



**Department Application**  
Bronze and Silver Award



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## **ATHENA SWAN BRONZE DEPARTMENT AWARDS**

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

## **ATHENA SWAN SILVER DEPARTMENT AWARDS**

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in

response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

## COMPLETING THE FORM

**DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.**

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

## WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
<b>Word limit</b>	<b>10,500</b>	<b>12,000</b>
<i>Recommended word count</i>		
1. Letter of endorsement	500	500
2. Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

<b>Name of institution</b>	Durham University	
<b>Department</b>	Department of Chemistry	
<b>Focus of department</b>	<b>STEMM</b>	
<b>Date of application</b>	November 2017	
<b>Award Level</b>	<b>Bronze</b>	
<b>Institution Athena SWAN award</b>	<b>Date: November 2017</b>	<b>Level: Bronze</b>
<b>Contact for application</b> <small>Must be based in the department</small>	Dr Ritu Katakya	
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## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

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

*An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.*

As Heads of Durham Chemistry we confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true reflection of the department. We are proud to write in emphatic support of this application for an Athena SWAN Bronze Award, which provides a true and honest reflection of our Department's work in this area. The application has been written by a cross-departmental team led by Dr Ritu Katakya and included students and representatives from all sectors of our staff, as well as the incoming and outgoing heads of department, to reflect on where we are and steer through long term change.

### **Statement from outgoing HoD Mark Wilson**

Gender and diversity lies at the heart of our vision to build upon our strengths as a world-class research department. During my time as HoD I attended all Athena SWAN meetings to demonstrate HoD support, and my own personal commitment, to addressing diversity. I recognize that there is much room for improvement in our work as a community, which needs to be significantly more conscious of gender and equality as an integral part of our departmental culture, our students' experiences, and staff recruitment, support and promotion. During my time as HoD we have:

- surveyed all staff in the Department to raise awareness of diversity issues and to assess local attitudes in the light of national trends;
- held coffee mornings to discuss gender issues and invited Athena SWAN leaders from other universities to present and lead discussions;
- introduced unconscious bias training for all staff involved in appointments;
- set aside a room in the department that can be used for breast feeding, for female staff and students returning from maternity leave;
- strived to increase the percentage of females at both undergraduate (44%) and post-graduate (43%) level with more visible female role models.

As HoD I personally:

- led improved staff mentoring around the annual development review process;
- ensured gender representation on all appointment panels;
- actively encouraged talented female researchers to apply to Durham;
- developed and introduced a detailed workload model to ensure that all staff activities in the department were recognised and balanced.

#### **Statement from new HoD Karl Coleman**

Durham University has set forward a 10-year strategy (2017–2027), with people at the heart. An important part is to “ensure that an increasingly diverse workforce is treated equally, fairly and with respect, and that all staff are demonstrably valued and engaged”. Key, from a departmental perspective, is addressing the gender imbalance all too prevalent in STEM based subjects. We are committed as a department to tackle this head-on, dealing with issues around equality and diversity in recruitment and retention, professional development, succession planning and leadership. I placed the Equality, Diversity and Inclusion Committee (EDI) – of which the Athena SWAN Sub-committee is part – at the heart of our departmental structure, recognising that EDI issues are more than gender. I also reinforced the policy of ensuring female representation on all internal committees. The Athena SWAN self-assessment process has opened our eyes and raised our sights and we, as a department, are committed to taking action on its many recommendations for the benefit of the wider chemistry community.

**Word Count: 525**

## 2. DESCRIPTION OF THE DEPARTMENT

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

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

Durham's Chemistry Department is highly rated, its research fifth in REF2014 in terms of GPA and first for Impact; for undergraduates, it is third in the Times, Independent and Guardian guides. It is modestly-sized (Table 2.1) with a culture of inter- and intra-disciplinary collaboration. Growth has come through appointments to strengthen areas and, more recently, an inclusive appreciation of teaching- and research-track staff. The key appointment criterion when recruiting academic staff is intellectual research excellence, with emphasis placed on encouraging underrepresented groups to apply.

Table 2.1: Chemistry Department staff, showing staff numbers by gender.

Staff grouping	Male	Female	Total
<b>Academic</b>	43	11	54
<b>Research fellows</b>	3	1	4
<b>Research &amp; experimental officers</b>	8	5	13
<b>Administrative support staff</b>	2	10	12
<b>Technical support staff</b>	15	11	26
	<b>Grand total</b>		111

The Department teaches 4-year (MChem, final year in Durham, industry, or overseas) and a 3-year (BSc) degrees in Chemistry and contributes to degrees in Natural Sciences, with an entry offer of A\*AA at A level. Year 1 has approximately 130 Chemistry students and 110 Natural Scientists; all students have an active staff adviser to provide academic support. We value small-group and research-led teaching. Our undergraduate community comprises 30 nationalities. Each year, we graduate 70 MChem, 30 BSc, and 20 MSci degrees. High-achieving female students include two women (2009 and 2010) who won Salters prizes for their potential in the UK Chemical and allied industries; both now work in the chemical industry. The Department also graduated two female students (2006 and 2013) who won the SET award for the Best Undergraduate Chemistry Student of the year; both went on to PhDs. We offer research programmes via MSc and PhD; in 2015/16 we had 120 students from 29 nationalities.



Professor Coleman became Head of Department in August 2017 (replacing Prof Wilson 2014–2017) and introduced a Management Advisory Board comprising: two deputies, education (M) and research (M); Directors of Undergraduate (F) and Postgraduate (F) studies and the Senior Administrator (M). They advise the HoD on strategic, management and high-level operational matters. The management of education, research and student consultation take place via the committee system (Figure 2.1.1). Equality, Diversity and Inclusion matters are discussed at a dedicated EDI committee (**Actions 1.1, 1.2, 1.3**) and will continue to be a standing item on all departmental boards and committees. All staff are regularly reminded that EDI issues can by-pass committee structures and be raised directly with HoD (**Action 1.4**).

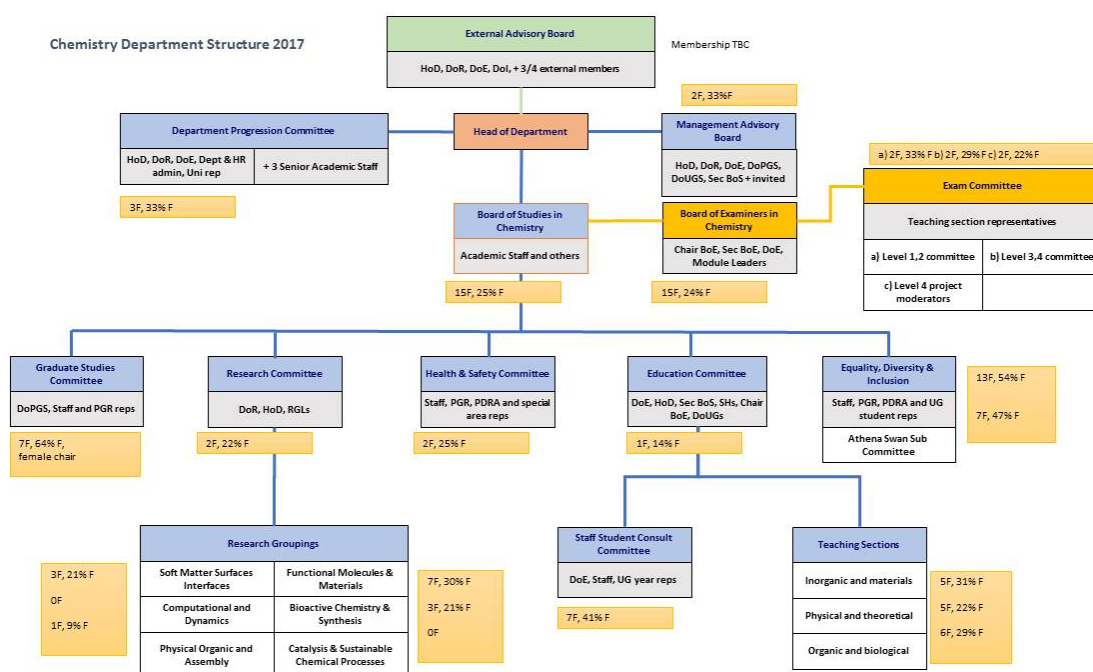


Figure 2.1.1: departmental committee structure.

We were the first 5\* Department to appoint a female head, Prof Howard (2006–09), also the first female president of the British Crystallographic Association and a Vice President of the Royal Society Prof Howard remains a key role model and advocate for women in science. Our registration with Athena SWAN was driven by former HoD, Prof Evans, building on significant work by Profs Howard and Parker (2003–2006). Before 2003, the importance of diversity was less well recognised, and the cultural change introduced by these leaders initiated a significant rise in female student numbers. Our

SAT, led by Athena SWAN coordinator Dr Katakya and directly supported by Prof Coleman (HoD), has created a multifaceted action plan that aims to create an open and inclusive environment, where all can reach their potential.

**Word Count: 484**

### **3. THE SELF-ASSESSMENT PROCESS**

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

#### **(i) Description of the Self-Assessment Team**

The Athena SWAN Self-Assessment Team for Chemistry (AS-SAT-Ch) has a strong and balanced female representation: 17 members, 8 women and 9 men (Table 3.1). The AS-SAT-Ch is a subcommittee of an Equality Diversity and Inclusion committee (EDI) which is responsible for embedding AS recommendations firmly in departmental culture. The AS-SAT-Ch embraces intersectionality and diversity. The team's composition includes academics and students from all levels as well as representatives from Professional Support Staff (PSS). The EDI chair (female) and co-chair (male) represent gender balance and ensure continuity. PGR Students have provided valuable input on the student survey and consultation on the overall submission. The EDI committee and team compositions are reviewed and updated annually to ensure continuity (**Action 1.1**).

A general invitation was issued initially calling for volunteers to join the AS-SAT-Ch. Its composition was then refined to ensure a gender balance and a representative group in terms of career stages and commitments outside of work. Following an email request for UG, PGR and PDRA representatives expressing an interest in the Athena SWAN process, members were selected by the SAT chair and co-chair based on time commitment and enthusiasm.

Table 3.1: composition of the Self-Assessment Team.

	<b>Name</b>	<b>Position</b>	<b>Role on AS-SAT-Ch</b>	
<b>1</b>	Ritu Katakya	Assoc Prof (Chair of EDI committee)	Chair, EDI questionnaire survey and analyses	
<b>2</b>	Jonathan Steed	Prof	Co-Chair, EDI questionnaire survey and analyses	
<b>3</b>	Karl Coleman	Prof, HoD	Consultation and devising action points	
<b>4</b>	Mark Wilson	Prof, (past HoD)	Staff data gathering and analysis	
<b>5</b>	Andrew Hughes	Assoc Prof (Director of Education)	Student data gathering and analysis	
<b>6</b>	Rachael Dickins	PSS	Team Secretary	
<b>7</b>	Andrew Unwin	PSS (Senior Administrator)	Student data gathering and analysis	
<b>8</b>	Russell Taylor	Assis Prof	New staff member experience of probation/induction	
<b>9</b>	Richard Thompson	Senior Research Fellow	Research fellows' experiences, data gathering and analysis	
<b>10</b>	Pippa Coffey	Assis Prof, Teaching staff	Teaching track representative	
<b>11</b>	Catherine Heffernan	Technical Staff	Technical Staff representative	
<b>12</b>	Martin Walker	PDRA	PDRA consultation	
<b>13</b>	Stefanie Freitag-Pohl	PDRA	PDRA consultation	
<b>14</b>	Alexandra Tyson	PhD	PhD student consultation	
<b>15</b>	Charlotte Ayres	PhD	PhD student consultation	
<b>16</b>	Alexandra Graham	UG	UG consultation	
<b>17</b>	Lewis Robinson	UG	UG consultation	

## (ii) Account of the Self-Assessment Process

Chemistry was a recipient of an Athena SWAN Bronze award in 2015. We decided to apply for a fresh Athena SWAN Bronze in 2017, taking into account the broader Athena SWAN charter remit encompassing gender parity and the restructuring of the department's committee structures, particularly EDI. The EDI Committee reports to Board of Studies in Chemistry (BoSiC) and to Research and Teaching committees, termly. The AS-SAT-Ch team is a part of the EDI committee. Part of the role of the EDI committee is to monitor data related to EDI matters, identify problems and ensure that actions plans are in place to mitigate any worrying trends in gender parity or diversity (**Action 1.3**).

A web page for EDI matters was set up within the main departmental structure. Information on the EDI web page includes a growing range of topics as listed below. The EDI web pages are updated termly (**Action 1.2**).

- Gender balance in student numbers and progression
- Gender-related data on academic staff recruitment and progression
- Respect at work policies and information
- Case studies on career path for staff and students across the gender spectrum
- Funding opportunities for women returning to science
- Departmental survey outcomes



A departmental questionnaire for all staff and PG students on EDI culture in the Department was conducted in April 2017 and formed the basis of the self-assessment processes. The survey was completed by ~ 76% staff : 17 Female (22%), 41 male (54%), 18 prefer not to say (24%) and ~ 45% PG students: 14 Female (47%), 14 male (47%), 2 prefer not to say (6%), An undergraduate student survey has not been conducted yet and will form an action plan for the forthcoming academic year (**Action 2.1**). A summary of the survey results is available on the EDI webpage and was emailed to the department to ensure transparency. The results of these surveys have played a key role in AS-SAT-Ch discussions and form the basis of our Action Plan as shown in Section 8.

The AS-SAT-Ch team met monthly to take forward the Athena SWAN process. The EDI team met termly to approve any decisions by the AS-SAT-Ch team and put forward action plans to embed Equality, Diversity and Inclusion firmly within the departmental culture. All meetings are minuted; a representative from the university's Equality, Diversity and Inclusion is also invited to attend the meetings. In June 2017, Dr Sharon Kuznesof, who led a successful Silver Athena SWAN application at the University of Newcastle (Agriculture, Health and Rural Development), was invited to the Department to talk about the Athena SWAN process and to share best practice.

### **(iii) Plans for the future of the Self-Assessment Team**

The EDI committee will continue to oversee the implementation of the Action Plan, maintain the processes put in place, and to undertake further consultations to evaluate and reflect on progress; it will meet once a term and provide updates to staff via the BoSiC and staff meetings. Representatives of the student body attend BoSiC, but updates will also go through the Staff Student Consultative Committee (SSCC). We will partially refresh the EDI membership on an annual basis, aiming to engage new members of staff and students, whilst ensuring some member continuity (**Action 1.1**). The Chair and staff members of the EDI have been allocated credit for this work in the workload model; for the Chair, this is equivalent to other senior committee positions, while for other members it aligns with the current load allocated to members in committees such as Graduate Society Committee.

We will maintain and update our existing databases and identify new areas where data would be useful. We will be active in engaging staff and students in the departmental initiatives outlined in the Action Plan, emphasising the importance of work-place equality, diversity and respect. We will implement staff- and student-culture surveys annually to help us reflect upon and adapt our departmental culture into one that fully embraces inclusivity and diversity.

Our top priority in 2018 will be to carry out an UG student survey, with questions relevant to each year of our degree programmes, in order to evaluate student perception of equal treatment and opportunities in lectures, laboratories and seminars using qualitative comments (**Action 2.1**). The survey will be fully analysed and outcomes published on the EDI webpages. Further action plans will be identified and embedded.

**Word Count: 886**

## 4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

### 4.1. Student Data

- (i) Numbers of men and women on access or foundation courses: **n/a**
- (ii) Numbers of undergraduate students by gender in Full- and part-time by programme.

The Durham Chemistry Undergraduate degree programme is full-time. The degrees offered are 4-year (MChem) and 3-year (BSc) degrees in Single Honours Chemistry. The MChem degree is classified according to the final year project selected by the student (F105: department, F102: overseas partner university, F111: industrial placement). The total numbers of UG students has seen a gradual increase from 385 in 2011-12 to 431 in 2016-17. The numbers of female UGs are approximately 10% lower than males. (Table 4.1.1, Figure 4.1.1). In recent years, the proportion of female chemistry students at Durham University has shown a gradual increase.

Table 4.1.1: numbers by gender over 6 academic years on each degree course.

Year	BSc (Honours + Ordinary)		F105 MChem		F102 Overseas		F111/F106 Industrial		Total M+F
	male	female	male	female	male	female	male	female	
2011-12	29	27	119	85	12	23	48	42	385
2012-13	26	30	129	77	14	18	56	54	404
2013-14	42	22	125	84	12	20	57	55	417
2014-15	38	22	134	105	9	26	54	43	431
2015-16	38	36	124	97	16	28	58	34	431
2016-17	40	39	128	98	20	26	54	37	442

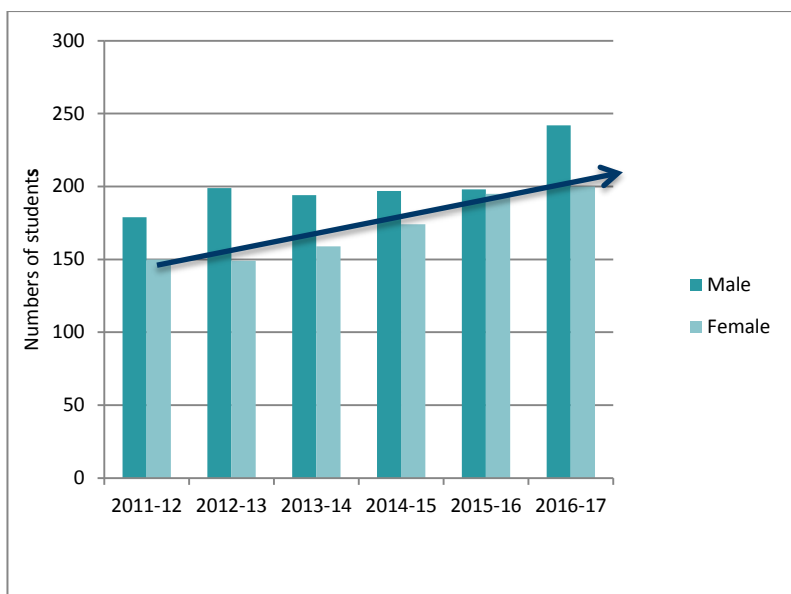


Figure 4.1.1: undergraduate student numbers by gender over 6 years 2011-12 to 2016-17.

The trend in the numbers of female students registered for each degree course compared to males over the last 6 years indicates that the gender gap is relatively small (Figure 4.1.2). We will continue to monitor the gender balance and address any gender gap by outreach activities aimed at promoting Chemistry, in local schools and the community, as an exciting choice for careers (**Actions 2.2, 2.5**). Wherever possible we will encourage and support female staff to act as role models to represent Chemistry (**Action 1.13**). This action is already in progress. We continually review our teaching practices in an annual Teaching Away Day, specifically addressing any gender issues.

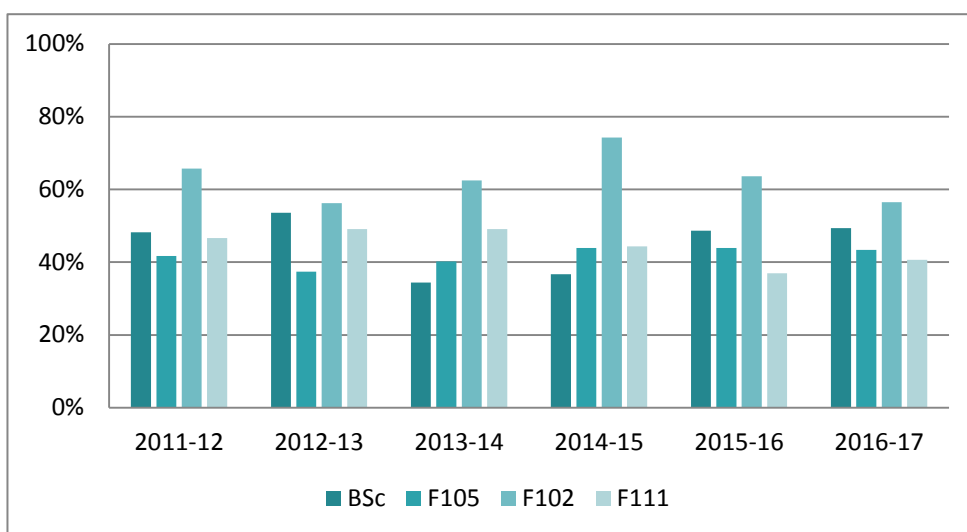


Figure 4.1.2: the proportion of undergraduates registered on each degree programme that are female over 6 years 2011-12 to 2016-17. (MChem students with projects: F105: in Durham, F102: Overseas, F105: in Industry.)

**(a) Application offers and acceptance rates**

Applications by female students are lower by about 15-20%, although there is a positive upward trend (Figure 4.1.1). Our offer rates do not disadvantage applicants of either gender, as they remain broadly commensurate with the distribution of female and male applicants (Figure 4.1.3). Over the last two years, there is a decrease in female acceptances compared to previous years. We will review the marketing of our undergraduate programmes in terms of Athena SWAN principles, particularly with regard to the website, gender representation at pre- and post-application Open Days, and the use of a Decliner Survey from 2016-17 onwards to explore in more detail why the numbers of female undergraduates on our programmes have fallen (**Actions 2.3, 2.4, 2.6**). The pictures in the prospectus and departmental flyer have been carefully picked to represent gender and ethnic diversity.

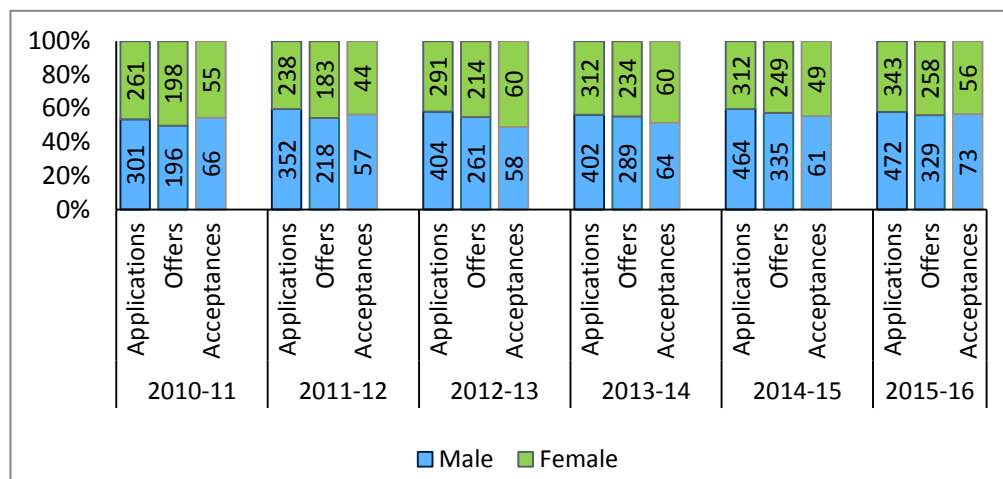


Figure 4.1.3: the percentage of female applicants, offer holders and acceptances over the five admissions cycles 2010-11 to 2015-16. The bars are numbered with the absolute values. Applicants applying in the 2015-16 admissions cycle may enter in October 2016 or with deferred entry to October 2017. Data includes UK, EU and O fees status.

**(b) Undergraduate completion rates**

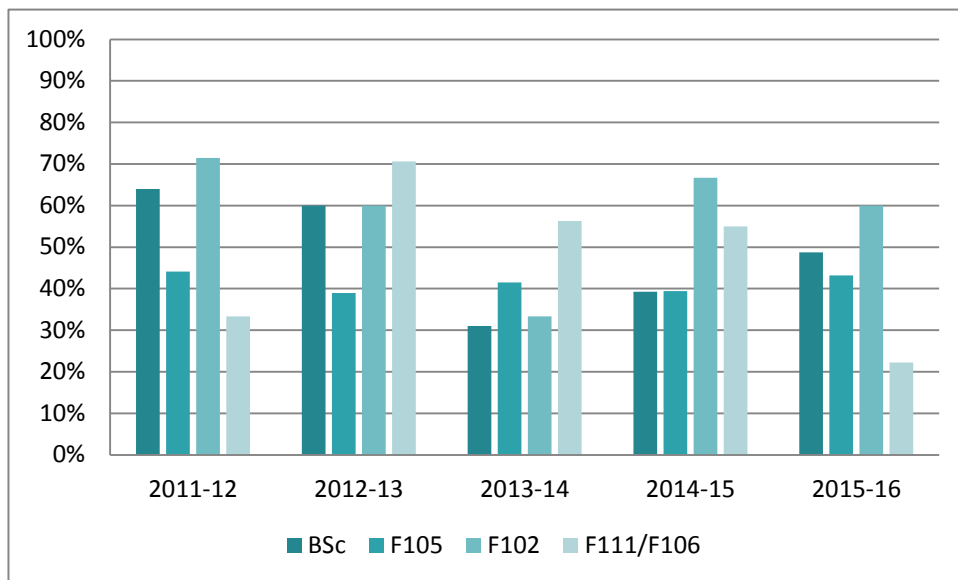
Overall degree attainment by gender across the different four-year degree programmes show no gender bias (Table 4.1.3, Figures 4.1.4 & 4.1.5). There is a slight tendency for females to score higher in some coursework, and for males to score higher in exams. When dissertations and projects are included, the split of our degree is about 50:50 coursework: exams, therefore, there is not an issue with degree class. While no consistent concerns are evident, there appears to be more male students achieving first



class degrees compared to females, in recent years (Figure 4.1.5). We will continue to monitor attainment by gender to identify any systematic trends. We will, additionally, monitor student performance in coursework assignments compared to examination conditions to monitor any gender-based trends. We will review assessment methods and make exams gender neutral and coursework gender neutral, if required, following educational literature for appropriate guidance (**Action 2.7**).

*Table 4.1.3: undergraduate degree completion by programme and gender over 5 academic years, 2011-12 to 2015-16.*

Year	BSc (Honours + Ordinary)		F105 MChem		F102 Overseas		F111/F106 Industrial		Total (M+F)
	male	female	male	female	male	female	male	female	
	2011-12	9	16	19	15	2	5	4	
2012-13	8	12	36	23	2	3	5	12	101
2013-14	20	9	31	22	6	3	7	9	107
2014-15	17	11	40	26	1	2	9	11	117
2015-16	20	19	25	19	2	3	14	4	106



*Figure 4.1.4: the proportion of female undergraduates graduating from each degree programme over 5 years 2011-12 to 2015-16.*

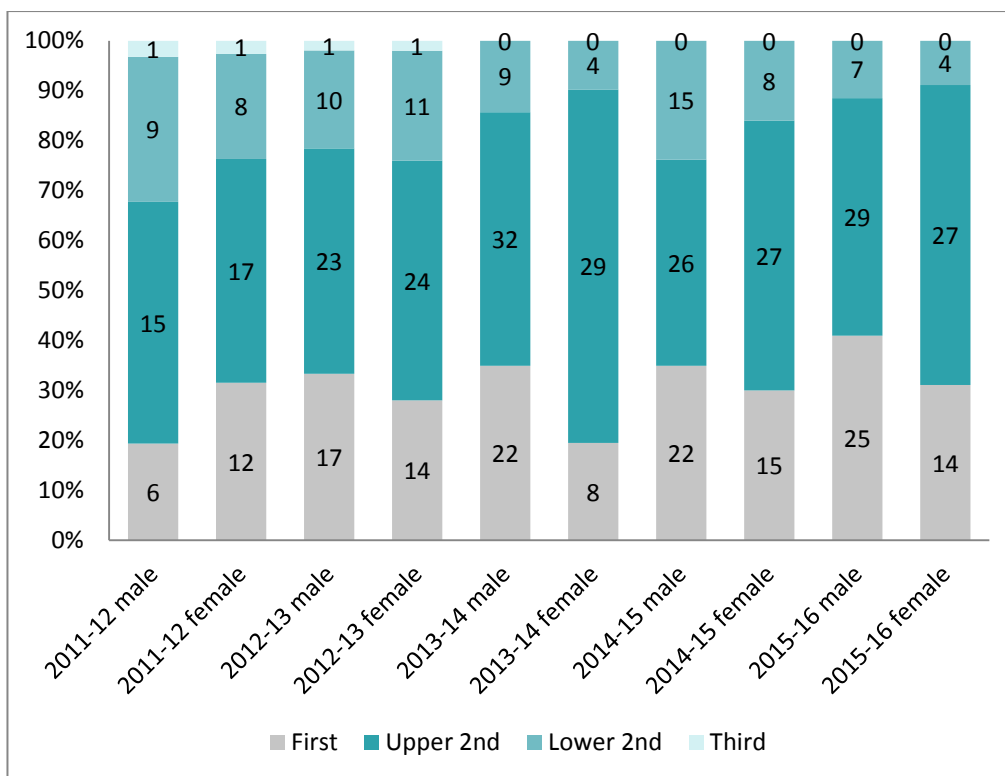


Figure 4.1.5: UG degree achievements over 5 academic years, 2011-12 to 2015-16.

(iii) Number of men and women on postgraduate taught degrees: n/a

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

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

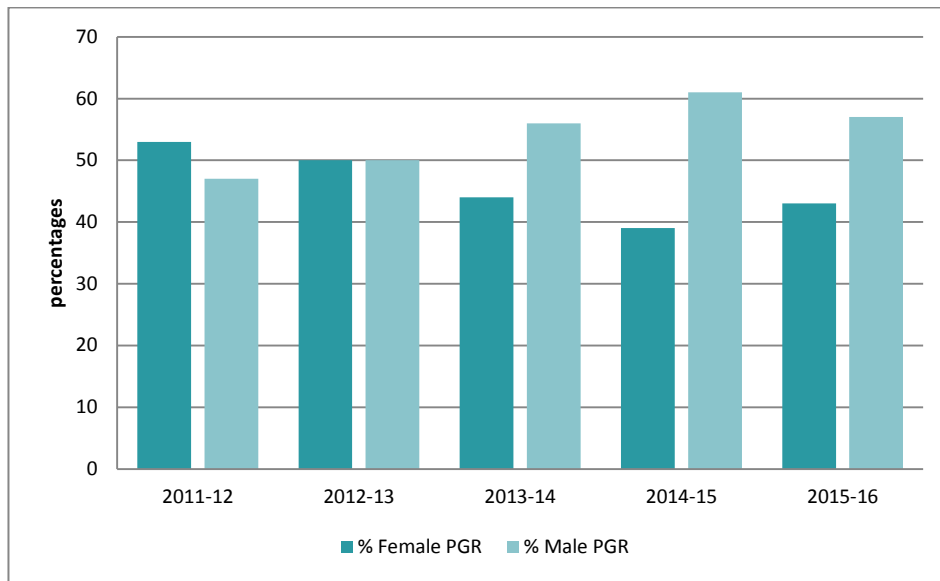
Our post graduate degree is by full-time research, although a part-time option is available ...[...]. The total numbers of male and female PGRs and their relative percentages (Figure 4.1.6) shows a decline in female PGRs in 2013-16 compared to 2011-13. In order to verify whether this is an on-going trend we will continue to monitor the numbers of applications and acceptances (Figure 4.1.7a) and redesign our website to make it more attractive to female PGR applicants (**Action 2.9**). It is notable (Figure 4.1.7b) that the proportion of females declining offers for PG research places is significantly smaller than for males. The departmental website and EDI webpages and our marketing materials will be modified to promote a gender unbiased, friendly, supportive environment by including snapshots of PGR students and academic staff with caring responsibilities (**Action 2.10**). We will continue to project gender neutral role models to promote chemistry as a successful and attractive career choice for

students across the gender spectrum through events such as our annual PG symposium (**Actions 1.13, 2.12**).

It is interesting to note that the data on PhD completion rates shows a substantial increase in male withdrawals compared to females, in 2014-16 (Figure 4.1.8). Given the department aims to retain excellent students in science, we will monitor the underlying reasons for withdrawals and implement action plans to minimise future withdrawals by one-to-one discussions with students who are considering leaving (**Action 2.11**).

*Table 4.1.5: full-time PGR overall outcomes by gender by academic year of entry over 8 academic years.*

Year of entry	Completed		Submitted		Withdrawn		No outcome yet		Total (M+F)
	male	female	male	female	male	female	male	female	
2011-12	15	14.5	1	3.5	2	0	1	1	38
2012-13	10	8	2	4	2	1	15	5	47
2013-14	0	0	2	4	1	2	19.5	15.5	43
2014-15	1	0	0	0	5	4	17	11.5	38.5
2015-16	1	2	0	0	6	1	19.5	13.5	43



*Figure 4.1.6: PGR full-time students by gender in percentages.*

Analyses of data on offers and acceptances for PhD positions by gender show that more offers are made to male applicants than female. However, the proportion of female applicants tending to accept offers is substantially larger than males (Figures 4.17a and 4.1.7b). The gender disparity between offers received, coupled with the higher proportion of female students accepting PhD offers is consistent with male students putting themselves forward to apply for more PhD positions than their female

counterparts. We will monitor the career destinations of our undergraduate students to determine the origins of this gender difference in PhD recruitment (**Action 2.14**) and work to ensure that career guidance and examples from female members of staff is available (**Action 2.16**).

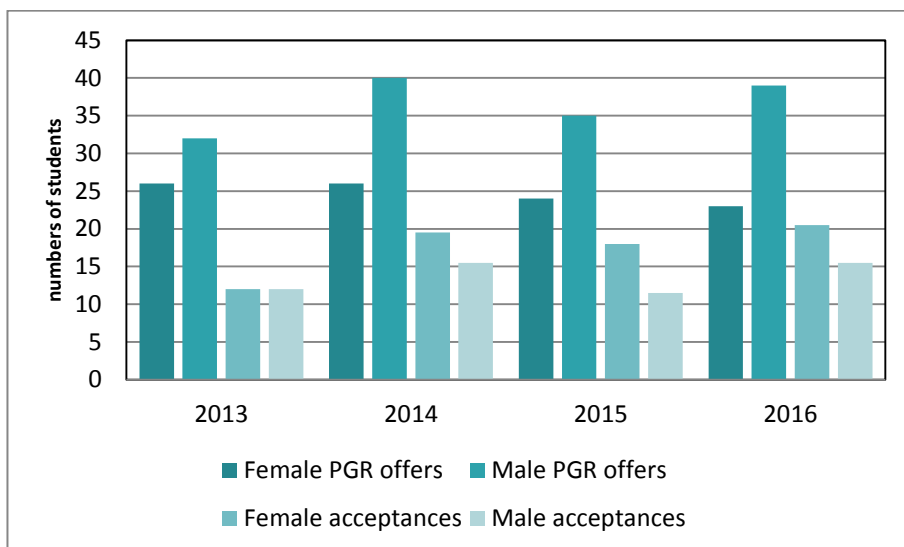


Figure 4.1.7a: numbers of applications, offers and entrants for first year postgraduate students in Chemistry at Durham.

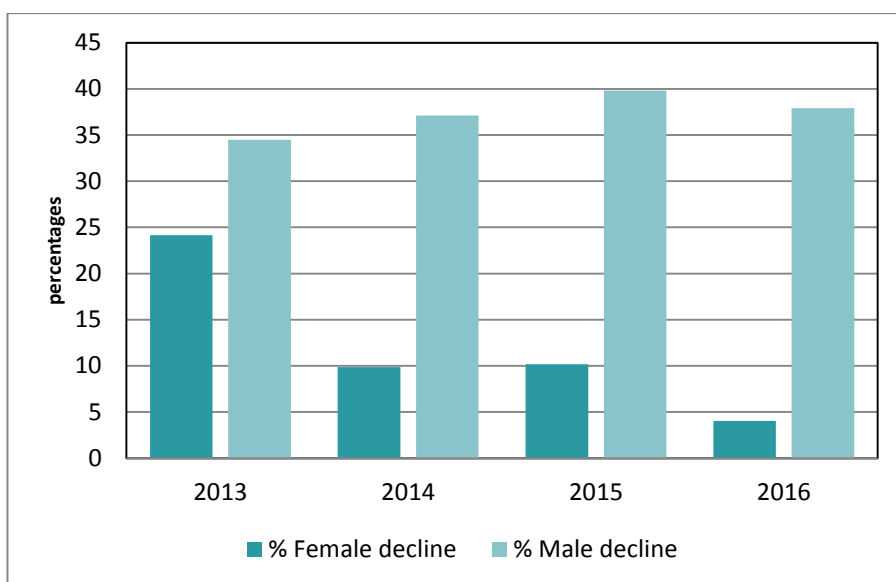


Figure 4.1.7b: comparison of proportions of female and male students declining offers.

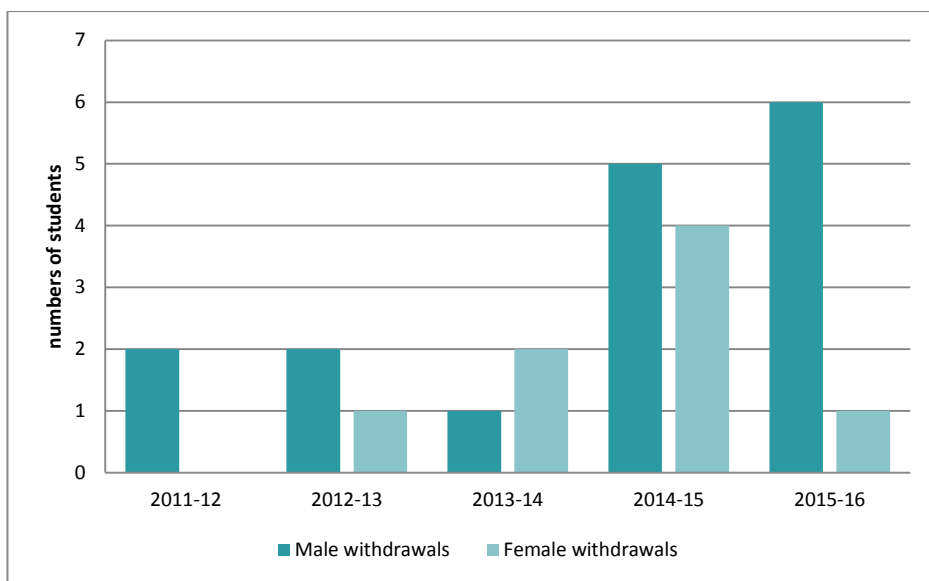


Figure 4.1.8: PGR withdrawals in numbers, by gender.

We have conducted a PGR student survey and have interviewed our PGR female student representatives to assess the reasons for lower numbers of female PGRs compared to males. The surveys and discussions revealed that the long hours required in the Chemistry laboratories deter students with caring responsibilities. [...] the department very supportive as a room, within the department, was allocated for breast feeding. This move indicates a very positive change in department culture. We will hold a meeting of PG students with children and/or caring needs to discuss any specific additional support they require (**Action 2.13**).

(v) *Progression pipeline between undergraduate and postgraduate student levels*  
*Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.*

The data on progression pipelines from UG to PGR show that the percentages of females at UG and PG levels are similar, although females are less well represented than males. It is interesting to note that from 2014-15 to 2015-16, there is an upward trend in the recruitment of female students at PG level whereas the trend from male PG recruitment shows a downward trend (Figure 4.1.9). We are currently unsure of the reasons for this trend and will monitor student destinations to identify any tendencies towards a leaky pipeline at this stage (**Action 2.14**). One of the primary causes for the leaky pipeline is the apprehension of combining family responsibilities with a demanding academic schedule. By 2019, we will have measures in place to increase and retain all female PGRs by emphasising maternity leave provisions and University

childcare options in UG and PG handbooks (**Action 2.15**). Career guidance and support is available to all students and includes academic career examples from female members of staff (**Action 2.16**). Within the Department we support a very active postgraduate student community (PGEventsComm) who run activities such as their “Let’s talk...” series, covering careers, welfare and skills development (**Action 2.18**).

Durham University has a Durham Doctoral Scholarship initiative, aimed at retaining and recruiting talented students for PhD studies. We will actively encourage research group leaders to identify promising undergraduates and encourage applications, particularly from potential female students (**Action 2.19**).

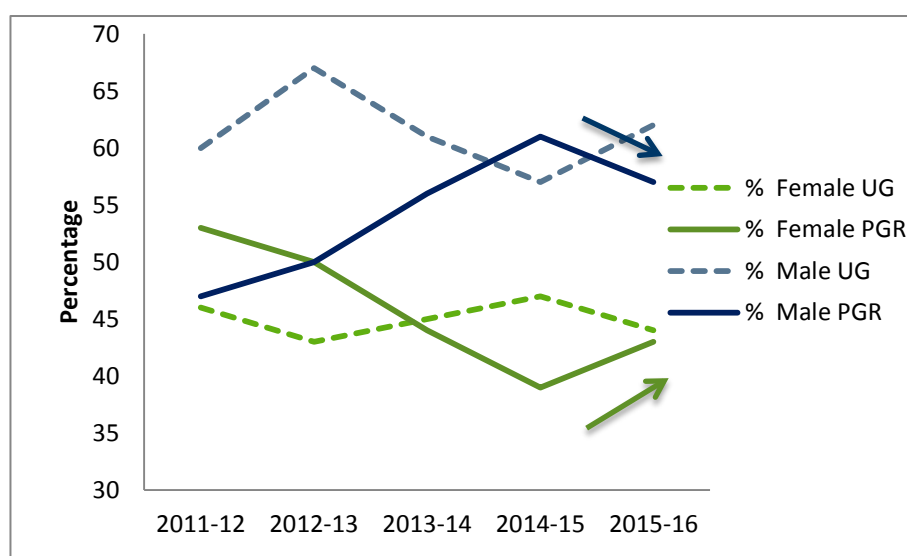


Figure 4.1.9: comparisons of progression pipeline between Male and Female UG and PG students in percentages.

#### 4.2. Academic and research staff data

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

*Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.*

Durham Chemistry’s main problem is the historical and ongoing under-representation of women at Associate and Full Professorial level (Table 4.2.1). While Durham appointed one of the first female Professors of Chemistry in 1991 [...]. The figure of 4/12 at Associate level (33%) is also disappointingly low (albeit slightly above the national average of 24%) but we believe it largely reflects hiring strategies and cultures

from past decades and is thus likely to improve in the forthcoming years. Indeed, Durham has traditionally developed staff from within and low staff turnover means there have not been any recent opportunities for an external senior appointment and all new appointments have been at the Assistant Professor level over recent years. In cases where we have attempted to approach senior female candidates we have failed to make a move to Durham sufficiently attractive, and senior staff often decline an approach because of family commitments. We anticipate that by supporting current staff who are reaching the career stage where promotion is likely we will address some of these issues. The new departmental promotions system in which all staff CVs are reviewed routinely every year by the Departmental Progression Committee (DPC) as well as new strategies for proactive female recruitment (**Actions 3.1, 3.2, 3.3**), will make a big difference in the medium term (**Actions 3.6, 3.7, 3.8, 3.9**); in the past five years [...] female academics have been promoted to grade 9 Associate Professor positions. At the Assistant Professor level, recent recruitment has been successful and we have a 50% gender balance (Table 4.2.1), which should pave the way for better representation of female staff at higher grades, when coupled with the new promotion strategy. Our PSS staff are also balanced in gender (49%; Table 4.2.2).

Table 4.2.1: academic staff by gender over 5 academic years, 2011-12 to 2015-16.

Year	Total academics		Professor (grade 10)		Associate professor (grade 9)		Assistant professor (grade 8/7)	
	Male	Female	Male	Female	Male	Female	Male	Female
2011-12	85 (72.0%)	33 (28.0%)	16 (94.1%)	1 (5.9%)	11 (78.6%)	3 (21.4%)	8 (57.1%)	6 (42.9%)
2012-13	94 (74.0%)	33 (26.0%)	19 (95.0%)	1 (5.0%)	11 (73.3%)	4 (26.7%)	5 (41.7%)	7 (58.3%)
2013-14	99 (70.7%)	41 (29.3%)	18 (94.7%)	1 (5.3%)	12 (70.6%)	5 (29.4%)	7 (43.8%)	9 (56.2%)
2014-15	81 (70.4%)	34 (29.6%)	20 (95.2%)	1 (4.8%)	11 (78.6%)	3 (21.4%)	5 (41.7%)	7 (58.3%)
2015-16	75 (65.8%)	39 (34.2%)	17 (94.4%)	1 (5.6%)	12 (75.0%)	4 (25.0%)	6 (50.0%)	6 (50.0%)
	<b>Research fellows/PDRAs</b>		<b>Senior research officers (&amp; equivalent)</b>					
Year	Male	Female	Male	Female				
2011-12	42 (68.9%)	19 (31.1%)	8 (66.7%)	4 (33.3%)				
2012-13	53 (74.6%)	18 (25.4%)	6 (66.7%)	3 (33.3%)				
2013-14	54 (70.1%)	23 (29.9%)	8 (72.7%)	3 (27.3%)				
2014-15	40 (66.7%)	20 (33.3%)	5 (62.5%)	3 (37.5%)				
2015-16	36 (59.0%)	25 (41.0%)	4 (57.1%)	3 (42.9%)				

In terms of part-time / flexible working, females are in the vast majority (21% of all female academic staff as opposed to 4% of male staff; Table 4.2.2). This predominantly reflects an increased role of females in childcare and arises from requests for flexible working that the department has received on a case-by-case basis in accordance with established University policy. We will promote flexible working opportunities across all staff to ensure that anyone who could benefit takes advantage of this policy (Actions 3.17, 3.18, 3.19).



Table 4.2.2: full-time and part-time staff by gender.

Year	Academic staff				PSS			
	FT male	PT male	FT female	PT female	FT male	PT male	FT female	PT female
2011-12	83 (97.6%)	2 (2.4%)	26 (78.8%)	7 (21.2%)	25 (100.0%)	0 (0.0%)	17 (73.9%)	6 (26.1%)
2012-13	91 (96.8%)	3 (3.2%)	25 (75.8%)	8 (24.2%)	25 (100.0%)	0 (0.0%)	16 (66.7%)	8 (33.3%)
2013-14	93 (93.9%)	6 (6.1%)	30 (73.2%)	11 (26.8%)	27 (100.0%)	0 (0.0%)	23 (79.3%)	6 (20.7%)
2014-15	78 (96.3%)	3 (3.7%)	27 (79.4%)	7 (20.6%)	25 (100.0%)	0 (0.0%)	18 (66.7%)	9 (33.3%)
2015-16	72 (96.0%)	3 (4.0%)	31 (79.5%)	8 (20.5%)	28 (100.0%)	0 (0.0%)	16 (59.3%)	11 (40.7%)

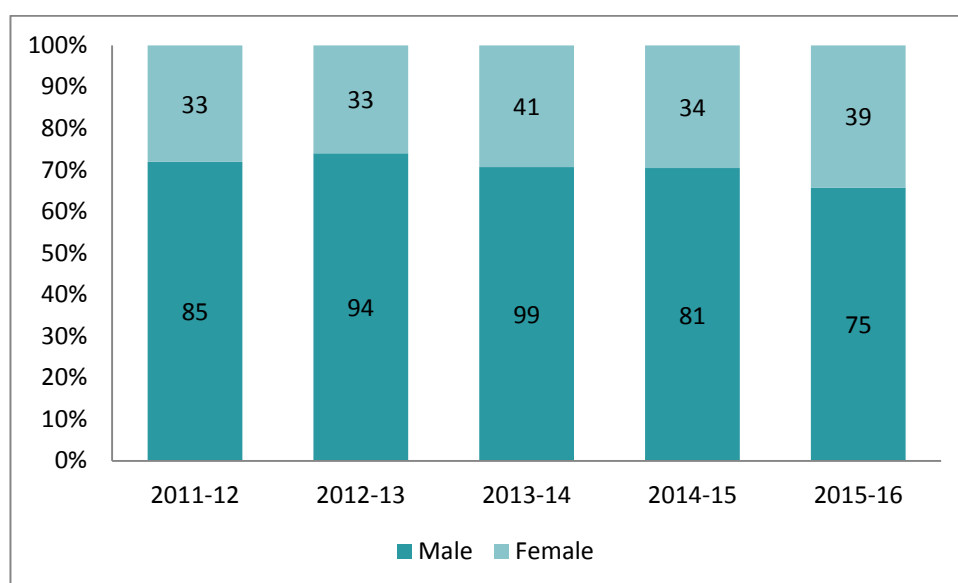


Figure 4.2.1: total Chemistry academic staff by gender over 5 academic years, 2011-12 to 2015-16.

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

*Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.*

Over the long-term there has been a substantial rise in the proportion of our female PDRAs (fixed term contract) from 2003 (12%) to the present figure of 41% (2015-16 data). The department was relatively static from 2011 – 2014 with around two thirds of the group being male, but the situation has improved progressively over the past two years (Figure 4.2.2). The proportion of female PDRAs is currently not far from the proportion of female undergraduates (45%) and PG students (41%). It also reflects the 40.8% national average across all academic roles. No Durham Chemistry staff are on zero-hour contracts. We recognise, however, that the instability of PDRA short-term contracts is particularly detrimental for females (House of Commons Science and Technology Committee “Women in Scientific Careers”). The provision of more longer-term fellowships that allow PDRAs to remain at one institution and embark on short visits to other labs to facilitate collaboration and exchange of ideas may be helpful. In January 2014, Durham Chemistry wrote to the then Dean of Graduate School, who chairs the University Addison Wheeler/CoFund awards committee, requesting a University ‘Daphne-Jackson type’ fellowship scheme to be implemented. This has now occurred as of 2016 and targets women returning after a career break and we will strive to attract such fellows to Chemistry (**Action 3.4**). We offer support for fellowship applications to all interested PDRAs and young academic staff. Fellowship opportunities are disseminated by email to all members of the department by our Research Administrator. Senior colleagues in the department assist with the preparation of proposals and arrange mock interviews. We will offer mentorship to all female academics preparing for fellowship applications (**Action 3.5**).

Full details on the redeployment policy are available on the HR website. All new job vacancies are advertised internally to enable current employees who are approaching the end of a fixed-term contract to apply through redeployment. The shortlisting and interview process is consistent with the process for external candidates and follows the ‘Disability Confident’ process. Interviews follow the same transparent process with a gender-balanced interview panel. The pay grade of staff re-employed through redeployment is protected for at least 12 months.

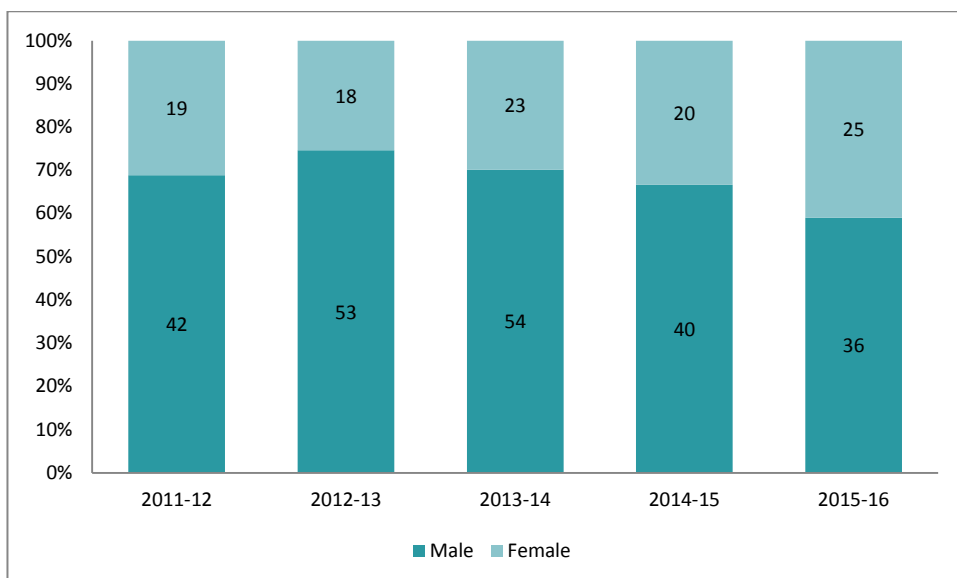


Figure 4.2.2: research fellows and postdoctoral researchers by gender over 5 academic years, 2011-12 to 2015-16.

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

*Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.*

Durham Chemistry has a low turnover of staff. The HoDs' open-door-policy (standard practice since 2003) and proactive tackling of issues raised in Annual Developmental Reviews helps address any problems promptly. In the last four years [...] have left the department. Three of these staff members moved to prestigious overseas academic appointments for a combination of family reasons and the increased availability of funding overseas, while one changed career to patent law. Data on leavers were collected from the records of the HoD based on leaver interviews and is monitored continuously.

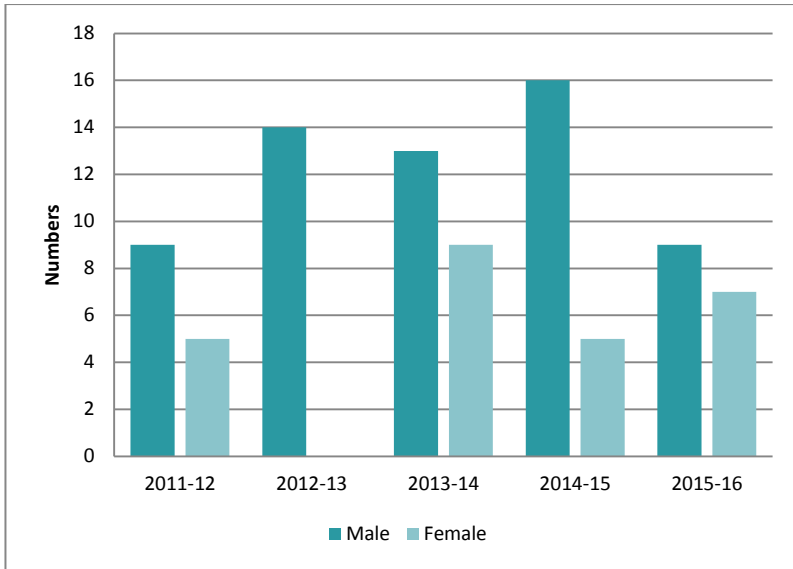


Figure 4.2.3: total numbers academic leavers (**fixed terms and permanent**) by gender over 5 academic years, 2011-12 to 2015-16.

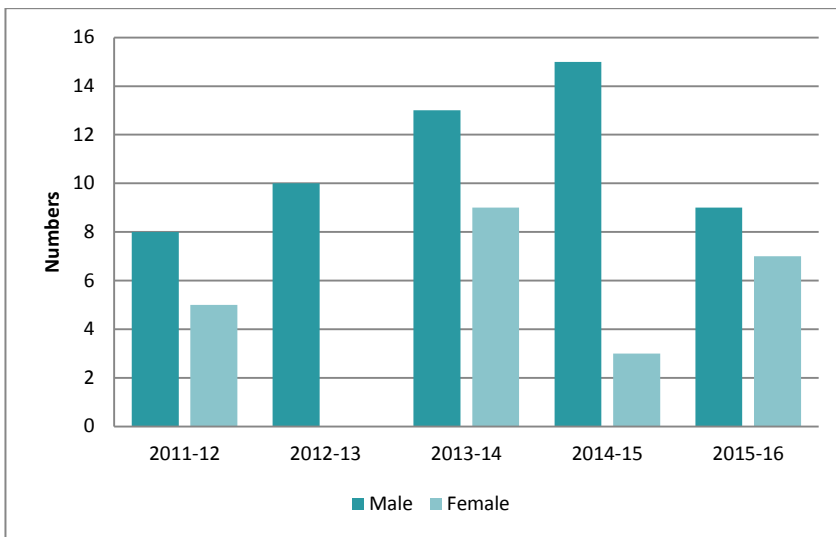


Figure 4.2.4: total **fixed term** academic leavers by gender over 5 academic years, 2011-12 to 2015-16.

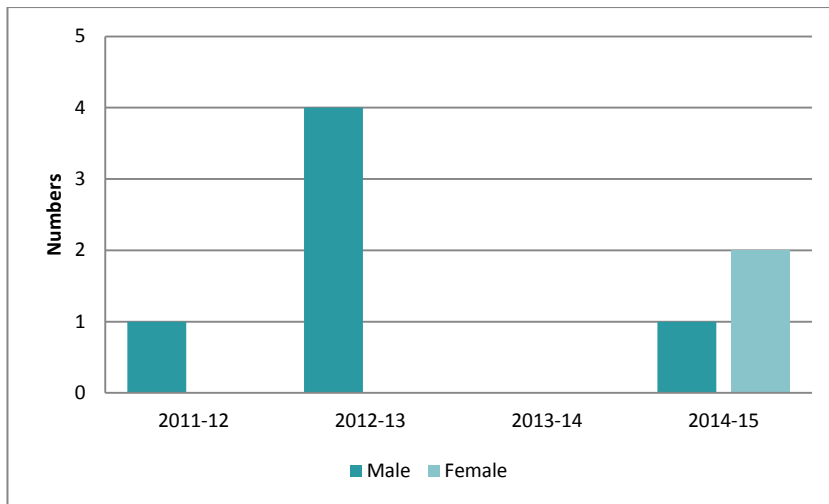


Figure 4.2.5: total **permanent** academic leavers by gender over 5 academic years, 2011-12 to 2015-16.

Progression pipelines for males (Figure 4.2.6a) and females (Figure 4.2.6b) show a curious trend. There is an upward trend in progression of males from UG to PDRA/Research Fellow levels, followed by a decrease towards Assistant Professorship level and a sharp increase to Associate Professor and Full Professor levels. We have traced the origin of this trend to the fact that teaching-only staff have recently been properly integrated into the academic staff structure and females have historically proven to be the excellent candidates for our teaching-only posts. Teaching-only posts also better allow for caring responsibilities and so may be more attractive to female candidates. We recognise that teaching is a hugely important part of the University strategy. However, we would like to encourage more females to take on academic roles that also include research. We will do this by actively supporting early career and PDRA researchers and enabling flexible working (**Action 3.18**). We have had no progression from Associate to Full Professorship in recent years. This situation will be addressed by the significant recent changes in the promotions process (**Actions 3.6, 3.7**).

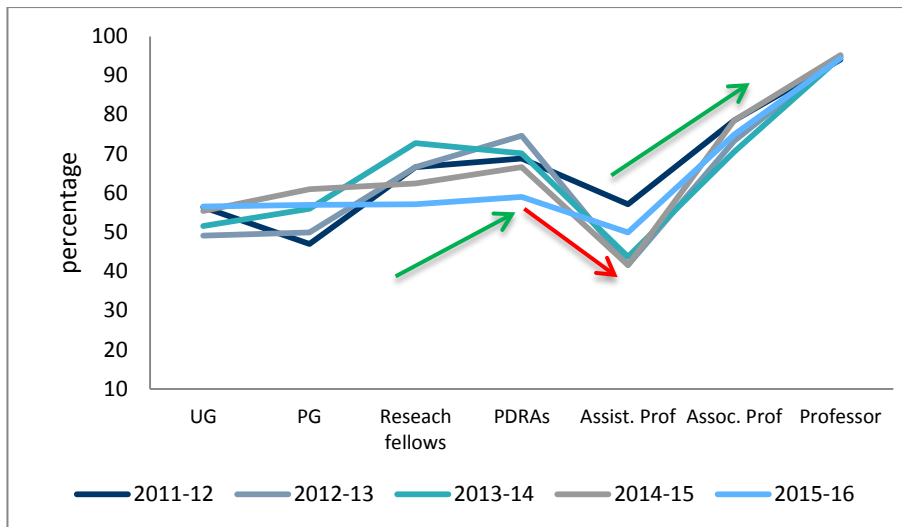


Figure 4.2.6a: progression pipeline for males from UG to professorial positions.

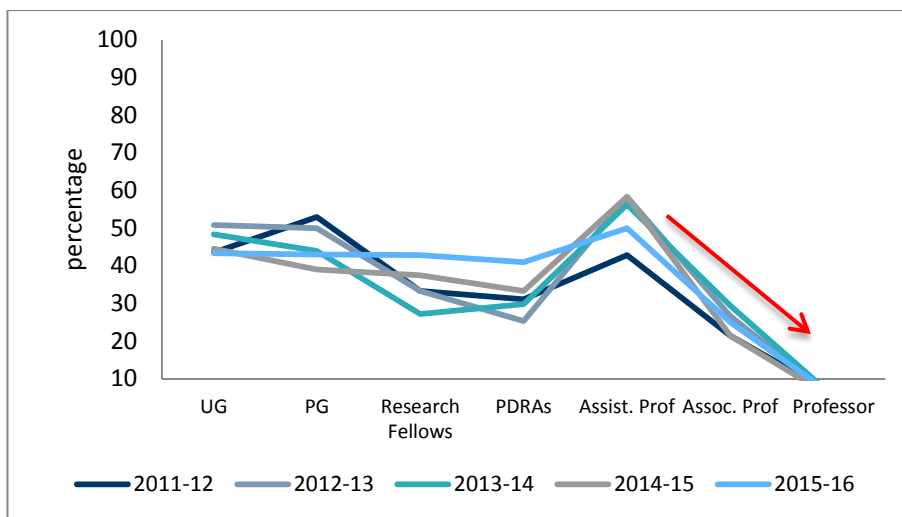


Figure 4.2.6b: progression pipeline for females from UG to professorial positions.

**Word Count: 2166**

## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

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

### 5.1. Key career transition points: academic staff

#### (i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

The representation of female staff, especially at Full professor level is very low, but the data demonstrate a positive trend in female staff recruitment (Table 5.1.1). Whilst applications from female candidates are low (Figure 5.1.1), the proportion of female candidates receiving offers is significantly higher (Figure 5.1.2). This demonstrates the need for a proactive approach in encouraging female candidates to apply for advertised posts. The breakdown of these posts by grade from 2010-2015 is given in Figures 5.1.3 and 5.1.4. No posts were advertised at grade 2 and the category 'other' refers to jobs for which the appointment band was not recorded or is outside the normal pay scale structure, *i.e.*, Marie Skłodowska-Curie fellowships.

There are slightly more female applicants for jobs at lower grades (1-5), predominantly PSS, whereas posts at higher grades, predominantly research and academic have attracted more male applicants (Figure 5.1.3). The exception to this trend (grade 8) corresponds to a single [...] post for which all applicants were female. Many more jobs were advertised at grade 7 than any other post, largely postdoctoral researcher positions. At this grade, where gender is given, there are considerably more male applicants (69%) than female (21%), but as a proportion of applications received, the female candidates were more successful in receiving offers (37% F, 63% M) (Figure 5.1.4). Comprehensive data for acceptance of offers are not currently available but will be monitored by HR in the future.

Since 2016, additional data have been recorded on shortlisting, which so far shows no evidence of gender bias in shortlisting (Figure 5.1.5). However, we are aware that the data are skewed by shortlistings at the lower grades. We will continue to monitor these data to ensure that there is no gender bias at any stage of recruitment, and by actively seeking out prospective candidates (**Action 3.1**). Improving diversity in the Department's staff profile is a key priority in the Department's Action Plan and 'People Strategy'. The Department will proactively seek to improve the Department's gender balance as follows:

- A statement on gender equality and diversity is included in advertisements, in line with current HR policy.
- A Departmental 'search team' actively seeks out prospective female candidates and encourages them to apply (**Action 3.1**).
- The shortlisting and interview panels are diverse and training includes equality and diversity policies (**Actions 3.2, 3.3, 1.11**).

Table 5.1.1: total applications to posts in Chemistry over a seven-year period by gender.

Recruitment Start date	Applications			Appointments	
	Female	Male	Information refused	Female	Male
2010	64	217	33	6	7
2011	171	414	70	6	23
2012	123	382	58	5	20
2013	113	319	45	15	15
2014	142	501	82	13	17
2015	136	291	47	8	9
2016	97	328	47	7	8
<b>total</b>	<b>846</b>	<b>2452</b>	<b>382</b>	<b>60</b>	<b>99</b>

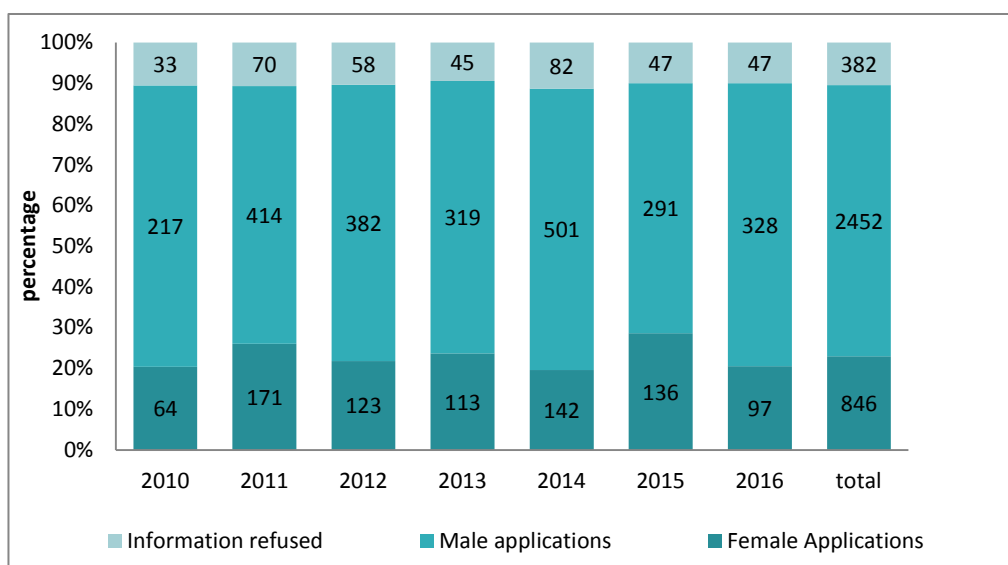


Figure 5.1.1: applications to all posts in Chemistry by gender over seven academic years.

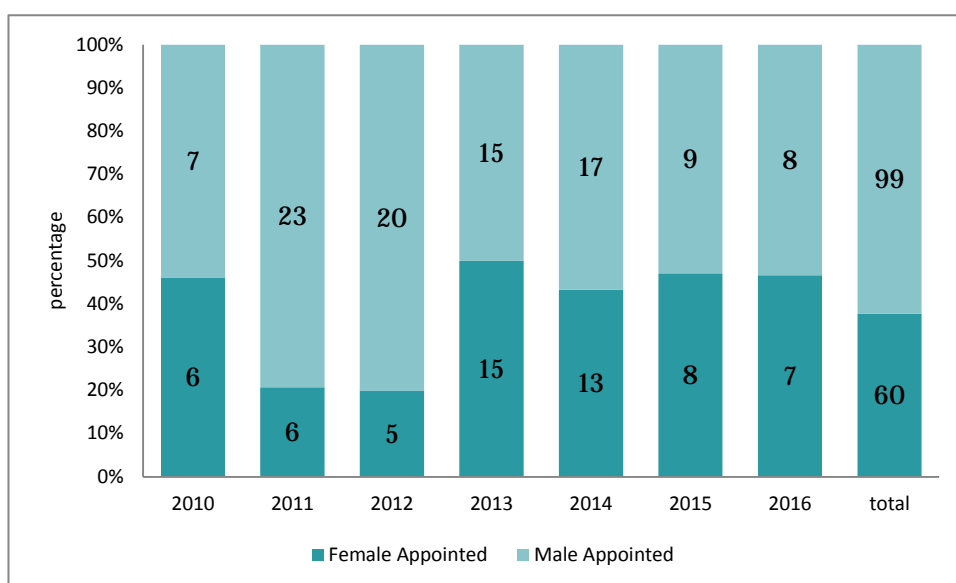


Figure 5.1.2: appointments to all posts in Chemistry by gender over seven academic years.



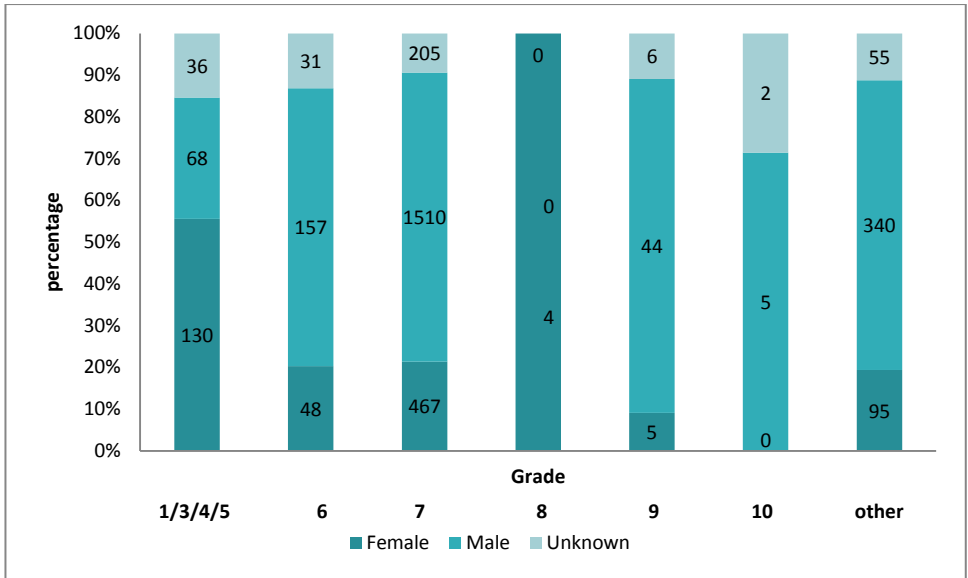


Figure 5.1.3: percentage of applications for posts in chemistry by gender and grade from 2010-2015. The data for absolute numbers of applications are annotated on the chart ('Other' denotes academic staff that are not captured by the grade scale).

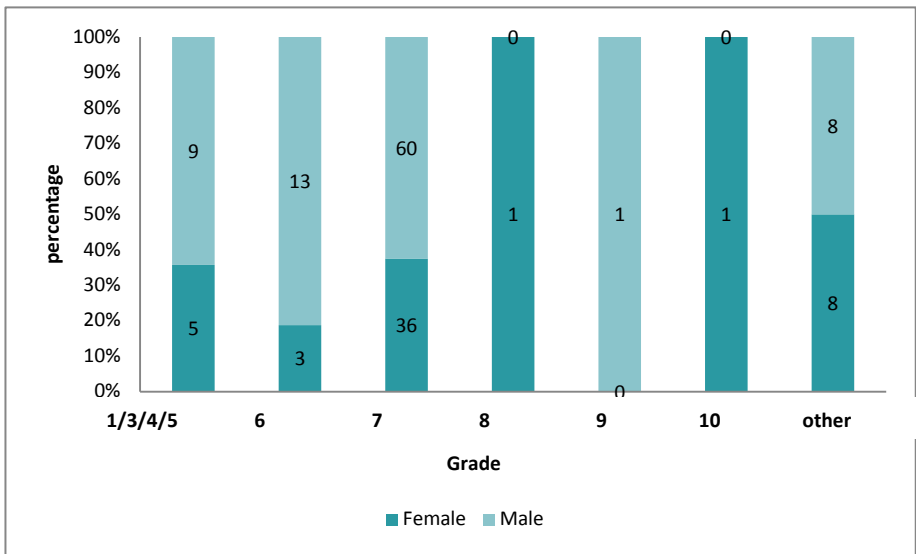


Figure 5.1.4: percentage of offers for posts in chemistry by gender and grade from 2010-2015. The data for absolute numbers of offers are annotated on the chart ('Other' denotes academic staff that are not captured by the grade scale).



Figure 5.1.5: a comparison of submitted applications, shortlisting and offers by gender to all posts in Chemistry in 2016.

#### (ii) Induction

*Describe the induction and support provided to all new academic staff at all levels.*

*Comment on the uptake of this and how its effectiveness is reviewed.*

All new academic employees attend an induction day run by the University, which includes a session on gender bias. There is an open discussion session as part of this program and feedback is also gathered to review the effectiveness of this course. The induction is considered to be useful (feedback from attendees) and is currently (Sept 2017) being reviewed, but a one-off event alone is not sufficient. The Department of Chemistry operates a mentorship scheme, which is particularly valuable during the first few months of appointment when staff are still adapting to their new workplace. All new employees meet with the HoD and a mentor. The mentor provides support and personal introductions to academic staff and PSS. Often new staff can choose their mentor, based on their specific academic and support needs. There is also a wide range of well-advertised support networks around the university linked through the HR website. The probation agreement is signed off by the HoD and then by the Faculty PVC. The mentorship scheme is essential in providing a first point of contact for questions and advice, facilitating obtaining equipment and space, and helping to negotiate workload. However, the specific responsibilities of the mentor and the method of designing clear, challenging, but fair probationary agreements is an area that needs to be better defined, particularly for research staff. In 2017 the University divided

staff into 3 tracks (academic, teaching and research). The process for reviewing staff achievements against targets for probation and progression in the research track is the annual development review (ADR) and Departmental Progression Committee, along with mentoring arrangements for new staff. All reviewers carrying out ADRs will have university training to ensure that the review forms part of an effective and helpful mentoring process (**Action 3.12**).

While the welcome and welfare of new arrivals to the department is a priority, the present induction process for new arrivals in the department is quite informal. A Department of Chemistry staff handbook is available on the departmental intranet, which details the various organizational committees and their terms of reference, to supplement the university induction process. The university website also includes a clear section on harassment and respect at work, as well as details of opportunities and training courses that will benefit new arrivals. Clear guidance on who to contact to deal with any problems of harassment, and what constitutes harassment, will be made available to all staff and students (**Actions 1.7, 1.8, 2.8**). All staff with managerial responsibility will be required to complete university training on managing grievances (**Action 1.9**).

The physical architecture of the department, with refreshments available in the Musgrave Room in the morning and afternoon, provides a welcoming and friendly atmosphere, enabling quick and easy social integration. This is further enhanced by regular coffee morning events on a variety of useful topics for all staff, which is particularly helpful for new starters. For academic staff, peer observation pairings provide a forum to give and receive constructive feedback, and a range of large and small seminar series that flourish in and out of term facilitates further integration.

### (iii) Promotion

*Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.*

In the last six years, 22 academic staff (16M, 6F) have applied for promotion, of whom 19 (14M, 5F) were successful (Table 5.1.2). The breakdown of applications and success to grade 9 (associate professor) and grade 10 (professor) is presented in Figures 5.1.6

and 5.1.7 respectively. Data for promotion applications for this year are not yet available, but will continue to be monitored by HR.

Analysis shows that:

- The majority of people going forward for promotion are successful (86%), with just three unsuccessful applications over a six-year period, two male and one female (Table 5.1.2).
- More males are being promoted than females (Figure 5.1.6). The percentage success rate is slightly higher for males (87.5%) than females (83.3%), but the difference is within statistical errors ( $\pm 1$  person is  $>5\%$ ).
- Promotions to a chair are rare with the norm being zero or one per year, with six promotions to a chair taking place in the six-year period.
- No female has been promoted to a chair over the six years (from 1 attempt). During that time six males were promoted with an 86% success rate (Figure 5.1.7).
- Eight males and five females were promoted to grade 9 (Figure 5.1.6), either Senior Lecturer or Reader (both titles merged to Associate Professor in 2017). Females had 100% success rate. Males had an 89% success rate.

*Table 5.1.2: Chemistry academic promotions data to associate and full professorships, by gender between 2010 and 2016.*

Year	Successful male	Successful Female	Unsuccessful male	Unsuccessful female	Successful total	Unsuccessful total
2010	0	0	1	0	0	1
2011	2	1	0	0	3	0
2012	6	1	1	0	7	1
2013	3	0	0	0	3	0
2014	1	0	0	0	1	0
2015	1	1	0	1	2	1
2016	1	2	0	0	3	0
<b>Total</b>	14	5	2	1	19	3

For the period for which data are available, staff initially discussed career progression and promotion during their ADRs. Staff who are considering applying for promotion are encouraged to attend a university training session entitled 'Demystifying promotion'. In recent years, an email from the HoD was circulated approximately 3 months prior to the promotion application deadlines to all staff, to encourage those thinking of applying

to arrange a meeting. At this, the HoD would either encourage the individual to go forward, or provide some constructive feedback as to why they may not be ready. The HoD receives initial drafts of the promotion application for comment and will discuss these with other senior academics. The application was via a University form, which requests details on all research, teaching, and citizenship activities as well as a dedicated section on career breaks/ maternity, etc. The final application was submitted along with a supporting letter from the HoD.

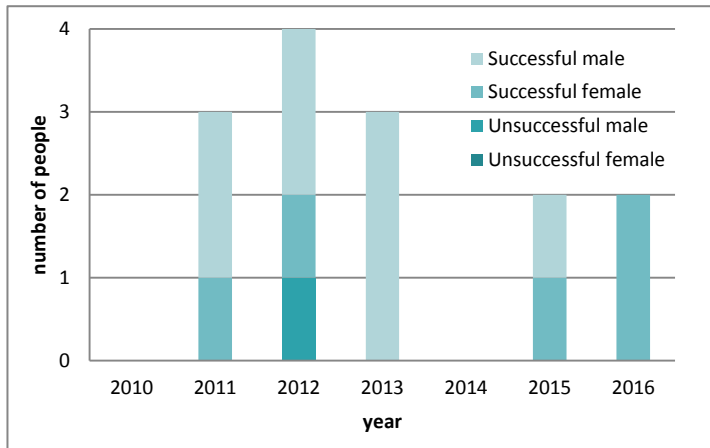


Figure 5.1.6: successful and unsuccessful promotions by gender to grade 9 Senior Lecturer and Reader (both posts changed to Associate Professor from 2017) for the period 2010-2016.

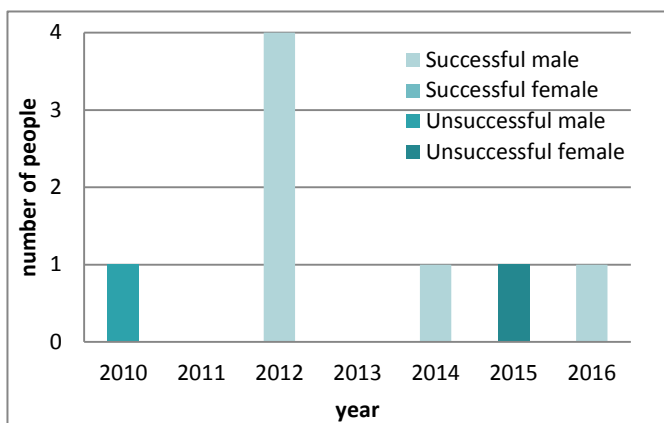


Figure 5.1.7: successful and unsuccessful promotions by gender to a chair (grade 10) for the period 2010-2016.

The system has previously been somewhat passive and dependent upon staff putting themselves forward for promotion. Women are less likely to apply unless certain of success. Our new structure for annual submission of a template CV should help to

mitigate this problem for staff in academic and teaching tracks (**Action 3.6**).

Applications will be considered by a departmental promotion committee to include female representation (**Action 3.7**). The impact of this new mechanism on gender balance in promotions will be monitored to ensure that it is effective in redressing the gender imbalance at senior positions in all career streams (**Action 3.8**). To further tackle this apparent gender bias, female staff will be actively encouraged and mentored to facilitate their career progression (**Action 3.6**). Additionally, clear guidelines will be given to mentors so that they may be more active in identifying and advising potential candidates for promotion (**Actions 3.9, 3.10**).

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

*Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008.*

*Comment on any gender imbalances identified.*

Durham Chemistry took an inclusive approach to REF2014 with the aim of returning all eligible academic research staff. A large number of outputs were reviewed by inclusive internal reading groups as well as by smaller panels and individual discussions were held with each member of staff on which outputs to select. Cases where a reduced number of outputs were appropriate were discussed with individual members of staff. The proportion of staff returned for the most recent RAE and REF exercises is summarised in Table 5.1.3 by headcount and as a proportion of full-time equivalent staff. The figures consistently show a marginally higher fraction of male staff returned than female by either measure, although the differences in submission rate correspond to one FTE of female staff submitted or less. Going forward we will ensure that the internal departmental team responsible for grading REF output will be gender balanced (**Action 3.11**).

Table 5.1.3: number of academic staff returned for RAE2008 and REF2014 for Chemistry.

Research Exercise	Gender	Total Staff	Submitted	Submission Rate	FTE Staff	Submitted	Submission Rate
RAE 2008	M	38	37	97%	36.1	35.3	98%
	F	7	6	86%	5.2	4.7	90%
REF 2014	M	40	36	90%	39	35	90%
	F	8	7	88%	6.8	5.8	85%

## 5.2.

### SILVER APPLICATIONS ONLY

#### 5.3. Key career transition points: professional and support staff

##### (i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

##### (ii) Promotion

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

### 5.3. Career development:

#### (i) Training

*Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?*

Training is strongly advocated in the Department. On appointment, new staff are given essential training and mentored through the process of selecting individually tailored additional opportunities. Staff can choose from training programmes that are delivered in-house and those available externally (Table 5.3.1). Academic staff are required to attend specific training courses in order to fulfil particular duties and to keep abreast of changing systems/processes. There is a wide range of additional training offered on all aspects of research, teaching, safety, administration and occasionally more in-depth training on leadership. A section of the ADR, completed by all staff, is dedicated to training and personal development. Our staff survey showed that 80% of staff, PDRA and PGR students were satisfied with the range and quality of training offered.

The staff culture survey indicated that 44% had attended a workshop on Equality and Diversity, and a further 24% had done an on-line training course. Unconscious Bias training was completed by 44% by attending a workshop and 38% online. This is a good start; however, we aim to achieve at least 90% training by October 2019 (**Actions 1.4, 1.5**).

Table 5.3.1: training courses offered to staff and PGR students.

Internal programmes (Chemistry)	External courses (University)
Induction week: <ul style="list-style-type: none"> <li>• Library resources</li> <li>• IT facilities</li> <li>• HSE (risk management, COSHH, waste management, electrical safety)</li> <li>• Departmental analytical services</li> <li>• Financial processes</li> <li>• Departmental teaching and demonstrating course</li> </ul>	First Aid Grant writing workshops Academic writing classes Leading Research Programme (multidisciplinary 6 module programme)

### (ii) Appraisal/development review

*Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.*

All staff in the Department are required to engage with the Annual Development Review (ADR). The ADR forms are tailored towards different career paths (e.g., PSS, Academic). For all staff, objectives for the forthcoming year are agreed and performance is evaluated through self-reflection and discussion between the reviewer and reviewee in a supportive and constructive manner. However, in our staff survey 20% of academic staff felt that ADRs are not a genuinely useful platform for career development and progression, and only 52% of respondents agreed that the ADR provided a helpful annual appraisal.

In order to ensure that the ADR process is effectively carried out, a range of training is available for ADR reviewers/reviewees; we will ensure and monitor the take-up of this training so that reviewers are better equipped to provide an effective review (**Action 3.12**). It is also important to expand the available academic reviewers beyond the pool of senior academic staff, particularly given the current marked gender imbalance at this level (**Action 3.13**). Finally, it is crucial that there is a post-ADR follow-up by the HoD and this has been implemented (**Action 3.14**).



### (iii) Support given to staff for career progression

*Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.*

Our staff survey revealed that approximately 40% of academic staff did not feel that career progression is well-understood. The male/female split is: 5/30 F (17%), 11/30 M (37%), 14/30 (47%) prefer not to say. Staff are encouraged to participate in the university training course 'Demystifying Promotion' for academic staff which helps to clarify the process and parameters for progression. Female staff will be proactively encouraged to apply for strategic and leadership roles when they arise (**Action 3.9**). The ADR is supposed to represent a key opportunity to discuss and support career progression for staff, but as discussed in section 5.3(ii) this does not always function well. Likewise, mentoring has been of mixed quality in the Department and restricted to probationary staff. It is important that in the new mentor system staff and ADR reviewers are properly trained to promote best practice (**Action 3.12**).

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

*Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).*

Transferable and employability skills are emphasised in the undergraduate curriculum. Final year UG students attend courses and avail of several career development opportunities for PGR students. The relevant ones are shown in the list below in parentheses. An undergraduate student survey is yet to be carried out to assess their perception of support for career progression. We intend to carry out a survey as high priority in June 2018 (**Action 2.16**). The Department has a designated Employability Officer with the remit of arranging and co-ordinating in-house career support and guidance for students at all levels.

A total of 45% of full time PGR students responded positively to the opportunities for career development in place in the Department. In our action plan we will review mechanisms in place for career guidance and support (**Action 2.16**) and organise an event to familiarise UG and PG students with career development opportunities offered in the Department and University (**Action 2.17**).

For **PGR students** there are a range of career development opportunities available, listed below.

- The PG Events Committee is run 'by the PGR students for the PGR students' with a particular focus on inclusion and diversity. Events in 2016-2017 have included 'Let's Talk Academia', 'Let's Talk Careers', 'Let's Talk Research', 'Let's Talk CVs'. Notably, the PG Events Committee successfully applied for a RSC Inclusion and Diversity Grant in November 2016 to fund a range of activities in 2017.
- Durham University Teaching and Learning Award (DULTA) provides structured training and assessments for postgraduates to develop their teaching skills, culminating in a qualification.
- Undergraduate Teaching and Laboratory Demonstrating: PGRs have the opportunity for paid work experience in the delivery of undergraduate problem classes and as junior demonstrators in the undergraduate teaching laboratories. Specific departmental level training is provided in advance including hands-on experience of undergraduate practical classes.
- Peer Mentoring of Undergraduate Laboratory Demonstrating: in 2016/17 a trial peer mentoring system was instigated in second- and third-year undergraduate laboratories. PGR demonstrators were paired in order to mutually observe and provide feedback of performance in the laboratory. This process resulted in much improved feedback from UG students and boosted the confidence of PG students as potential teachers and supervisors.
- Research-guided Taught Postgraduate Courses provide a broad spectrum of postgraduate courses in the department delivered by academic staff with relevant expertise. Attendance of these courses for individual students is monitored annually via individual review panels and as part of the annual Training Needs Analysis process undertaken in consultation with the supervisory team. These courses additionally include topics such as 'Scientific Paper Writing', 'Scientific Outreach' and include a new 'Scientific Communication' course from 2017-18.
- A range of workshops is offered to develop both research and teaching skills in addition to more general skills e.g. database usage, large document writing, thesis writing etc.

- Departmental Seminar Series: we run two parallel Seminar series with different functions and both are open to all PGRs and UGs. Wednesday afternoon seminars during term time include invited external speakers from international universities and cover the full spectrum of research areas in the department. ‘Lunchtime’ seminars are held on a weekday with lunch provided and are focused on local speakers including PGRs, postdoctoral fellows and staff as well as visiting industrial collaborators.
- International Conference Attendance: PGRs are all encouraged to attend at least one international conference during the period of PhD studies. Funding is available in the department to facilitate conference attendance for all PGRs conditional on the delivery of a poster or oral presentation. ‘Best’ poster and oral presentation PGR prize winners are highlighted on our main departmental website.
- Graduate Studies Committee Membership: PGR representatives from each of the six departmental research groupings attend Graduate Studies Committee to facilitate the two-way exchange of information with the department’s PGR.

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

*Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.*

The Department aims to provide a supportive environment that enables all academic staff to submit successful grant applications. All staff are offered informal mentoring to help create good proposals. As an example the current HoD, Prof Coleman, organises informal coffee research chats intended to encourage people to talk about proposals. It is possible to make this exercise more transparent by formalising it. However, our staff survey reveals that ‘buddy-writing’ is more fun and less intimidating than working solo and having formal arrangements. Our research application approval form requires that internal peer review is a part of the process of grant submission. However, new staff are hesitant to impose upon busy colleagues. An internal peer review system is, therefore, arranged by the Director of Research (DoR). For staff co-ordinating large grant proposals at short notice, for example a CDT application, the workload model is adjustable. This flexibility has been taken up by at least two male academic staff members in recent years. In order to support female academic staff to lead large grant proposals, the DoR and HoD will actively identify and encourage female staff to lead appropriate calls for CDTs and similar large grants (**Action 3.15**). We are in the process

of producing a staff research-handbook as a wiki to help people with their (first) grant applications.

#### SILVER APPLICATIONS ONLY

##### 5.4. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

(vi) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

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

Comment and reflect on support given to professional and support staff to assist in their career progression.

##### 5.5 Flexible working and managing career breaks

The mechanisms in place within the department for flexible working and managing career breaks are as follows.

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

*Explain what support the department offers to staff before they go on maternity and adoption leave.*

A pre-maternity leave discussion between the member of staff, HoD and Head of Teaching Section is conducted to ensure safe and supportive working arrangements up to maternity leave. Staff are made aware that time can be taken off for ante-natal appointments.

1. At an appropriate time for the staff member, the planned maternity/paternity leave is discussed with the HoD, including the use of annual leave before and after maternity leave.
2. Keeping in touch days are arranged to enable the staff member to stay up-to-date with literature advances, attend key departmental seminars or committee

meetings, make progress towards research goals, including discussions with collaborators, and to begin teaching duty preparation.

3. Duties affected by the maternity leave are treated as follows:

- Research: Outstanding research work and research applications to be submitted prior to maternity leave are identified and prioritised. Research equipment that will need alternative management support during the period of maternity leave is identified and support put in place.
- Teaching: Teaching courses affected by the period of maternity leave are identified and it is assessed whether these can be rescheduled. If not, arrangements are made for the courses to be delivered by another member of staff. Any project supervision affected is identified and appropriate additional supervision is arranged to conduct project assessment. Examination marking duties are reassigned if this falls within the maternity leave period; back-up marker(s) are identified if the exams fall prior or just after the planned maternity leave.
- Administration and citizenship: undergraduate advisees are reassigned to another member of staff for the maternity leave period.
- Resources: The extent to which office space and IT provision are required during maternity leave is discussed.

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

*Explain what support the department offers to staff during maternity and adoption leave.*

All academic staff are encouraged to make use of the university policy which allows up to ten 'keeping in touch' days. A suitable member of staff, identified by the HoD, is allocated to ensure that an academic's research group is supervised during the period of maternity leave. Other duties, as discussed in (i), are reallocated.

**(iii) Cover and support for parental and adoption leave: returning to work**

*Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.*

Academic: the department offers returning staff a reduced teaching load (50% in year 1; 25% in year 2) to enable them to restart their research activities on returning from

maternity leave (**Actions 3.16, 3.17, 3.18**). This extended period goes beyond the University policy of allowing one term of research leave following maternity/paternity/adoption leave.

The Department is committed to embedding the parental leave and return policy firmly within its culture (**Action 3.17**). Currently, there is no funding in place for additional support for staff returning to work. The HoD will lobby for maternity leave to be covered by a full-time fixed-term post funded by the University; otherwise, maternity could be viewed as a departmental burden and this pressure could be unconsciously transmitted to the parent (**Action 3.18**).

**(iv) Maternity return rate**

*Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.*

[...] academic staff have taken up maternity leave in the past five years. [...]. We do not have a maternity return rate survey covering PDRA staff and PG / UG students in the current survey, but aim to include these data in the 2018 survey (**Action 3.19**). A PGR student questionnaire revealed that an event aimed at informing how maternity leave works for women planning on starting an academic career would be welcome. A future PGR/UG survey will be conducted to raise awareness of maternity and paternity leave and to limit obstacles for female retention (**Action 3.19**). We include all information in the staff and student handbook (**Action 3.20**). The EDI webpages will contain detailed information and staff and students will be informed of all support available in the form of a brief 'meet and greet' presentation over coffee (**Action 1.15**).

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

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

*Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.*

Five males have taken paternity leave since 2011 and nine since 2007 (Table 5.5.1). Pre-2011, the uptake was lower as staff often just took a week's holiday after the birth of their child/children rather than officially taking paternity leave. This was because the staff had remaining holiday entitlements, so did not see the need to officially take paternity leave, which would have meant filling in an additional form. The Department now emphasises the importance of paternity leave to help ensure good uptake (**Action 3.1**).

*Table 5.5.1: paternity leave by year for Durham Chemistry.*

2007	2008	2009	2010	2011	2012	2013
1 Male, Grade 8	1 Male, Grade 8	1 Male, Grade 8	1 Male, Grade 8	1 Male, Grade 7	2 Males, Grade 7 Grade 7	2 Males, Grade 7 Grade 10

There have been no requests made for shared parental leave, because in each instance the fathers were the primary household wage-earner and extended leave was not considered financially feasible (**Action 3.20**).

**(vi) Flexible working**

*Provide information on the flexible working arrangements available.*

All staff are entitled to submit requests for flexible working according to the University policy (**Action 3.22**). In all requests for flexible working hours and informal arrangements, working patterns are adjusted by the line manager and HoD, in consultation with HR. In a staff survey questionnaire, 44% strongly agreed/agreed that their line manager/supervisor is supportive of requests for flexible working (*e.g.*, requests for part-time working, job share, compressed hours). Approximately 55% disagreed / strongly disagreed. Amongst the PGR students, approximately 87% responded positively and 5% disagreed. Staff on flexible time perceive a lack of support and recognition of their reduced working hours and stated that part-time / flexible work

impacted negatively on their career progression and research output. We aim to address these concerns by raising awareness and factoring in reduced part-time work implications in workload models and career progression criteria (**Action 3.22**).

[Some] permanent members of academic staff are currently working flexible hours [...].

**(vii) Transition from part-time back to full-time work after career breaks**

*Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.*

Departmental policy is to be supportive of requests from staff who seek to return to full-time work after a period of part-time work, while recognising that current university policy is that a change in contract is permanent and there is no right to return to the previous (higher) level. We see this policy as having a negative impact on returners to work. Our staff survey has revealed dissatisfaction amongst staff wishing to return to full-time work following a period of childcare. The Department realises the impact of part-time work due to caring responsibilities and expectations on grant writing and REF papers will be scaled according to FTE (**Action 3.23**). The HoD will lobby the University to make a part-time to full-time transition to work after maternity an explicit and acceptable option to academic staff (**Action 3.24**). The HoD will lobby the faculty for fixed-term replacement staff cover for parental and caring responsibilities (**Action 3.18**).

## **5.6 Organisation and culture**

### **(i) Culture**

*Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.*

Our four most recent HoDs: Prof Judith Howard OBE FRS, Prof John Evans, Prof Mark Wilson and (Aug 2017) Prof Karl Coleman have been acutely aware of gender-bias and made determined efforts to make the department more female-friendly. Some of the initiatives they introduced or continued to aid this shift were:

- HoD open door policy since 2006.
- Greater transparency, *i.e.*, the full workload model has been accessible to all staff since 2009 with part-time working and administrative activities documented. The



workload model will be consulted prior to the allocation of new duties and responsibilities (**Action 3.16**).

- Five teaching fellow posts have been created since 2008, all of which are now filled by females. These provide high female visibility to female undergraduates. These staff have now been fully integrated into the faculty as Assistant or Associate Professors (Teaching).
- Female staff lecturing to our entire first, second and third year undergraduates, rather than to smaller cohorts, to ensure high female visibility.
- Over the past 10 years, six out of 19 academic appointments have gone to females (32%); in the past five years, three of the eight appointments have gone to females (37.5%).
- We held a staff 'Family day' during the Chemistry 50<sup>th</sup> Birthday celebrations in 2011. We intend to organise a regular family event (*i.e.*, summer picnic) starting in summer 2018. (This was suggested by a female PhD student at one of the Athena SWAN group meetings) (**Action 1.12**).
- 9.30 am meeting starts since 2011 allow school and nursery drop-offs.
- Flexibility for academic staff to work from home when needed since 2003.
- Never saying no to a flexible working request since 2009.
- Lecture and teaching laboratory timetabling *always* takes child-care commitments into account.
- Balancing part-time working with committee roles.
- From 2014, committee chairs required to undergo diversity/unconscious bias training (**Action 1.6**).
- In 2014, all staff and students have been encouraged to take implicit tests designed to reveal any unconscious gender bias.
- Focus groups on Athena SWAN from 2009 onwards.
- Named diversity contacts in the Department since 2000.
- Diversity as a standing item on the agenda of all major committees since 2013.
- Diversity introduced on the Research Committee statutes in 2013 with the wording "To encourage and support the advancement of female staff in research to help eliminate gender inequality".
- We have a culture of challenging 'little' things (*e.g.* no T-shirts that could cause offence, making sure pictures on workshop walls are appropriate, *etc.*).
- Previous 2 HoDs all involved in this application.

## **(ii) HR Policies**

*Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes.*

*Describe actions taken to address any identified differences between policy and practice.*

*Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.*

While the Department has only recently started to foreground gender equality policy it is positive to see that in the staff survey 60% of respondents agree with the statement “I am aware of the Department's policies in regard to gender equality”, although only 45% of students agree. The explicit foregrounding of information of policies regarding gender equality on the departmental website and induction sessions for staff and students is required (**Actions 2.8, 2.15**). Chemistry has Directors of UG and PG studies that can provide advice on the University’s ‘Harassment and Bullying Policy’. If staff feel bullied or harassed they discuss the issue with their mentor or line manager in the first instance, who will provide advice and guidance on the relevant University policies on the HR website. Informal investigation or mediation is encouraged in grievance cases followed by formal HR procedures in extreme cases. A total of 53% of survey respondents agreed with the statement ‘I am confident that my line manager would deal effectively with any complaints about harassment, bullying or offensive behaviour’. We will strive to improve this figure through the proper training of line managers in dealing with staff grievance and issues of harassment (**Action 1.9**).

### **(iii) Representation of men and women on committees**

*Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of 'committee overload' is addressed where there are small numbers of women or men.*

Membership on Departmental and University committees has traditionally been allocated using two criteria: suitability for the role and fair distribution of workload, without specific consideration of gender (Figure 5.6.1). However, the importance of fair female representation has led to this being reviewed. The three key decision-making committees are: Management Advisory (MAB), Research and Education. MAB oversees long term departmental strategy, Research Committee considers research funding and strategies and Education Committee and GSC oversee the undergraduate and postgraduate teaching programmes, respectively. Although Education Committee has traditionally had a high female representation it has decreased this year in order to ensure female representation elsewhere without undue burden. Research committee has one female representation. MAB has been reconstituted in 2017. It was previously split into two bodies, one operational and one horizon-scanning. Aggregate numbers are presented in historical data. The new, 'slimmed down' group has better balance with better proportional female representation, including the senior role of Director of Graduate Studies held by a female. The DPC is also a key new committee which will review all promotions. It is necessarily composed of senior staff and we have an external female representative and a female Associate Provost to balance Chemistry's lack of senior females. Importantly, the females involved in committees will be selected and supported to ensure they are not just 'token women', whose opinions would carry less weight, but are full and active members. Any additional committee-burden falling on female staff is compensated by a reduced workload in other administrative or teaching duties.

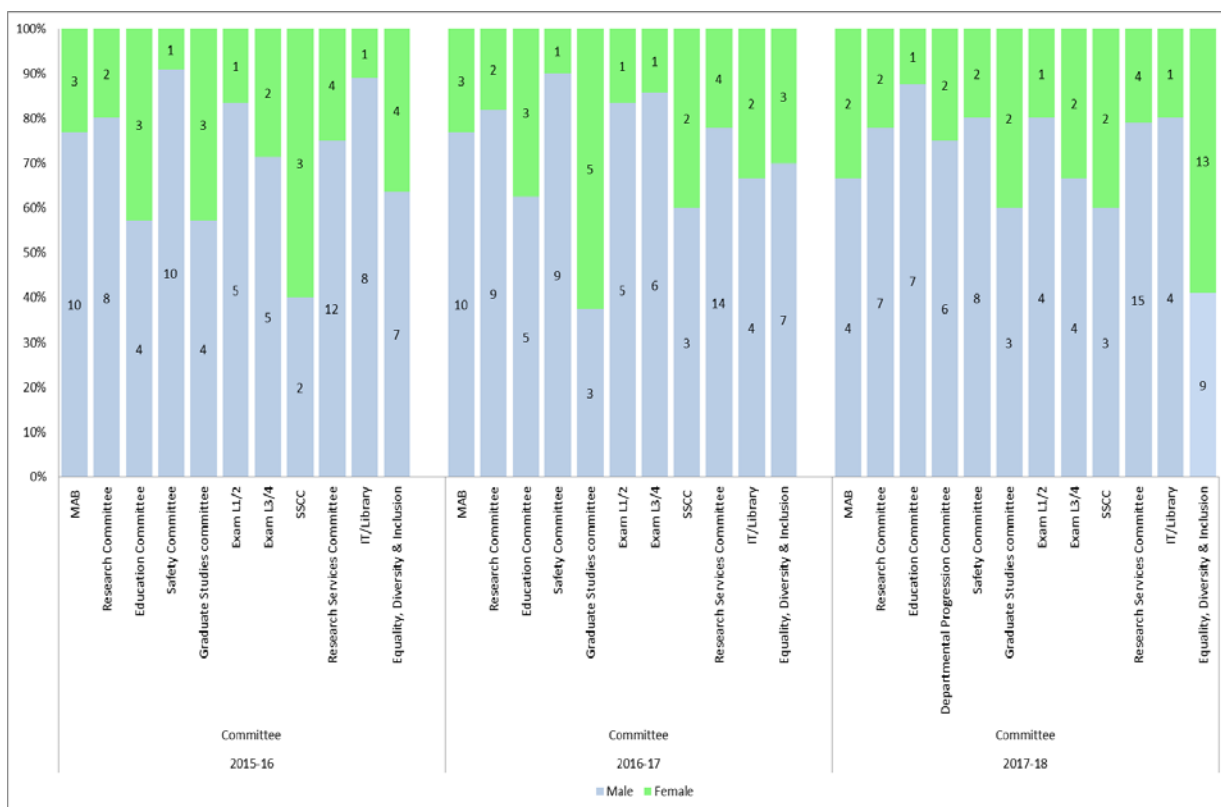


Figure 5.6.1: representation of male and female members in departmental committees.

#### (iv) Participation on influential external committees

*How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?*

Many staff within the Department have served on influential committees within the University. [...]. Chemistry staff are also active in numerous external committees, including the editorship of journals and peer review colleges. [...]. There is, however, a general perception of a lack of active encouragement to take opportunities to represent the Department externally, with only 46% of staff surveyed responding positively to the question “*I am encouraged and given opportunities to represent my Department externally and/or internally*”. More could be done to encourage female participation in particular via Annual Reviews, mentoring and the new progressions committee which will offer feedback on CV and career building. The HoD will approach female staff proactively to discuss whether they would like to represent the Department when roles arise (**Actions 3.10, 3.25**).

**(v) Workload model**

*Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.*

The department has developed a detailed workload model over the past three years, overseen by the HoD. The key principles that have been agreed are that all staff from the most junior to the most senior should contribute to most aspects of the Department's activities, although the degree of contribution in each area need not be equal. Most activities should be recorded in the workload model and transparency is key. The model is used as a guide to help the HoD, Director of Education, and Teaching Section heads to distribute administrative and teaching duties equitably. The model covers undergraduate and postgraduate teaching, PGR supervision and departmental committees. It takes into account larger administrative tasks and factors such as research leave and teaching 'buy-outs'. The model is not intended to be a complete inventory of all staff duties and activities which are common to all staff such as attendance at board of studies and student adviser meetings are not included. The model is available in a transparent fashion to all staff via the department's SharePoint site. Both raw data and a weighted summary page are provided for transparency. The weighting can be used to account for a range of strategic and personal needs. Examples include new starters, return from maternity/paternity leave, and teaching relief for grant proposal preparation or additional caring duties. Credits are assigned according to a table available to all staff.

At present the workload model is not explicitly monitored for gender bias. However, gender is a key consideration when responsibilities are reviewed and allocated each year, both prior to and during one-to-one meetings with staff. The HoD strives to use it fairly, yet in an individualised way (*i.e.*, to give probationers lighter loads). However, the model does not acknowledge that most staff work beyond what the model credits and this issue can disproportionately affect staff with caring responsibilities. One potential problem is that it is an annual model and a three-year rolling workload overview forms part of our action plans. Credits in the model for PG supervision are also capped at three PG students and hence some workload of staff with larger groups of PGR is not acknowledged. This issue does not disadvantage female staff at present. PSS staff do

not have a workload model and after consultation with them there are no plans to introduce one since their duties are quite individual.

**(vi) Timing of departmental meetings and social gatherings**

*Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.*

Over the past three years the department has moved to a 'core hours' model in which meetings are timetabled (wherever possible) into family friendly hours, 9.30 am – 3.00 pm. This has been noted as positive by 68% of staff in the staff survey (a further 15% neutral). One of the most significant changes was the moving of the weekly research seminar from 4.15 pm to (initially) 1.15 pm and latterly 2 pm. This allows speakers and staff with caring responsibilities to attend and we have had speakers make a day trip to give a talk and still return home for school pickup. This change was not without its opponents, with the 2017 staff survey showing 13% of staff (7) wished to return to the 4.15 pm slot. However, for the vast majority the change is positive and allows more lunchtime interaction with the speaker for students and staff. Events such as the departmental Christmas party start at 3.30 pm enabling staff to attend before the end of nursery hours. The departmental cricket and BBQ day starts at 12.30 pm and all staff are allowed a half day of leave to attend. The department is exploring a summer garden party event that is not focussed on a sport such as cricket.

While the University teaching timetable still runs 9.00 am – 6.00 pm there is both a formal flexible working system that can be coded into the timetabling software and flexible internal arrangements in which the department's timetabling coordinator can allocate staff *within a module* to teaching times in core hours upon request. This system has worked well although is not perfect because of the complexity of the University estate. A planned new teaching block (2020) is expected to help with timetable flexibility (**Action 3.26**).

**(vii) Visibility of role models**

*Describe how the institution builds gender equality into organisation of events.*

*Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department's website and images used.*

The staff survey showed that 63% of staff agree (13% disagree, 24% neutral) that “*My Department uses women as well as men as visible role models*”. We continue to work hard to feature female leaders in our web presence and in student-facing events. [...]

The Chemistry research seminar programme is an excellent way to highlight female role models and we have striven to encourage staff (via section heads) to propose female research stars for our seminars. Our annual flagship Durham Lectures (one week visit and lecture/outreach series by a world leading academic) will be given by Professor Nicola Spaldin, ETH Zürich in 2018 and was given by Professor Marsha Lester, University of Pennsylvania in 2017. Before that we had done less well with only male speakers since the inauguration of the series in 2006.

The department's Twitter feed @DurhamChemistry highlights female achievements and role models routinely [...].

**(viii) Outreach activities**

*Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.*

The Chemistry Department delivers regular Outreach events each year with ≈50:50 balance of female and male staff/students leading the activities.

The Schools Science Festival, organised by the Science Outreach team involves male and female staff, postgraduates and undergraduates, and has three chemistry exhibits each year. The three-day festival involves >800 Year 9 and 10 pupils from local schools visiting the science site to experience a wide range of science outreach activities. Questionnaire feedback rates the chemistry exhibits very highly.

[...]

The Celebrate Science festival, attracting in excess of 7000 participants, is held annually in October. With a table-top display of Amazing Materials and Cryogenics, staff and postgraduate students (equal female: male ratio) work at the stall to demonstrate exciting chemistry to the target audience of KS2 (aged 7-10) pupils, but invariably entertain and educate all ages from 2 to 92 with their demonstrations.

The North East Schools Industry Partnership (NESIP) has been running in Durham for over three decades, and in recent years has been led by the Department. Sixth form students from schools across the local area, accompanied by their teacher, visit the department and stay for a week to complete a research project provided by one of our academics or by local industrial partners. The activity has been coordinated by female academics (...) since 2000 and often involves female scientists from the participating companies (such as Johnson Matthey). We will monitor outreach activities with an aim to avoiding any form of gender bias embracing the entire gender spectrum (**Action 3.27**).



A wide range of department staff have involvement in these programmes and other outreach activities across any given year. In particular, a variety of staff members, both male and female, work closely with a number of local schools to host students for activities in the department or to visit the school to give talks about research, university study or to promote science. We have 6 'Spectroscopy in a Suitcase' kits that are also loaned to NE schools. Schools outside the local area are also recipients of staff outreach time. This year alone, schools in Dagenham in Essex and Sevenoaks in Kent have been visited, as well as overseas schools in Lisbon, Portugal and Beijing, China.

The workload for the Schools Science Festival, Celebrate Science Festival and North-East Schools Industry Partnership events falls principally on two female and two male staff members and is recognised in the workload model and their staff appraisals. Outreach activities are formally recognised in promotion applications.

**Word Count: 6285**

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**6. CASE STUDIES: IMPACT ON INDIVIDUALS**

**Recommended word count: Silver 1000 words**

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

## 7. FURTHER INFORMATION – ABBREVIATIONS

Abbreviation	Expansion
<b>ADR</b>	Annual development review
<b>AS-SAT-Ch</b>	Athena SWAN Self-Assessment Team Chemistry
<b>BoSiC</b>	Board of Studies in Chemistry
<b>CDT</b>	Centre for doctoral training (also DTC/DTP)
<b>DoE</b>	Director of Education
<b>DoUG</b>	Director of Undergraduate Studies
<b>DoPG</b>	Director of Postgraduate Studies
<b>DoR</b>	Director of Research
<b>DPC</b>	Departmental Progression Committee
<b>DTC</b>	See CDT
<b>DTP</b>	See CDT
<b>EDI</b>	Equality, Diversity and Inclusion
<b>FTE</b>	Full time equivalent
<b>GPA</b>	Grade-point average
<b>GSC</b>	Graduate Studies Committee
<b>HoD</b>	Head of Department
<b>IUCr</b>	International Union of Crystallography
<b>MAB</b>	Management Advisory Board
<b>PDRA</b>	Postdoctoral Research Associate
<b>PSS</b>	Professional Support Staff
<b>PG</b>	Postgraduate students
<b>PGR</b>	Postgraduate, research
<b>PGT</b>	Postgraduate, taught
<b>RAE</b>	Research Assessment Exercise
<b>REF</b>	Research Excellence Framework
<b>RSC</b>	Royal Society of Chemistry
<b>SSCC</b>	Staff Student Consultative Committee
<b>UG</b>	Undergraduate students

## 8. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

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	<p>To create and maintain a high visibility EDI webpage within the Chemistry webpage. Webpage will include relevant information related to EDI matters such as:</p> <ul style="list-style-type: none"> <li>• Departmental EDI committee and each member's supportive roles,</li> <li>• Links to the University HR Equality and Diversity webpages containing information on procedures for maternity and paternity leave, harassment, bullying,</li> <li>• Useful and information external links</li> <li>• Career trajectories for women in Chemistry</li> <li>• Funding opportunities</li> <li>• News and events updates</li> </ul>	<p>Raising awareness. Building a sense of community Instigating positive cultural change Greater Transparency</p>	<p>Webpage has been set up. The pages will be finalised by Nov 2017  The webpages will be monitored and updated termly</p>	<p>Webpage manager PG , PDRA &amp; UG student representative  EDI chair</p>	<p>Webpage contains all data and information  Updated termly and standing item on EDI committee agenda</p>
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1.3	<p>To continue investigation and monitoring of relevant data related to Equality, Diversity and Inclusion (EDI) matters, such as:</p> <ul style="list-style-type: none"> <li>• Gender balance in student numbers and progression</li> <li>• Gender related data on academic staff recruitment and progression</li> </ul> <p>Related to action points discussed in following action plans. Formulating new actions to counter any worrying data at the earliest opportunity</p> <p>Ensure transparency by documenting on EDI webpages</p>	Raising awareness, identifying concerns	<p>Survey was conducted and was used for formulating the Action Plan</p> <p>We will monitor progress and identify concerns annually</p>	<p>EDI chair, HoD</p> <p>Chairs of relevant sub-committees (admission, education, UG, PG, staff)</p>	Issues identified at earliest opportunity, action plans modified and/or new ones created and documented in EDI webpage and enacted
1.4	<p>To establish EDI as a standing item in Board of Studies in Chemistry (BoSiC), management advisory board (MAB) &amp; all sub-committees agendas. Staff are regularly reminded that EDI issues can be raised directly with HoD</p>	<p>Raising awareness, implementing Athena SWAN actions</p> <p>Departmental leadership seen to be supporting AS agenda</p>	<p>EDI is discussed in BoSiC. BoSiC meets at the beginning of each term. We will ensure continuity</p>	<p>EDI chair, HoD, chairs and secretaries of each sub-committee</p>	<p>EDI matters discussed and addressed a high priority in BoSiC</p> <p>Evidence in shifts in leadership &amp; departmental culture through meeting minutes</p>

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 publically available by end of 2017

1.8	<p>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</p> <p>Respecting Others: Challenging Negative Behaviours</p>	<p>Raising awareness of harassment</p> <p>Addressing concerns identified in departmental survey questionnaire</p>	<p>First course scheduled for 30 Nov 2017</p>	<p>Organised and attendance monitored by Chair of EDI &amp; HoD</p>	<p>70% by the end of 2017 and 100% of staff received training by 2019</p> <p>Subsequent annual surveys show that harassment issues are being effectively dealt with</p>
1.9	<p>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'</p>	<p>Raising awareness</p> <p>Addressing concerns identified in departmental survey questionnaire</p>	<p>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</p>	<p>Organised and monitored by Chair of EDI in consultation with the HoD through ADRs. All line managers to sign up to University timetabled courses</p>	<p>40% of line managers trained by October 2018; going up to 80% by October 2019</p> <p>Increase in positive responses to the question I think that my manager would deal effectively with harassment</p>

1.10	<p>To ensure female representation at Senior Management level</p> <p>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</p>	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	<p>To improve departmental cohesion and increase opportunities for communication and understanding, we will introduce a summer picnic to which friends and families are invited</p> <p>Research Group leaders should encourage participation in events and coffee in mornings/afternoons</p> <p>Participation of PSS and academic/research staff/students etc. Social events on EDI section of website</p>	<p>Developing a more cohesive and supportive community, promoting female science</p>	2018	HoD and research group leaders	<p>New social activities identified and implemented</p> <p>Positive response in EDI surveys showing an improved perception of equality, diversity and inclusivity in departmental culture</p>
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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	<p>EDI (chair) will monitor implementation</p> <p>Senior Administrator, PG,UG and PDRA members of SAT committee will implement on webpages, notice boards, posters and publicity material</p> <p>Seminar Co-ordinator will ensure M/F balance in departmental seminar speakers</p>	<p>Termly EDI meetings to record gender balance of invited seminar speakers</p> <p>Images show equal representation of women</p> <p>Percentage of female talks increased to &gt;30% 2018-19</p>
1.14	To enable all staff and students to attend and participate in research seminars and workshops the timing will be within core hours (between 9:30 am and 3:00 pm)	Addressing concerns raised in departmental survey	October 2017	Seminar Co-ordinator and HoD will implement the timings	All seminar and workshops held during working hours suitable for students and staff with external caring responsibilities

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	October 2018	HoD  UG and PG PSS staff	New students and staff familiar with existing staff and their roles in the Department, measured by student survey
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## 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	June 2018	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 To feature as close to a 50:50 gender split as possible	Tackling unequal representation of women, reducing the high loss rate of women in science	Annually each March (UG) and November (PG)	Director of UG Admissions	Equal representation and positive impact on UG and PG female applicant number
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 Website update by June 2018	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 rate of women in science	Identifying females and males with caring responsibilities and promoting the department as a supportive environment, June 2018	DoPGs Website administrator Student EDI committee representatives EDI chair	Webpages modified to promote our outlook as a gender balanced and female 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	October 2018	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	October 2018	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	January 2018	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	October 2018	HoD, Director of PG studies	PGCOMM events are running and utilised by students, measured by minuted activities reposted to Graduate Committee and student feedback
2.19	To require Research group leaders to attract talented students to apply for studentships via the Durham Doctoral Scholarship scheme	Retaining female students in chemistry	May 2019	DoR, HoD	Increased number of PGR students. Increase in talented female students by 2 (at least 10%) in the 2019 recruitment target

### 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  Removing any perceived reluctance by gender for people not to put themselves forward	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 DoR	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	September 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	September 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	<p>To embed maternity/paternity leave and return policy</p> <p>Adequate planning and resourcing for teaching and research supervision cover whilst on leave</p> <p>50% reduction in teaching load for 1st year of return, 25% reduction for 2nd year</p>	Limiting personal and structural obstacles for female retention and promotion	Existing departmental policy in place	HoD	<p>Policy posted on departmental intranet and EDI webpages</p> <p>Policy enacted when required</p>
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 2019	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 2018	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 2018	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 2018	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  Facilitate parental care and external commitments	Existing departmental policy in place	HoD	Policy posted on EDI webpages  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  Facilitate parental care and external commitments	June 2018	HoD  DoR	Expectations on REF output and grant writing scaled according to FTE  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 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  Facilitate parental care and external commitments	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

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
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