			
	Female	101	31	30	30.7%	96.8%	29.7%
	Male	138	43	38	31.2%	88.4%	27.5%
2019	%Female	42.3%	41.9%	44.1%			
	Female	114	31	26	27.2%	83.9%	22.8%
	Male	149	35	34	23.5%	97.1%	22.8%
2020	%Female	43.3%	47.0%	43.3%			
	Female	132	28	28	21.2%	100.0%	21.2%
	Male	160	34	25	21.3%	73.5%	15.6%
2021	%Female	45.2%	45.2%	52.8%			
	Female	818	283	224	34.6%	79.2%	27.4%
	Male	1137	371	291	32.6%	78.4%	25.6%
all years	%Female	41.8%	43.3%	43.5%			

Figure 4.9 %F PGR recruitment from Application to Acceptance. Headcount numbers are in bars.
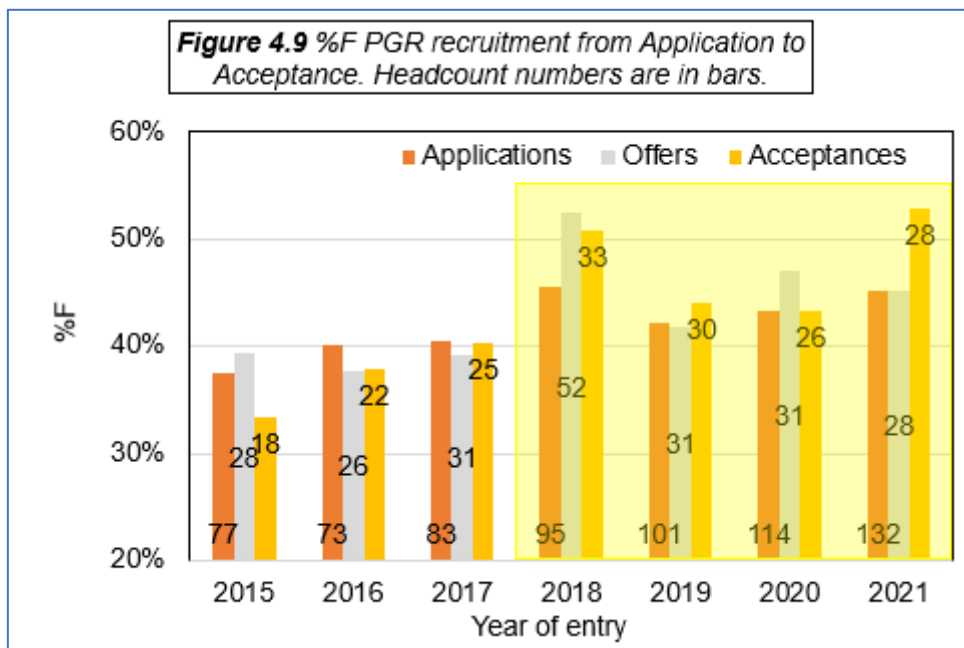
Bronze actions:

- Monitoring of relevant data [2017/1.3], including PG offers and acceptances **[2017/2.9]**

- Improve recruitment with appropriate role models, leading to >40% F PG offers **[2017/2.10]**

Bronze Action Impacts:

- Before AS2017, %F PGR recruitment was low, with only 38%F applicants and 33%F acceptances in 2015.

- An effort to improve gender balance of visible role models, and strong emphasis in EDI values in PG matters within department and CDTs has helped to redress the balance. **[2017/2.9, 2.10]**

- Since 2017, applications and offers consistently exceed 40% **[2017/2.10]**).

- %F acceptance has increased to 46.5% (2018-20), exceeding our target and the 2019/20 sector average (43%,) **[2017/2.9]**

- The correlation in %F between each stage of recruitment is strong with no gendered difference in acceptance/offers or offers/applications.

  o The increase in %F PGR recruitment, results from attracting more female applicants.

Remaining challenges and Future actions

- The University's Durham Doctoral Scheme supports exceptionally promising PhD candidates. From 2018 to 2021, two female and seven male students were nominated. Although numbers are small, the ratio is concerning.**[2017/2.19] [Action 3H]** seeks to address this.

> **[Action 3H]:** *MAB to review nominations for Durham Doctoral Scholarships and redress gender balance in recent years. Publicise opportunities and successes through social media, intranet, display boards.*

Bronze actions:

- We monitored PGR completion rate by year and gender
  - [**2017/2.11**], **Figure 4.10**.

Bronze Action Impacts:

Monitoring has raised awareness that:

- %F completion rates generally exceed %M completion rates. E.g. 100% F and 87% of M completion among 2012/13 starters.
- The gender balance of the last 7 annual Ken Wade (best thesis) prizewinners is 3M,4F.
- Median completion times are faster for female (4.1Y) than male (4.7Y) PGRs.
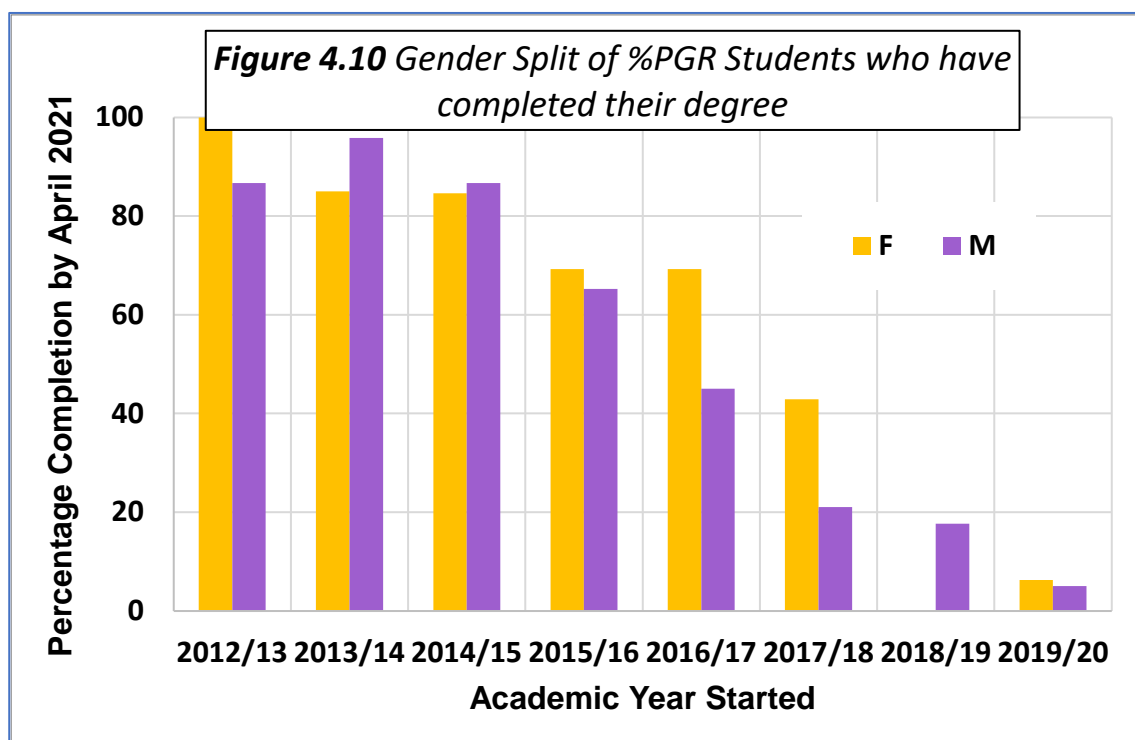- Withdrawals are not gendered (**Table 4.7**)

Figure 4.10 Gender Split of %PGR Students who have completed their degree

Table 4.7. PhD student withdrawals by year and gender since 2012		
Year	Gender (M/F)	
	Male	Female
2013	1	1
2014	1	1
2015	0	0
2016	1	0
2017	0	1
2018	0	0
2019	0	0
2020	1	1
2021	1	0

Remaining challenges and Future actions

- Data available does not distinguish between courses and funders 12 months MSc(Res) and 36-48 months (PhDs). [**Action 3F**] addresses this.

> *[Action 3F]: Post Graduate committee to provide completion rates and recruitment by gender and ethinicity*

- It was difficult to identify reasons for PGR withdrawals as planned [**2017/2.11**].

- Withdrawals often occur after the period of supervised study when the student has left Durham. **[Action 3G]** and **[Action 3E]** evaluate this further.
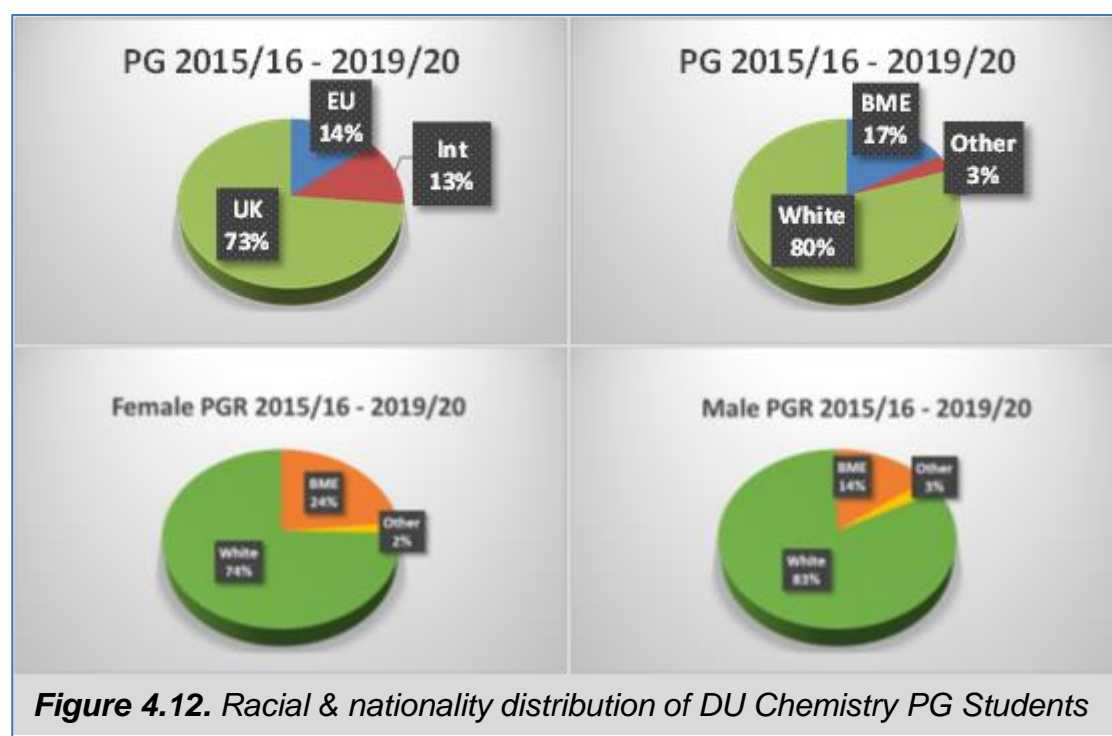
> *[Action 3G]: Carry out exit survey for all PGR students 3 months prior to end of period of supervised study. Grad Studies Comm to review reasons for delayed completion annually and make recommendations to BOSIC. Handbooks updated with assessment critera. Invite PGRs withdrawing from degrees to provide details of circumstances.*

> *[Action 3E]: Focus group to evaluate PGR outcomes and form remedial plan to support timely completion of research degrees.*

(v) Progression pipeline between undergraduate and postgraduate student levels.

Many students change institution between UG and PG studies, and data available on graduate destinations is broken down by gender, **Figure 4.11**.

- Around 20% of our graduates (BSc and MChem) went on to further study
  - o No clearly gendered pattern was apparent.

Figure 4.11 15 month Graduate Outcomes for 2017-18 & 2018-19 Durham Chemistry leavers. Number of respondents are given in bars.

Legend: 2017-18 Female (64%), 2018-19 Female (50%), 2017-18 Male (54%), 2018-19 Male (64%)

Figure 4.12. Racial & nationality distribution of DU Chemistry PG Students
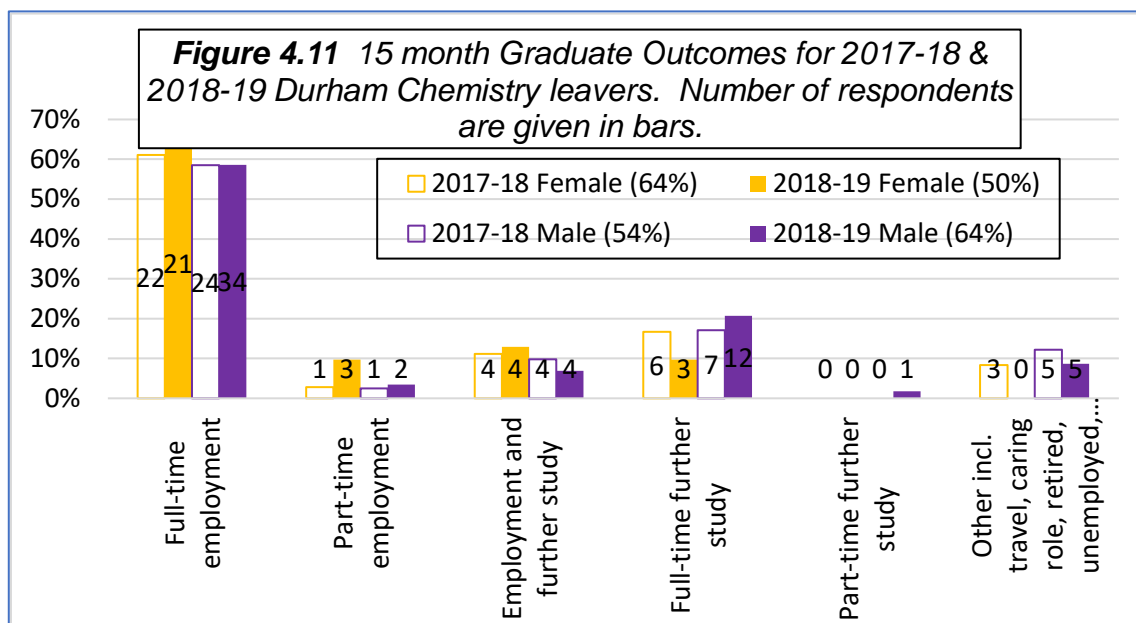
The postgraduate ethnic and nationality diversity (**Figure 4.12**) exceeds our UGs, (**Figure 4.2**), and resembles the national average (HESA chemistry 2020/21=18%). The proportion of BME female students is somewhat higher than males.

Figure 4.13 shows that when the gender balance for PhD intake is compared with gender balance for MChem intake, offset by 4 years to enable comparison between cohorts; there is no leaky pipeline.

Figure 4.13. Gender balance between MChem and PhD for equivalent cohorts.
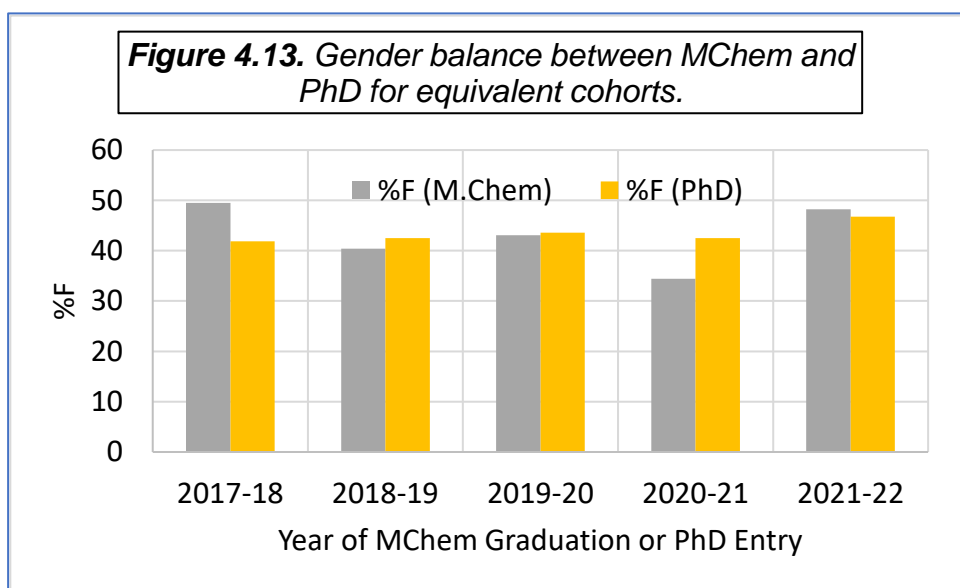
B   Academic and research staff data

(i) Academic staff by grade, contract function and gender: research-only, teaching and research or teaching-only

Academic staff are employed on either teaching and research, "T&R", research only "R" or teaching only "T" contracts. Academic AT roles are related to grades as defined in **Table 4.8**, and staff numbers on each track by gender and year are summarised in **Table 4.9** and **Figure 4.14**.

**Table 4.8:** Relationship between grade, contract type and role title.

Grade, Salary range	Contract Type		
	Teaching & Research (A)	Research only (R)	Teaching only (T)
7, £34,304 - 40,927	not used (was lecturer)	Postdoctoral Researcher (PDRA)	Teaching Fellow
8 £42,149 -£50,296	Assistant Professor (was lecturer)	Assistant Professor	Assistant Professor
9, £53,348 -£60,022	Associate Professor (was Senior Lecturer, Reader)	Associate Professor	Associate Professor
10, £65,575+	Professor	Professor	Professor

Table 4.9: All Academic Staff by Contract Type and Gender

Contract Type	Gender	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2015 /16 HESA	2019 /20 HESA
Research only "R"	Female	28	27	25	27	30	31	605	590
	Male	40	41	39	39	38	35	1455	1350
	% Female	41%	40%	39%	41%	44%	47%	29%	30%
Teaching only "T"	Female	4	5	5	5	5	5	65	120
	Male	0	1	0	1	1	1	120	185
	% Female	100%	83%	100%	83%	83%	83%	35%	39%
Teaching and Research "A"	Female	7	6	6	6	7	7	250	280
	Male	35	36	35	35	34	34	1155	1125
	% Female	17%	14%	15%	15%	17%	17%	18%	20%
Total Academic Staff "ART"	Female	39	38	36	38	42	43	925	975
	Male	75	78	74	75	73	70	2730	2655
	% Female	34%	33%	33%	34%	37%	38%	25%	27%

- Women are slightly underrepresented on "R" track (includes postdocs), but the gender balance resembles PG and UG.
- "T" track is dominated by female staff but balance has improved with 2M appointees in 2021, not captured in **Table 4.8** census data.
- "T&R" track is dominated by male staff, with %F slightly below HESA average.
  - Census data excludes 3 new T&R appointments (2F, 1M) from 2021/22
  - Staff can now move between tracks (since 2021), and promotion has been possible in every track since 2017.
- **[Action 2C]** addresses recruitment process.

[Action 2C]: Review recruitment process with newly appointed staff to idenfity areas for improvement in process.

Figure 4.14. *Numbers of female and male staff (in bars) and %F (lines) by contract type*
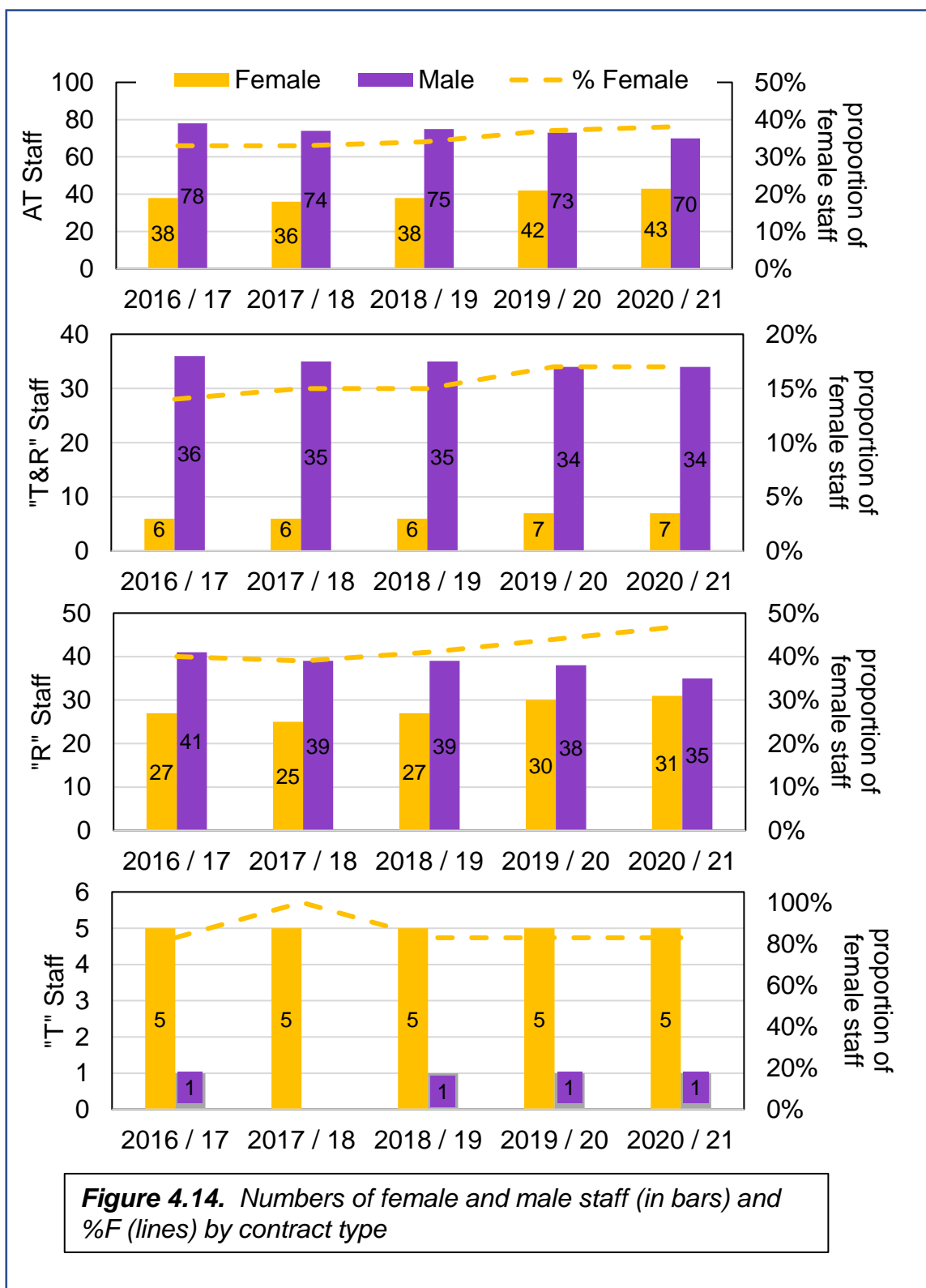
- The number of female and male AT has changed slowly over the last five years – low turnover – but %F has risen slightly to 37%.

- Female representation on "R" track has risen most, reaching 47% in 2020/21. This is consistently above the national average (34%) and that for chemistry in Russell group universities (33%).

- "T&R" track staff numbers have improved very slightly with female representation 17% in 2019/20. Only 3 academic appointments (1F, 2M) were made from 2017-2021, so the effectiveness of our actions is unclear. Combined with teaching track staff, female representation is 26%. This is near the national average (29%) and slightly above that for Russell group universities (20%) for staff in student-facing roles.

Full Time and Part Time

Table 4.10: Full Time and Part Time Staff by Track, Gender and Year								
Track	**Gender**	**Full Time / Part Time**	**2015 / 16**	**2016 / 17**	**2017 / 18**	**2018 / 19**	**2019 / 20**	**2020 / 21**
Research	Female	Full Time	24	22	22	24	28	27
		Part Time	4	5	3	3	2	3
		% PT	14%	19%	12%	11%	7%	10%
	Male	Full Time	39	40	34	36	34	34
		Part Time	1	1	4	3	4	1
		% PT	3%	2%	11%	8%	11%	3%
Teaching	Female	Full Time	3	3	3	3	3	3
		Part Time	1	2	2	2	2	2
		% PT	25%	40%	40%	40%	40%	40%
	Male	Full Time	0	0	0	1	1	1
		Part Time	0	1	0	0	0	0
		% PT	-	100%	-	0%	0%	0%
Teaching & Research	Female	Full Time	4	4	4	4	5	4
		Part Time	3	2	2	2	2	3
		% PT	43%	33%	33%	33%	29%	43%
	Male	Full Time	33	32	31	30	28	27
		Part Time	2	4	4	5	6	7
		% PT	6%	11%	11%	14%	18%	21%

- On "R" and "T&R" tracks, female staff are more likely to be part-time than male staff.

- On "T" track, data are insufficient for gendered patterns, but there are a greater proportion of PT than other tracks.

- **[Action 4J]** needed to distinguish experiences of PT chemistry staff, based on their overall DU contract.

[Action 4J]: Modify staff culture survey to distinguish between PT Chemistry staff with FT DU contract and PT staff with PT DU contract. Highlight aggregation issue to those in university who provide annual data.

AT Staff by Contract Type (Teaching, Research or Teaching & Research)

Table 4.11: All AT Staff by Grade and Gender								
Grade	Gender	2015 / 16	2016 / 17	2017 / 18	2018 / 19	2019 / 20	2020 / 21	6y Avg.
< Grade 7	Female	2	5	0	1	3	1	12
	Male	6	6	4	1	4	1	22
	% F	25%	45%	0%	50%	43%	50%	35%
Grade 7	Female	29	24	25	25	26	30	159
	Male	35	34	29	34	30	30	192
	% F	45%	41%	46%	42%	46%	50%	45%
Grade 8	Female	3	3	5	6	7	6	30
	Male	5	8	12	10	10	10	55
	% F	38%	27%	29%	38%	41%	38%	35%
Grade 9	Female	4	5	4	3	3	1	20
	Male	12	11	10	11	10	8	62
	% F	25%	31%	29%	21%	23%	11%	24%
Grade 10	Female	1	1	2	3	3	5	15
	Male	17	19	19	19	19	21	114
	% F	6%	5%	10%	14%	14%	19%	12%

- Data for <Grade 7 are scattered with few staff (KTP associates, teaching assistants)
- %F above grade 7 is low

    o Major factor behind gender pay gap

- There is a leaky pipeline in female representation with representation falling with increased seniority.
- %F has steadily increased at Grade 10 (**Figure 4.15**, dashed line).
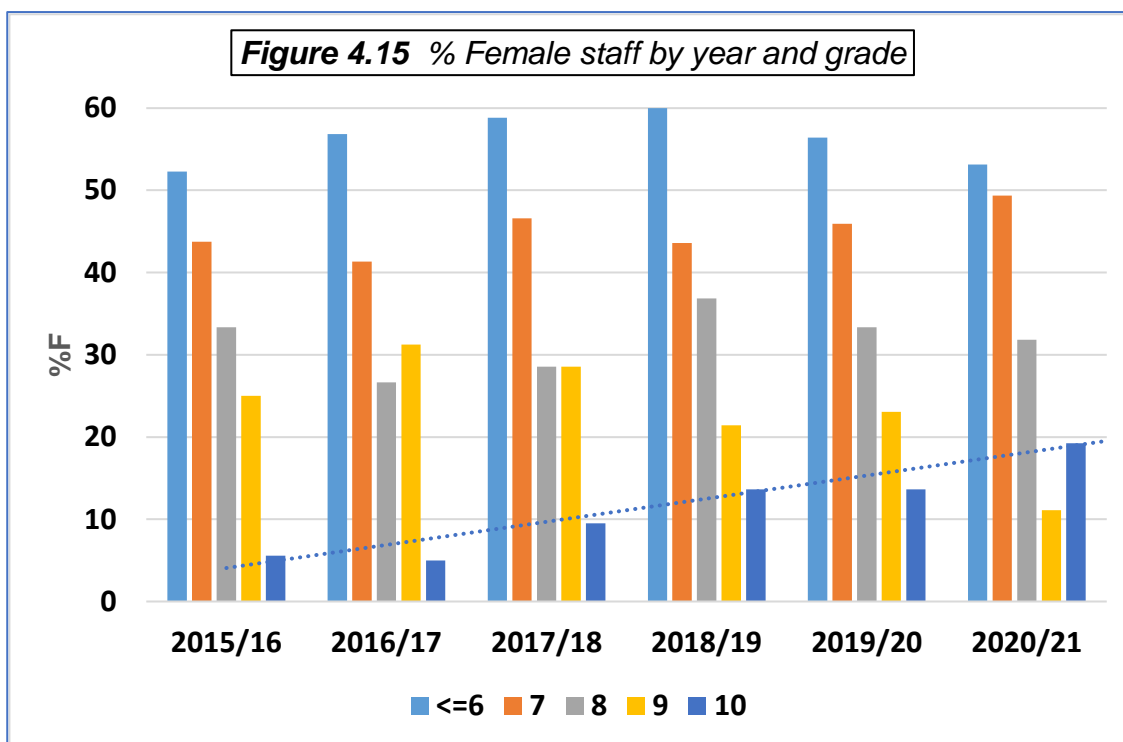- Promotion from lower grades (7, 8) has been slower.

Figure 4.15 *% Female staff by year and grade*

Table 4.12: Academic "T&R" track Staff by Grade and Gender		2015 / 16	2016 / 17	2017 / 18	2018 / 19	2019 / 20	2020 / 21
Grade	**Gender**						
Grade 7	Female	2	1	0	0	0	0
	Male	2	1	0	0	0	0
	% F	50%	50%	-	-	-	-
Grade 8	Female	0	0	1	1	2	2
	Male	4	5	7	6	6	6
	% F	0%	0%	13%	14%	25%	25%
Grade 9	Female	4	4	3	2	2	1
	Male	12	11	10	11	10	7
	% F	25%	27%	23%	15%	17%	13%
Grade 10	Female	1	1	2	3	3	4
	Male	17	19	18	18	18	20
	% F	6%	5%	10%	14%	14%	17%

- T&R track includes for most staff on grades 8, 9 and 10.

- %F in professorial positions has increased but representation is still low.

Table 4.13. AT "T" staff by gender and grade.							
Grade	**Gender**	**2015/16**	**2016/17**	**2017/18**	**2018/19**	**2019/20**	**2020/21**
Grade 7	Female	3	4	3	2	2	2
	Male	0	1	0	1	1	1
	% F	100%	80%	100%	67%	67%	67%
Grade 8	Female	1	0	1	2	2	2
	Male	0	0	0	0	0	0
	% F	100%	-	100%	100%	100%	100%
Grade 9	Female	0	1	1	1	1	0
	Male	0	0	0	0	0	1
	% F	-	100%	100%	100%	100%	0%
Grade 10	Female	0	0	0	0	0	1
	Male	0	0	0	0	0	0
	% F	-	-	-	-	-	100%

- Representation of male staff in T track is low

- Most senior staff in T positions are female

- There has been a slight increase in the number of T staff over this period, now including 4 women in permanent positions.

- Although the gender imbalance is concerning, the predominance of senior women in these student-facing roles does enhance visibility of women in leadership positions.
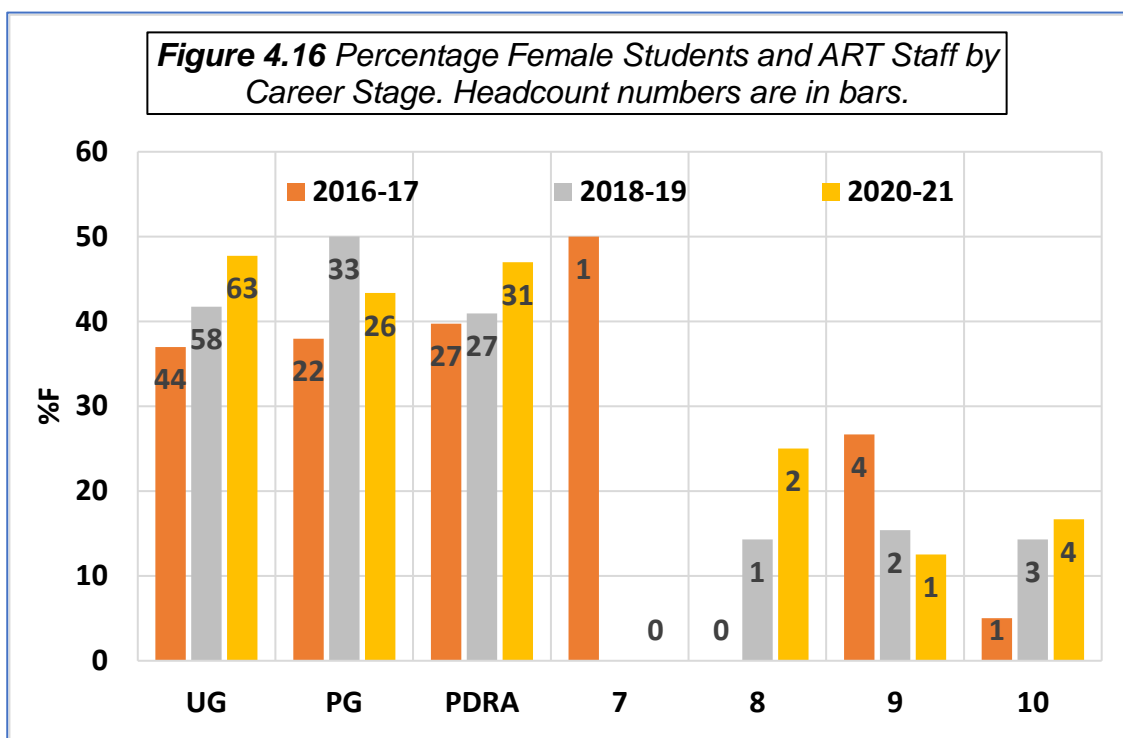
Table 4.14: Research only Staff by Grade and Gender							
Grade	**Gender**	**2015 / 16**	**2016 / 17**	**2017 / 18**	**2018 / 19**	**2019 / 20**	**2020 / 21**
< Grade 7	Female	2	5	0	1	3	1
	Male	6	6	4	1	4	1
	% F	25%	45%	0%	50%	43%	50%
Grade 7	Female	24	19	22	23	24	28
	Male	33	32	29	33	29	29
	% F	42%	37%	43%	41%	45%	49%
Grade 8	Female	2	3	3	3	3	2
	Male	1	3	5	4	4	4
	% F	67%	50%	38%	43%	43%	33%
Grade 10	Female	0	0	0	0	0	0
	Male	0	0	1	1	1	1
	% F	-	-	0%	0%	0%	0%

- The Academic "R" staff grouping is dominated by PDRAs, mostly at Grade 7 and some research assistants and KTP associates <Grade 7.

- Women are better represented than sector average but still slightly under-represented.

- Small numbers above grade 8, and no staff at grade 9.

Table 4.15. Ethnicity of all chemistry staff by year and gender							
Year	Ethnicity	Total	%	Female	%	Male	%
2015 / 16	Asian	13	8%	5	7%	8	8%
	Black	0	0%	0	0%	0	0%
	Mixed	2	1%	1	1%	1	1%
	Other	2	1%	1	1%	1	1%
	Unknown	4	2%	1	1%	3	3%
	White	149	88%	59	88%	90	87%
2016 / 17	Asian	14	8%	6	9%	8	8%
	Black	3	2%	2	3%	1	1%
	Mixed	2	1%	1	2%	1	1%
	Other	2	1%	1	2%	1	1%
	Unknown	3	2%	1	2%	2	2%
	White	146	86%	55	83%	91	88%
2017 / 18	Asian	12	7%	7	11%	5	5%
	Black	1	1%	0	0%	1	1%
	Mixed	1	1%	0	0%	1	1%
	Other	1	1%	1	2%	0	0%
	Unknown	4	2%	2	3%	2	2%
	White	144	88%	56	85%	88	91%
2018 / 19	Asian	22	13%	12	18%	10	10%
	Black	2	1%	1	2%	1	1%
	Mixed	0	0%	0	0%	0	0%
	Other	2	1%	1	2%	1	1%
	Unknown	4	2%	2	3%	2	2%
	White	133	82%	49	75%	84	86%
2019 / 20	Asian	21	12%	12	17%	9	9%
	Black	2	1%	1	1%	1	1%
	Mixed	0	0%	0	0%	0	0%
	Other	4	2%	3	4%	1	1%
	Unknown	4	2%	2	3%	2	2%
	White	138	82%	51	74%	87	87%
2020 / 21	Asian	20	12%	11	16%	9	9%
	Black	2	1%	1	1%	1	1%
	Mixed	0	0%	0	0%	0	0%
	Other	4	2%	3	4%	1	1%
	Unknown	7	4%	3	4%	4	4%
	White	133	80%	50	74%	83	85%

- Ethnic diversity among staff is low (HESA average comparison, 15% Asian, 1% Black, 2% Mixed, 2% Other, 10% Unknown).
- Some increase in ethnic diversity over 5 years
- Greater ethnic diversity among female staff than male, arising significantly from international PDRAs.

Figure 4.16 *Percentage Female Students and ART Staff by Career Stage. Headcount numbers are in bars.*

Overall Academic Pipeline

The academic career pipeline, **Figure 4.16**, shows similar %F (41±3%) from undergraduate up to and including PDRA positions in recent years. There is a significant drop in %F from PDRA to Assistant professor and then further decreases to higher academic grades. This decline is gradually improving through our bronze actions on recruitment and promotion. **[2017/3.6-3.11]**

SILVER APPLICATIONS ONLY

There is no formal route for TRTS staff to transition into academic roles. Many TRTS staff make significant contributions to teaching including lecturing, lab-organisation, postgraduate training courses and research contributions, which leads to co-authorship of publications.

(ii) Academic and research staff by grade on fixed-term, open-ended/permanent and zero-hour contracts by gender.

Zero-hours contracts are not used within the department.

Table 4.16. Number of Staff on Fixed Term and Open Ended Contracts by Career										
		"R" staff			"T" staff			"T&R" staff		
Year	Gender	Fixed Term	Perma-nent	% Fixed Term	Fixed Term	Perma-nent	% Fixed Term	Fixed Term	Perma-nent	% Fixed Term
2015 / 16	Female	25	3	89%	1	3	25%	0	6	0%
	Male	35	5	88%	0	0	-	0	35	0%
2016 / 17	Female	24	3	89%	1	4	20%	0	5	0%
	Male	37	4	90%	1	0	100%	0	36	0%
2017 / 18	Female	22	3	88%	1	4	20%	0	5	0%
	Male	34	5	87%	0	0	-	0	35	0%
2018 / 19	Female	24	3	89%	1	4	20%	0	5	0%
	Male	35	4	90%	1	0	100%	0	35	0%
2019 / 20	Female	27	3	90%	1	4	20%	0	6	0%
	Male	35	3	92%	1	0	100%	0	34	0%
2020 / 21	Female	29	2	94%	1	4	20%	0	6	0%
	Male	32	3	91%	0	1	0%	1	33	3%

- Similar %M &%F staff on fixed-term contracts, predominantly in research.

- Smaller numbers of fixed-term teaching staff, but %F is generally lower than %M.
- No "T&R" staff on fixed-term contacts except for probation.

Most vacancies are for fixed-term (postdoctoral) positions.

Line managers are contacted by HR when the employee is within 6 months of the contract end to identify opportunities to continue their employment. The University's redeployment process prioritises staff at risk of redundancy through fixed-term contracts or inability to continue in their present role through medical grounds. The policy is publicly available. New posts are first advertised internally, and filled this way where possible. Data comparing success rates for internal and external candidates indicates that this mechanism helps with staff retention.(**Table 4.17**) There are no clear gendered patterns in these data.

Table 4.17 Success rates for internal and external candidates in PDRA roles

Year / applicant type	Gender	Applied	Shortlisted	Accepted offer	Shortlisted: Applied	Accepted offer: Shortlisted	Accepted offer: Applied
2016 /20 Internal	Female	14	12	12	86%	100%	86%
	Male	18	15	11	83%	73%	61%
	Unknown	0	0	0	-	-	-
	%Female	44%	44%	52%			
2016 /20 External	Female	126	13	4	10%	31%	3%
	Male	368	22	5	6%	23%	1%
	Unknown	37	5	0	14%	0%	0%
	%Female	24%	33%	44%			

Recruitment measures taken since 2017 [**2017/3.1-3.4**] have successfully increased the proportion of female staff. However, most vacancies are fixed-term (postdoctoral) positions; hence, %F in fixed-term roles has also increased.

(iii) Academic leavers by grade and gender and full/part-time status.

Table 4.18 Leavers and Leaving Rates for Staff by Career Path and Gender													
Career Path		2015/16		2016/17		2017/18		2018/19		2019/20		2020/21	
		F	M	F	M	F	M	F	M	F	M	F	M
"R" track	Staff	28	40	27	41	25	39	27	39	30	38	31	35
	Leavers	8	10	9	15	7	11	5	7	4	8	7	12
	Leaving Rate	22%	20%	25%	27%	22%	22%	16%	15%	12%	17%	18%	26%
"T" track	Staff	4	0	5	1	5	0	5	1	7	2	7	2
	Leavers	0	0	0	1	1	0	0	0	1	1	1	0
	Leaving Rate	0%	-	0%	50%	17%	-	0%	0%	13%	33%	13%	0%
"T&R" track	Staff	7	35	6	36	6	35	6	35	7	34	7	34
	Leavers	0	0	0	1	0	1	0	1	0	0	0	0
	Leaving Rate	0%	0%	0%	3%	0%	3%	0%	3%	0%	0%	0%	0%

- From 2016-2021, only three Academic "T&R" staff have left the department (all male). Two FT retired and one PT (overall FT joint appointment with another department) moved to another UK University.
- Five staff from "T" track (2M, 3F) left but with small number of teaching staff, firm conclusion concerning gender cannot not drawn.
- 85 staff from "R" track (45M, 40F) left the department. Of these, 83 had fixed-term contracts.
- No apparent gendered pattern in leavers is seen.

2028 words

5.   SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

A   Key career transition points: academic staff

(i) Recruitment.

In 2016/17 Female staff were underrepresented, particularly in academic (14%) and research (40%) posts (**Table 4.8**). Relatively few female candidates apply (17%T&R, 24%R, **Tables 5.1,5.2**) but they are more successful in receiving offers (33%T&R, 46%R).

Bronze actions:

- All staff involved in interviewing for any position must complete training in UB and EDI **[2017/1.5,1.6,3.3].**

- Search teams and shortlisting panels have gender representation and are encouraged to proactively seek female applicants.**[2017/3.1, 3.2]**

- Interview panels are gender-balanced **[2017/3.2]**

Additionally:

- All interviews now include at least one EDI-themed question

- Advert text targets underrepresented groups:

  - *"Applications are particularly welcome from women and black and minority ethnic candidates, who are under-represented in academic posts in the University."*

- Since 2018, applicants for academic positions must prepare a statement outlining their commitment to EDI values. Academic posts are advertised through WISE and the DiversifyChemistry.com network.

Bronze Action Impacts:

Data from 2015-2019, pre-pandemic indicate some positive impacts. (**Table 5.1**)

- The proportion of female applicants increased from 13% to 20%. These figures are now comparable to Bath (19%) and York (21%) Chemistry AS2018.

- The proportion of female applicants shortlisted increased (16% 2018/19 versus 8% 2015/16)

- In 2020/21 there were two unsuccessful academic recruitment campaigns %F and overall applicant numbers were unusually low during the pandemic.

We also recognise the high quality of female applicants to research positions (**Table 5.2**)

- Female applicants are more likely to be shortlisted than male counterparts (18%:12%)

Remaining challenges and Future actions

- Shortlisted female applicants are more likely to be appointed than male applicants (47%:27%)

- We will review our shortlisting procedure to ensure an appropriate gender balance at shortlisting.

- Gender balanced interview panels cause a disproportionate burden on the minority of current female staff.

  - Interview panels to include members from units/sections with a complementary or better gender balance. These PDRAs and staff members from other departments.

- The high quality of female applicants is apparent. In order to continue to improve the gender balance among academic staff we must attract more female applicants.

- The proportion of female applicants for academic roles is low and fell to 16% in 2020/21. Gendered impacts of the pandemic on academic careers are well documented (e.g. *Lancet*, 395 (2020) 1968.); **[Action 2O], [Action 2B]** and **[Action 2A]** seek to address this

[Action 2O]: Invite diverse range of seminar speakers and use these invitations to encourage promising candidates to apply for posts

- **[Action 4B]** will address the lack of diversity in some of our research groupings.

[Action 2B]: Conduct a review of new starters to find where they found posts advertised and if they were aware of policy to advertise in WISE/Diverse chemistry. Review effectiveness of advertising through WISE/Diverse chemistry networks

[Action 4B]: Review diversity of research groupings in chemistry during any restructuring, to avoid future silos.

[Action 2A]: Focus group to review gendered coding for wording used in recruitment adverts

Table 5.1: AT "T&R" Roles: Applicants, Shortlisted Candidates and Accepted Offers by Year and Gender 2015 to 2020

Year	Gender	Applied	Shortlisted	Accepted offer	Shortlisted: Applied	Accepted offer: Shortlisted	Accepted offer: Applied
2015 /16	Female	12	1	0	8%	0%	0%
	Male	71	6	1	8%	17%	1%
	Unknown	12	1	0	8%	0%	0%
	% Female	13%	13%	0%			
2018 /19	Female	32	5	1	16%	20%	3%
	Male	122	6	1	5%	17%	1%
	Unknown	6	0	0	0%	-	0%
	% Female	20%	45%	50%			
2020 /21	Female	7	0	0	0%	-	0%
	Male	36	3	0	8%	0%	0%
	Unknown	1	0	0	0%	-	0%
	% Female	16%	0%	-			
total	Female	51	6	1	12%	17%	2%
	Male	229	15	2	7%	13%	1%
	Unknown	19	1	0	5%	0%	0%
	% Female	17%	27%	33%			

Table 5.2: AT "R" Roles: Applicants, Shortlisted Candidates and those who Accepted Offers by Year and Gender 2015/16 to 2019/20

Year	Gender	Applied	Shortlisted	Accepted offer	Shortlisted: Applied	Accepted offer: Shortlisted	Accepted offer: Applied
2015 /16	Female	77	10	6	13%	60%	8%
	Male	224	21	4	9%	19%	2%
	Unknown	22	2	1	9%	50%	5%
	% Female	24%	30%	55%			
2016 /17	Female	53	11	5	21%	45%	9%
	Male	160	29	14	18%	48%	9%
	Unknown	11	1	0	9%	0%	0%
	% Female	24%	27%	26%			
2017 /18	Female	113	22	11	19%	50%	10%
	Male	338	40	14	12%	35%	4%
	Unknown	30	4	0	13%	0%	0%
	% Female	23%	33%	44%			
2018 /19	Female	146	29	13	20%	45%	9%
	Male	413	44	10	11%	23%	2%
	Unknown	48	4	0	8%	0%	0%
	% Female	24%	38%	57%			
2019 /20	Female	80	14	7	18%	50%	9%
	Male	195	27	3	14%	11%	2%
	Unknown	16	5	1	31%	20%	6%
	% Female	27%	30%	64%			
2020 /21	Female	68	11	4	16%	36%	6%
	Male	207	31	6	15%	19%	3%
	Unknown	10	3	1	30%	33%	10%
	% Female	24%	24%	36%			
Overall	Female	537	97	46	18%	47%	9%
	Male	1537	192	51	12%	27%	3%
	Unknown	137	19	3	14%	16%	2%
	% Female	24%	31%	46%			

(ii) Induction.

<div style="border: 2px solid orange; padding: 10px;">

Bronze actions:

- Senior staff complete online EDI training **[2017/1.5]**

- New appointees including postdocs receive a mentor **[2017/3.5]**

- Mentors receive university training **[2017/3.12]**

Bronze Action Impacts:

All staff are required to attend training in Equality, Diversity and Inclusion, and in unconscious bias. From 2017-19, most AT staff participated in scheduled training sessions, which were well received. However, it was not possible for all staff to attend, and with staff turnover, especially among postdocs, the proportion of staff who had received training steadily declined. The main criticism of the course in feedback was that a single training session could not be expected to have a lasting impact on behaviour. Essential EDI training was moved online during the pandemic and forms part of HR's Organisational development package. This is mandatory for all new staff and must be renewed on a 3 year cycle, with active monitoring by HR.

</div>

Figure 5.1. Onboarding and Induction documentation provided for new staff.
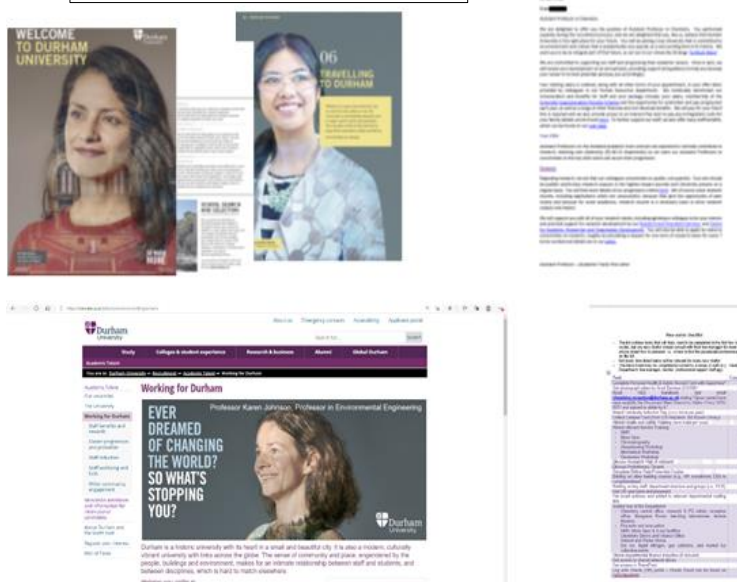
Before arrival, new staff receive a welcome letter, outlining resources to help with relocation (**Figure 5.1**). Dedicated webpages signpost these resources, as well as EDI information. Upon arrival, new starters meet the HoD or senior member of staff. Annual induction sessions for all new staff and PhD students provide comprehensive local information in October. New starters

who join outside this time receive bespoke onboarding for essential orientation and safety matters.

All AT staff meet with the senior management team and the department manager at the start of their employment, with PDRAs meeting with their direct line manager.

Early Career academics:

The department has an Early Career Researchers (ECR) Committee, usually comprising of those within the first 7 years of appointment. This committee provides an informal support network for new staff, reports to Research Committee with concerns of this group as a collective, rather than requiring points to be individually raised.

PDRAs:

The department's Postdoc Society makes connections between research groups socially through regular events (e.g. the PDRA conference, to which ECRs are also invited) and discuss the concerns of the PDRA community. The Head of the Society sits on BOSIC and ensures that the concerns of PDRAs are discussed. Representation of PDRAs, which has a higher %F than the AT average, is low in the departmental committee structure; **[Action 4E]** addresses this. The society has set up bespoke on-boarding and induction documents for the research community (**Figure 5.1**).

[Action 4E]: Postdoc representation on Research Committee, TRTS, BPPS staff + PDRA, PhD on Services committee

Remaining challenges and Future actions

Taking inspiration from our PDRA community, we will create and maintain an onboarding document to support the process of joining the department [**Action 2E**], and use **[Action 1F]** to address the transition from postdoc to ECR or lecturer.

[Action 2E]: Update staff handbooks regularly following review inputs from new members of staff, to make these living documents. Help new staff to engage with orientation processes and capture feedback for benefit of future recruits.

Improving gender balance through recruitment will only be successful if we retain these new staff. [**Action 2D**] aims to help new staff quickly feel at home in the department.

[Action 2D]: Pair new AT starters with new responsibilities with a recent appointee as point of contact for advice on new tasks

[Action 1F]: Hold regular (termly) coffee mornings to bring postdocs and ECR (new lecturers, research fellows together) to discuss this career transition point. Where appropriate, ECRs may be mentors for postdoctoral researchers.

(iii) Promotion.

Prior 2017/18, only 'self-sponsoring' staff were considered for promotion. In 2017/18 the department implemented a new University-led promotions scheme. All AT staff with at least 24 months service submit a standardised CV each year. This is considered for promotion by the Departmental Progression and Promotion Committees (DPPC). DPPC members undertake mandatory training around UB and equality considerations

- The CV format maps onto centrally defined promotion criteria.

- CVs are considered against agreed benchmarks at all levels.

- Promotion criteria for AT tracks are available on the University website,

- Criteria include track-related benchmarks, but also administration and citizenship activites, and mitigating circumstances (e.g. part-time, parental leave, sickness)

Candidates recommended for promotion by DPPC are considered at faculty level. Unsuccessful candidates are offered individual feedback and may still self-sponsor for promotion.

Initially the DPPC process was viewed negatively. Many staff who would not normally apply for promotion did so, with relatively few promoted. Seminars on 'demystifying promotion' helped to clarify the process, perceptions have improved (positive/neutral responses: 65%, 2021; 67% in 2020; 47% in 2019, 55% 2017) and are slightly more positive than before the process was changed.

Bronze Actions:

The DPPC has gender representation, faculty-level EDI representation, and external members [**2017/3.6,3.7**])

- Promotion criteria explicitly state that expectation on quantity of research outputs are scaled to FTE. **[2017/3.23]**

- PDRAs with at least 2 years continuous service can be considered for promotion under the DPPC since 2018/19 **[2017/3.8].**

- HR report uptake close to 100%**[2017/3.6];** exceptions are staff nearing end of contract, on maternity leave/career breaks, or choosing to exempt themselves.

Bronze Action Impacts:

- Numbers of staff promoted are too small for statistically significant comparison between A, R, T tracks, but staff on all 3 tracks have been promoted.

- Since 2017, the average success rate of women applying for promotion, 17.6% has been higher than men, 11.8%, **Table 5.3.**

- Women promoted has increased from 3 before 2017 to 9 in the same period since, **Figure 5.3.**

However, female staff view the process as less fair and transparent than male respondents, **Figure 5.2**.

Figure 5.2 *I think that the promotion process is fair and transparent. Respondent headcount numbers in bars.*

Figure 5.3 *Promotions among ART staff by gender and year*
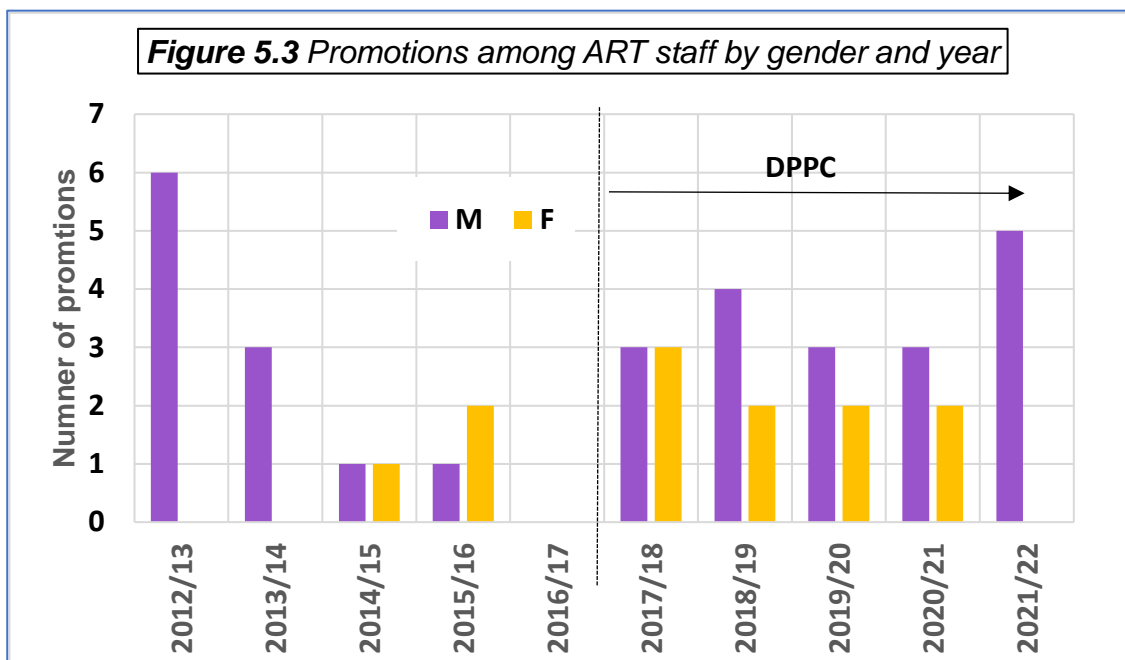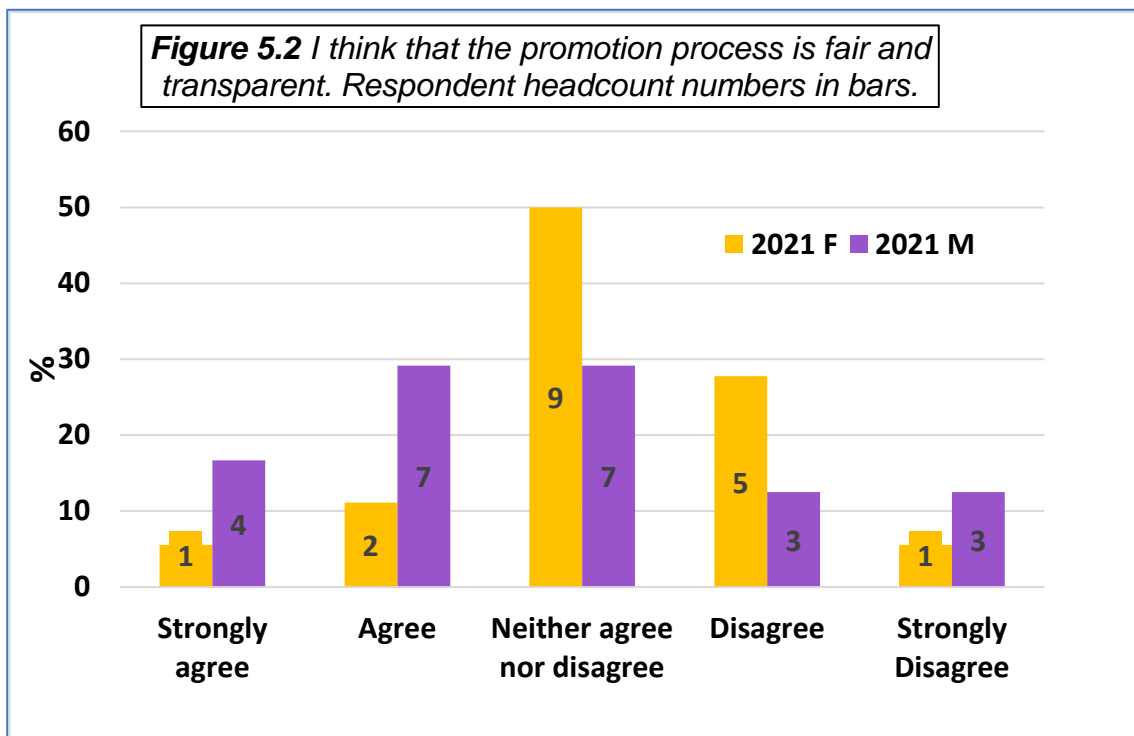
- Women remain less likely than men to express confidence in understanding the promotion criteria, **Figure 5.4**; **[Action 2I], [Action 2H]** and **[Action 2G]** aim to address this

Figure 5.4 *I understand the promotion process and criteria. Headcount numbers given in bars.*
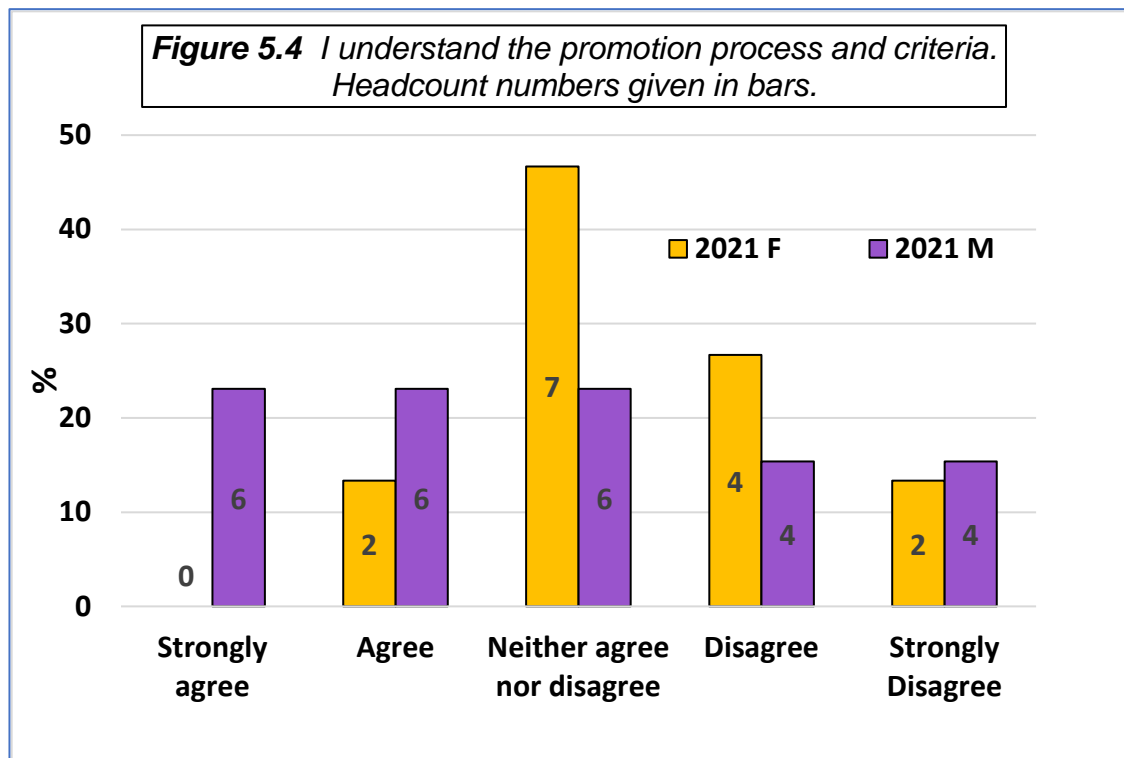
[Action 2I]: Reintroduce demystifying promotion events, with separate sessions for A, R, T., review and publish success rates on each track. Working group to review and report on areas where greater clarity is needed (e.g. PT requirements, junior staff).

[Action 2H]: Establish a focus group to report to the EDI committee to understand specifically which elements of the promotions process require clarification.

- Clarifications will be signposted on SharePoint and raised with HR to improve the process centrally.

- Improved preparation for DPPC with formative feedback is needed **[Action 2K]**

[Action 2G]: Offer Support and feedback to staff applying for promotion, including an overview of the promotion criteria and the promotion process, through a coffee morning with recently promoted members of staff and the DPPC in attendance.

[Action 2K]: Mentors to provide formative feedback on CVs prior to submission to DPPC.

Table 5.3: Gendered success rate of promotion applications. *participation in 2021/22 was optional.

	2018/19	2019/20	2020/21	*2021/22	total
Applications M	31	37	47	12	**127**
Applications F	8	10	13	3	**34**
Successful M	4	3	3	5	**15**
Successful F	2	2	2	0	**6**
% successful M	12.9	8.1	6.4	41.7	**11.8%**
%successful F	25.0	20.0	15.4	0.0	**17.6%**

- Promotions have occurred through DPPC and self-sponsoring
    - Success rate data for each route is not available.
- From 2017-21, 19M and 11F PDRAs have applied to DPPC (1M, 1F successfully).
    - No data for the number of eligible staff, - address with **[Action 2J]**

> *[Action 2J]:* DPPC to monitor the percentage of all staff who apply for promotion consideration, including those for whom submission is optional. Prior to DPPC, clear briefings to be given to PDRAs to encourage participation and identify reasons why some eligible staff may not be participating.

(iv) Department submissions to the Research Excellence Framework (REF)

- All eligible members of staff (100% male and 100% female) were included for REF2021 (Academic A and R track, independent research fellows)

Table 5.4. Gender split data for submission rates in RAE and REF since 2008

Research Exercise	Gender	Total Staff	Submitted	Submission Rate	FTE Staff	Submitted	Submission Rate
	F	7	6	86%	5.2	4.7	90%
RAE2008	M	38	37	97%	36.1	35.5	98%
	F	8	7	88%	6.8	5.8	85%
REF 2014	M	40	36	90%	39	35	90%
	F	7	7	100%	6	6	100%
REF 2021	M	39	39	100%	38.2	38.2	100%

Remaining challenges and Future actions

- The small difference in submissions per FTE is best addressed by actions that enable all staff to build up and sustain research excellence in their careers at Durham.

Bronze Actions:

- Outputs were graded by REF committee (3F, 6M, [2017/3.11] on the basis of assessed research quality alone.

Bronze Action Impacts:

- Output selection was nearly identical by gender (2.3 and 2.5 outputs led per FTE F and M, respectively).

- Gender representation in 2/4 Impact case studies: ████████████████████ ████████████████████████ .

SILVER APPLICATIONS ONLY

B   Key career transition points: professional and support staff

(i)   Induction.

A structured induction process, spanning three months, helps new colleagues with orientation:

The initial focus introduces key working relationships, the role and support structures. BPPS and TRTS staff are provided with a mentor, who works in a related role but in separate line of management.

The new staff member creates their training and development plan. Job expectations are discussed through the University's Realising Your Potential approach, which focuses on 'how' tasks should be carried out.

- Introduction to relevant staff networks:

   o E.g. New Staff Network, Women@DU, LGBTQ+ Network and Black, Asian and Minority Network.

- Receive comprehensive guidance and signposting to University policies.

- Completion of mandatory on-line training modules, including Mental Health & EDI.

These processes are generally appreciated and beneficial:

"I felt welcomed to the university by my line manager and colleagues – my line manager ensured that I was given a tour of the department and introductions to as many academic staff and students as possible. My line manager also ensured that I had all of the necessary tools to start my job" BPPS staff, (M)

(ii) Promotion.

Since 2018, the University has defined grades for BPPS and TRTS roles. There is no formal promotion process for these staff but progression is possible by moving to a more senior role, or following a regrading of job families roles. Nine BPPS and TRTS staff have successfully progressed to new roles at higher pay grades (**Table 5.5**).

Year	Original role (grade)	New role(grade)	Gender
2021	LT admin (4)	Senior Res Admin (6)	M
2021	Senior Expt Officer (7)	Senior Expt Off (8, regrade)	M
2021	Apprentice (2)	TL Technician (4)	F
2021	T&F Manager (6)	T&F Manager (7, regrade)	M
2021	Workshop technician (6)	Senior Expt Offcr (7)	M
2021	R&S Technician (7)	Technical Manager (8)	M
2020	LT Admin (4)	PG Coordinator (5)	F
2019	Admin Officer (8)	Depart. Manager (8)	F
2018	UG Secretary (2)	Assistant Administr (3)	F
2018	TL technician (4)	TL technician (5, regrade)	F

Table 5.5. Progression of BPPS and TRTS staff within Durham University. Grey boxes indicate progression into a role in another department

The following recent actions aim to help BPPS and TRTS staff seeking to progress to new:

- Staff are encouraged to use workbooks to log, reflect on and support their own development.

- The Annual Development Review (ADR) process will be used to explicitly discuss training needs to support development.

- Training for reviewers in ADR process to increase awareness of training and development opportunities.

- Expanding mentorship scheme to include all BPPS and TRTS staff

C   Career Development: Academic Staff

(i) Training.

All permanent 'A' and 'T'-track staff must complete PGCAP training as part of their probation (100% uptake), leading to FHEA membership. Fixed term teaching fellows may complete GAP training, leading to AFHEA. Recently the department has supported two teaching fellows (1M, 1F) to extend this training to complete PGCAP. Staff on research fellowships (R track) may complete PGCAP and receive other training to support research leadership.

The university supports female staff development into leadership roles through the Aurora programme. **[Action 1H]** This is advertised through the University bulletin (Dialogue Signposts), two chemistry staff have completed the scheme since 2017.   One recent participant (T-track, F) found it very useful. *Impact: successfully applied for Deputy Board of Examiners role*

[Action 1H]: Promote opportunities like Aurora Scheme through EDI pages of departmental website with case studies, highlighting positive impacts

"Participating in Aurora has enabled me to grow as a leader and has given me a refreshed and broader viewpoint that will allow me to encourage, implement and support change within the Chemistry department and inspire others to reach their potential." BPPS staff(F), 2022.

(ii) Appraisal/development review.

AT staff receive an annual review from their line manager (or HoD through the DPPC), in lieu of the older ADR process. This is further supported through mentoring. Postdoctoral staff of less than 2 years continuous employment have an annual development review (ADR) and personal research plan (PRP), which are formative and forward focused on setting the agenda for career development. Participation in DPPC or ADR is mandatory and tracked by HR to ensure that all staff receive feedback from a senior staff member. PDRAs of at least 2 years continuous employment may choose the DPPC instead of the ADR/PRP review.

The ADR process offers feedback for staff on their progress and advice for future development. Feedback on the DPPC process noted that this tends to be backward looking; so less well adapted for future planning and development needs. Therefore, the ADR/PRP process is open to all staff including those eligible for DPPC, but is not generally taken. The PDRA staff response (**Figure 5.5**) shows no strongly gendered patterns.

Figure 5.5. *My Department provides a helpful annual review (postdoctoral researchers' repsonse)*
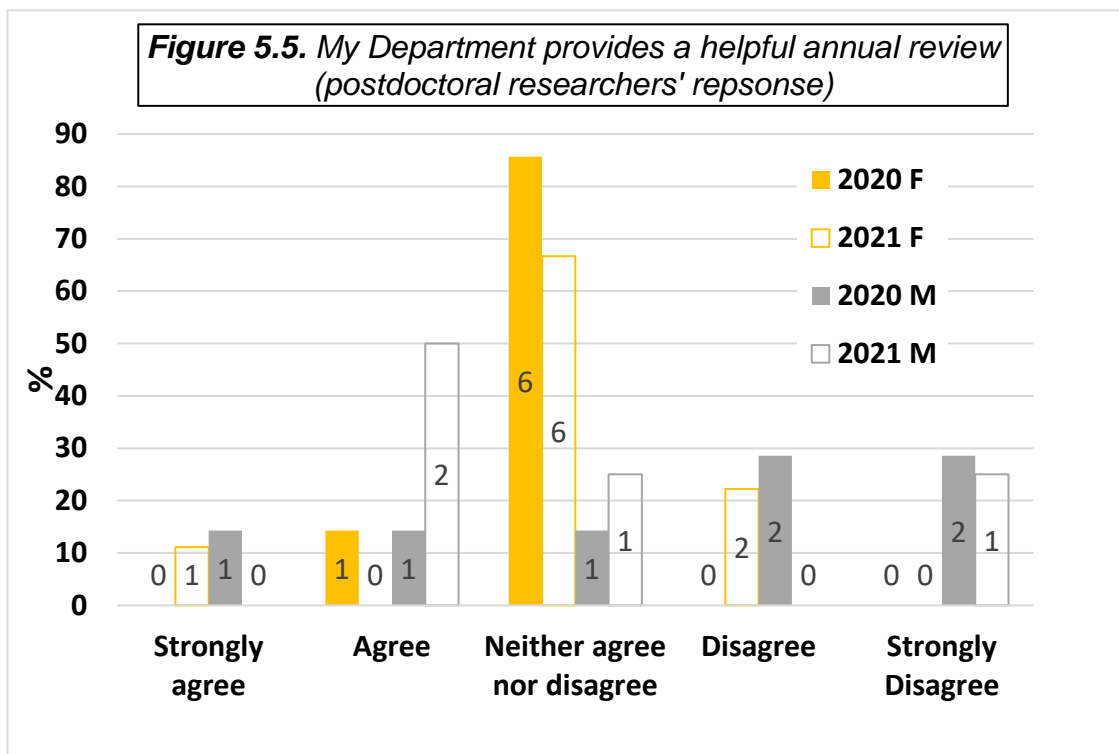
(iii) Support given to academic staff for career progression.

New academic starters have a yearlong probation, during which, they are expected to apply for a grant, and start their PGCAP training. Teaching allocations are halved for the first two years. New starters are prioritised for Doctoral Training Partnership PhD studentships and equipment infrastructure in order to support their research groups.

PDRAs are encouraged to undertake a full range of activities to support and develop their careers, including:

- Participation in staff training to support career development, advice on fellowship applications.

- Participation at national and international conferences

- Taking part in conference organisation

- Taking on some teaching duties e.g. tutorials, workshops

- Utilising the Careers Service and Postdoc Society resources.

Mentoring has been overhauled since 2017, and includes new starters in all staff groups, having been established initially for academic and postdoctoral staff, **Figure 5.6.** There is no gendered difference in response, **Figure 5.6** or for postdoctoral staff **Figure 5.7**.

Figure 5.6 "I have a mentor" (all staff, 2021). Number of survey respondents given in bars.
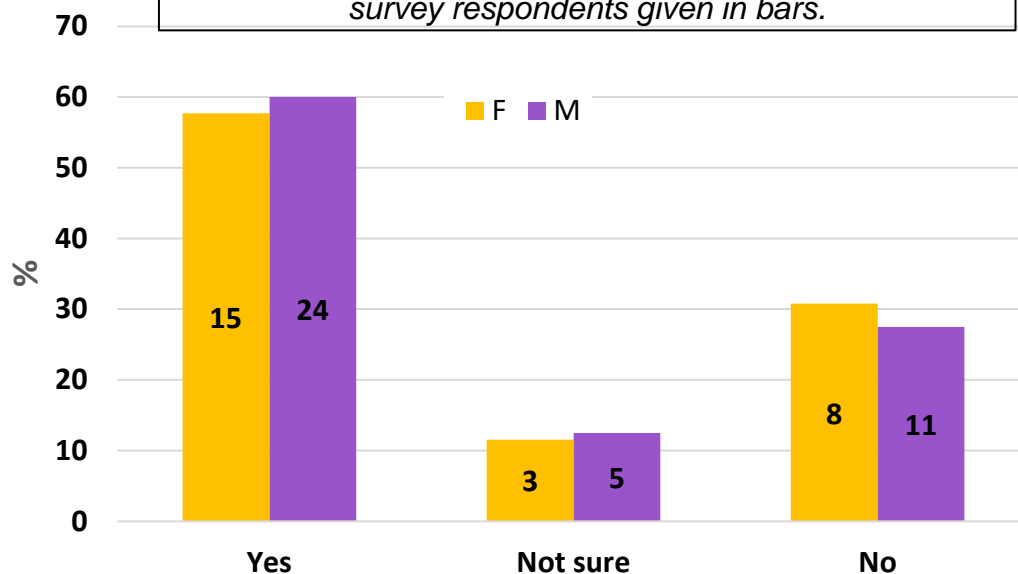
Figure 5.7. "I have a mentor" (postdoctoral staff, 2021. Number of survey respondents given in bars)
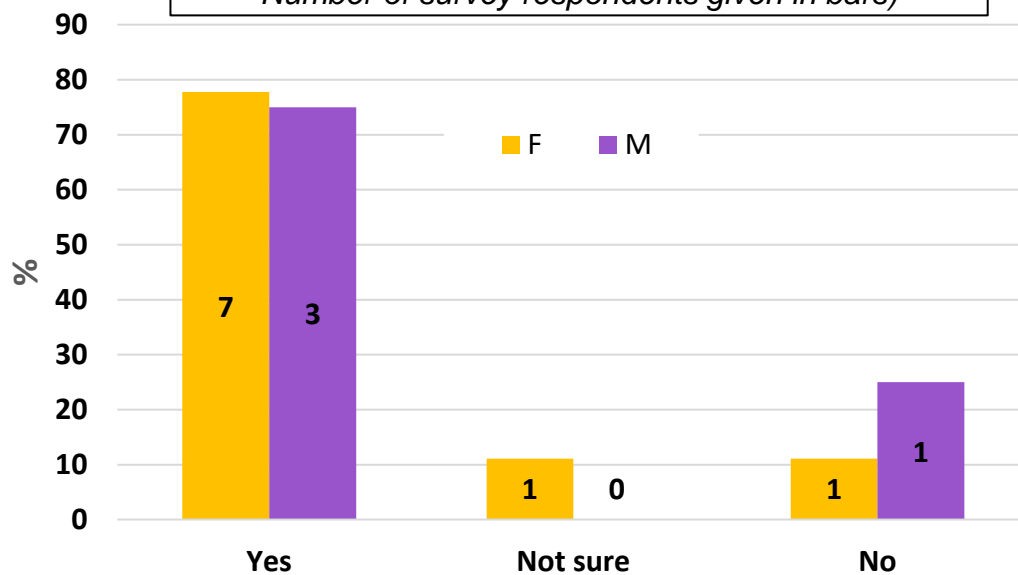
Additional support for career development includes guidance on interview preparation and opportunities for mock interviews. Awareness of these opportunities is not high among staff, as evidenced by our survey response on the support available (**Figure 5.8, 5.9**) **[Action 2N]**.

Figure 5.8. *"I am actively encouraged to take up training opportunities to help my career development" (all staff)"*

Response	2021	2020	2019
Strongly agree	7	8	4
Agree	23	20	14
Neither agree nor disagree	26	21	19
Disagree	13	14	18
Strongly Disagree	5	1	3

Figure 5.9 *"I am actively encouraged to take up training opportunities to help my career development" (2021). Respondent numbers given in bars.*
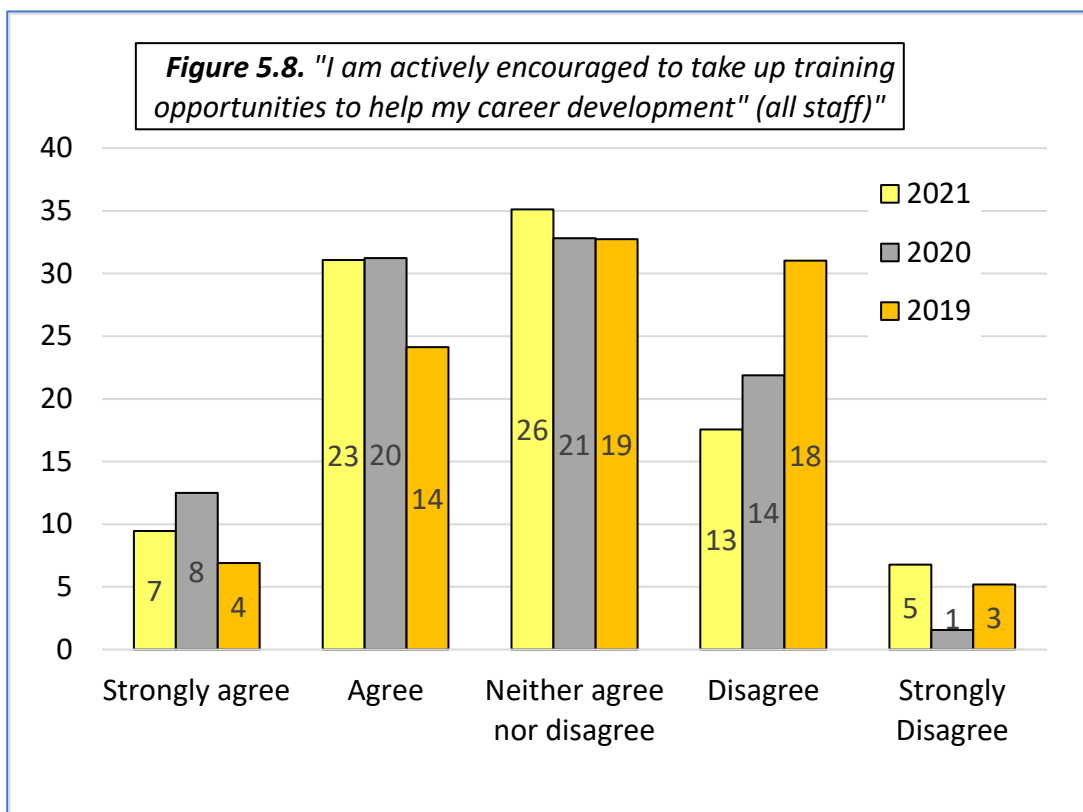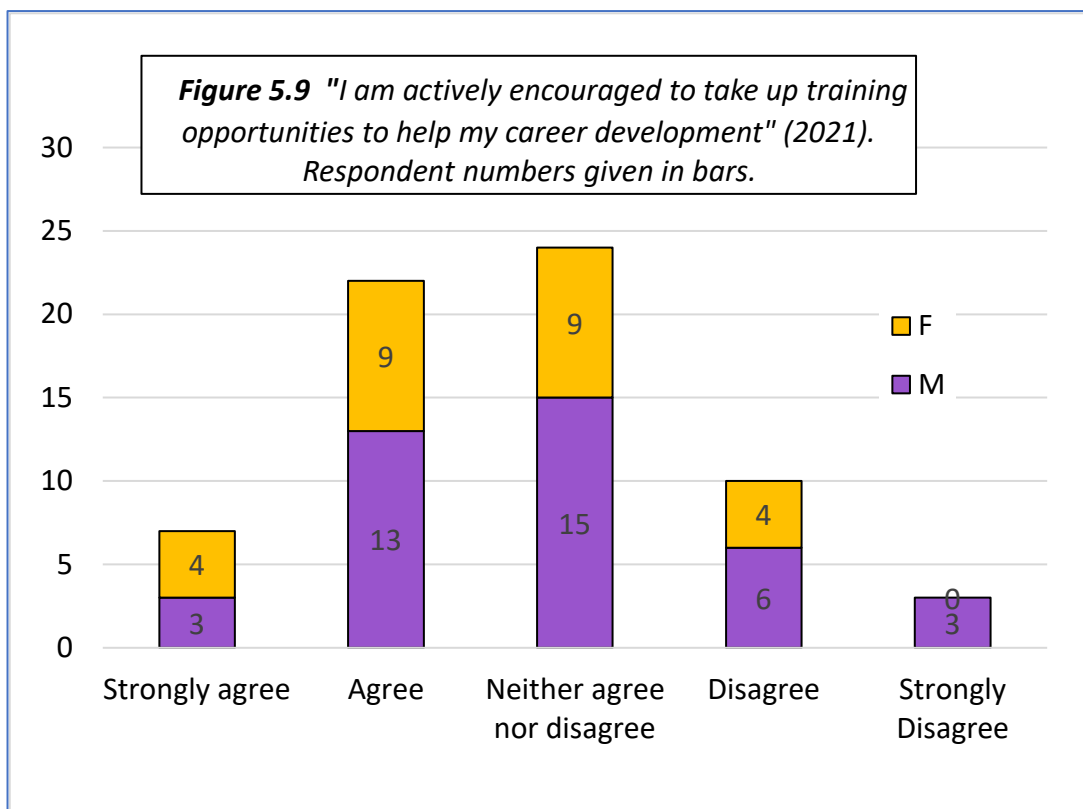
- Some positive improvement in positive responses from 2019 to 2021. (**Figure 5.8**)

- Female staff responses were slightly more positive than male responses in 2021 (**Figure 5.9**), but not strongly gendered.

- Significant numbers do not feel encouraged to achieve career development through training opportunities **[Action 1I].**

[Action 1I]: *Host annual coffee mornings and use Teams channels to highlight opportunies to relevant staff, use display boards and ADR process to highlight training opportunities.*

(iv) Support given to students (at any level) for academic career progression.

Academic support

All students have a personal Academic Adviser, who meets with them termly throughout their degree. Advisors communicate any problems to the LT team in order to provide support at an early stage.

Career support

Academic Advisors help by discussing careers options, providing references, and support CV/cover letter/applications. The careers service supplement this by helping to develop effective applications and preparing for interviews, to all students. MChem (industry) students are given mock interviews by a member of the careers service and an industrial chemist to help them secure a placement.

The Chemistry department hosts seminars to raise awareness of career choices. Recent online seminars include "Overcoming Obstacles to Success" aimed at postgraduates (3 speakers: 2xF, 2xBME), with the invitation extended to PGs in other sections and universities. The Department, DUCS and the Post Graduate Society all hold career awareness events with academic staff, chemical industry and non-chemistry (e.g. intellectual property) roles to discuss career paths and experiences. The Department contributes actively to the University's Women in Science Group, which hosts seminars/events to highlight science career opportunities for women.

Pastoral support

Students have a college tutor to provide pastoral care for issues outside of course and careers. The DOUGS coordinates a team of 4 level mentors with welfare signposting roles. These mentors liaise with DOUGS, the L&T team, module leaders and colleges to assist with the arrangement and implementation of concessions.

Bronze Actions:

- We monitor student satisfaction with support through our annual surveys and publish results on SharePoint. **[2017/2.1],[2017/3.19]** .

- The PG handbook has been updated with detailed advice to help future students with caring responsibilities **[2017/2.13].**

Bronze Action Impacts:

- All PhD students have at least 2 supervisors.

- Our PG survey identified that students with caring responsibilities did not always feel well supported

  o Following 1:1 discussions with PhD students who have had experience of maternity leave signposting and information for support is much improved

  o Now have a 'multi-purpose welfare room', open to any departmental user; well received, with positive feedback:

    ▪ *"This is a huge forward step – that can be made a little better with some small tweaks"*

Remaining challenges and Future actions

- An improved package of support will benefit staff over periods of leave **[Action 1B].**

[Action 1B]: Support for PG students when supervisers are on long-term leave e.g. maternity / illness to be documented and reviewed in addition to the normal annual review cycle. Ensure that supervisory team is available with necessary expertise.

(v) Support offered to those applying for research grant applications.

The department fosters a supportive environment that encourages all eligible staff to prepare and submit successful grant applications.

- Research Groupings provide informal platforms to discuss ideas and develop critical mass for projects

- Speculative / proof of principle via L4 projects (+ consumables)

- Grant calls are circulated by email to all eligible staff to apply

- University seedcorn funding supports the development of new research directions

- New academic staff are supported and prioritised for equipment needed to help establish an independent research group (see Case Study 2)

Writing and preparation for submission:

RIS provides information at regular coffee-mornings, support with costing grant applications and making contacts with industrial sponsors. An internal peer-review system is available (but not obligatory) where all staff can benefit from informal feedback to help create successful proposals.

Support with review panels:

Senior staff with experience relevant to the applicant's application area volunteer to provide mock interviews. This support is available for DU chemistry staff as well as external candidates seeking to come to Durham with a Fellowship application and is found to be appreciated:

"I have just completed my interview, and would like to thank you for your tremendous support along the long journey" (FLF applicant, Female, Jan 2022)

Changes since 2017:

- PI's responding to reviewers' comments receive guidance from colleagues.

- Research and Innovation Services (RIS) Team provide:

  o weekly updates on emerging grant opportunities,

  o regular drop-in sessions for staff to meet and discuss management plans on existing grants and advise on financial and legal aspects of future applications.

- Chemistry Research Administrator helps with financial management and administrative tasks in building an application.

- University institutes (BSI, IAS, DEI) provide interdisciplinary fora to disseminate staff skill sets and interests to enable new connections between staff in other departments.

  o Gendered uptake has not been monitored, but opportunities are promoted to all eligible staff.

Academic staff are eligible to apply for research leave (RL) (1 term in 7). Although RL opportunities are promoted to all eligible staff, uptake was not monitored by gender **[Action 2M]**. Outside this cycle, the Department may (on occasion) offer mini-sabbaticals or rearrange teaching commitments to enable staff to concentrate on major (multi-£m) grant proposals. This approach was used to develop the successful £8m GCRF funded grant and an ultimately unsuccessful EPSRC programme grant application. (2×M staff).

> *[Action 2M]: Research Committee will monitor the number of fellowships supported annually and provide data on gender and ethnicity to the EDI committee & gender balance of RL applications.*

Bronze Actions:

- **[2017/3.15]** was for at least one major grant application to be led by a female member of staff.

Bronze Action Impacts:

- Female staff achieved far more over this period; leading the department in 4 successful awards (total value of £4M), also leading one CDT bid. Both the number and value of grant applications (**Table 5.6**) are in line with the proportion of FTE T&R staff, 13.6% F.

- We actively support women in research awards and fellowship applications **[2017/3.4]** ███████ nominated for Philip Leverhulme prize (2019), ███ ███ nominated for L'Oreal-Unesco for Women in Science (2019);

- Successful Daphne Jackson, Leverhulme, BBRSC and Ramsey Memorial Fellowships awarded for Winter 2020/21 (2 M, 2 F).

- Supported successful Future Leaders Fellowship application 2020 (F, ███████ ███████).

Table 5.6. Gender distribution of grant applications (N.B. data for Co-I's was not available)

year	applications		%F PI	fec value		%F PI
	Female PI	Male PI		Female PI	Male PI	
2017 - 2018			12			12
2019 - 2020			16			13
total			14			12

- The success rate of applications with female PI's has risen from 24% (2017-2018) to 33% (2019-2020) but remains lower than for male PIs. **[Action 2L]**.

- Unsuccessful applicants receive advice for alternative funding and are encouraged to discuss feedback with their mentor or a member of the RIS team.
    - New measures for peer-to-peer support. **[Action 1G]**

[Action 2L]: Research Committee to provide a breakdown of grant applications and success rates by gender to the EDI commitee

[Action 1G]: Encourage staff who have been successful in large bid development to share their experience of the process through coffee mornings, including Research and Innovation Service Staff. Provide guidance/checklist for successful grant-writing with signposting to support available and publish for staff on Sharepoint

D   Career development: professional and support staff

(i) Training.

Training supports all staff, including many who began their Chemistry Department careers as apprentices before progressing to senior roles. As well has having an assigned mentor, several technical staff have been trained in mentoring as part of the Technician Commitment scheme.

Technician Commitment

The University requires new starters to complete online training including EDI and UB. Thereafter, staff undertake further training appropriate to their roles. All staff may request training to higher grade roles. Training is discussed at appraisals/ADRs, but new opportunities can be discussed and initiated at any time.

Much training is delivered by Central Service departments, such as HR, Finance, etc. These sessions are recorded by HR. From 2018-21, 653 training sessions were attended by BPPS/TTRS staff on HR organised training events, with participation (44%F) similar to gender balance of staff (46%F). The gender balance of BPPS and TRTS staff achieving progression approximately even (**Table 5.2**).

(ii) Appraisal/development review.

Personal development is monitored through continual Performance Management, the ADR process and regular meetings with Line Managers.

During the annual cycle, reflection on processes and personal development is part of the ADR plan. Staff can explore new roles by periodically shadowing colleagues in different roles, or study part-time within their current role, which has been viewed positively.

"Studying part-time has provided a good work-life balance where I can still earn whilst learning. I feel that it has increased my confidence and abilities within my current role"

The ADR is compulsory for all BPPS and TRTS staff with active HR monitoring. Additional annual process review points can be set at 6 months to ensure that training and support needs can be adjusted over the annual cycle as appropriate.

Survey responses to the helpfulness of the ADR process have improved but remain neutral to slightly negative. Female respondents view the process slightly more positively than males. (**Figure 5.10**).

Figure 5.10 *"My Department Provides me with a Helpful Annual Review" (BPPS/TRTS) survey responses.*
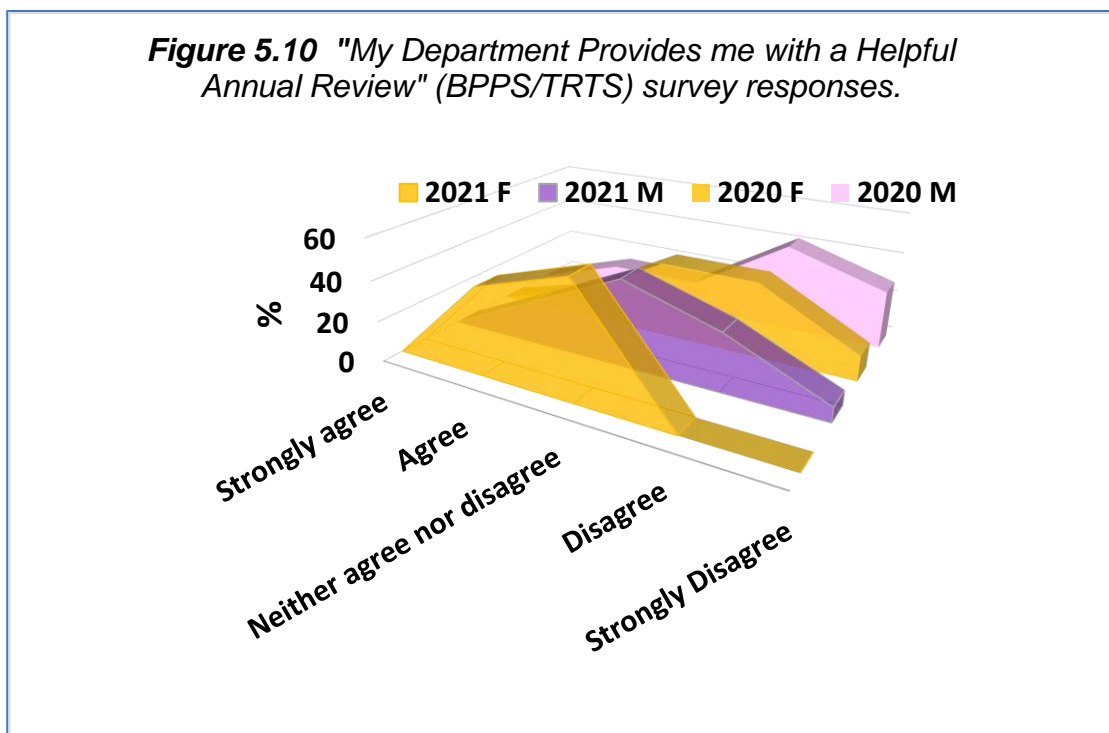
Each year the department recognises excellent performance among BPPS and TRTS staff and recommends these staff for Discretionary Award (one-off) or Exceptional Contribution Points (higher pay band). In the most recent round 2021/22, 8 nominations (5M, 3F) were made.

(iii) Support given to professional and support staff for career progression.

The University's "Realising Your Potential", scheme is signposted on the University website and provides staff with information on how to progress to more senior roles.

Figure 5.11 *"I have a mentor" (BPPS & TRTS staff, 2021. Number of survey respondents given in bars)*
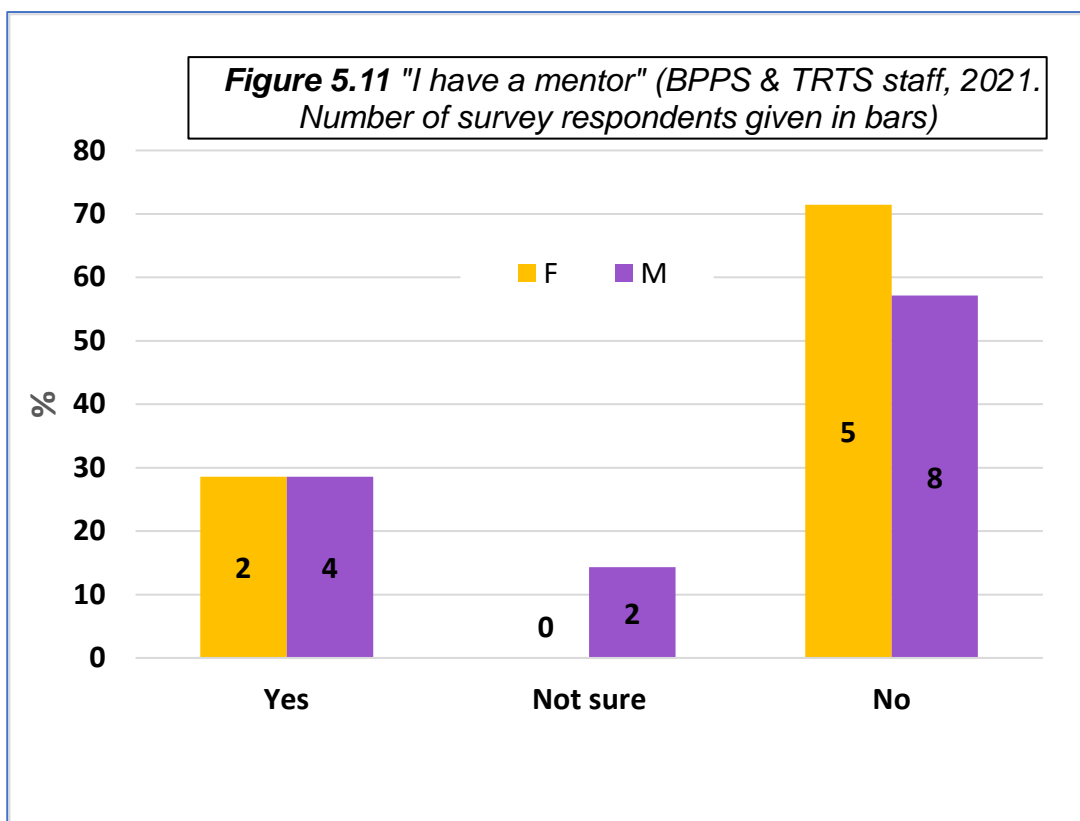
The Job Families framework aims to provide transparent progression routes, by allowing staff to see what would be expected of them at the next stage of their career. Job descriptions are available internally for review. Staff can identify training and development requirements to gain skills for new roles. Recent examples (1F, 1M) include (i) introductory project management training (ii) business process improvement techniques. Both development opportunities identified through their ADR discussions.

The department supports individuals in a variety of ways, ranging from work experience or study release time to financial support for undertaking a qualification. This includes support for two TRTS staff (1F, 1M) to study for science degrees (see Case Study1). Both staff members progressed to senior roles following this process. Other staff have had support for Health and Safety qualifications (NEBOSH General Certificate; 1F, 1M) and a CIPD Associate Diploma in People Management (1F).

E   Flexible working and managing career breaks

Maternity and adoption leave arrangements are organised centrally and information is available to all staff via the HR policies section of the University website.   Information on maternity/paternity leave was signposted on the EDI website while the staff and student handbooks were updated [**2017/3.20**]. Departmental H&S Personal Risk Assessments consider pregnancy and identify which activities can continue as normal and which if any must be reviewed during pregnancy.

Bronze actions:

[**2017/3.17**] (i) Embed maternity/paternity leave and return policy, (ii) plan and resource cover, (iii) reduced teaching load upon return.

Bronze Action Impacts:

These actions were not implemented very successfully. Links to HR policy pages were signposted on the Departmental website by 2018, but for some time were lost in the subsequent university-wide website redevelopment and much communication relied on word-of-mouth.

Remaining challenges and Future actions

Staff predominantly report positive attitudes towards pregnancy and maternity, but there have been some difficulties over facilities for parents, communication and workload. Members of the EDI committee have held 1:1 meetings with staff experiencing these situations to develop new actions. Also concerning, 4 survey responses (n=268) indicated people who had been made to feel uncomfortable because of their pregnancy in the last 4 years. **[Action 1C]**.

[*Action 1C*]: *Make online training in DU EDI modules mandatory Respect, Values & Behaviours (staff) parts 1 & 2. Participation is monitored by HR and reported to Dept Manager annually.*

While teaching allocations were covered during leave, research supervision was less consistently provided and reduction in teaching through RL not consistently offered. While progress was greatly exacerbated by the additional workload arising from the Covid pandemic this remains a key area for improvement. **[Actions 2F], [Action 1E]**

[Action 2F]: *Review and modify support package available for staff returning from long-term leave and/or parental leave: Staff can opt for informal "welcome back" event. No new teaching preparation, Departmental EDI fund to underwrite support for caring commitments during conference participation, term of additional research leave implemented as default, working group to review success of these actions. Staff returning from maternity leave will not be asked to prepare new teaching material (new lecture courses, or tutorial allocations) for 2 years from return to work.*

[Action 1E]: *Offer childcare/carer support as part of departmental seminar invitations. Similar support for DU chemistry staff to accept external seminar invitations if required. Identify reasons for any invitations declined.*

(i) Cover and support for maternity and adoption leave: before leave.

Individual members of staff should inform their line manager of pregnancy and supply a medical certificate as soon as possible. Prior leave, the Department notifies HR and the university Occupational Health service (OHS). Provisional dates for leave are agreed with HR, but these can later be changed as required. The Department then reviews any changes to working arrangements. Staff are also encouraged to plan to keep in touch (KIT) days with their line manager. Arrangement for supervision of PhD students and postdocs would be discussed with 2nd supervisors to ensure necessary safety cover is in place.   Feedback from staff indicates scope for improvement, **[Action 1B].**

[Action 1B]: *Support for PG students when supervisers are on long-term leave e.g. maternity / illness to be documented and reviewed in addition to the normal annual review cycle. Ensure that supervisory team is available with necessary expertise.*

(ii) Cover and support for maternity and adoption leave: during leave.

During leave, the member of staff can agree up to ten KIT days with their line manager. These can involve a range of different activities that can be either on-site or off-site, such as attending research meetings, going to training events or meetings. A KIT day need not be a 'full' working day. Staff feedback indicates that KIT days are not always formally recorded, but are valued.

(iii) Cover and support for maternity and adoption leave: returning to work.

The member of staff can return to work at a time of their choice within a total period of 52 weeks. They may also request a flexible working pattern, which will be negotiated with their line manager.

After returning, OHS helps to evaluate changes to working arrangements if necessary. Where a member of staff chooses to inform the Department that they are breastfeeding, suitable facilities and support in terms of flexibility to accommodate individual requirements. The room that was initially made available for this purpose was not satisfactory, so more recently another location was converted for this purpose [**Action 1J**]. Durham University offers a Day Nursery (Ofsted=good), which is available to staff, fees payable via salary sacrifice or tax-free childcare schemes.

[Action 1J]: Review use of multipurpose welfare room to clarify use and improve function

Feedback from PG students indicates that the cost of the Day Nursery is prohibitive and that the salary sacrifice scheme does not benefit students on a stipend. [**Action 1M**]

[Action 1M]: Support for PG students to enable them to access childcare while working towards their PhD. Support underwritten by dept

Staff are entitled to a reduction in teaching allocation upon returning from maternity leave, although this was not always implemented during the pandemic. We have identified that the greatest burden to returning AT staff is the workload to generate new teaching material.

(iv) Maternity return rate.

Data on return rates from maternity leave are given in **Table 5.7**. All staff taking this leave since 2016/17 have returned, and there were no staff whose contracts were not renewed while on leave.

SILVER APPLICATIONS ONLY

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

From 2016-17 to 2020-21, 12 members of staff (8F, 4M) took maternity or paternity leave, and one female, postdoctoral researcher, left within 6 months of returning. No other staff left within 18 months of returning.

Table 5.7. Parental Leave and Return Rates				Number leaving within:		
Year	Staff category	Maternity	Paternity	6 months	12 months	18 months
2016/17	AT	0	1	1	0	0
	BPPS /TRTS	2	0	0	0	0
2018/19	AT	1	0	0	0	0
	BPPS /TRTS	0	1	0	0	0
2019/20	AT	2	1	0	0	0
	BPPS /TRTS	0	0	0	0	0
2020/21	AT	3	1	0	0	0
	BPPS /TRTS	0	0	0	0	0

(v) Paternity, shared parental, adoption, and parental leave uptake.

Several options for parental leave including maternity, paternity and adoption leave are available to staff. Arrangements can be changed during the early stages of leave. Although the data are limited, no staff above grade 8 have taken parental leave in this period. This may reflect the lower numbers and (typically) older profile of these staff

(vi) Flexible working.

Working flexibly has been particularly important to the functioning of the department, especially during the Covid pandemic. Part-time or flexible working is managed by the HoD with consultation with teaching section leads or BPPS/TRTS manager. Flexible working policy and guidance are available to all staff on the HR website.

Bronze actions:

- All staff who have been in post continuously for at least 26 weeks can request flexible working (hours or pattern), with these being adjusted by the line manager and HoD in consultation with HR. [**2017/3.22**].

Bronze Action Impacts:

- Flexible working is viewed positively by most staff, irrespective of gender, **Figure 5.12**.

- No new actions required at this stage.

Figure 5.12. "Flexible working is supported and encouraged in my department." Survey respondent numbers are in bars.
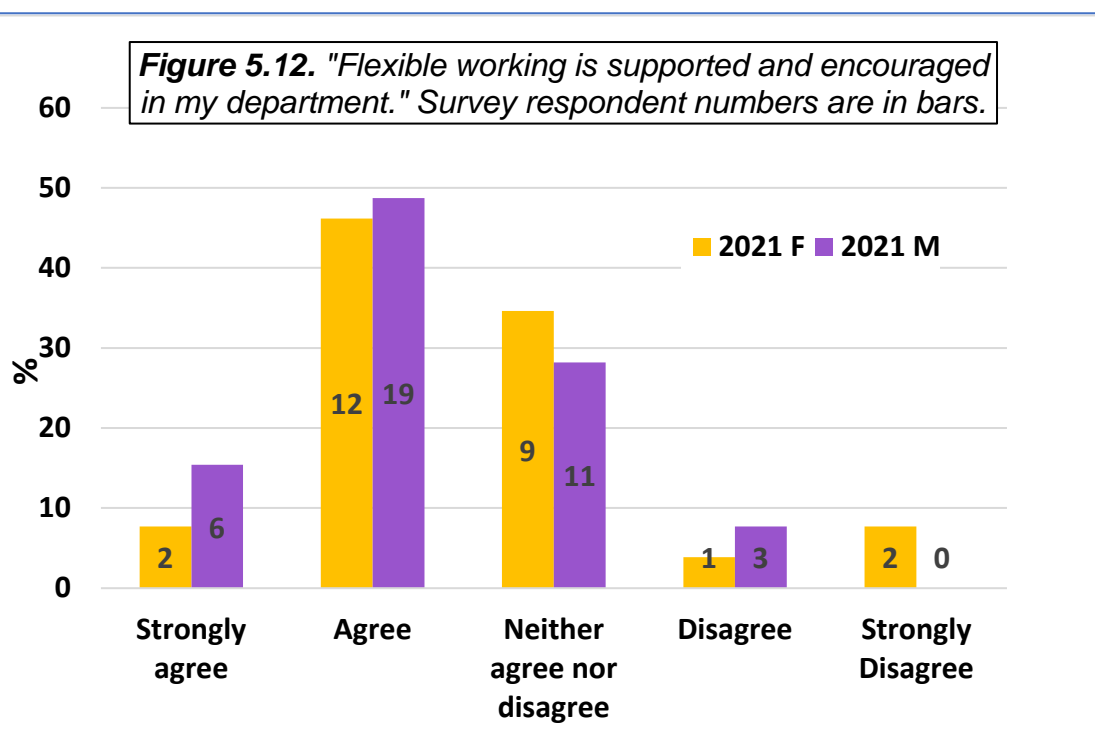
(vii)   Transition from part-time back to full-time work after career breaks.

60% of staff surveyed in 2019 felt that working part-time could adversely affect their careers.

Bronze actions:

- Since 2020, staff can request to reduce working hours temporarily with no barrier to returning to full-time work. **[2017/3.24]**

Bronze Action Impacts:

- Two staff members (1F, 1M) have taken advantage of this option, and the process is appreciated.

"It was easy to reduce my hours temporarily to help care for my son during the Covid pandemic" (PDRA, M)

- Although 52% of staff still feel that working part-time could adversely affect careers, the response is not significantly gendered (54%F, 50%M, 2021 survey)

F   Organisation and culture

(i)   Culture.

We have implemented robust accountable processes to embed EDI culture across the department and monitor progress through staff (and now student) surveys:

Bronze actions:

- Monitoring relevant data **[2017/1.3],**

- EDI as standing item on all committees **[2017/1.4],**

- staff training **[2017/1.5,1.6],**

- Female representation on management teams & committees **[2017/1.10,1.11]**

- clear assignment of harassment contacts **[2017/1.7],**

Staff were encouraged to complete training in awareness of harassment, now available as an online training course for all staff. As well as the University website, UG and PG student handbooks provide EDI information [**2017/1.7,2.15**] and reporting procedures for bullying and harassment [**2017/2.8**]

Bronze Action Impacts:

- Survey responses (**Figure 5.13**) show a significant increase in confidence in the process for dealing with bullying since 2019.

- Male staff remain more confident in the process than female staff (**Figure 5.14**)

- 2019 and subsequent surveys show positive perception among all staff that department is a good place to work for men or women **Figures 5.15-5.17**.

- 2020 responses are slightly more positive than 2019 responses

- 18% improvement in positive response (agree/strongly agree) from female staff that the department is a good place to work for women.

Remaining challenges and Future actions

- In 2020, 81.2%, (N=64) responding staff were aware of the Department's EDI committee and Athena SWAN implementation group and 42/64 (66.7%) were aware that the department requires EDI matters to be addressed by every departmental committee. These figures are highest 92.9% (N=28) and 92.6% (N=27) for AT staff. The difference between staff groups is likely due to the higher proportion of Academic staff participating in departmental committees, where EDI reporting is embedded. **[Action 4E]** set up TRTS committee)

- Staff responses on "Department is a good place to work" are not strongly gendered but indicate that department is better for men than women. [**Action 1H**]

- 2021 EDI survey revealed poor awareness of EDI activity among UGs (63% unaware of EDIC/ASAPIG), and that a lack of diversity among teaching staff was reported. The diversifying the curriculum group will host regular seminar events to raise awareness. [**Action 4A**] and [**Action 4G**] further raise awareness

- Gendered survey responses concerning being made to feel uncomfortable in relation to age, indicate additional support may be needed especially around menopause .[**Action 1L**]

[Action 4E]: Postdoc representation on Research Committee, TRTS, BPPS staff + PDRA, PhD on Services committee

[Action 1H]: Promote opportunities like Aurora Scheme through EDI pages of departmental website with case studies, highlighting positive impacts

[Action 4A]: EDI face-to-face induction for incoming UG students and PG

[Action 4G]: Make use of Instagram, Twitter and other social media to promote EDI awareness through regular posts.

[Action 1L]: Host annual event to raise awareness of menopause in the workplace.

(ii)   HR policies.

Confidence in reporting bullying and harassment has improved significantly in recent years since recognising that complaints could be handled through multiple routes (**Figure 5.13**). Staff and students also have access to the University's Report+Support tool. *The survey question was adapted to reflect this change. Confidence in the process is slightly higher among male colleagues (**Figure 5.14**), prompting **[Action 1A].**

> *[Action 1A]: Ensure the bullying and harassment contacts in department have gender representation*

Figure 5.13 *"I am confident that my (line manager or HoD*) would deal effectively with any complaints about harassment, bullying or offensive behaviour."*
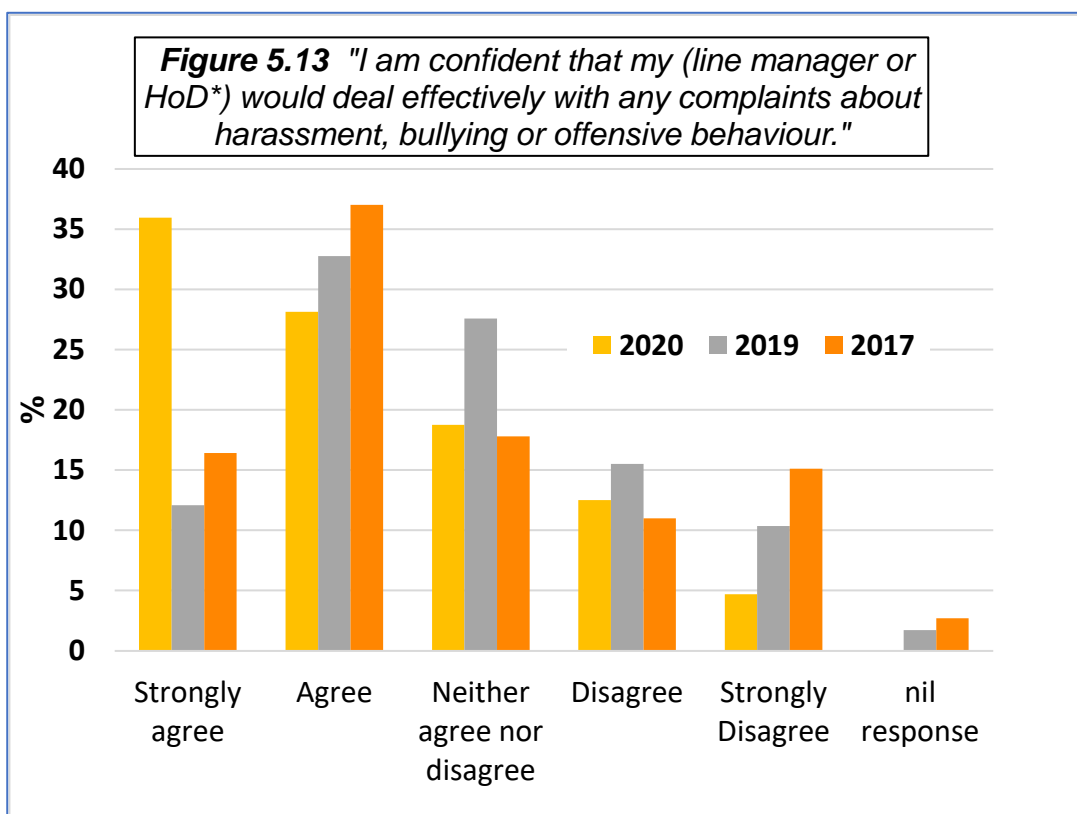
Overall, most staff view the department as a good place to work, irrespective of gender, and a significant improvement since 2019 (**Figure 5.15-5.16**). The greatest positive change has been among female respondents (**Figure 5.17**)

Figure 5.15. *"I feel that the department is a good place to work for men." (all respondents, headcount numbers in bars)*

**Figure 5.14.** *"I am confident that my (line manager or HoD*) would deal effectively with any complaints...". Numbers of respondents are given in bars.*
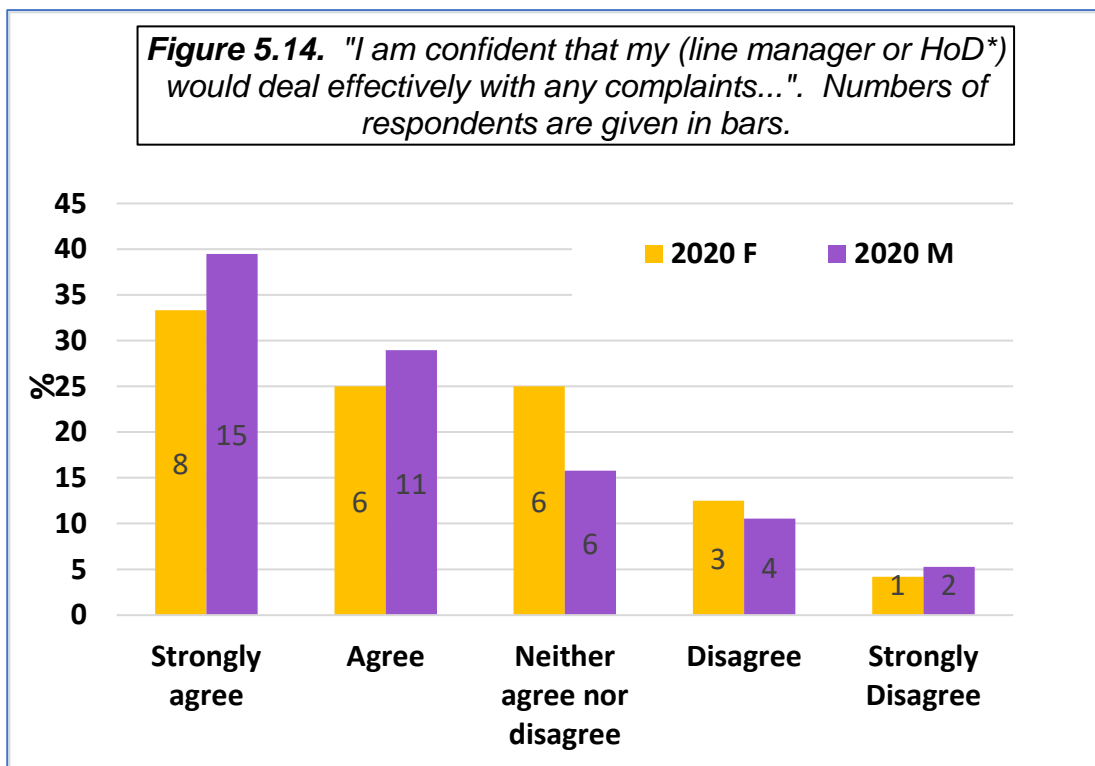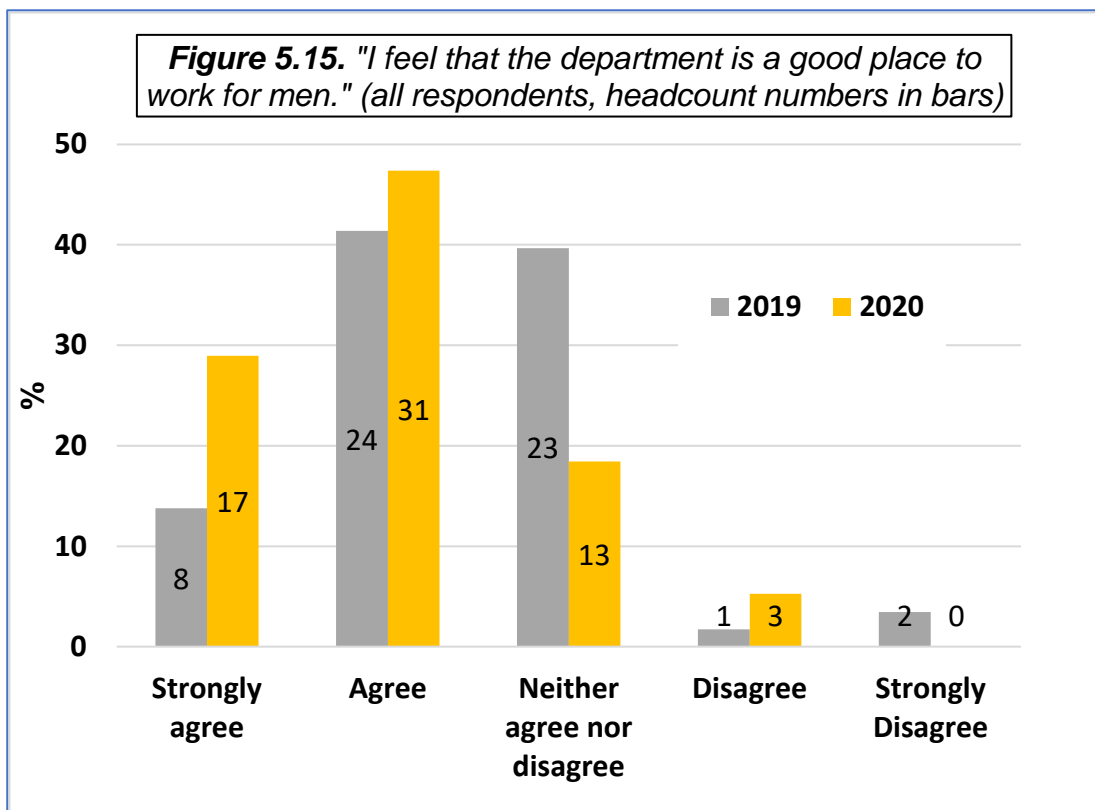
Figure 5.16. *"I feel that the department is a good place to work for women." (all respondents, headcount numbers in bars)*
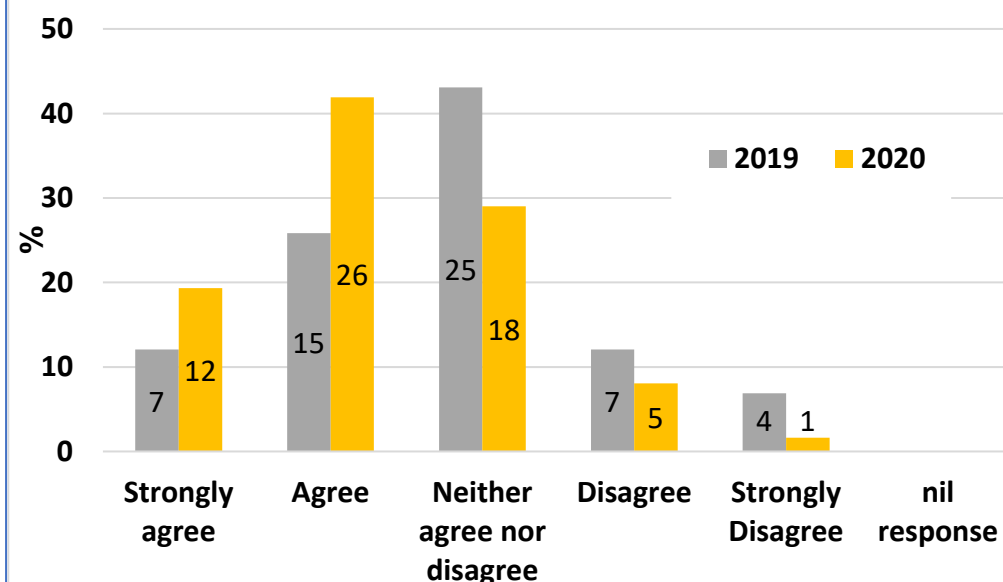
Figure 5.17 *"I feel that the department is a good place to work for women." Gendered responses, headcount numbers given in bars.*
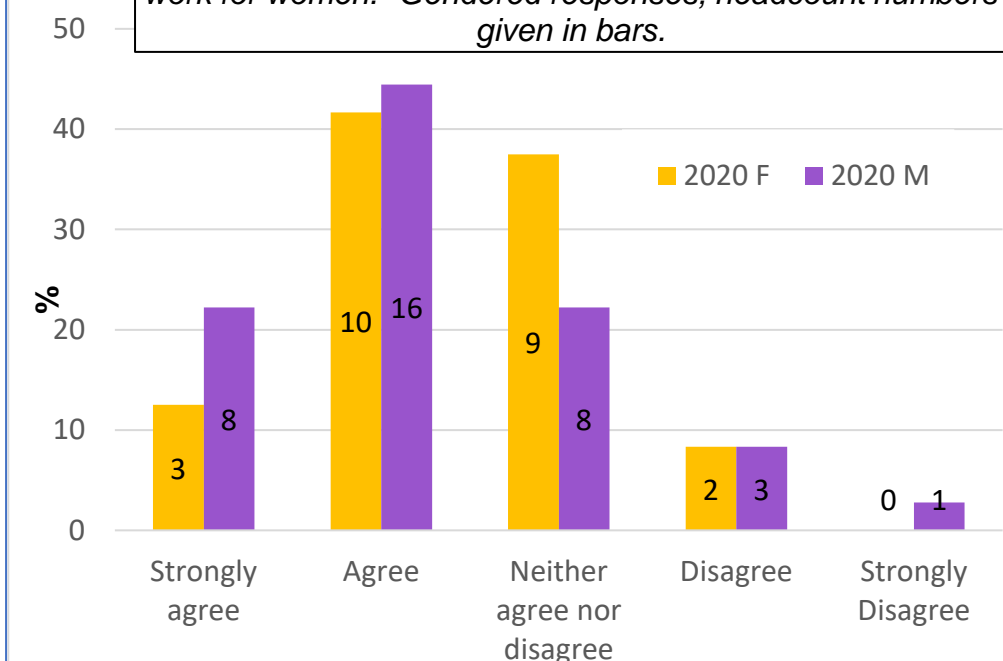
Within our department, the largest areas of concern around inequality are in gender, race, LGBTQ+ identity and socioeconomic background. We are seeking to address through the actions of our decolonising and diversifying group including recent events such as Diversify Chemistry 2022 (**Figure 5.18**)
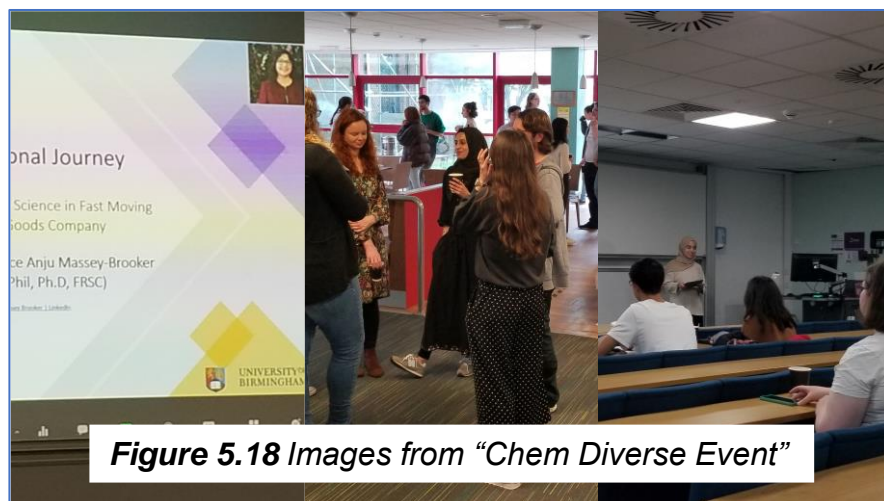
Figure 5.18 Images from "Chem Diverse Event"

Actions on return to work, flexible working arrangements, post pandemic, …

- HR policies requiring action e.g. training, monitored and managed by HR.

- Departmental signposting to HR policies was via web-pages, but since 2021 collated on EDI section of SharePoint pages.

Bronze actions:

- EDI awareness is included in inductions so that staff are aware of policies, and are know how to report problems in breach of any policies.**[2017/2.15]**

- Effectiveness monitored through surveys, **Figure 5.19, 5.20**.

Bronze Action Impacts:

- Some improvement in overall awareness of policies, **Figure 5.19**.

- Similar overall response by gender, with greater range of response from male staff, **Figure 5.20**.

Figure 5.19 "My department has made it clear to me what its policies are in relation to gender equality". Numbers of survey respondents given in bars
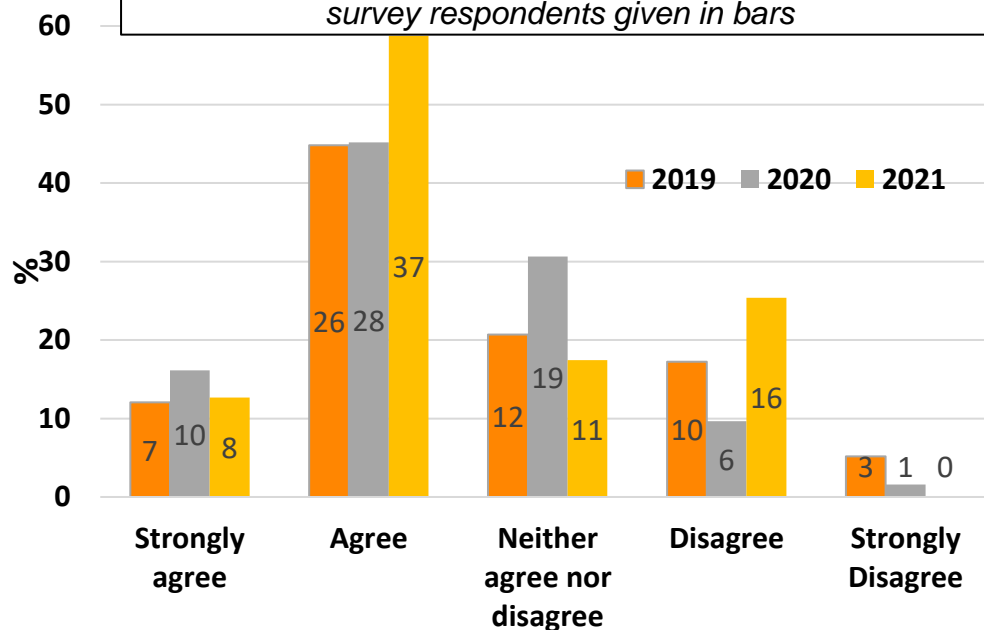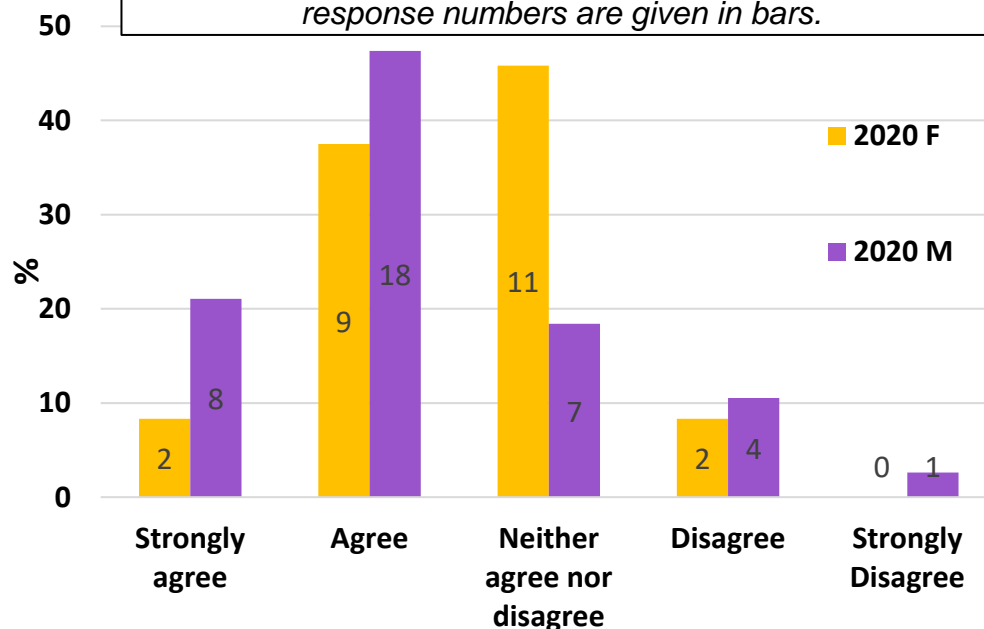

Figure 5.20 "My department has made it clear to me what its policies are in relation to gender equality" Gendered survey response numbers are given in bars.

Awareness of EDI committees and culture lowest of UG students, **Figure 5.21**, addressed by **[Action 4F]**

[Action 4F]: Make use of electronic notice boards to highlight EDI events, policies and news.

Figure 5.21 *"I am aware that my Department has an EDI Committee and Athena Swan Implementation Group"*
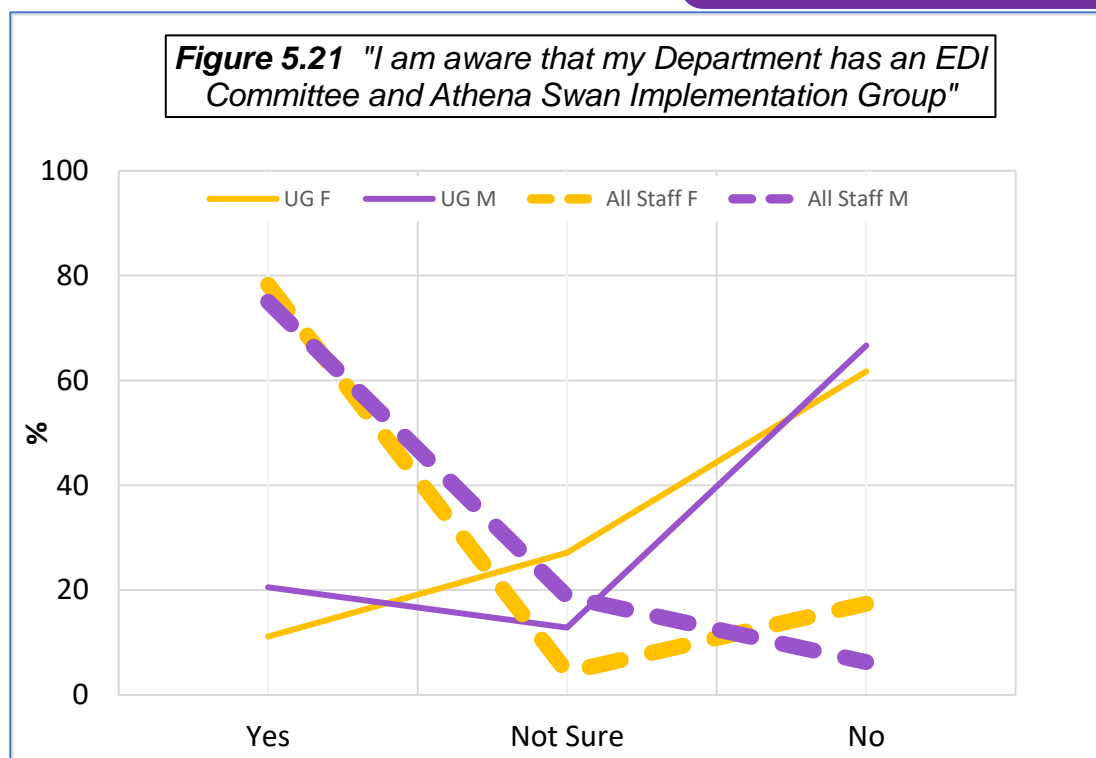
(iii) Representation of men and women on committees.

Allocation of administrative roles is agreed by Management Advisory Board (MAB), the relevant committee and in consultation with the role-holder. These allocations feed into the workload allocation model.

Since 2017 the department of chemistry has worked to ensure a fair balance between gender representation within decision-making membership of committees and workload balance. (Table 5.8)

Table 5.8. Gender balance of staff on departmental committees.			
Committee	**Gender**	**2016/17**	**2021/22**
BOSIC	F	15	18
	M	45	44
	%F	25	29
DPPC	F	3	3
	M	6	5
	%F	33	38
EDI	F	13	14
	M	11	10
	%F	54	58
Education	F	1	2
	M	6	7
	%F	14	22
Grad Studies	F	7	1
	M	4	7
	%F	64	12
Health & Safety	F	2	3
	M	6	10
	%F	25	23
MAB	F	2	1
	M	4	6
	%F	33	14
Research	M	7	9
	F	2	1
	%F	22	10

(iv) Participation on influential external committees.

All staff are encouraged to participate on national and international external committees **[2017/3.10]**, through personal mentorship and DPPC feedback. Calls to take part in external committees e.g. on research councils and major facilities are regularly circulated to all staff. Participation is recognised as esteem factors and citizenship for promotion.

Bronze Action Impacts:

Staff survey response "I am encouraged and given opportunities to represent my department…" not gendered: (77%F, 79%M positive/neutral 2021)

- ▇ Several female staff served on numerous external committees over the past AS cycle ▇▇▇▇

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Remaining challenges and Future actions

Participation on external committees is difficult for PT staff and those with caring commitments. We aim to address this through **[Action 1E]**

[Action 1E]: Offer childcare/carer support as part of departmental seminar invitations. Similar support for DU chemistry staff to accept external seminar invitations if required. Identify reasons for any invitations declined.

(v)   Workload model.

The departmental workload allocation model is available to all staff on SharePoint **[2017/3.16].** It uses a transparent Excel workbook to calculate the workload credits for teaching, research, administration and committee membership for all AT staff, except postdocs. Gendered analysis of workload was carried out and reported to BOSIC, **Figure 5.22**.
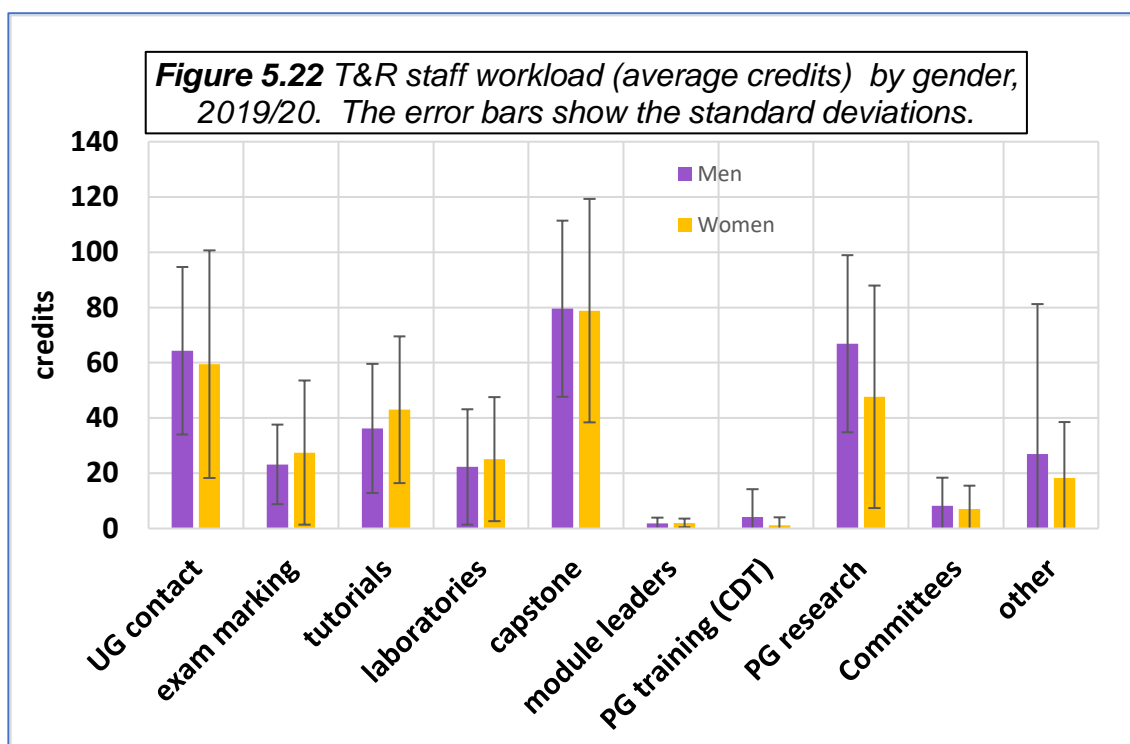
Although the model has been available, it has been criticised for failing to capture some activities and that it did not capture the considerable additional workload associated with preparing online teaching resources during Covid lockdown.

Remaining challenges and Future actions

The range of tasks taken on by individuals is discussed at DPPC/ADR, but it is recognised that the current workload model focuses on teaching activities (**Figure 5.22**) and does not effectively capture other activities. **[Action 1D]**

[Action 1D]: Develop new workload model to accurately represent full range of departmental duties including mentoring, administration and non-academic work.
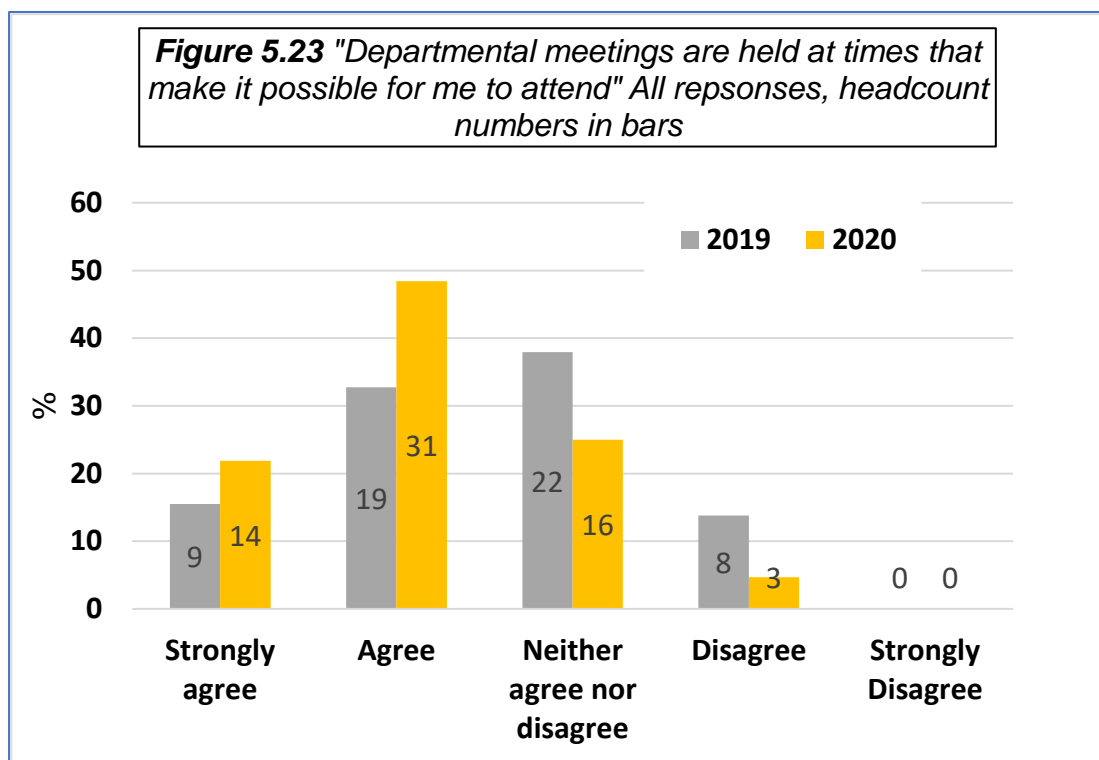

Figure 5.22 T&R staff workload (average credits) by gender, 2019/20. The error bars show the standard deviations.

(vi) Timing of departmental meetings and social gatherings.

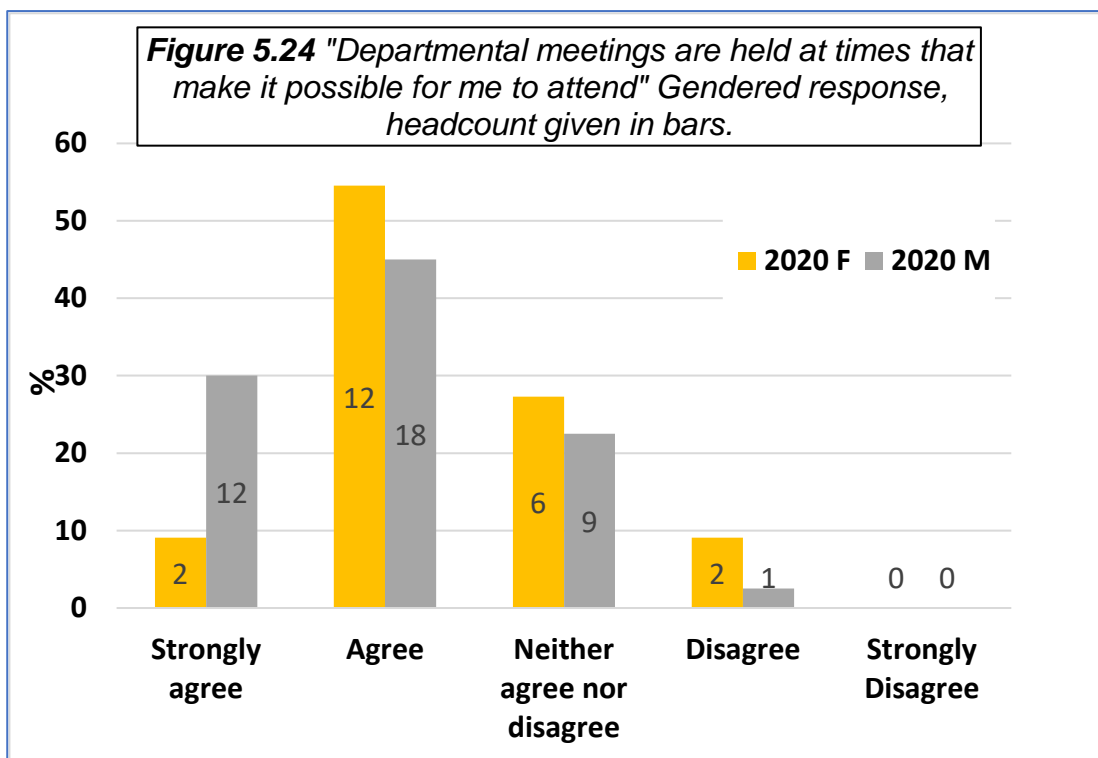
Departmental meetings and seminars are normally scheduled between 9.30 and 3.00 pm to maximise inclusion, particularly P/T staff and those with caring commitments. [**2017/1.14,3.26**].

Bronze Action Impacts:

Some staff preferred not split the day with lunchtime seminars, but this inclusive policy is now viewed positively. (95% positive or neutral survey responses in 2020, Figure 5.23). Greater diversity of opinion from male staff, by similar mean response, Figure 5.24

Figure 5.23 *"Departmental meetings are held at times that make it possible for me to attend" All repsonses, headcount numbers in bars*

Figure 5.24 *"Departmental meetings are held at times that make it possible for me to attend" Gendered response, headcount given in bars.*
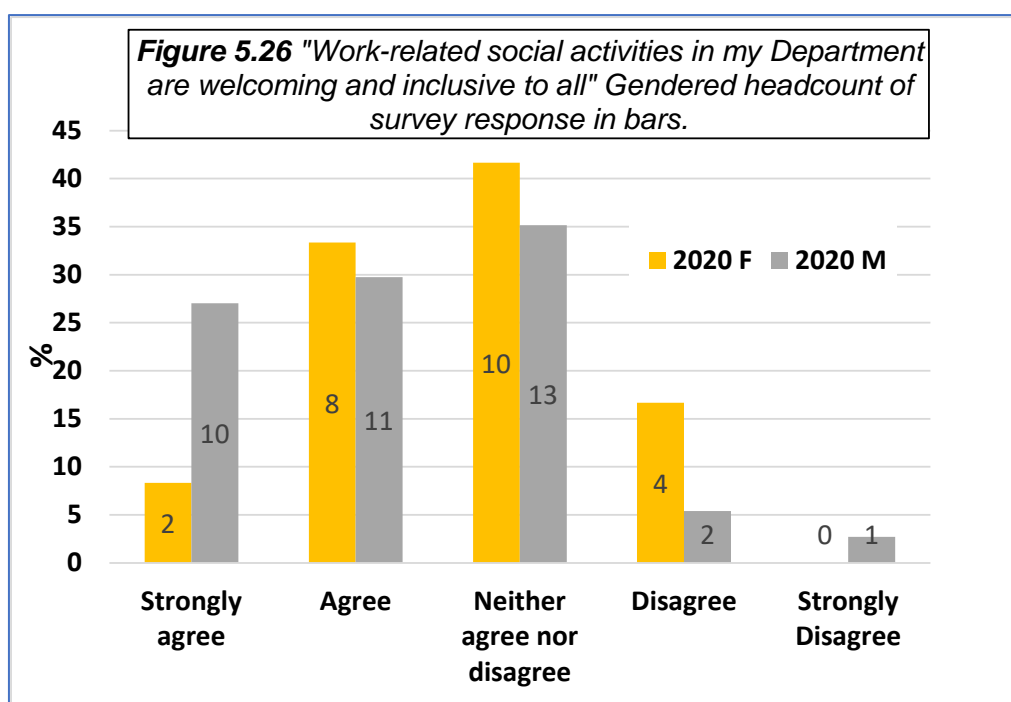
Remaining challenges and Future actions

Social gatherings were badly disrupted by the Covid pandemic, during which, we coordinated regular online drop-in meetings for all staff and students. Prior to lockdown we had made significant strides towards more diverse and inclusive activities.[2017/1.12] In addition to traditional activities such as the staff-student cricket match and bbq, we have had Craft Club, Wine tastings, Chemistry Rounders and Bake-Off Events Figure 5.25. Although generally positive, survey responses concerning inclusiveness of social events, remain gendered, Figure 5.26. Action required to improve timing and advertising of social activities. [**Action 1K**]

[Action 1K]: Departmental events to be advertised to all and with at least one week's notice to minimise barrier to participation. Directory of contacts for social activities published on Sharepoint

Figure 5.25.*"The great chemistry bake-off",
2019, an inclusive social event.*

Figure 5.26 *"Work-related social activities in my Department are welcoming and inclusive to all" Gendered headcount of survey response in bars.*

(vii)   Visibility of role models.

Our bronze actions promoted the visibility of female role models in the department. **[2017/3.25]**

Bronze actions:

Examples include:

- Showcasing achievements of women in the department on our Twitter Feed on International Women's Day.[**2017/1.13**]
- Research groups were encouraged to invite >30% female speakers for departmental seminars.[**2017/1.13**] .
- Annual postgraduate symposium: female PDRAs have been invited to give plenary lectures and to judge the postgraduate poster competition **[2017/2.12]**
- PDRA conferences: First held in Oct 2019 with 2/8 female PDRA contributed talks. Second held (online) in March 2021 with 4/7 female PDRA contributed talks, and 2/4 female external invited speakers.
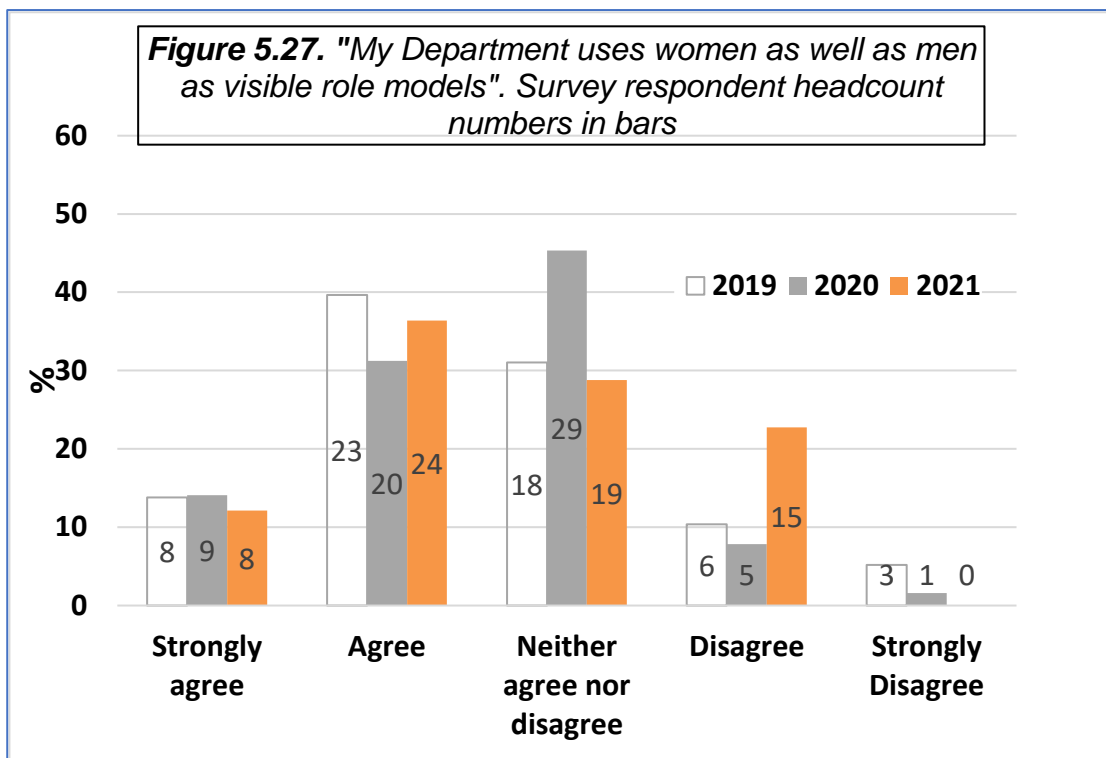
Bronze Action Impacts:

- Our flagship invited lecture event is the Durham Lectures: Since AS2017, 3 out of 4 invitees have been female. Nicola Spaldin (2017), Marsha Lester (2018), and Melanie Sanford (2020 – postponed to 2022)
- In 2020/21 year for the first time, 50% of invitees were female, supported by our new flexible seminar format

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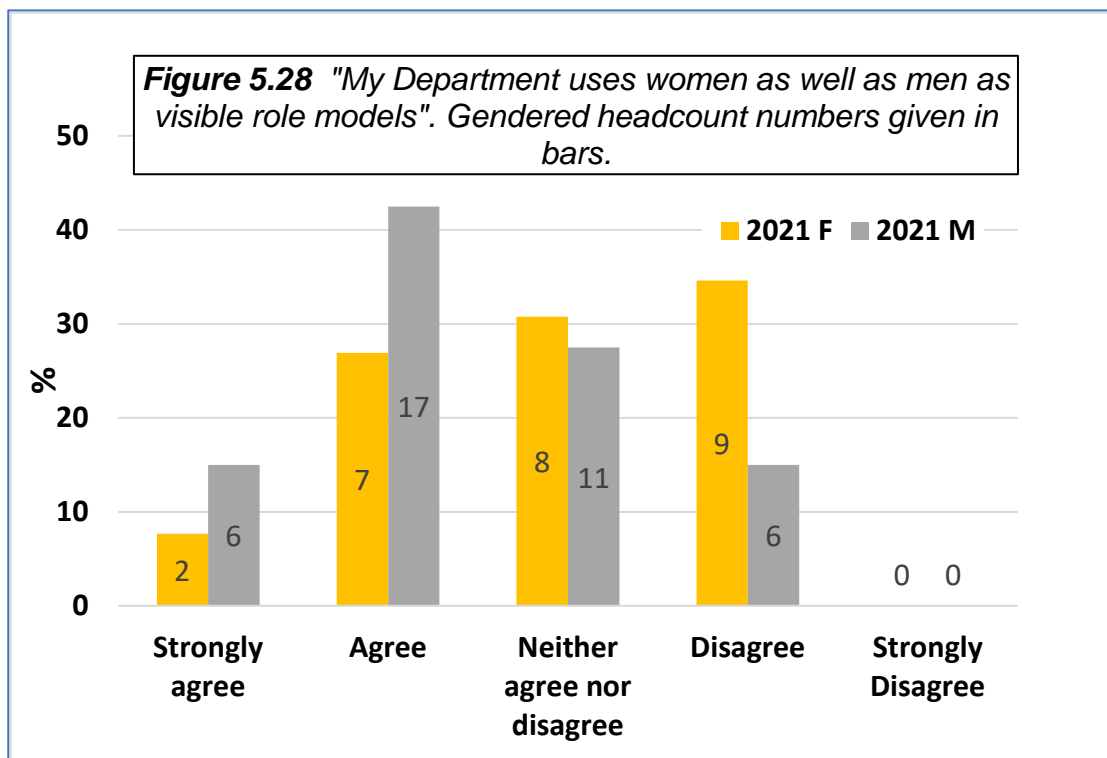**Table 5.10.** Gender balance of Invited Departmental Seminar Speakers

Year	Female	Male	%F
2020 / 21	5	5	50%
2019 / 20	3	8	27%
2018 / 19	6	11	35%
2017 / 18	4	16	20%
total	18	40	31%

- Staff surveys show responses are generally favourable, but have become somewhat worse despite the completion of these actions, **Figure 5.27**

Figure 5.27. *"My Department uses women as well as men as visible role models". Survey respondent headcount numbers in bars*

Legend: 2019 2020 2021

Strongly agree: 8, 9, 8
Agree: 23, 20, 24
Neither agree nor disagree: 18, 29, 19
Disagree: 6, 5, 15
Strongly Disagree: 3, 1, 0

Remaining challenges and Future actions

- Student survey free-text comments still indicate that some feel there is a lack of diversity in teaching role models and little consideration for non-binary and transgender people.

Figure 5.28 *"My Department uses women as well as men as visible role models". Gendered headcount numbers given in bars.*

Legend: 2021 F 2021 M

Strongly agree: 2, 6
Agree: 7, 17
Neither agree nor disagree: 8, 11
Disagree: 9, 6
Strongly Disagree: 0, 0

- Female staff respond less positively than male staff on diversity of role models, **Figure 5.28**.

- Our new diversifying/decolonising will host events to address lack of diversity

- New event: **[Action 4H]**

[Action 4H]: Host annual Athena SWAN event to celebrate diversity and inclusion in chemistry

(viii)   Outreach activities.

Outreach was not always seen as a priority, with a minority of staff responsible for most actions.

- Now recognised as a valuable contribution towards gender equality in STEM, accepted as evidence of citizenship by DPPC in promotion applications.
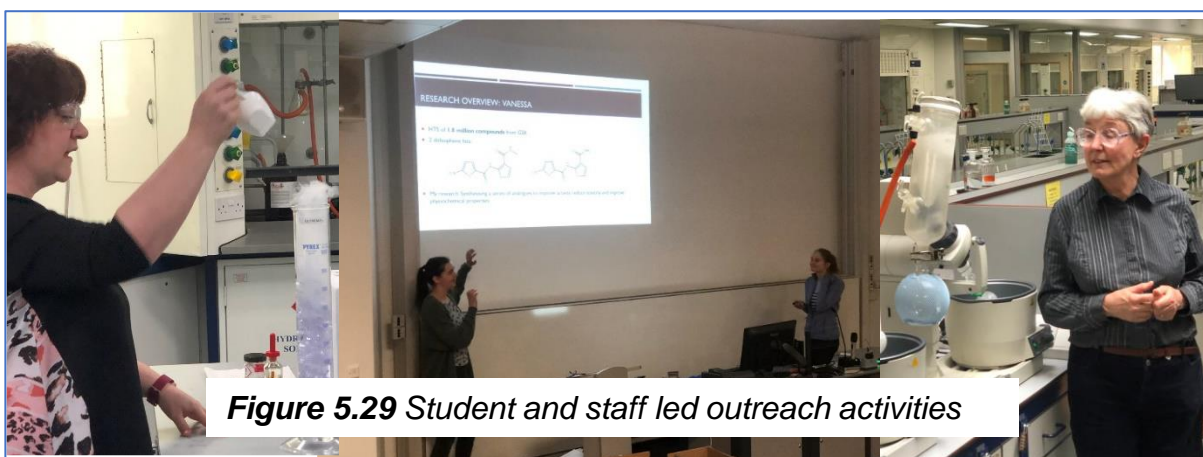
Figure 5.29 *Student and staff led outreach activities*

Bronze actions:

- Encourage female leadership in outreach activities [2017/2.5], **Figure 5.30**.

- Gender representation is considered when choosing open day teams [2017/2.6]

- Monitor gender balance of participation in outreach [2017/3.27]

Bronze Action Impacts:

- Departmental Outreach Advisory Group (OAG), considers gender balance of participants (staff and audience), timing of events to fit around caring commitments.

- Teams have female and male role models in roughly equal numbers.

- Participants include all levels from UG to professor.

- Outreach is now an optional UG module.

- Engagement encouraged with external organisations
    - e.g. R. Pal Royal Society Public Engagement Committee

- Outreach teams are very active in local schools and the community Table 5.9

Remaining challenges and Future actions

- Outreach is a long-term strategy, reaching groups that are often much younger than university applicants.

- We cannot obtain data for all participants in outreach activities due to the very large numbers involved (~10000 p.a., pre-pandemic).

    - Activities have either been inclusive to all, or in some cases prioritised girls. e.g. activities with brownies/guides.

Table 5.9. Participation examples	
Schools Science Festival, Celebrate Science	
The Sutton Trust (WP)	
The scientist next-door	
Supported Progression (WP)	
Levelling-Up: Aspire Higher (WP)	
Women in Science – Making the Difference	

Invited seminars enable our staff and students to broaden research horizons, and benefit from networking opportunities. Supported by the RSC's EDI fund, we have introduced a new flexible format to support invitees with caring commitments. Invitees can give their seminar remotely via Teams/Zoom, then visit the department and network with interested individuals at a more convenient time.

There were fewer seminars during Covid Pandemic, but the gender balance has improved (**Table 5.10**). We have supported EDI-themed events with leading inspirational figures; Prof Dame Julia Higgins, organised by Women in STEM group; Prof Caroline Dessent – EDI presentation within a departmental Seminar; EDI discussion panel with Prof Sir Paul Nurse and DU colleagues, **Figure 5.30**. Recent events such as our "Diverse Chemistry" have showcased work from LGBTQ+, BME and first-generation scholars.

Staff and students are encouraged to attend major university-wide EDI events, such as the seminar with Dame Steve Shirley and events for Black History Month.

Figure 5.30. EDI Discussion Panel event (2019, L), virtual departmental seminar (2020, R)

6636 words

6. CASE STUDIES: IMPACT ON INDIVIDUALS.

7. FURTHER INFORMATION

n/a

8.   ACTION PLAN

Ref	Planned Action/Aim	Relationship to Athena SWAN Charter (ASC) principles	Rationale (evidence supporting need for action)	Specific Actions & Implementation	Time-frame	Delivered by	Person Respon-sible	Success Criteria / Measure
High Level Objective 1: Building an inclusive workplace, where members of the Department of Chemistry feel supported and their contributions are valued. (**Highest Priority**) This is a priority area where our actions can have a significant impact in the next few years.								
1A	Ensure appropriate bullying and harassment contacts in the department are available.	ASC: 1, 3	For the 2020 survey question "I am confident that my (line manager or HoD or appropriate person) would deal effectively with any complaints about harassment, bullying or offensive behaviour", 68% of male responders agreed (strongly agree or agree) while 58% of female responders did. The departmental harassment contacts, who are often the first port of call for such issues, are presently the co-chairs of the EDI committee, and are both male.	Ensure the bullying and harassment contacts in department have gender representation	Oct-22 onwards	HoD	HoD	Have at least one male and one female B&H contact at all times going forward. Survey responses to "I am confident that issues of bullying and harassment will be dealt with" improves overall and gendered difference in responses is eliminated.

1B	Improve support to supervisees when supervisor is on long-term leave	ASC: 1, 2, 7	78% of chemists report that managing parenting and caring responsibilities has an impact on retention and progression of women ("Breaking the barriers, Women's retention and progression in the chemical sciences", Royal Society of Chemistry, 2018). We will provide additional support to help maintain research momentum during leave which disproportionately affects women.	Support for PG students when supervisors are on long-term leave e.g. maternity / illness to be documented and reviewed in addition to the normal annual review cycle. Ensure that supervisory team is available with necessary expertise.	Initiated Oct-22, reviewed after first implementation	HoD, Grad Studies Chair, relevant AT staff	HoD	Additional review points included in PG supervision process, when required. Students affected indicate that they are satisfied that they are able to progress. Staff affected indicate that they are satisfied with the level of support.
1C	Staff to undertake online training in Respect, Values and Behaviours	ASC: 1, 3	4 survey responses (n=268) indicated people who had been made to feel uncomfortable because of their pregnancy in the last 4 years. Although the number is small and we do not have precise data for number of pregnancies, it is significant as a proportion of the number of staff taking maternity leave, Table 5.7.	Make online training in DU EDI modules mandatory Respect, Values & Behaviours (staff) parts 1 & 2. Participation is monitored by HR and reported to Dept Manager annually.	Mar-23	Dept Manager/HR	HoD	HR reports on compliance with training. At least 85% of staff have completed training by 2025
1D	Improve workload model to recognise contributions of all staff roles	ASC: 1	It is recognised that the current workload model focuses on teaching activities (figure 5.22) and does not capture other activities (e.g. mentoring,	Develop new workload model to accurately represent full range of departmental duties including mentoring, administration and non-academic work.	Jan-23 onwards	Dept Manager	HoD	New workload model is made available. Subsequent survey responses on fairness of allocation of work by gender exceeds 70%

			admin, non-academic work) effectively				
1E	Offer additional support to invited seminar speakers	ASC: 1, 7	It has been brought to the attention of the EDI team that the costs associated with childcare provision may prohibit some speakers from giving in-person seminars. Some networks provide this funding to support seminars, but in order to attract a wider range of speakers this should be offered to all.	Offer childcare/carer support as part of departmental seminar invitations. Similar support for DU chemistry staff to accept external seminar invitations if required. Identify reasons for any invitations declined.	October 2022 onwards	Research Group Leaders	Dept Seminar coordin-ator	Childcare/carer support made part of standard seminar invitation. Acceptances/refusals monitored and reviewed. Where seminar invitations are declined. No staff report that this is due to lack of support.
1F	Offer childcare/carer support as part of departmental seminar invitations. Identify reasons for any invitations declined.A7:C7	ASC: 1	The transition from postdoc to ECR or lecturer is has the most significant drop of % female staff above grade 7 (Tables 4.10-4,13), therefore we should ensure that our postdoc community, which includes a high proportion of female staff, has access to recent experience and expertise of staff who have successfully transitioned to the next stage in the career pipeline.	Hold regular (termly) coffee mornings to bring postdocs and ECR (new lecturers, research fellows together) to discuss this career transition point. Where appropriate, ECRs may be mentors for postdoctoral researchers.	Mar-23	Chairs of Postdoc Society, ECR committee	EDI Co-chairs	Coffee mornings are held. Greater awareness of career opportunities and support experienced by postdocs evidenced through surveys. ECRs respond positively to survey question re. having mentoring opportunities.

1G	Share experiences of successful bid development with wider department	ASC: 1	The success rate of applications with female PI's has risen from 24% (2017-2018) to 33% (2019-2020) but remains lower than for male PIs	Encourage staff who have been successful in large bid development to share their experience of the process through coffee mornings, including Research and Innovation Service Staff. Provide guidance/checklist for successful grantwriting with signposting to support available and publish for staff on SharePoint	Jun-23	DoR	DoR	2 coffee mornings held. At least 3 staff submitting large research bids take advantage of opportunities for additional support (mini-sabbatical, flexible scheduling of teaching) during bid development process. SharePoint site is updated and maintained. Increase in successful grant applications by value and narrowing of gendered gap in success rate to <10%
1H	Promote Aurora scheme	ASC: 1, 6	Positive feedback from attendees of Aurora programme, but low uptake in the department, likely due to lack of awareness.	Promote opportunities like Aurora Scheme through EDI pages of departmental website with case studies, highlighting positive impacts	Mar-23, webpages updated annually	EDI committee	EDI Co-Chairs	Departmental pages are updated with information. At least one female staff member completes Aurora leadership scheme each year

1I	Promote training opportunities via regular coffee morning events	ASC: 1	Departmental support for development of staff has included support for two TRTS staff (1F, 1M) to study for science degrees (see Case Study1). Both staff members progressed to senior roles following this process. However, awareness of these opportunities and how to access them needs improvement. Grades 6 and below are female-dominated, unlike the higher grades (Figure 4.14)	Host annual coffee mornings and use Teams channels to highlight opportunities to relevant staff, use display boards and ADR process to highlight training opportunities.	Jan-23. Coffee mornings to restart when possible.	Dept Manager	EDI Co-Chairs	Coffee morning events are hosted. Improved positive response to survey Q "I am actively encouraged to take up training opportunities..."
1J	Improve multipurpose room	ASC: 1, 7	The Multi Purpose welfare room has been well received, although some users unsure of purpose of room. "This is a huge forward step – that can be made a little better with some small tweaks". Some action may be required to ensure that this facility is as useful as possible.	Review use of multipurpose welfare room to clarify use and improve function. Survey users and set up suggestion box to capture feedback anonymously.	Sep-22	EDI committee	EDI Co-Chairs	Review is carried out and access/facilities available improved accordingly. Improved survey response to "I feel that the equality and diversity culture of my department has improved…"
1K	Improve communication of social events in the department	ASC: 1, 7	Although generally positive, previous actions have not had much impact in survey responses to the question of inclusiveness of social events, and the response from male staff is significantly more positive.	Departmental events to be advertised to all and with at least one week's notice to minimise barrier to participation. Directory of contacts for social activities published on SharePoint to enable all staff and students	Dec-22 review in 2024 survey	EDI Committee, all staff and students	EDI Co-Chairs	SharePoint site updated with social activities and contacts. Improved survey response to "My department holds social events that it is possible for me to attend."

			to find social activities with departmental colleagues easily.				
1L	Increase menopause awareness	ASC: 1, 7	12%F versus 5%M staff have, or are unsure about whether they have, been made to feel uncomfortable due to their age. The female response to 'the department is a good place to work' questions is more negative than the male response.	Host annual event to raise awareness of menopause in the workplace. Include survey questions on perimenopause support.	01/03/2023, then annually	EDI Committee	EDI Co-chairs	Greater awareness of menopause symptoms among all staff, and adjustments & mitigations to enable staff experiencing menopause to work comfortably. New survey question on level of perimenopausal support for women in the department indicates success of policies and any need for change.

1M	Provide PG childcare support	ASC: 1, 2, 7	Feedback from PG students indicates that the cost of the Day Nursery is prohibitive and that the salary sacrifice scheme does not benefit students on a stipend.	Support for PG students to enable them to access childcare while working towards their PhD. Support underwritten by dept	Jun-23 - review Jun-25	EDI Co-chairs, Chair Graduate Studies	HoD	Support is taken if/when required. PG students respond favourably to survey questions around being made to feel uncomfortable because of gender and/or pregnancy

High Level Objective 2. Addressing the leaky pipeline in chemistry. While we have made progress in recent years, especially at PhD and PDRA level, women are significantly underrepresented on the Academic Tracks, especially T&R. Our actions are designed to improve gender balance of recruitment and retention, at all levels. **High Priority.** This area is critical to our ambitions, but includes some actions on recruitment where progress will be limited by staff turnover.

2A	Review wording of job adverts	ASC: 1, 2, 4, 5, 6	The proportion of female applicants for academic roles is low and fell to 16% in 2020/21. Ensuring wording of adverts does not dissuade female applicants from applying may help improve % of female applications	Focus group to review gendered coding for wording used in recruitment adverts	Jul-23 to Dec-23	EDI committee	EDI co-chairs	Report to BOSIC on gendered wording along with recommendations to attract diverse pool of applicants. We consistently attract at >20% F applicants to T&R roles.

2B	Review where new starters found job advertised	ASC: 1, 2, 4, 6	Table 4.10 shows that for all academic track staff (research, teaching, or teaching and research) the (6 year average, for 2015/16-2020/21) %female drops grade upon grade from grade 7 (45%) to grade 10 (12%). Applications to academic track T&R roles continue to be significantly lower than female PG and PDRA levels, with just 17% of applications in 2020/21 from female candidates.	Conduct a review of new starters to find where they found posts advertised and if they were aware of policy to advertise in WISE/Diverse chemistry. Review effectiveness of advertising through WISE/Diverse chemistry networks	Jun-23 to Nov-23	EDI committee	EDI co-chairs	Review of new starters carried out on which advert they responded to. Recommendation to BOSIC on advertising strategy enacted.
2C	Look for opportunities to improve recruitment process	ASC: 1, 2, 4, 5, 6	Table 4.10 shows that for all AT staff, the (6 year average, for 2015/16-2020/21) %female drops grade upon grade from grade 7 (45%) to grade 10 (12%). Applications to academic track T&R roles continue to be significantly lower than female PG and PDRA levels, with just 17% of applications over the same period (Table 5.1) from female candidates.	Review recruitment process with newly appointed staff to idenfity areas for improvement in process.	Oct-22 onwards	EDI committee, ECR & PDRA chairs	EDI Co-chairs	EDI committee receives feedback from new staff on the recruitment process. If required, proposals to modify process to make it more inclusive are brought to BOSIC.

2D	Provide additional support for new AT starters	ASC: 1, 2, 7	Improving gender balance through recruitment will only be successful if we retain these new staff. Actions should enable new starters to find their way into their new role as easily as possible.	Pair new AT starters with new responsibilities with a recent appointee as point of contact for advice on new tasks	Oct-24 onwards	Teaching Section Leaders, DoR	DoR	Pairings are arranged. New staff report feeling welcomed.
2E	Improve staff handbook	ASC: 1, 7, 8	The transition from PDRA to independent researcher is acknowledged to be challenging and action is required to make orientation for new ECR/lecturer staff as straightforward as possible.	Update staff handbooks regularly following review inputs from new members of staff, to make these living documents. Help new staff to engage with orientation processes and capture feedback for benefit of future recruits.	Oct-22. Review process end of 2023 to determine effectivness	ECR committee	Dept Mngr	Handbooks modified, staff culture surveys show improvement in satisfaction for new staff.

| 2F | Improve support package available to staff returning from long-term leave. | ASC: 1, 2, 7 | Through one-to-one discussions, we have identified that the greatest burden to returning AT staff is the requirement to generate new teaching material, and that although staff predominantly report positive attitudes towards pregnancy and maternity, there have been some difficulties over facilities for parents, communication and workload, which cause concern. | Review and modify support package available for staff returning from long-term leave and/or parental leave: Staff can opt for informal "welcome back" event. No new teaching preparation, Departmental EDI fund to underwrite support for caring commitments during conference participation, term of additional research leave implemented as default, working group to review success of these actions. Staff returning from maternity leave will not be asked to prepare new teaching material (new lecture courses, or tutorial allocations) for 2 years from return to work. | Oct-22 to Feb-23. Review success in 2024 and subsequent survey | HoD, DoR, DoE, Teaching Section Leaders | HoD | Policies around support for staff returning from long term or parental leave enacted and can be evidenced through positive responses in staff culture surveys. More staff agree than disagree that both flexible and PT working are supported. Staff agree that department is a good place to work and responses are no longer gendered. |

2G	Ensure that promotion process is fair and transparent	ASC: 1, 2, 4, 6, 7	The 2021 survey clearly shows a gendered difference between opinions of the promotion process, with less than 20% of females agreeing that 'the promotion process is fair and transparent' while over 40% of male responders agreed.	Offer Support and feedback to staff applying for promotion, including an overview of the promotion criteria and the promotion process, through a coffee morning with recently promoted members of staff and the DPPC in attendance.	Annually, 3 months before the CV submissions for promotion	Dept Manager, DPPC, AT staff	Dept Mngr	Event held annually. Subsequent staff surveys evidence greater satisfaction with promotion process in terms of clarity of fairness process. Overall improvement with majority of female respondents agreeing that process is fair.
2H	Establish what elements of promotion process are unclear	ASC: 1, 2, 4, 6, 7	The 2021 survey still clearly shows a gendered difference between opinions of the promotion process. Higher percentages of male responders also felt they understood the process and criteria, so there is some communication and clarity needed to better inform staff about the process.	Establish a focus group to report to the EDI committee to understand specifically which elements of the promotions process require clarification.	2022 establish working group. Reports back to EDI committee 2023	EDI Committee, AT staff	EDI Co-chairs	Report of working group minuted by EDIC. Guidance on interpretation of promotion criteria made available. Subsequent staff surveys evidence less gendered response to satisfaction with clarity and transparency of promotion process.

2I	Address confidence in promotion process, which was low for female AT staff.	ASC: 1, 2, 4, 6, 7	The 2021 survey shows higher percentages of male responders also felt they understood the process and criteria, so action is required to clarify the process, especially for subsections of AT with high proportion of women: T track, junior staff, PT staff, where promotion rates may be slower.	Reintroduce demystifying promotion events, with separate sessions for A, R, T., review and publish success rates on each track. Working group to review and report on areas where greater clarity is needed (e.g. PT requirements, junior staff).	Every 2 years, starting 2023	HR/EDIC	HoD	Demystifying promotion sessions are held. Promotion success rates by gender and track and reported to EDIC. Guidance for applicants to include exemplification in areas identified as previously unclear. Satisfaction with clarity of promotion process improves in suvey data.
2J	Ensure regular data collection of staff applying for promotion	ASC: 1, 2, 4, 6, 7, 8	From 2017-21, 19M and 11F PDRAs have applied to DPPC (1M, 1F successfully). We do not have data for the number of eligible staff, but are concerned that there is a gender imbalance in uptake of this opportunity, given that >40%. Survey responses are not gendered, but 8% more PDRAs expressed dissatisfaction than satisfaction.	DPPC to monitor the percentage of all staff who apply for promotion consideration, including those for whom submission is optional. Prior to DPPC, clear briefings to be given to PDRAs to encourage participation and identify reasons why some eligible staff may not be participating.	Jan-23, then annually	DPPC secretary	Dept Mngr	EDIC received annual update on DPPC process, including gendered data, and participation levels. Postdoc satisfaction with promotion process improves from 2021 survey position, such that >60% of PDRAs are satisfied that the process is fair and transparent, and that responses are not gendered.

2K	Provide additional support with DPPC	ASC: 1, 2, 4, 6, 7	Some staff have reported frustration that feedback is only received after a promotion application is unsuccessful. This particularly affects newer staff, which includes a higher proportion of women.	Mentors to provide formative feedback on CVs prior to submission to DPPC.	Aug-23, then annually	Mentoring Champion, AT staff	HoD	Staff with mentoring responsibilities reminded to contact their mentees around 3 months prior to DPPC submission cycle. Survey approval of DPPC process improves so that >60% of respondents agree that process is fair and transparent, and that responses are not gendered.
2L	Monitor success of grant applications	ASC: 1	In order for the EDI committee to respond in a timely manner to gendered issues, it is essential that (in addition to the interconnected committee structure) we schedule specific times to receive and discuss new information on success of grant applications	Research Committee to provide a breakdown of grant applications and success rates by gender to the EDI committee	Dec-23, then annually	Research Committee secretary	Resrch Comm. chair	EDIC receive annual updates. Any EDI related barriers to successful applications in department identified and reported to BOSIC.
2M	Monitor number of fellowships supported	ASC: 1	In order for the EDI committee to respond in a timely manner to gendered issues, it is essential that (in addition to the interconnected committee structure) we schedule specific times to receive and discuss updates on fellowships and research leave.	Research Committee will monitor the number of fellowships supported annually and provide data on gender and ethnicity to the EDI committee & gender balance of RL applications.	Dec-23, then annually	Research Committee secretary	Resrch Comm. chair	EDIC receive annual updates on gender and ethnicity of fellowship applications received and those supported. Review of success at each stage used to idendify priority areas to ensure diversity among ECRs.

2N	Improve transparency of research and research support opportunities.	ASC: 1. 7	The success rate of applications with female PI's has risen from 24% (2017-2018) to 33% (2019-2020) but remains lower than for male PI's (55%)	Promote training and development opportunities & feedback on grant applications via staff handbooks & SharePoint. Mock interviews for fellowship & lectureship apps.	June-23, then annually.	DoR	Dept Mngr / DoR	SharePoint site updated. Reduced gender gap in success rates from female applicants, reducing gap in success rate to within ±10% of M applicants.
2O	Ensure diversity in seminar speakers	ASC: 1	The proportion of female applicants for academic roles is low and fell to 16% in 2020/21. We will pro-actively encourage diversity in research visitors and seminar invitees, using these opportunities to identify and encourage more female candidates to apply for academic posts	Invite diverse range of seminar speakers and use these invitations to encourage promising candidates to apply for posts	Oct-22 onwards	Research Group Leaders	DoR	Record of invited seminar speakers shows at least 30% F invitees and gender diversity of applicants to AT posts increases to >20% F.

Active Monitoring: In some cases it has been challenging to obtain the data that we would like to understand and address issues around inclusion. We propose actions to improve the information flow that EDI needs to prioritise future actions and determine the success of current interventions. (**Medium Priority**) Although these actions do not all directly impact gender equality, they are essential to develop an environment where these aims can be achieved.

| 3A | Improve UG openday | ASC: 1, 3, 4 | The total percentage of female students across our UG programmes has been 45% or lower every year for the 5 year period of data (Table 4.1), and has been 42% for the past 3 years of data, which is lower than the HESA average, ~46%. | Obtain and review gendered feedback on open day surveys to attract more even gender balance in UG recruitment, and ensure all persons in the department involved have received unconscious bias training. | Annually from Dec 22 | University Admissions team and Departmental Open Day team | EDI chair | Gendered feedback obtained and reported to BOSIC. Word cloud produced to analyse word frequency in feedback by gender to quantify and highlight gendered differences. Feedback from OD participants consistently shows that we offer a welcoming and inclusive environment. Reflection on feedback and new actions agreed at EDIC to address any negative points and reinforce positives. Training of open day teams is completed and recorded. |

3B	Review gender differences in exam results data following open-book exams taken during COVID	ASC: 1, 2	The only year in which the %female achieving a 1st class degree was higher than the %all was in 2020 (43%f, 36%all gaining firsts), one of the 2 years of data in which assessments were changed due to the covid 19 pandemic. This was not repeated in the 2021 data, with the %female with 1st class degrees again dropping below the average.	Review gendered changes in exam results that arose from assessments during and after Covid pandemic. Identify which changes might benefit gender and intersectional (with race, polar4 quintile) equality going forward	Start Jun-23, Review by Oct-23	Education committee	DoE	Review produced, recommendations taken forward into course delivery assessment style
3C	Continue to review and address gender balance of degree attainment and UG student performance	ASC: 1, 2	The %female UG achieving a 1st or 2:1 has been above the %all achieving the same for every year 2015-2020. However, in every year between 2015 and 2021 except 2020, the %female earning a 1st class degree has been lower than the %total earning a first class degree.(data analysis on the numbers in Table 4.4)	Increase data capture to include student performance and transfer between degree programs and recruitment by gender, ethnicity and POLAR quintile & intersections. Identify and address factors behind any inequalities and what can be learned from years when inequalities were reversed. Review staff and student inputs on timing and form of assessments.	Oct-23, then annually	Education comm	Educ. Comm. chair	Results of monitoring reported annually to EDIC/BOSIC. Reduce any systematic variation in attainment to < 10 %. Further action to review assessment weightings if this target is systematically missed.

3D	Review UG choice between BSc and MChem	ASC: 1, 2, 6	For the 6 years 2015/16 to 2020/21, the proportion of females choosing MChem over BSc has been lower than the proportion of males choosing MChem. The percentage of female students choosing MChem has also dropped from 78.8% in 2017/18 to 59% in 2020/21, with 67-69% in the 2 years in between. This could impact the pipeline post-UG in coming years.	Seek feedback from students to establish reasons for choosing BSc over MChem and address any gendered patterns. Host event for MChem project students to discuss their projects & choices with Y2 students	Jun-23	Education Committee	Educ. Comm. chair	Gendered pattern in transfer reviewed at EDI committee. Remedial action e.g. promoting opportunities and role models for MChem route to encourage diversity across degree programmes enacted. Target 45-55%F on MChem courses by 2027.
3E	Review PG completion data collection strategies and act on data obtained	ASC: 1, 2	Current data for PGR completion does not include period of study. Although the gender balance between PhD and PDRA does not change significantly in Durham Chemistry, many of our PhD graduates leave Durham and there are fewer female PDRAs recruited than PhD graduates nationally. Action is required to minimise barriers to successful and timely completion of studies, so that our success in gender balance at PhD	Focus group to evaluate PGR outcomes and form remedial plan to support timely completion of research degrees.	June-23,to Dec-23	Graduate studies comm / Curriculum Learning & Assessment Service	Chair Grad. Studies	Results reported to BOSIC. Success rates may be highlighted in recruitment activities. Reduce gendered difference in completion time to <3 months.

			level is not lost at the next stage.				
3F	Monitor PG completion rates	ASC: 1, 2	In order for the EDI committee to respond in a timely manner to gendered issues, it is essential that (in addition to the interconnected committee structure) we schedule specific times to receive and discuss new information from Graduate Studies Committee.	Post Graduate committee to provide completion rates and recruitment by gender and ethnicity	Jan-23, then annually	Graduate Studies Committee	Chair Grad. Studies	Completion rates and recruitment data for PGR are shared annually. Effectiveness of actions to improve completion rates reviewed and reported to BOSIC.

3G	Address the issue of losing PhD students between the end of their period of supervised study and submission of their PhD thesis	ASC: 1, 2	Most withdrawals from the PGR programmes are after the period of funded study. The pattern is gendered. Currently male students have poorer completion rates. Action is required to clarify students and supervisors' expectations and understand underlying problems behind delayed completion.	Carry out exit survey for all PGR students 3 months prior to end of period of supervised study. Grad Studies Comm to review reasons for delayed completion annually and make recommendations to BOSIC. Handbooks updated with assessment criteria. Invite PGRs withdrawing from degrees to provide details of circumstances.	As required, review outcomes annually	Graduate studies comm	Chair Grad. Studies	Exit interview/survey completed. Handbooks, concession and withdrawal processes modified. Reduce median completion time to within 3 months of period of supervised study.
3H	Improve diversity of PG recruitment to Durham Doctoral Scheme	ASC: 1, 2, 4	The University's Durham Doctoral Scheme supports exceptionally promising students carry out PhD research. From 2018 to 2021, two female and seven male students were nominated from Chemistry.	MAB to review nominations for Durham Doctoral Scholarships and redress gender balance in recent years. Publicise opportunities and successes through social media, intranet, display boards	Publicise Jan-23, review Oct-23, then annually	Graduate Studies Committee	MAB	Gender balance of nominations for DDS studentship improves towards parity. Case studies of diverse DDS students' research promoted on website

High level objective 4: Embedding and mainstreaming EDI. Sharing EDI actions and activities around all stakeholders in the Department of Chemistry. Much of the EDI activity has been led by relatively few staff and students. These actions are planned to include more staff and students in these activities. **Medium priority:** while these action also have an indirect impact on gender equality, they are vital to the long-term strategy of building a culture which supports our goals.

4A	Provide EDI induction for UG + PG	ASC: 1	"Our 2021 EDI survey revealed that awareness of EDI activity was poorest among students, particularly UGs >60% unaware that the department has and EDI committee and Athena SWAN Implementation Group"	EDI face-to-face induction for incoming UG students and PG	Annually, starting Oct 2022	EDi co-chairs	EDi co-chairs	EDI induction included in timetables. Subsequent surveys show increased (at least 80%) awareness of EDI activities and actions among students
4B	Review and address diversity of research groupings	ASC: 1, 2, 3, 4, 6	As well as overall underrepresentation of female academic staff across the department, there are several research groupings which have no female academic staff.	Review diversity of research groupings in chemistry during any restructuring, to avoid future silos.	Priorities identified by Jul-23	Research committee	DoR	List of priority areas for improving diversity available for academic recruitment campaigns.
4C	Improve EDI committee membership structure	ASC: 1	Our fixed committee structure with representation from other committees and indefinite membership for volunteers ensures continuity and intradepartmental communication, but limits opportunities for wider engagement. Time spent on the EDI committee also develops the awareness of those involved	EDI committee with 2 co-chairs, representation appointed from departmental committee leads and volunteer staff/students from all main stakeholder groups meets termly. Co-chairs &, Appointed members appointed by HoD and remain on EDIC as long as they remain on their dept committees. (Typically 3 years). Other members reviewed annually.	Oct-22, then reviewed annually	EDI co-chairs	HoD	Committee meets regularly, with membership reported annually to BOSIC and contacts updated on SharePoint. Awareness of committee increases by 20% among UG students by 2024.

4D	Distribute responsibility for implementing AS action plan between departmental committees	ASC: 1	The responsibility for many Athena SWAN actions sits with other committees than the EDI committee, across the department, and for action to be taken effectively they need to be aware of the issues identified, and implement actions efficiently and monitor impacts.	AS action plan reviewed by Dept Committee chairs, who become active in developing new actions. Action plan agreed by HoD that specific actions will be handed to those committees who have the responsibility for that area, feed back to the SAT on progress through their committee representatives, to mainstream EDI action across wider committee structure	Oct 2022, then reviewed annually	EDI committee	EDI co-chairs	AS actions are discussed at Education, Research, Graduate Studies committees as appropriate. Committee secretaries schedule in time for these activities in meeting agendas. New actions arising brought to EDIC, discussed and implemented as appropriate.

4E	Improving representation of different groups on departmental committees	ASC: 1	Staff committee structures are dominated by AT staff, which means that %F representation is typically low, and comprises a greater proportion of female AT staff time than male AT staff. Other staff groups, notably postdocs on R track, TTRS and BPPS, which have a more even gender balance are less well represented and are less included in decision-making processes.	Postdoc representation on Research Committee, TRTS, BPPS staff + PDRA, PhD on Services committee	Oct-23 to Oct-24	Dept committee chairs	HoD	>15% membership across dept committees from postdoc, BPPS or TRTS staff. Representation from outside AT on all committees.
4F	Improve EDI communication within the department building	ASC: 1	Low awareness of EDI evident in UG students. Increased visibility of EDI communications in department may improve awareness.	Make use of electronic notice boards to highlight EDI events, policies and news.	Sept-22 onwards, review quarterly at EDIC	EDI committee, Decolonisation Committee	EDI & Decolon-isation chairs	Electronic notice boards are updated regularly. Survey results show greater awareness of EDI committee (to >70%), actions of EDI committee and improved response to "I feel that my department is actively working to improve EDI culture…"

4G	Improve departmental EDI communication with departmental members and the wider public	ASC: 1	Low awareness of EDI evident in UG students. Increased EDI communication outside of department on social media may improve awareness both in students and wider public/potential job applicants.	Make use of Instagram, Twitter and other social media to promote EDI awareness through regular posts.	Sept-22 onwards	Departmental Social Media Accounts Managers	EDI & Decolon-isation chairs	Social media posts are updated regularly. Student Survey results show greater awareness of actions of EDI committee and improved response to "I feel that my department is actively working to improve EDI culture…"
4H	Celebrate diversity and inclusion	ASC: 1	Female staff respond less positively than male staff on diversity of role models (Figure 5.28) Small but significant number or responses to survey Qs "I have been made to feel uncomfortable because of my (protected characteristic)"	Host annual Athena SWAN event to celebrate diversity and inclusion in chemistry	May 23 onwards, then annually	EDI committee	EDI Co-chairs	Annual event is held. Staff and student responses towards "I have been made to feel uncomfortable because of my…" and "women as well as men as visible role models" improve, showing a more inclusive community.

4I	More regularly rotate leadership roles in the department	ASC: 1	Some committees have historically had a higher % female membership and female leadership than others. Rotating leadership roles more regularly should reduce the gender bias of some committees. Understanding of the role of the EDI committee in the department will improve as more staff share this responsibility	Regular rotation of leadership roles to enable better resilience in staff structure and support development through opportunities.	Annually, starting Aug- 23	Dept Manager, HoD	HoD	Leadership roles are rotated regularly and reported to BOSIC. Survey responses to "I am actively encouraged to take up opportunities to help my career development" improve.
4J	Improve departmental EDI survey to gather required data in areas identified as missing important information	ASC: 1	We know that there are some staff who work at the university across multiple roles, by choice or necessity, but our current survey data and HR data does not differentiate between those who work PT and those who work FT but with only some of their time in our department. We believe that there will be specific issues faced by this group and we expect from local knowledge that this category of staff has a high % female?	Modify staff culture survey to distinguish between PT Chemistry staff with FT DU contract and PT staff with PT DU contract. Highlight aggregation issue to those in university who provide annual data.	Nov 22, then annually	EDI committee	EDI co-chairs	Survey is modified to distinguish PT working from PT chemistry in FT roles. Survey results reported to BOSIC that accurately reflect view of staff working P/T hours.

2017 Action Plan, RAG-Rated

1. Department Culture: Awareness, Communication, Training in Equality and Diversity Issues

Ref	Planned Action/Objective	Rationale, relationship to Athena SWAN Charter principles	Timeframe	Person Responsible	Success Criteria/Measure
1.1	To form an Equality Diversity and Inclusion committee comprised of representation from each section of staff and students. The committee will be gender balanced and renewed to ensure continuity	Raising awareness. Building a sense of community. Instigating positive cultural change. Greater Transparency	invigorated and reconstituted in March 2017 Refreshed annually	HoD	An EDI committee with 47% representation from the female cohort in each section set up as a working party EDI chair reports at BoSiC , Education and Research committee meetings
1.2	To create and maintain a high visibility EDI webpage within the Chemistry webpage. Webpage will include relevant information related to EDI matters such as: · Departmental EDI committee and each member's supportive roles, · Links to the University HR Equality and Diversity webpages containing information on procedures for maternity and paternity leave, harassment, bullying, · Useful and information external links · Career trajectories for women in Chemistry	Raising awareness. Building a sense of community Instigating positive cultural change Greater Transparency	Webpage has been set up. The pages will be finalised by Nov 2017 The webpages will be monitored and updated termly	Webpage manager PG , PDRA & UG student representative EDI chair	Webpage contains all data and information Updated termly and standing item on EDI committee agenda

	· Funding opportunities · News and events updates				
1.3	To continue investigation and monitoring of relevant data related to Equality, Diversity and Inclusion (EDI) matters, such as: · Gender balance in student numbers and progression · Gender related data on academic staff recruitment and progression Related to action points discussed in following action plans. Formulating new actions to counter any worrying data at the earliest opportunity Ensure transparency by documenting on EDI webpages	Raising awareness, identifying concerns	Survey was conducted and was used for formulating the Action Plan We will monitor progress and identify concerns annually	EDI chair, HoD Chairs of relevant sub-committees (admission, education, UG, PG, staff)	Issues identified at earliest opportunity, action plans modified and/or new ones created and documented in EDI webpage and enacted
1.4	To establish EDI as a standing item in Board of Studies in Chemistry (BoSiC), management advisory board (MAB) & all sub-committees agendas. Staff are regularly reminded that EDI issues can be raised directly with HoD	Raising awareness, implementing Athena SWAN actions Departmental leadership seen to be supporting AS agenda	EDI is discussed in BoSiC. BoSiC meets at the beginning of each term. We will ensure continuity	EDI chair, HoD, chairs and secretaries of each sub-committee	EDI matters discussed and addressed a high priority in BoSiC Evidence in shifts in leadership & departmental culture through meeting minutes

1.5	To manage Equality and Diversity within the department, all senior management and committee chairs and academic staff will be required to complete a Durham e-learning 'Managing Equality and Diversity' course	Raising awareness	Staff to start e-learning course in Nov 2017	Initiated by HoD Monitored by EDI chair	90% staff complete training by October 2019
1.6	To improve the departmental culture, specifically the perception of gender bias. It will be mandatory for all staff to attend a course on: Unconscious Bias	Raising awareness, addressing concerns identified in survey	First workshop scheduled for 8 Nov 2017	Organised and attendance monitored by the EDI chair	70% by October 2018 and 90% of staff trained by October 2019 Subsequent annual surveys show improvement in gender equality
1.7	To implement clear assignment of staff contacts for harassment problems. Make staff aware of HR respect at work/whistleblowing site/mechanism	Raising awareness of harassment, identifying processes to deal with problems	Website updated with contact point by end of 2017	Appointed by HoD	Information publicly available by end of 2017
1.8	To ensure that entire staff is aware of what constitutes workplace harassment, all staff will attend a training session on eliminating and dealing with harassment in the workplace Respecting Others: Challenging Negative Behaviours	Raising awareness of harassment Addressing concerns identified in departmental survey questionnaire	First course scheduled for 30 Nov 2017	Organised and attendance monitored by Chair of EDI & HoD	70% by the end of 2017 and 100% of staff received training by 2019 Subsequent annual surveys show that harassment issues are being effectively dealt with

1.9	To ensure all staff with managerial responsibility are equipped to deal with cases of bullying and harassment, all staff with line management responsibilities will complete University training in 'managing grievances'	Raising awareness	Line managers will be informed of the requirement to attend university timetabled course from November 2017 and review of this through ADRs will begin in the December 2017 round	Organised and monitored by Chair of EDI in consultation with the HoD through ADRs. All line managers to sign up to University timetabled courses	40% of line managers trained by October 2018; going up to 80% by October 2019
		Addressing concerns identified in departmental survey questionnaire			Increase in positive responses to the question I think that my manager would deal effectively with harassment
1.10	To ensure female representation at Senior Management level

At least one female will be a member of the senior management team. The team will identify female academics to invite to participate in these leadership roles | Addressing the absence of diversity at management and policy-making levels | Female representation on the senior management team (MAB) by October 2017 | Implemented by HoD. Monitored by EDI chair | Female members in senior management in place by end of 2017 |
| 1.11 | To ensure appropriate female representation on decision-making committees | Addressing the absence of diversity at management and policy-making levels | By October 2018, each committee will have female representation | Implemented by HoD. Monitored by EDI chair | Female representation in place in each decision-making departmental committee |
| 1.12 | To improve departmental cohesion and increase opportunities for communication and understanding, we will introduce a summer picnic to which friends and families are invited | Developing a more cohesive and supportive community, | 2018 | HoD and research group leaders | New social activities identified and implemented |

	Research Group leaders should encourage participation in events and coffee in mornings/afternoons Participation of PSS and academic/research staff/students etc. Social events on EDI section of website	promoting female science			Positive response in EDI surveys showing an improved perception of equality, diversity and inclusivity in departmental culture
1.13	To promote visibility of female role models we will publicise female academic profiles on the webpages and invite female guest speakers from academia and industry	Promoting female science, reversing unconscious bias, tackling unequal representation of women	Continue to monitor and review and ensure equal representation annually	EDI (chair) will monitor implementation Senior Administrator, PG,UG and PDRA members of SAT committee will implement on webpages, notice boards, posters and publicity material Seminar Co-ordinator will ensure M/F balance in departmental	Termly EDI meetings to record gender balance of invited seminar speakers Images show equal representation of women Percentage of female talks increased to >30% 2018-19

Ref	Planned Action/Objective	Rationale, relationship to Athena SWAN Charter principles	Timeframe	Person Responsible	Success Criteria/Measure
				seminar speakers	
1.15	To host an awareness day event in the department to enable new students of roles and responsibilities within the Department. This will be in the form of a brief presentation and 'meet and greet' over coffee	Improving cohesion in the department Addressing concerns raised in departmental survey	Oct-18	HoD UG and PG PSS staff	New students and staff familiar with existing staff and their roles in the Department, measured by student survey

2. The Student Experience: Recruitment, Performance and Perception

Ref	Planned Action/Objective	Rationale, relationship to Athena SWAN Charter principles	Timeframe	Person Responsible	Success Criteria/Measure
2.1	To conduct a UG student survey with the questionnaire aimed at reflecting issues relevant for students in each year of our degree programmes	Raising awareness. Promoting female science, reducing high loss rate of women in science	Jun-18	DoUGS EDI committee	Survey completed, data analysed and results published in the EDI webpage New action plan identified
2.2	To aim to reflect the gender balance across the sector in admissions, gender balance of UG courses will be continuously monitored	Tackling unequal representation of women, reducing the high loss rate of women in science	Monitoring annually. Based on the data, existing action plans modified and new action plans created	Director of UG Admissions.	Recruitment at or better than HESA averages. Statistics obtained and recorded at termly EDI meetings

2.3	To identify the reasons behind the relatively higher rate of acceptances by male applicants, we will work with the university recruitment office to implement a "decliner survey" and identify possible reasons for the gender discrepancy. Findings from the survey will inform action points for the EDI	Promoting female science, reducing high loss rate of women in science	Work to commence in April 2018 to capture decliners who would have started in October 2018. Responses from the survey to inform action points at the October 2018 EDC for implementation in the recruitment round for 2019/20	Director of UG Admissions	'Decliner survey' established and repeated yearly, with action points identified and implemented, leading to a 5% increase in the proportion of female UG students from 2019 onwards relative to 2017 intake
2.4	To address the current under-recruitment/ representation of females at UG level, we will reduce unconscious bias effects in recruitment by redesigning our website to feature as close to a 50:50 representation of male and female staff and student images	Promoting female science, reducing high loss rate of women in science	From October 2018 to influence recruitment by Oct 2019/2020	Director of UG Admissions and web team	Redesigned website with a 50:50 balance of male/female images and a 5% increase in the proportion of female UG students compared to males from 2019 onwards
2.5	To continue and improve outreach activities in local schools and community to popularise Chemistry as a subject of choice for female students. Female staff members will be encouraged to lead the activities, representing role models	Promoting female science, reducing high loss rate of women in science	In progress. We will continue the good work and monitor outcomes	Outreach Activity chair Director of UG Admissions EDI chair	Gender gap in student numbers reduced by 5% by 2019
2.6	To continue to ensure female and male representation at UG and PG recruitment events	Tackling unequal representation of women, reducing	Annually each March (UG) and November (PG)	Director of UG Admissions	Equal representation and positive impact on UG and PG female applicant number

		the high loss rate of women in science			
	To feature as close to a 50:50 gender split as possible				
2.7	To monitor UG student performance by gender in relation to exam and coursework and reform assessment methods as required	Ensure assessment processes are fair To assess any gender based performances at coursework and examination performances	Monitored July each year	Director of Education, Chair of Board of Examiners	Data are recorded and presented at Education committee. Review assessment methods if/when required to ensure gender parity. Educational literature will be looked at for guidance
2.8	To ensure that entire UG and PG student cohorts are aware of what constitutes workplace harassment, all students will be informed on procedures for reporting misconduct and support mechanisms available Workplace harassment briefing to be included in PG induction and L4 UG project students	Raising awareness, addressing concerns identified in survey	Continuous monitoring Information available in the UG handbooks (2018) Information in PG handbook (2018)	DoUGS and DoPGS	EDI webpages will contain clear guidelines for dealing with harassment issues Relevant handbooks contain information and guidance
2.9	To continue to monitor PGR offers and acceptances by gender to identify any potential causes for concern. We will redesign our website to attract more female PGR students	Promoting female science, reducing high loss rate of women in science	Annual monitoring	DoPGs Website administrator	5% increase in percentage female PGRs by 2019
2.10	To promote visibility of gender neutral role-models with caring responsibilities	Promoting gender neutral science, reducing high loss	Website update by June 2018	DoPGs	Webpages modified to promote our outlook as a gender balanced and female

		rate of women in science		Website administrator Student EDI committee representatives EDI chair	friendly Department, which will lead to at least 40% offers made going to female PhD applicants
2.11	To continue to monitor PGR students withdrawals. To have one to one discussions with DoPGs in order to identify reasons for withdrawal	Addressing concerns	Interviewing PGR students and supervisors to identify causes for withdrawal as soon as possible	DoPGS HoD	PGR withdrawals reduced by 20%. Action plans identified
2.12	To select excellent female PDRAs to give plenary talks at the annual postgraduate symposium. The symposium involves 3rd year PhD students giving talks in front of their peers, PDRAs and academic staff	Promoting female science, obtaining feedback from academic staff	Annually from June 2018	DoPGS	PDRA plenary sessions take place and are well attended by academic staff. Event is monitored by Graduate Studies Committee
2.13	The PG student survey indicated that those with children and/or other caring responsibilities did not feel supported by the Department. We will hold a meeting of PG students with children and/or caring responsibilities to discuss specific needs and support. We will provide access to role models within the Department who have successfully navigated work/caring responsibilities. Points arising from these discussions will form the basis of action points to be implemented	Limiting personal and structural obstacles for female retention and promotion, reducing the high loss rate of women in science	November 2018 with the results feeding into the February 2019 Graduate Studies Committee	EDI Chair, DoPGS, HoD	Production of a summary and action points from the meeting and subsequent action by graduate studies committee, EDI, supported by HoD, to tackle the issues raised. A new PGR survey implemented in August 2019 and a reduction in the negative response by PGR students to the question on support for those with caring responsibilities

2.14	To collect data on the career destinations of undergraduate and postgraduate students by gender. Identify key points in the leaky pipeline	Retaining female students in chemistry	Oct-18	DoE	Data on career destinations collected and summarised at Education Committee
2.15	To ensure that EDI awareness is embedded within the student population we will present an EDI component in UG and PG handbooks and Induction sessions, to include details of points of contact for EDI issues (student and staff representatives). Also included will be policies on maternity/paternity, and University child care	Raising awareness or EDI among student cohorts	From October 2018 and annually thereafter Responses monitored in August 2019 student survey	DoPGS, DoUGS, Chair of EDI	Handbooks, induction sessions and DUO updated to include E&D information and points of contact. Increased interaction between departmental E&D contacts and the students Increase in positive response to questions on awareness of E&D policies in PG student surveys by 20% in August 2019 Run UG survey, 2019
2.16	To review careers guidance and support that we provide to our undergraduate cohort and include academic career examples from female members of staff	Retaining female students		Chemistry employability officer	Identify a positive trend from current UGs applications to PG degrees
2.17	Organise an event (Coffee and cake morning) to inform UG and PGR students about career development opportunities available within the Department and University)	Supporting career development Addressing students' concern as revealed by survey	Jan-18	Chemistry employability officer	Student survey shows a 30% increase in awareness of career development opportunities available. Increased uptake in courses and workshops
2.18	To continue to support PGEventsComm to run activities such as their "Let's talk.." series, covering industrial, academic careers	Supporting career development	Oct-18	HoD, Director of PG studies	PGCOMM events are running and utilised by students, measured by minuted activities reposted to Graduate

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					Committee and student feedback

3. Staff Recruitment, Support and Promotion

Ref	Planned Action/Objective	Rationale, relationship to Athena SWAN Carter principles	Timeframe	Person Responsible	Success Criteria/Measure
3.1	To ensure that female candidates are well represented during the recruitment process for academic posts, we will nominate a 'search team' to proactively seek out and approach qualified female candidates to encourage them to apply for academic posts when they arise in the Department	Tackling unequal representation of women, Promoting excellent gender balance science	Search team approach instigated by 2017. Approach will continue for all subsequent academic appointments	HoD, nominated 'search team'	Outstanding female academics identified. Females approached when vacancy arises. 10% more female applicants to academic posts
3.2	To ensure gender balance of shortlisting panel and the interview team for new posts	Tackling unequal representation of women, Promoting female science	Approach instigated in Oct 2017 and enforced for each new post	HoD	Gender balance in shortlists to reflect the applicant pool
3.3	To ensure all members of interview and shortlisting teams have received training in E&D	Raising awareness	Oct 2017 all staff informed of need for training	HoD	30% of staff trained by the end of 2018 and 100% of staff received training by 2019

3.4	To continue to implement and seek applicants for University Daphne-Jackson type fellowship. Chemistry will identify suitable candidates and push the implementation of this scheme	Supporting careers after career break. Addressing leaky pipeline & tackling unequal representation of women	Biennially	HoD	Fellows in place
3.5	To ensure all PDRAs and early career academics are informed of fellowship opportunities and offered support for their applications. We will aim to offer mentorship support to all early career female academics and interested PDRAs, for career progression	Supporting early career academics Addressing leaky pipeline	On-going.	HoD DoR	1-2 female PDRAs appointed to academic positions

3.6	Every year, each member of academic staff will be required to put forward a brief CV to be considered by the departmental progression committee. Staff will then either go forward to the next stage of the promotions process, or obtain feedback on what more is required for them to be promoted to the next career stage	Promoting female science, tackling unequal representation of women Making sure that every staff member is considered and given positive feedback on what is required for promotion	Annually	HoD, DPC	Improved response on staff questionnaire on promotion prospects, in terms of perceived clarity and fairness Improvement in the proportion of females in senior academic roles
3.7	Gender representation in departmental promotion committee	Process is fair and seen to be fair	Annually	HoD	Strong female representation on DPC
3.8	To actively support promotion to associate and full professorial level by ADR and mentoring processes.	Promoting female representation in science, tackling unequal representation of women	Annually	HoD	Increase in numbers of females in senior positions
3.9	To ensure that female staff have the opportunity to take on leadership roles that enhance their promotion prospects. We will ensure a consistently representative number of female staff hold leadership roles in the department	Promoting female representation in science, tackling unequal representation of women	This has already been enacted, but requires annual monitoring during the distribution of administrative duties each academic year	HoD	Female staff in leadership roles

3.10	To advertise and proactively approach underrepresented staff across the gender spectrum to undertake senior management roles representing the Department within the University or externally	Promoting female scientists, tackling unequal representation of women	Starting in 2018, as suitable external opportunities arise	HoD	An increase in the proportion of positive feedback from females regarding career support and encouragement in the 2019 staff survey
3.11	To ensure gender representation in the internal team responsible for the grading of outputs to be submitted for REF 2021	To eliminate potential gender bias in the assessment of REF outputs	In time for the forthcoming University Light Touch Review of REF and maintained thereafter (2018)	DoR, HoD	A gender-representative team grading REF outputs
3.12	To ensure that staff receives a useful and effective ADR/mentoring process; we will require all ADR reviewers and mentors to have received university training	Limiting personal and obstacles for female retention and promotion	Oct 2018 email to all ADR reviewers to ensure that they are trained	Organised and monitored by Chair of EDI	50% of reviewers will have received training by December 2018, 70% by December 2019 and 90% by December 2020. At least 60% of staff agreeing that "I receive a helpful annual review" in our annual EDI survey in 2020
3.13	To ensure that the ADR process is useful for all staff, we will widen the pool of ADR reviewers for academic staff to include associate professors with the specific aim of making more female reviewers available	Process is fair and seen to be fair Female representation	November 2018 to impact the December 2018 reviews	HoD	An increase in the number of female academic ADR reviewers available from 1 /2 individuals by the start of the December 2018 review processes
3.14	The HoD to respond to staff ADRs, either in person or via email. Any points raised should be addressed	Implemented 2009	01/09/2018	HoD	The HoD to respond to staff ADRs, either in person or via email. Any points raised should be addressed. At least 70% of staff agreeing that "I receive a helpful annual review

3.15	The HoD and DoR to actively seek out appropriate female academics for leading larger grant proposal	Promoting female science, tackling unequal representation of women	01/09/2019	HoD DoR	At least one major grant proposal lead by a female academic submitted
3.16	To ensure that there is no gender bias in the relative allocation of operational, teaching and strategic roles within the department, we will review our loads model for load allocation associated with particular tasks Workload Model will be posted on departmental intranet	Greater transparency, Addressing gender inequalities	Begin review in Dec 2017 with an analysis of the 2017/18 allocations Modify the model and allocations for the 2018/19 and subsequent academic years	HoD and Heads of Section	The 2018/19 and subsequent loads models reflect the gender balance within the department in terms of its relative allocation of operational, teaching and strategic roles. Workload model on departmental SharePoint is revised and improved
3.17	To embed maternity/paternity leave and return policy Adequate planning and resourcing for teaching and research supervision cover whilst on leave 50% reduction in teaching load for 1st year of return, 25% reduction for 2nd year	Limiting personal and structural obstacles for female retention and promotion	Existing departmental policy in place	HoD	Policy posted on departmental intranet and EDI webpages Policy enacted when required
3.18	The Department to lobby Faculty for proper fixed term replacement staff to cover maternity for PSS and academic staff, including related research leave for the latter	Limiting personal and structural obstacles for female retention and promotion	Jan-19	HoD	A fixed term staff replacement to cover the next maternity leave, and thereafter
3.19	To conduct a PGR/UG student survey on maternity/ paternity leave uptake and return to Department	Raising awareness. Limiting personal and structural obstacles for female retention	May-18	EDI chair	Student survey with data on maternity/paternity leave uptake available and published on EDI webpages

3.20	To update staff and students handbooks and EDI webpages with information maternity/paternity leave and flexible working hours. To alert staff and students to the support and arrangements available within the department and University	Raising awareness. Limiting personal and structural obstacles for female retention	May-18	HoD EDI chair DoPGS DoUGS Webpage manager	All staff and student handbooks and EDI webpages contain updated information on maternity and paternity leave management
3.21	To raise the awareness of paternity leave arrangements and broaden knowledge and understanding of shared parental leave. By incorporating information in the departmental staff handbook	Limiting personal and structural obstacles for female retention and promotion	Oct-18	To raise the awareness of paternity leave arrangements and broaden knowledge and understanding of shared parental leave. By incorporating information in the departmental staff handbook	Limiting personal and structural obstacles for female retention and promotion
3.22	To implement flexible working hours requests	Limiting personal and structural obstacles for female retention and promotion	Existing departmental policy in place	HoD	Policy posted on EDI webpages

		Facilitate parental care and external commitments			Policy enacted when required.
3.23	To prevent unconscious bias toward staff working part time/flexitime, we will factor in the expectation that grant writing and REF output are scaled by FTE	Limiting personal and structural obstacles for female retention and promotion	Jun-18	HoD	Expectations on REF output and grant writing scaled according to FTE
		Facilitate parental care and external commitments		DoR	Part-time staff report reduction in stress and more satisfaction in annual survey
3.24	To lobby the university to make a PT to FT transition to work after maternity an explicit and acceptable option to academic staff	Limiting personal and structural obstacles for female retention and promotion	Jan 2018 and annually	HoD	The option of PT to FT transition over a period of months or years after maternity is accepted as an option for academic staff
3.25	To proactively improve the female staff numbers in leadership roles	Promoting female science, tackling unequal representation of women	From Oct 2018/19	HoD	An increase by 50% of females in leadership roles.
3.26	To accommodate staff with caring responsibilities, we have a new time table block and hold all meetings between core hours to ensure that any over-runs do not affect staff with caring responsibilities	Limiting personal and structural obstacles for female retention and promotion	October 2017 to apply from Academic year 2017/18	HoD	20% improvement in positive responses by females to the statement that 'Meetings within my Department are completed in core hours' in the 2019 staff survey

		Facilitate parental care and external commitments			
3.27	To monitor outreach activities undertaken by staff and students for gender bias in those delivering it	Promoting science in schools and the community tackling gender imbalance in Chemistry	Monitor from June 2019 to June 2020	Chair of Outreach Activities committee	Data on gender bias in outreach activities Reported at Education and Research Committees