Athena SWAN Silver department award application

Name of university: University of Southampton

Department: Chemistry

Date of application: November 2014

Date of university Bronze and/or Silver Athena SWAN award: April 2013 (Bronze awarded)

Contact for application: Dr Lynda J. Brown

Email: ljb2@soton.ac.uk

Telephone: 02380 597314

Departmental website address: http://www.southampton.ac.uk/chemistry

Contents

1. Letter of endorsement from the head of department

Chemistry,
University of Southampton,
Southampton,
SO17 1BJ,
United Kingdom

Tel: +44 (0)23 80593332
Fax: +44 (0)23 80596805
philip.gale@soton.ac.uk
http://www.southampton.ac.uk/chemistry

20th November 2014

Sarah Dickinson
Senior Policy Advisor
Athena SWAN Charter
Equality Challenge Unit
7th Floor, Queens House
5/56 Lincoln's Inn Fields
London WC2A 3LJ

Dear Sarah,

I am writing to give my full personal support to the application by the University of Southampton's Chemistry academic unit for an Athena SWAN Silver Award. As the Chair of our Equality and Diversity Team, I am actively involved in our Athena SWAN self-assessment, policy change, decision making and the preparation of our Silver application.

We have changed our way of working over the past two years and have made considerable progress towards our goal of being a flagship Department with regards to Equality and Diversity. Participation in the Athena SWAN process is making a real difference to the staff and students working in Chemistry at Southampton. The most noticeable effect has been a genuine feeling of cultural change within our department, a sense of belonging and an openness and inclusion for all. We are continuing to work hard to support all individuals through our actions, and this has been evidenced by the positive feedback received from staff in our regular surveys. Some of the most significant changes include:

- We now operate a core-hours policy, in which the meetings of all decision-making committees are held during family-friendly hours so that all staff are more involved in the life of the department and can have influence.
- We have a core hours policy for email response.
- We now invite junior level academic staff to attend each of the key committees as a visitor so that they receive an induction into how decisions are made.

- We have an Athena Swan representative on our Policy and Resources committee which is the main management committee deciding the future direction of the department.
- All postdocs are now invited to the departmental briefing meetings held once per term.
- Personal tutor responsibilities are now explicitly included in our workload tariff model.
- We hold regular departmental social activities once a month and a family BBQ once a year to enhance the feeling of belonging.
- We provide considerable additional support to staff who find themselves in difficult personal circumstances and, whilst these arrangements must be kept confidential to protect the privacy of our staff, the general perception that Southampton Chemistry is a supportive place to work is reflected in the feedback we've received as part of the annual appraisal process.
- All our staff have been trained in recognising unconscious bias, and equality and diversity.

I have personally benefited from flexible working which has allowed me to balance home and work life and I am extremely proud to be able to submit our application for Athena SWAN Silver for your consideration on behalf of Southampton Chemistry. We've made considerable progress since 2013 in addressing not only the challenges that face women in scientific careers but in the mutual support of all members of our department and are fully committed to the action plan submitted therein.

Yours sincerely,

Philip A. Gale MA DPhil DSc FRSC
Head of Chemistry and Professor of Supramolecular Chemistry

483/500 words

Staff Barbeque 2014

Abbreviation	Definition
AU	Academic Unit
AS	Athena SWAN
CPRC	Chemistry Policy and Resources Committee
CREC	Chemistry Research and Enterprise Committee
D-HoAU	Deputy Head of Academic Unit
DoP	Director of Programmes
ECR	Early Career Researcher
EDT	Equality and Diversity Team
EO	Equal Opportunities
EQC	Education and Quality Committee
ERE	Education, Research and Enterprise job family
F	Female
FNES	Faculty of Natural and Environmental Sciences
FY	Foundation Year
HEI	Higher Education Institute
HoAU	Head of Academic Unit
HoGS	Head of Graduate School
HoRS	Head of Research Section
HR	Human Resources
L	Level
M	Male
MChem	Masters of Chemistry (and undergraduate masters degree)
NMR	Nuclear Magnetic Resonance
PCAP	Postgraduate Certificate in Academic Practice
PDRA	Postdoctoral Research Assistant
PDU	Professional Development Unit
PG	Postgraduate
PI	Principal Investigator
PPDR	Personal Performance and Development Review (appraisal)
QuickCat	Survey of views of all staff working in Chemistry
REF	Research Excellence Framework
RG	Russell Group of Universities
RS	Royal Society
RSC	Royal Society of Chemistry
STEM	Science, Technology, Engineering, and Mathematics
T	Total
Theano	Group supporting women in STEM subjects
UCAS	Universities and Colleges Admissions Service
UG	Undergraduate
UoS	University of Southampton
WiSET	Women in Science, Engineering and Technology

2. The self-assessment process

a) Description of the self-assessment team (EDT)

The role of the self-assessment team is taken by the Equality and Diversity Team (EDT). Members of EDT reflect a range of work-life experiences across Chemistry and provide representation from other working groups such as the Concordat, ECR team and UG societies. The EDT comprised 16 members (8 men; 8 women) and the Chair is the Head of the Academic Unit (HoAU).

Phil Gale (EDT chair; HoAU; Professor): joined Chemistry in 1999 with research interests in Supramolecular chemistry and has been Head of AU since 2010. Phil is married to a research scientist who works for a university spin out company.

Lynda Brown (RS Dorothy Hodgkin Fellow): commenced her Fellowship in 2009 and will continue on a tenure track lectureship position commencing in 2015. She is married to an academic in the department and balances her career with motherhood.

Marina Carravetta (University Research Fellow): joined Chemistry in 2003 with research interests in solid state NMR. Marina secured her fellowship in 2007 and is now on a permanent contract. Marina is married to a research engineer who also works in Chemistry.

David Harrowven (Professor): joined Chemistry in 1994 with research interests in organic chemistry. In 2011, David was diagnosed with severe depression triggered by stress. With the help of close colleagues, reduction of duties and financial support from the AU he has managed to sustain a significant research team.

Julie Herniman (Experimental Officer): joined Chemistry in 1998 as a technician. She is now an instrumentation specialist in Mass Spectrometry supporting staff and students within the University as well as providing a contract service to external users.

Edward Jager (PG student): currently in the second year of research. Edward's role is to give the thoughts of the PhD student cohort on proposed actions in addition to raising relevant issues from PhD students.

Kelly Kilpin (Coordinator of a Grand Challenge Network): joined Chemistry in August 2014. Kelly's husband is also employed in the department, and the option of flexible working hours for both is hugely advantageous.

Mikie Kukwikila (PDRA): Joined the department and the team in January 2014 she is committed to helping to improve working practices for post-doctoral researchers.

Alex Melhuish (Equality & Diversity Officer): joined the HR E&D team in 2010 after graduating in Engineering from Southampton and volunteers as an Athena SWAN panellist. Alex is engaged to his long-term partner and buying his first home in Southampton.

Russell Minns (EDT deputy chair; University Research Fellow): joined Chemistry in 2011 and is married with three young children. He has taken one period of paternity leave and often works flexibly to allow for family situations. He is a member of the faculty Concordat steering group that supports the career progression of ECR within the university.

Orla Sheehan (3rd year UG): Joined the committee, as she believes that a more inclusive community benefits everyone. She presents any ideas or issues raised by undergraduates.

Neil Wells (Experimental Officer)*:* studied at Southampton; in 2001, he joined the NMR Facility and was promoted to its head in 2009. Neil occasionally works outside of core-hours but the flexibility in his work allows a good work-life balance.

Sophia Wheeler (PhD student): started as a mature student with a 3 year old daughter in 2010 and then suspended her studies for maternity leave. Sophia returned on a part-time basis after the birth of her son in 2013. Support from her supervisor and Chemistry has enabled her to continue her studies with a young family and a partner often at sea with the Royal Navy.

Luke Shearing (Marketing Officer): is responsible for Communication and Marketing for Chemistry. He brings marketing support to the EDT as well as being a representative from professional services within the department.

Helen James (Admin Officer) joined the University in 2012 from a career in primary school teaching, she has 2 children who are both now teenagers.

Simon Gerrard (Lecturer; UG Admissions): joined Chemistry as a PhD student in 2004. He was promoted to his current role in 2013, on a fixed-term contract, following two PDRA positions and a teaching fellowship. Simon lives with his partner, who also studied Chemistry.

b) Account of the self-assessment process

The EDT meets monthly to monitor the current action plan and design on-going strategy to address recognised strengths and weaknesses within Chemistry.

Chemistry staff complete an annual staff questionnaire that is used by the EDT to provide benchmarks for progress and highlight areas for improvement and our appraisal process now incorporates bespoke Athena SWAN questions.

External consultation has involved attendance at Athena SWAN workshops (London, 2014), Irène Joliot-Curie Conference (Imperial, 2013) “Athena SWAN and beyond” (Southampton, 2013) and discussions with other UK University AS coordinators. Seminars include an audience with Dame Professor Athene Donald and Professor Curt Rice. Chemistry invited Professor Tom Welton (Chemistry, Imperial) to speak at an open meeting with staff from across the University and Dr Sean McWhinnie (Oxford Research and Policy) has provided advice and support. The Gold application from Imperial and Silver applications from Warwick, Manchester and Queens, Belfast Chemistry Departments have been studied.

c) Plans for the future of the self-assessment team

The EDT will continue with monthly meetings to ensure successful implementation and evolution of the action plan by:

- Exploring data presented in this application and results of all subsequent staff and student feedback (surveys and focus groups).
- Providing all sectors of staff with a voice independent of normal line management with respect to matters affecting career progression and satisfaction.

- The EDT Chair is the head of the AU and reports to executive and faculty committee facilitating the decision making process and confirming senior buy-in.
- Persistent distribution of progress through emails, website, seminars and conversation.
- Review the action plan annually, supporting our aspirations of AS Gold in 3 to 5 years.
- Present reports to the AU throughout the year based on specific actions.

The membership of the EDT will be regularly reviewed to ensure reinvigoration and diverse representation from across the whole AU. Since our previous submission the team has grown from 8 members to 16 and we continue to see more requests to join the team.

Response to staff surveys						
	2012		**2013**		**2014**	
	F	**M**	**F**	**M**	**F**	**M**
PhD	11	7	12	19	0	0
PDRA	4	5	8	14	4	11
Level 5-7	9	27	10	32	5	35
Technical	1	2	2	5	0	1
Admin	1	1	1	2	4	1
Undefined	11		7		5	
Total	26	42	33	72	13	48
Year Total	79		112		66	

999/1000 words

3. A picture of the department

a) Pen-picture of the department

The University of Southampton is a Russell Group University and was ranked 86th in the world in the 2013 QS University rankings, and Chemistry listed 4th in the UK[1] in the recently published 2014 Academic Ranking of World Universities. Chemistry comprises an active research environment and a dynamic graduate school, being one of only 13 UK universities listed in the Centre for HE Development's 2010 's Excellence Ranking of European graduate programmes in Chemistry. We offer a suite of highly rated undergraduate degree programmes ranked in the top ten in the Times Good University Guide, 2013. We are housed in modern laboratories spread over three interlinked buildings on the main University campus and are committed to providing the best environment for innovative research and quality teaching. We offer undergraduate degrees with opportunities for placements abroad and in industry and higher degrees including taught MSc, MSc by Research and PhD. The results of our world-leading research are used in our teaching in all year groups.

We are a large department comprising 55 academic staff, including 5 research fellows and 5 teaching fellows. There are currently 23 experimental and technical staff, 60 PDRA's, 162 postgraduates and 433 undergraduates. The University is organised into 8 faculties each led by a Dean. Chemistry is an Academic Unit (AU) within the Faculty of Natural and Environmental Sciences (FNES). Chemistry is led by Prof. Philip Gale who is advised by the *Chemistry Policy and Resources Committee* (CPRC) that includes the deputy heads of Chemistry (currently Prof. Richard Brown (Research) and Prof. Andrea Russell (Education)). Research staff are organised into 8 groups (Electrochemistry; Organic Chemistry: Synthesis, Catalysis and Flow; Magnetic Resonance; Functional Inorganic, Materials and Supramolecular Chemistry; Chemical Biology, Diagnostics and Therapeutics; Computational Systems Chemistry; Characterisation and Analytics and Education). The Heads of research groups form the *Research and Enterprise Committee* that is chaired by the deputy head of chemistry (Res). The Head of Education sits on the *Education and Quality Committee* with the heads of teaching for Organic, Inorganic and Physical. Both committees report directly to *CPRC*. The Heads of the 8 groups are the line managers of all staff who are in turn line managed by the HoAU. PDRA staff are managed by individual supervisors within research groups.

Chemistry at Southampton supports women in their careers at every level and allows all staff to maintain a healthy work-life balance. There is a strong culture of mentoring and all new staff are appointed a mentor as part of their welcome to Chemistry. We also have staff who provide mentoring in specific areas such as flexible working or career management. We have two female Professors (Prof. Andrea Russell and Prof. Gill Reid) who are excellent role models having successful careers with a good work-life balance. We have two female RS fellows Dr Marina Carravetta and Dr Lynda Brown, both have taken maternity breaks and work flexibly whilst progressing their careers (returned in REF 2014) and we are currently supporting a further female fellowship application. Recently the department has supported Dr Sally Bloodworth in her move from teaching to a part-time research position.

As an AU we are constantly looking beyond our own ideas and have sought external consultation and attended a number of events to broaden our aims and goals. Members of Chemistry's EDT

[1] after Cambridge, Oxford and Imperial

took part in the University's "Athena SWAN and beyond" conference, 2013 with a keynote address from Prof. Paul Walton (Chemistry, York), and in May 2014 Prof. Tom Welton (Chemistry, Imperial) was invited to speak. Members of our EDT have offered advice to other aspiring Bronze departments and Chemistry is active in the University's WiSET.

"I am fully aware of Chemistry's policies and make use of the flexibility offered to me by the department. This contributes to a better work-life balance allowing me to fulfil the two important roles in my life, as a mum and scientist." *Dr Lynda Brown*

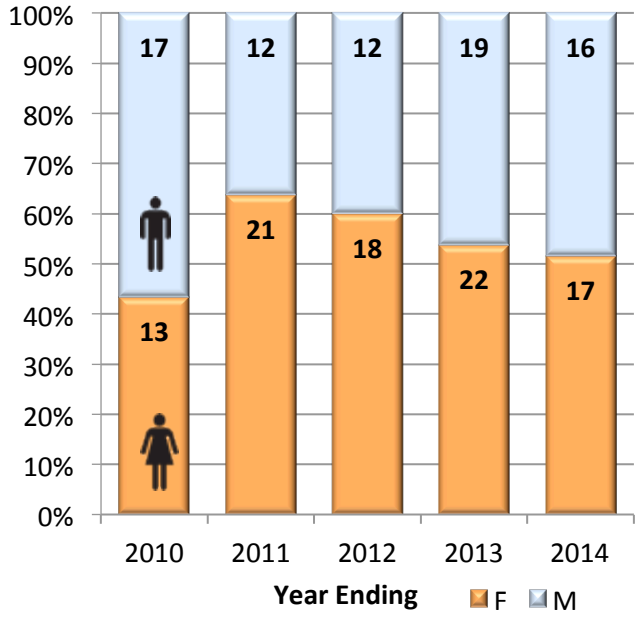
b) Provide data for the past three years

Student data

(i) **Numbers of males and females on access or foundation courses**

The Foundation Year (FY) is a potential route into Chemistry for applicants with non-standard backgrounds and successful completion guarantees a place on any relevant degree programme at Southampton. The number of students on the FY course is relatively small however there are more female than male students registered in most years. Historically female students have not stayed on to study chemistry at degree level, however, in 2013 the provision of the FY was moved in-house (previously delivered at Eastleigh College) and subsequently we have seen an increase to 50%F of all students continuing onto chemistry degrees.

Foundation year: all students



Year	F	M	T	% F
2009-10	13 (0)	17 (1)	30 (1)	45% (0%)
2010-11	21 (0)	12 (1)	33 (1)	64% (0%)
2011-12	18 (0)	12 (4)	30 (2)	60% (0%)
2012-13	22 (0)	19 (4)	41 (4)	54% (0%)
2013-14	17 (2)	16 (2)	33 (4)	52% (50%)

Numbers in parentheses correspond to FY students progressing to Chemistry degrees

Graduation 2014: Undergraduates are celebrated for their success at Southampton

(ii) **Undergraduate male and female numbers**

Total UG students

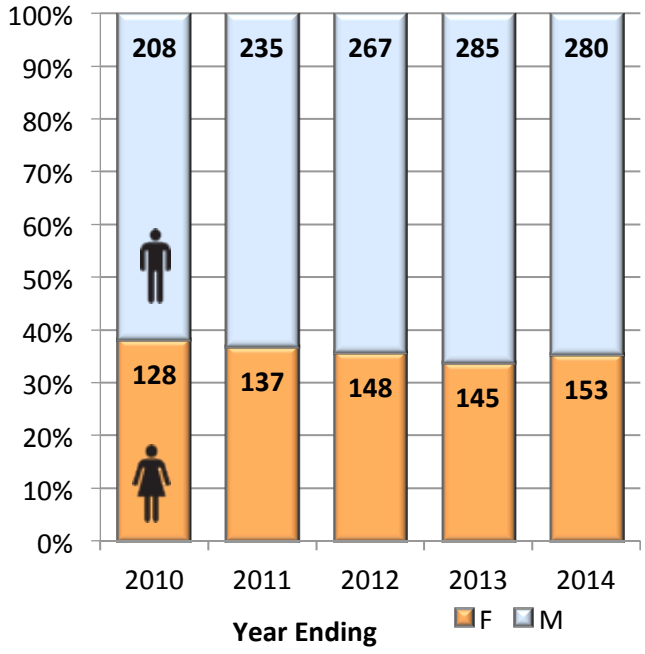
Since 2010 we have a seen a significant growth in UG numbers (336 to 433) and each year the number of female UG in Chemistry has risen, however this has not kept pace with the increase in male numbers such that our %F have dropped slightly over the past 5 years (~5%). When we consider new entrants, the %F entrants has stayed fairly constant, around the 40% mark.

Southampton attracts a lower %F students than that reported by RG Universities; this is an area for concern. University feedback has indicated one of the main reasons for this is the city of Southampton not appealing to females. Active measures are in place in Chemistry to encourage diversity of applicants. Completed actions from our Bronze submission have included an overhaul of our publicity and recruitment literature to ensure that it prominently features female academics, alumni, and students. In 2013-14 Chemistry participated in 4 University open days, and held 12 UCAS visit days (attended by 387 applicants, 34%F). Efforts are made to ensure a good gender balance at these events, with female academics, postgraduates, undergraduates and administrative staff taking part. All applicants to Chemistry are interviewed by staff trained in equality and diversity, and we envisage the 39%F seen in 2014 will continue to rise.

We observed a drop in entrants in 2012-13 due to the increase in fees during this academic year. This added expense discouraged students from taking a gap year, inflating numbers for the academic year 2011-12. This same fall has been reported across all RG universities increasing fees that year (HESA data).

Actions: *1.1* *Increase female role models at outreach activities*
1.2 *Targeted event at KS3/4 students*

Numbers of male and female UG in Chemistry



Year	Total UG				Entrants		
	F	M	T	% F	M	F	% F
2009-10	128	208	336	38%	72	38	35%
2010-11	137	235	372	37%	66	42	39%
2011-12	148	267	415	36%	82	50	38%
2012-13	145	285	430	34%	82	35	30%
2013-14	153	280	433	35%	86	54	39%

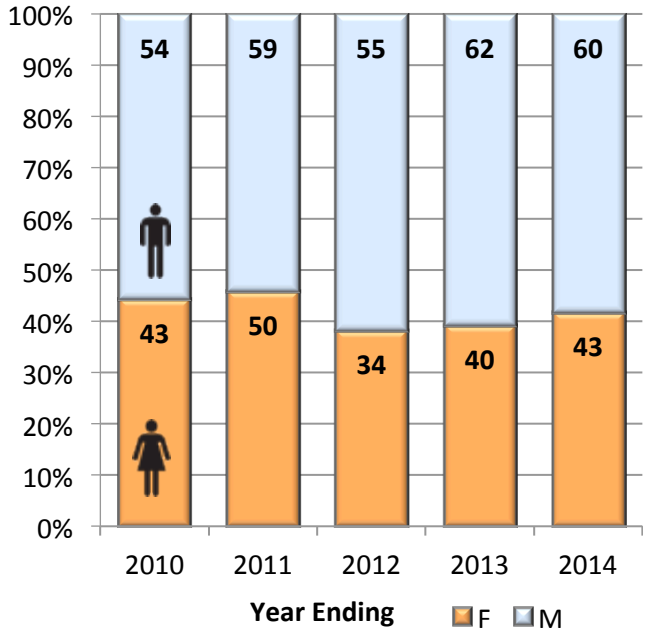
Bench Mark Data 2012-13

HESA	Southampton UG	34.6 %F
	Russell Group UG	42.5 %F
All HEI (chemistry)		42.2 %F

Looking in detail at the UG cohort, proportionally more females register on the 3-year BSc than on the 4-year Masters degrees. It is possible for students to move between degree programmes, even so, there is still more women than men opting for shorter courses. We have run undergraduate focus groups to understand these differences and feedback suggests women are less likely to commit to 4 years due to financial concerns. We anticipate the actions implemented in the last year will impact on our numbers in the coming academic years.

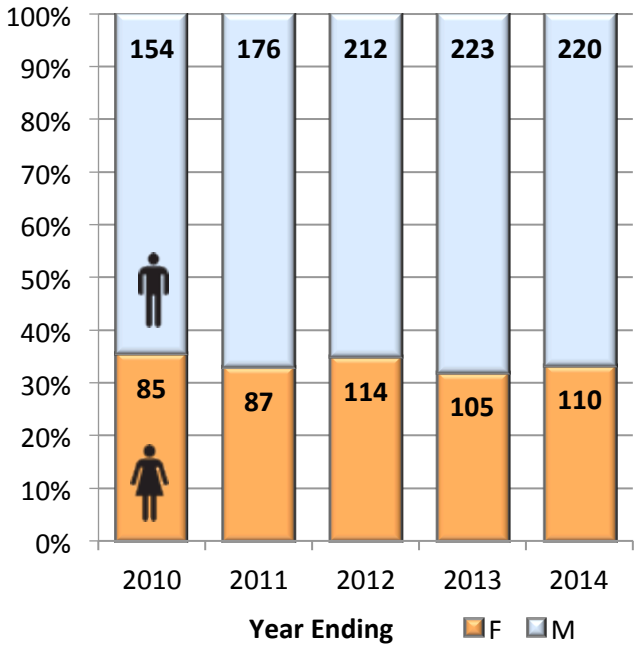
Actions:	*2.1*	*Focus groups with current UG/teachers*
	2.2	*Raise awareness of MChem at open days*
	2.3	*Regular review of student data*
	2.4	*Encourage existing BSc students to switch to MChem*

Total UG Bachelors students



Year	F	M	T	% F
2009-10	43	54	97	44%
2010-11	50	59	109	46%
2011-12	34	55	89	38%
2012-13	40	62	102	39%
2013-14	43	60	103	42%

Total UG Masters students



Year	F	M	T	% F
2009-10	85	154	239	36%
2010-11	87	176	263	33%
2011-12	114	212	326	35%
2012-13	105	223	328	32%
2013-14	110	220	330	33%

(iii) **Postgraduate male and female numbers completing taught courses**

N/A

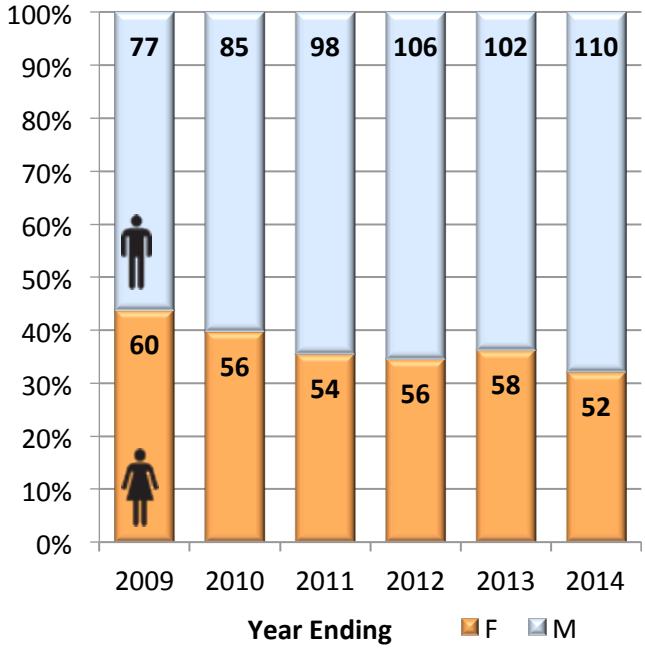
(iv) **Postgraduate male and female numbers on research degrees**

Total PG students

Postgraduate programmes include MSc by research (FT only) and MPhil/PhD (FT and PT). Comparison with the RG Universities indicates that the %F PG research students at Southampton is slightly below average (2012-13). The gradual decline in %F, largely accounted for by an increase in male PG's, is an area for concern. A successful action from our Bronze submission has seen all staff involved in recruitment undergo hidden bias and diversity training (94% male and 100% female uptake) and all of our PG are given a second supervisor (female on request). In 2015, a new prize, the Ishbell Campbell[2] prize is to be awarded to a PG student active in promoting diversity.

Actions:	*4.1*	*Ishbell Campbell prize*
	5.1	*Review first destinations of UG*
	5.2	*Focus groups with final UG on research careers*
	5.3	*Review and benchmarking of UG and PG numbers*
	5.4	*Gender balance at UG, PG and PDRA level presented to staff*

Numbers of male and female PG in Chemistry



Year	F	M	T	% F
2009-10	56	85	141	40%
2010-11	54	98	152	36%
2011-12	56	106	162	35%
2012-13	58	102	160	36%
2013-14	52	110	162	32%

Bench Mark Data 2012-13

HESA	Southampton UG	34.6 %F
	Russell Group UG	39.4 %F
All HEI (Chemistry)		39.8 %F

[2]Ishbell Campbell was one of the founding academics of the UoS, a reader in Chemistry as well as a committed teacher and inspiration for women in science.

Breakdown of total PG by course

Year	MSc by Research			MPhil/PhD (full-time)			MPhil/PhD (part-time)		
	M	F	% F	M	F	% F	M	F	% F
2009-10	7	5	42%	78	49	39%	0	2	100%
2010-11	12	4	25%	86	46	35%	0	4	100%
2011-12	12	8	40%	93	45	33%	1	3	75%
2012-13	6	2	25%	94	52	36%	2	4	50%
2013-14	4	2	33%	105	44	30%	1	6	86%

Numbers of part-time MPhil/PhD students have remained small so detailed analysis is not possible, however it is clear that more female students make use of this capacity as a flexible way to carry out their PhD studies.

(v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees**

Undergraduate

The %F applications has stayed approximately constant at ~40% with a slight increase observed over the past 5 years and this has translated through to offers and entrants (with the exception of 2012-13). The %F offered places is consistently higher than those applying and since our Bronze award we have seen an improvement in all percentages.

The key areas for action to increase the proportion of female students are (i) increase the number of female applicants; since having applied, men and women are equally likely to enter (suggesting that our procedures do not put off female applicants); (ii) convert more of the female applicants into entrants.

Actions: *1.2* *Targeted event at KS3/4 students*
3.1 *Develop Chemistry specific survey on student experience*

Application-to-entry for UG programmes in Chemistry

Year	Applications			Offers			Entrants			Entrants/Apps	
	M	F	% F	M	F	% F	M	F	% F	M	F
2009-10	538	331	38%	368	252	41%	72	38	35%	13%	11%
2010-11	493	331	40%	415	265	39%	66	42	39%	13%	13%
2011-12	553	356	39%	489	307	39%	82	50	38%	15%	14%
2012-13	472	301	39%	387	255	40%	82	34	29%	17%	11%
2013-14	483	334	41%	414	304	42%	86	54	39%	18%	16%

Bench Marking 2013-14

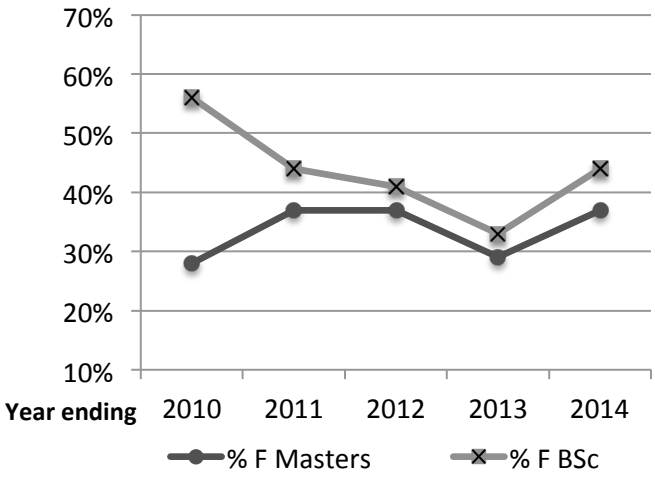
HESA	Applications	Southampton UG	37.7 %F
		Russell Group UG	41.6 %F
HESA	Accepts	Southampton UG	39.3 %F
		Russell Group UG	43.2 %F

Female undergraduate recruitment

Further breakdown shows that we have a higher percentage of females entering BSc rather than Masters degrees. This pattern is observed in several STEM departments across UoS and is an area we continue to address.

Actions:	*2.1*	*Focus groups with current UG/teachers*
	2.2	*Raise awareness of MChem at open days*
	2.3	*Regular review of student data*
	2.4	*Encourage existing BSc students to switch to MChem*

UG Entrants by degree type: Masters and Bachelors



	Masters entrants				Bachelors entrants			
Year	F	M	T	% F	F	M	T	% F
2009-10	23	60	83	28%	15	12	27	56%
2010-11	30	51	81	37%	12	15	27	44%
2011-12	37	63	100	37%	13	19	32	41%
2012-13	23	58	81	29%	12	24	36	33%
2013-14	39	67	106	37%	15	19	34	44%

Postgraduate

Postgraduate research programmes show significant fluctuation in both the %F applicants and application-to-entry conversion rates. The offers-to-entry conversion is very high for both male and female candidates and the %F does not decrease significantly after the offer stage. However, the number of male applicants has increased significantly whilst this is not the case for females. The EDT will investigate the origins of lower female applications through focus groups with male and female final year UG separately exploring gender differences in attitudes towards careers in differing research areas.

Actions:	*3.3*	*Presentation to final year UG on career options*
	5.1	*Review first destinations of UG*
	5.2	*Focus groups with final UG on research careers*

Application-to-entry for PG programmes in Chemistry

Year ending	Applications			Offers			Entrants			Entrants/Apps	
	M	F	% F	M	F	% F	M	F	% F	M	F
2009-10	88	93	51%	38	21	36%	28	17	38%	32%	18%
2010-11	97	52	35%	39	19	33%	31	18	37%	32%	35%
2011-12	85	70	45%	27	17	39%	31	13	30%	36%	19%
2012-13	127	82	39%	35	20	37%	28	19	40%	22%	23%
2013-14	159	91	36%	44	26	37%	34	16	32%	21%	18%

Female postgraduate recruitment

Ratio of course applications to offers and acceptances by gender for taught postgraduate

N/A

(vi) **Degree classification by gender**

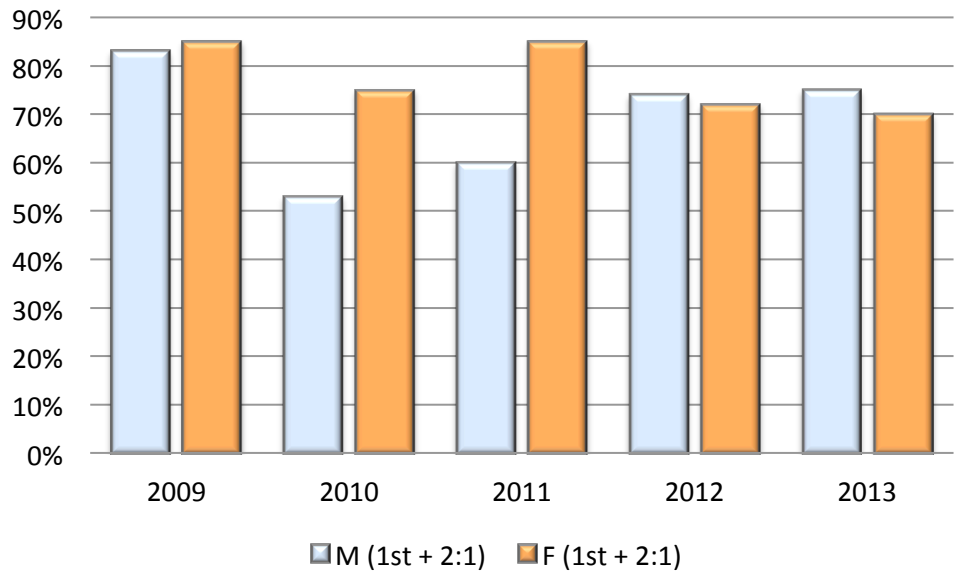
Undergraduate

Female UG students have regularly outperformed males in achieving first or upper second-class degrees in line with the national pattern, suggesting that gender is not an inhibiting factor in completion of the degree or academic achievement.

Undergraduate degree awards

Year	First		Upper second		Lower second		Third		Pass		Did not pass		1st+2:1	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
2008-09	9	8	15	15	5	4	0	0	0	0	0	0	83%	85%
2009-10	3	9	15	6	12	3	4	2	0	0	2	0	53%	75%
2010-11	9	14	17	14	13	4	4	1	0	0	4	1	60%	85%
2011-12	13	10	27	8	9	6	5	1	0	0	2	1	74%	72%
2012-13	20	8	29	11	12	7	1	1	3	0	1	0	75%	70%

Percentages of Female and male attaining degree classification 1st and 2:1



Postgraduate

We have had no instances of people failing to graduate and fewer female than males failing to meet the progression requirements for transfer from MPhil to PhD. The robust progression process and support in place ensures this is the case and is something we work hard to maintain within the academic unit.

Postgraduate degree awards

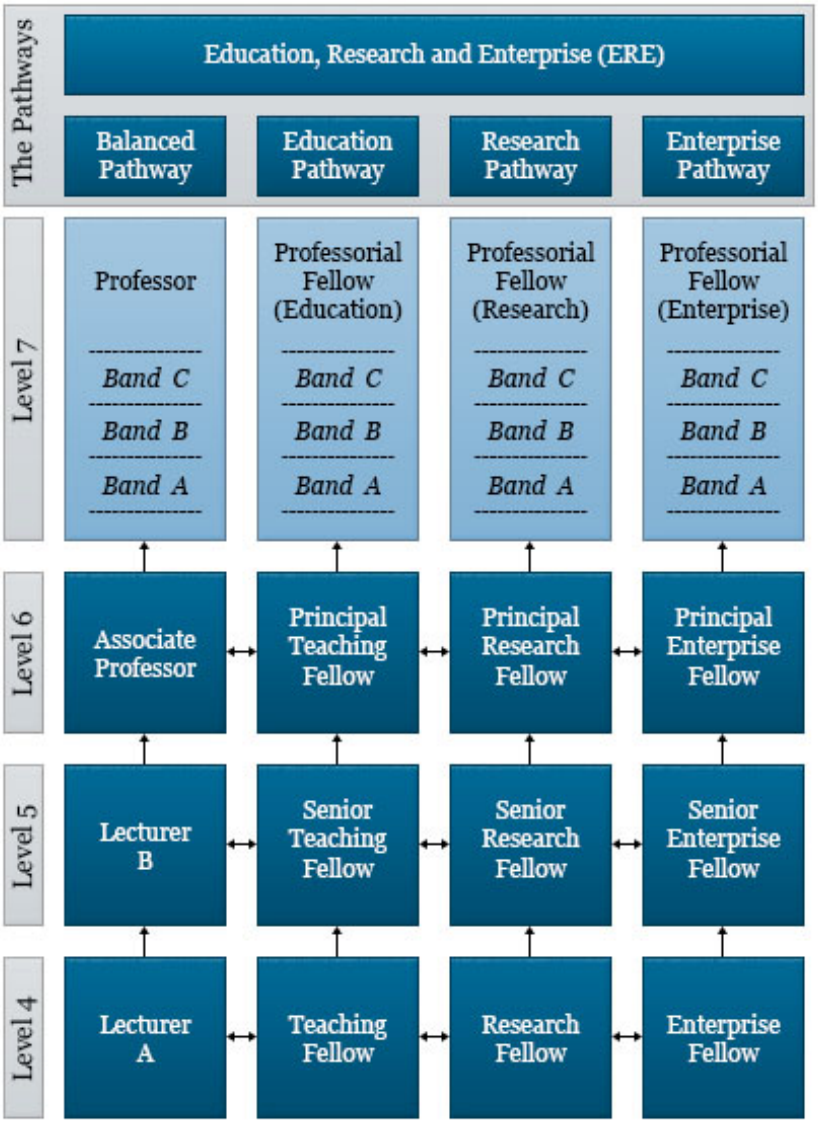
Year ending	Doctorate		MPhil		MSc by Res		Did not pass	
	M	F	M	F	M	F	M	F
2009	15	10	3	0	0	0	0	0
2010	18	23	1	1	1	0	0	0
2011	17	13	1	0	7	6	0	0
2012	18	15	0	0	7	2	0	0
2013	21	14	3	0	7	5	0	0

Staff data

(i) **Female: male ratio of academic staff and research staff**

The UoS uses grades 4-7 for academic staff, and staff (levels 5-7) are traditionally expected to work a mixed portfolio of education, research and enterprise. However recent changes to career progression acknowledge that research and teaching only career paths exist, depicted below.

Career pathways at University of Southampton



Academic staff and research staff

Year	2010			2011			2012			2013			2014		
Level	**M**	**F**	**% F**	**M**	**F**	**% F**	**M**	**F**	**% F**	**M**	**F**	**% F**	**M**	**F**	**% F**
L 4	33	15	31%	28	17	38%	34	13	28%	43	16	27%	45	15	25%
L 5	12	3	20%	11	3	21%	11	4	27%	13	5	28%	14	7	33%
L 6	12	0	0%	9	0	0%	11	0	0%	15	0	0%	15	1	6%
L 7	15	2	12%	15	2	12%	15	2	12%	16	2	11%	16	2	11%
Total	72	20	22%	63	22	26%	71	19	21%	87	23	21%	90	25	22%

Bench Mark Data 2012-13 (HESA)

Southampton	**L7**	**11.0 %F**	**L5/6**	**28.0 %F**	**L4**	**27.0 %F**
Russell Group	L7	8.5 %F	L5/6	22.8 %F	L4	31.1 %F
All HEI	L7	8.5 %F	L5/6	28.6 %F	L4	30.8 %F

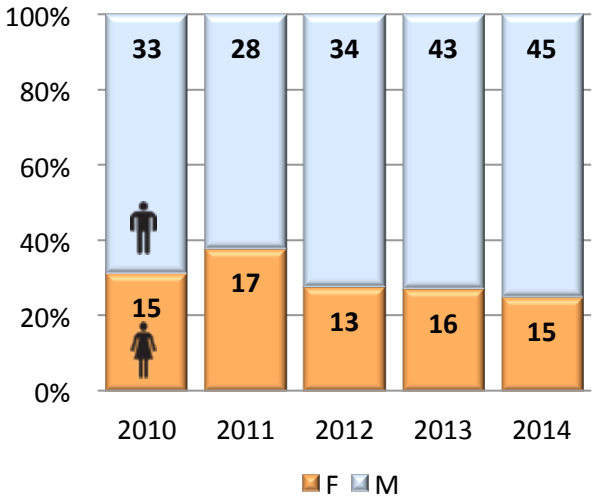
The %F academic staff in Chemistry at levels 5-7 is above the average for RG Universities and the overall %F academic staff (22%) is only slightly below the national average (26.2% All, 24.3% RG). The numbers and grade distribution of female staff have remained relatively constant over 2009-14 with significant variations only at L4. At this level the average %F has fallen and is below the average of 30.8% (HESA) and this is an area we will action. The drop in the proportion of staff that are female above L4 follows the national trend but is of concern and is being addressed by identifying female candidates for shortlisting and encouraging suitable internal female candidates to apply.

Actions: *8.1* *Proactively seek female candidates*
8.4 *Include equality and diversity statement on all job adverts*
8.7 *AU manger check gender balance on all shortlists*

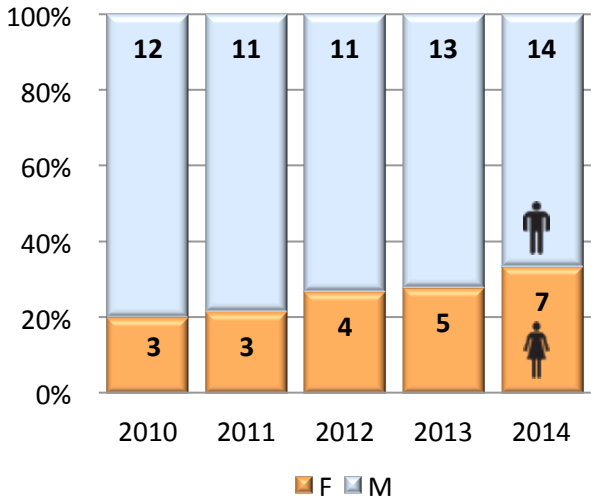
Bronze submission actions of active encouragement of female candidates to apply for promotion has seen a rise in female staff at L5 and 6. We have identified other female members of staff almost ready for promotion and they are being assisted in preparing for this. We therefore expect an increase in the %F staff at L6 and 7 in the next few years.

Actions: *8.3* *Ensure all staff trained in performance indicators*
8.6 *New Chemistry documentation explaining promotion*

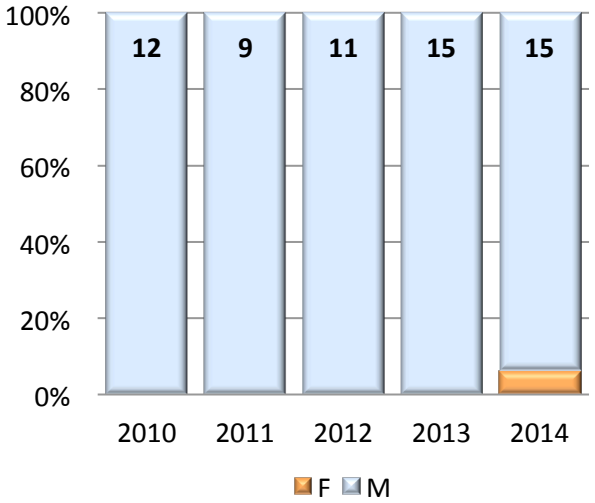
Level 4
(Research/Teaching Fellows)



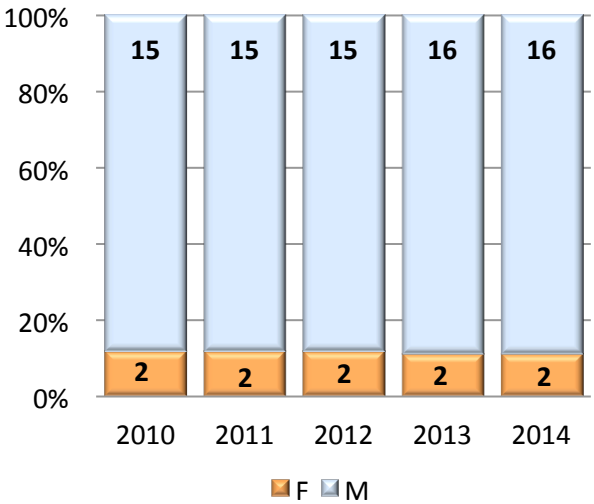
Level 5
(Lecturer/Senior Fellows)



Level 6
(Senior Lecturer/Fellow/Reader)



Level 7
(Professor/Director of Education)

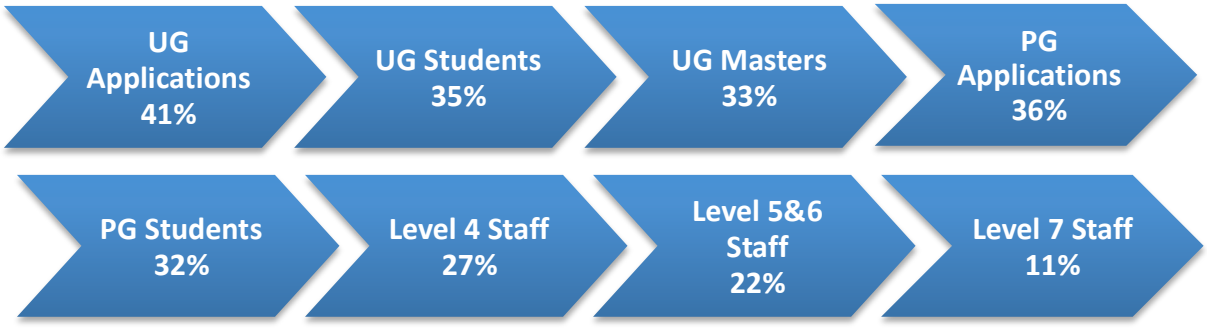


(ii) **Turnover by grade and gender**

Turnover by grade and gender (leavers as a % of total staff by gender)

Year	2010-11		2011-12		2012-13		2013-14	
	M	F	M	F	M	F	M	F
Level 4	43%	29%	35%	69%	37%	38%	18%	47%
Level 5	9%	0%	0%	25%	23%	0%	0%	0%
Level 6	22%	0%	0%	0%	0%	0%	7%	0%
Level 7	7%	0%	7%	0%	6%	0%	19%	0%
Totals	25%	23%	18%	53%	23%	26%	13%	28%

Staff turnover at Levels 5-7 is very low, with only one female leaving the department in the last four-year period. The turnover is higher with L4 staff as most are on fixed-term contracts. The AU HR manager conducts exit interviews with all leavers (L4-7) and a review of these discussions has not highlighted any areas of concern with regards to gender or diversity related issues.



The schematic above summarises the 'leaky pipeline' showing the gradual decline in %F in Chemistry throughout the career stages (2014 data), this highlights the following stages as points where we intend to take action:

- For both undergraduates and postgraduates, the conversion of male and female applications to entrants is fairly constant suggesting our processes are robust and fair. In both cases however, we have a problem in attracting female applicants in the first place, 47% of students taking A-level Chemistry are female, but our applicant pool has stubbornly remained around 40% and our PG application remains at 36%F. To address this we have become more active in highlighting our family friendly policies, our involvement in the Athena SWAN charter and now actively encourage applications from quality female candidates.

- Whilst the %F staff at L5 and above in Chemistry compares well to the rest of the RG, we are not complacent and will work to retain and develop the staff we have and to identify excellent female candidates for future posts.

Actions:	*8.1*	*Proactively seek female candidates*
	9.2	*Encourage female staff to attend professional development course*

2000/2000 words

4. Supporting and advancing women's careers

Key career transition points

c)

(i) **Job application and success rates by gender and grade**

Level 4 Recruitment

Year endin	Applications			Shortlisted			Appointments		
	M	F	%F	M	F	%F	M	F	%F
2012	436	154	26%	60	33	35%	17	12	41%
2013	216	72	25%	43	15	26%	18	7	28%
2014	149	41	22%	30	11	27%	9	6	40%

The %F appointed to L4 positions is greater than the number of applications and over the period and 37% of all appointments were to women indicating the females who apply are of high quality and get appointed. At L4 and 5 we receive a large number of applications by males from overseas, especially Asia, however the relatively low %F applications is still a point of concern. To address this we have enhanced upon University policies on flexible working and maternity and increased accessibility and visibility of female role models. Results of staff survey show that 75% F staff endorsed the University as a "great place to work". Future actions will support female postgraduates feeding into this level.

Actions: *4.2* *Career talks for students by female academics*
6.1 *Establish a postgraduate society*
6.3 *Increase %F speakers at seminars*

Levels 5-7 Recruitment

Year	Level	Applications			Shortlisted			Offered			Appointment		
		M	F	%F	M	F	%F	M	F	%F	M	F	%F
2012	5	135	20	13%	17	3	15%	5	2	29%	5	1	17%
	6	48	10	17%	8	1	11%	2	1	33%	1	0	0%
	7	66	8	11%	7	0	0%	2	0	0%	2	0	0%

During 2012, 9 appointments were made at Level 5-7 of which 1 was female and at L5 the %F appointed is greater than that who applied for posts. An offer was made to a female candidate for a L6 post, but as we were not able to match the exceptionally attractive offer she received from an institution in Germany, she declined our offer. The key issue highlighted is the need to increase female applications at all levels. Chemistry will now identify potential females candidates and actively encourage them to apply for positions as they become available to increase our %F in the candidate pool, this will be championed and monitored by a specific team. The recruitment process has been improved by completed Bronze AS actions of ensuring two women sit on every interview panel.

Action: *8.1* *Proactively seek potential female candidates (L4-7) by new team*

(ii) **Applications for promotion and success rates by gender and grade**

Promotions

Year ending	Male			Female		
	Applied	Promoted	Success	Applied	Promoted	Success rate
2012	2	2	100%	2	2	100%
2013	4	3	75%	3	3	100%
2014	1	1	100%	1	0	0%
Total	7	6	86%	6	5	83%

On average success rates of female and male promotions are comparable but we are committed to encouraging and supporting women to apply for promotion.

Successful completed actions:

- All promotion panels incorporate female academics.
- Promotion is actively discussed during annual appraisal.
- Staff are offered the opportunity to attend "Springboard" – a women's development course.

Appraisals at Southampton are currently undergoing significant changes to implement a more equitable process and 100% of staff are required to attend training, including unconscious bias, checked by the secretary to HoAU. The EDT will ensure that feedback is obtained about this process.

Actions: *8.5* *Monitor new appraisal process*
9.2 *Encourage female staff to attend professional development course*

"Attending Springboard made me realise my own potential and that with specific goals I could manage my workload. I also got the chance to meet with other women academics across the University giving me a support network for the future."

d)

(i) **Recruitment of staff**

Chemistry advertises academic positions through a defined process led by Alasdair Douglas (AU manager) and Helen James (HR Manager) ensuring that the University's EO policies are adhered to and all staff involved are briefed throughout the process. Our advertisements now include a statement aimed at encouraging applications from women (see over) and all decisions on appointments are made by panels. PDRA appointments are shortlisted by academics and the shortlists checked by HR. The PDRA interview panel comprises of two academic staff and the AU manager.

The University recognises that employees may wish to have working patterns that fit in with their caring responsibilities or work-life balance. Due consideration will also be given to applicants who have had career breaks for reasons including maternity, paternity or adoption leave, disability or illness.

Chemistry and the University of Southampton hold an Athena Swan Bronze Award, demonstrating commitment to provide equal opportunities and to advance the representation of women in STEM/M subjects: science, technology, engineering, mathematics and medicine. The University has a generous maternity policy, onsite childcare facilities and employees are able to participate in the childcare vouchers scheme.

As women are generally under-represented amongst applicants, chemistry staff are encouraged to identify promising candidates when attending conferences, etc. For example, in 2011, a lecturer in Electrochemistry (Nuria Garcia-Araez, female) was identified as a very promising young scientist by Profs. Bartlett and Russell at a conference. She was invited to visit and later encouraged to apply for the position when advertised. She was shortlisted, along with 2 other females (60%F, shortlisted) and was offered the post, which she accepted. Feedback from focus groups with newly appointed staff indicated that the recruitment process was fair and supportive; no criticisms were raised and no gender issues experienced.

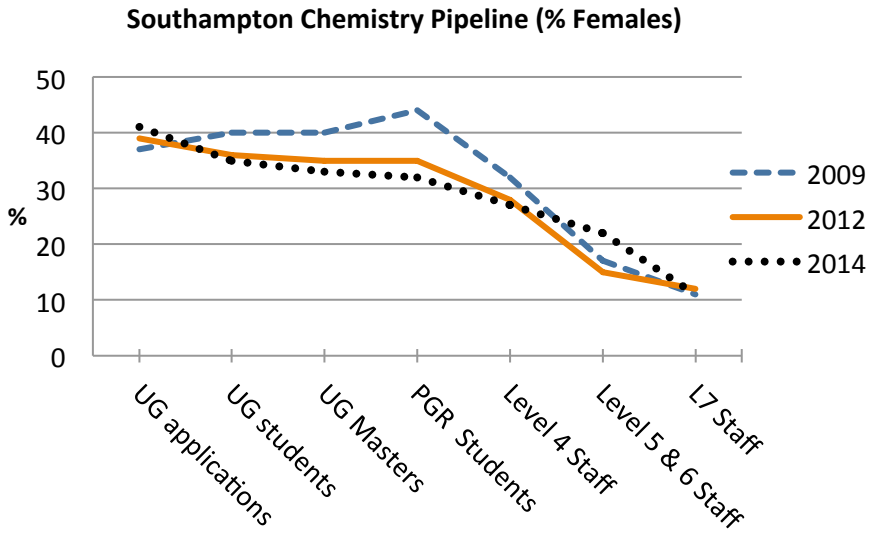
Our on-line application form has a section on equality but the shortlisting/interview panel does not see this. Shortlisting and interviewing takes place against selection criteria taken from the person specification and other considerations are highlighted to the panel by HR. We endeavour to ensure selection and interview panels are mixed gender, and it is compulsory that all members have undertaken Diversity and Unconscious Bias training (completed AS action). Future gender monitoring at the shortlist stage will be performed by the AU manager.

Actions:	*8.1*	*Proactively seek female candidates*
	8.7	*AU manger check gender balance on all shortlists*

(ii) **Support for staff at key career transition points**

The data from Chemistry demonstrates the "leaky pipeline", a picture observed nationally and a clear point of attrition of female staff is from L4 to 5. There are a relatively small number of L5 posts in the AU meaning a high proportion of both men and women do not progress to L5, but the small numbers also makes change a slow process. L4 posts are mainly fixed-term appointments and this is known to have a more pronounced effect on the time women spend 'post-docing.'[3]

[3] (i) The Chemistry PhD: the impact on women's retention. *A report prepared by Jessica Lober Newsome for the UK Resource Centre for Women in SET and the Royal Society of Chemistry; (ii)* Mapping the future: physics and chemistry postdoctoral researchers' experiences and career intentions. *A report for the Institute of Physics and the Royal Society of Chemistry.*



To address this, support is offered in many areas:

- The University is moving to a new appraisal system (2014/15). There is mandatory training for all staff performing appraisals and optional sessions available for appraisees. In addition, line managers are expected to discuss training needs and offer careers advice. Appraisals are compulsory for all staff (including PDRA's) and promotion guidelines are available via an interactive map on the University website and included in induction material.

- All managers consider whether any of their staff who have not applied for promotion should be encouraged do so. Applications for promotion are proactively reviewed by the department, identifying good candidates to put forward to the faculty promotion panel. Consideration is given to the fact that women are less likely to put themselves forward and promotion panels take into account breaks and non-standard working patterns.

- Personal development training is offered via the University's Development Unit e.g. grant writing, presenting, supervision and leadership. Completion of training is recorded annually by the AU administrator. Additional female mentoring opportunities exist via WiSET for staff and Theano for students. Chemistry also encourages staff to participate in peer mentoring groups at various career stages, e.g. L5 to 6 transitions and for senior management positions, encouraging conversation with colleagues recently promoted. The mentoring scheme within the AU has been well received especially by ECR; in a recent survey 91%M and 100%F agreed that the AU had encouraged them to take up career development opportunities. Prof. Andrea Russell participated in the action learning to support her promotion from Level 5 to 6 and to 7 and continues to find the peer support formed during this process helpful to her career.

- ECR opportunities such as fellowships and jobs are available through the Diversity website or by email (e.g. OrgNet). A monthly newsletter from our research support officer relays details of all funding schemes. Chemistry also has an Early Career Group, a support network which feeds back to the EDT (completed AS action). Recent events

have included a social meeting (41 attendees); a Q&A session with senior management, and an industrial careers seminar.

- Chemistry routinely hosts the RSC to encourage membership and provide workshops on career development and professional skills.

- Training is available for staff to be interviewed for promotion. This has been well received with statistics showing that staff undertaking this training performed well at interview.

Two of our ECR's, Dr Giuseppe Pileio (L5, Research Fellow, male) and Dr Lynda Brown (L5, Dorothy Hodgkin Fellow, female) have recently been supported to 5-year tenure track lectureship positions, with clear career planning over the period.

"I was asked/encouraged to apply for promotion at each stage and was given support in preparing the applications" *Professor Andrea Russell*

Action: 8.5 Ensure all managers are trained in new appraisal process

Career development

(i) **Promotion and career development**

All staff (including PDRA's) are appraised annually including completion of a self-assessment form, which is reviewed by their line manager who provides a separate evaluation. There is an opportunity to comment on performance and contributions to teaching, research, administration, pastoral, mentoring, outreach and uptake of training programmes. All personal circumstances such as leave for caring responsibilities, sickness, part-time working are taken into consideration when targets are set.

A meeting then takes place to set measureable and achievable targets for the next period. Targets are quantitative (e.g. papers, grant applications) and qualitative (e.g. journal choice, student feedback) and based on general guidelines (set by CPRC) required for achievement at a given level supporting future case for promotion. Training needs are identified (offered through professional development unit), staff in teaching roles must complete the University's PCAP (leading to fellowship of the HEA) and all staff are encouraged to participate in professional societies.

Career aspirations and specifically readiness for promotion are also discussed during appraisals, and managers advise staff on what they need to do to move to the next level. There is then an annual call for applications for promotion and this repeatedly sent out to staff allowing plenty of time for preparation. Chemistry takes an active role in supporting staff to prepare their promotion case and correspondence to managers from the HoAU emphasises that suitable staff should be encouraged to put themselves forward. The promotions process involves an interview, and staff are offered interview skills workshops. Staff unsuccessful in their promotion are provided with comprehensive feedback for future submission.

Prior to 2013, completion of appraisals for PDRA's was inconsistent and completion rate was low and this was reflected in negative comments in surveys and during exit interviews. Now PDRA's have formal probationary periods and regular appraisals, regardless of the length and status of their contracts. We also offer PDRA's the option of being appraised either by their research supervisor or the HoRS. Appraisal forms are forwarded to the HoAU for inclusion in the overall review of the needs of all staff in Chemistry and the HoAU secretary keeps records of uptake of appraisals (grade and gender is checked, with no imbalance noted to date). In a recent survey of PDRA staff 79% agreed they had received an annual appraisal, and recent focus groups described their appraisals as beneficial for career guidance and performance recommendations.

All staff are encouraged to submit for internal and external prizes. A new annual Faculty Dean's prize for outstanding EC academics from recognised two staff members from Chemistry for their achievements, Dr Giuseppe Pileio and Dr Sophie Benjamin (pictured below, 2013).

In a recent staff survey (Aug 2014) 91%M and 100%F agreed that they been actively encouraged to take up opportunities, the survey highlighted the promotions process and criteria was not fully understood and in response we will produce a document for staff explaining expectations for promotions to each level. The same survey revealed that 83%F said that their managers were supportive and good role models.

Actions:	*8.2*	*Wine reception for recently promoted staff*
	8.6	*New Chemistry documentation explaining promotion*

"I was encouraged to apply for promotion by my line manager and other senior colleagues. The process seemed fair to me and straightforward, I was given a lot of help at the departmental and faculty levels." *Dr Syma Khalid*

"*I received good moral support and mentoring*"
"*My personal development plan was positive*" *Female staff at exit interviews*

(ii) **Induction and training**

All new permanent members are staff are assigned a mentor distinct from their line manager and fixed-term staff are mentored by their research supervisor, but can request a separate mentor. Newcomers are given a basic induction to Chemistry and its management systems by the AU manager and a more specific induction is provided by their supervisor. The University provides a general induction course and training programmes. The HR manager contacts all new staff to offer advice and support on employment issues and ensures induction is completed. From focus groups with new staff and exit interviews (staff on fixed-term contracts) we identified deficiencies in our induction process, to address this:

- Information on all Chemistry's policies (e.g. leave, flexible working core hours) are on the website.
- A Chemistry handbook for staff containing the essentials of working in Chemistry (e.g. finances, room numbering, committee structure) with an induction checklist and a feedback request is almost completed.
- 90-day interviews give a picture of the first 3 months in the department, allowing us to improve the experience**.**
- We offer exit interviews to hear the views of departing staff on their experience of working within Chemistry. The take-up rate since it was introduced in 2013 is 75%, providing useful data for improvement and monitoring of exit destinations of PDRA's. The HR Manager holds the interviews so that leavers feel more comfortable giving honest feedback. Exit interviews have highlighted training and development opportunities and the internal seminar programme as especially positive aspects of employment within Chemistry.
- A funding newsletter is regularly circulated to staff with ECR opportunities.

Comments from a very recent focus group describe an improvement in the induction process with praise to given to the 'handbook' to Chemistry.

Actions:	*7.1*	*Gather information through exit interviews for PDRA's*
	7.3	*Chemistry induction handbook to all new staff*

"The culture was welcoming and positive." *female PDRA at exit interview*

(iii) **Support for female students**

Chemistry does not provide a separate support system for female students, as the level of pastoral and teaching support for all of our students is very high and well received as evidenced by our National Student Survey scores (student satisfaction MChem 92%; BSc 96%) and feedback from our Staff Student Liaison Committee.

Formal pastoral support for UG students is provided by the allocation of a personal tutor, which can be male or female, however requests for specific genders are granted. Year tutors provide a second level of pastoral care and one of these year tutors also serves as the senior tutor, providing a further level of support. New staff are briefed on the roles of personal tutors when they are first assigned tutees (not in their first year of employment) and made aware of additional support

provided by the University, e.g. the counselling service. There is also a whole range of mentoring training offered by the University's PDU.

PG students are assigned an advisor in addition to their research supervisor(s). This person monitors the student's progress and provides additional pastoral support, especially in cases where there is disagreement between the student and their supervisor, or if the first supervisor takes leave. The HoGS provides further support if needed. Focus groups with PG's suggested that the students would like to have more contact with their advisor, however there was no issue of gender bias reported.

Action: 6.2 Gather PG feedback on supervisor/advisor concerns

Networking and mentoring opportunities for female UG and PG students in science and engineering subjects are also provided via Theano, the UoS group aimed at improving the leadership status of females in the STEM subjects. Theano runs a series of recruitment, education and career development workshops and a series of lectures by prominent female scientists and engineers each year. Chemistry also encourages attendance at workshops such as the Irene Joliot-Curie Conference supporting young female scientists

In 2013-14 Chemistry ran seminars and workshops inviting female Alumni from academia and industry to speak about their careers to date, and since 2013 the EDT has new UG and PG champions to feedback where extra support is needed.

Action: 7.2 Organise Athena Swan conference in Chemistry

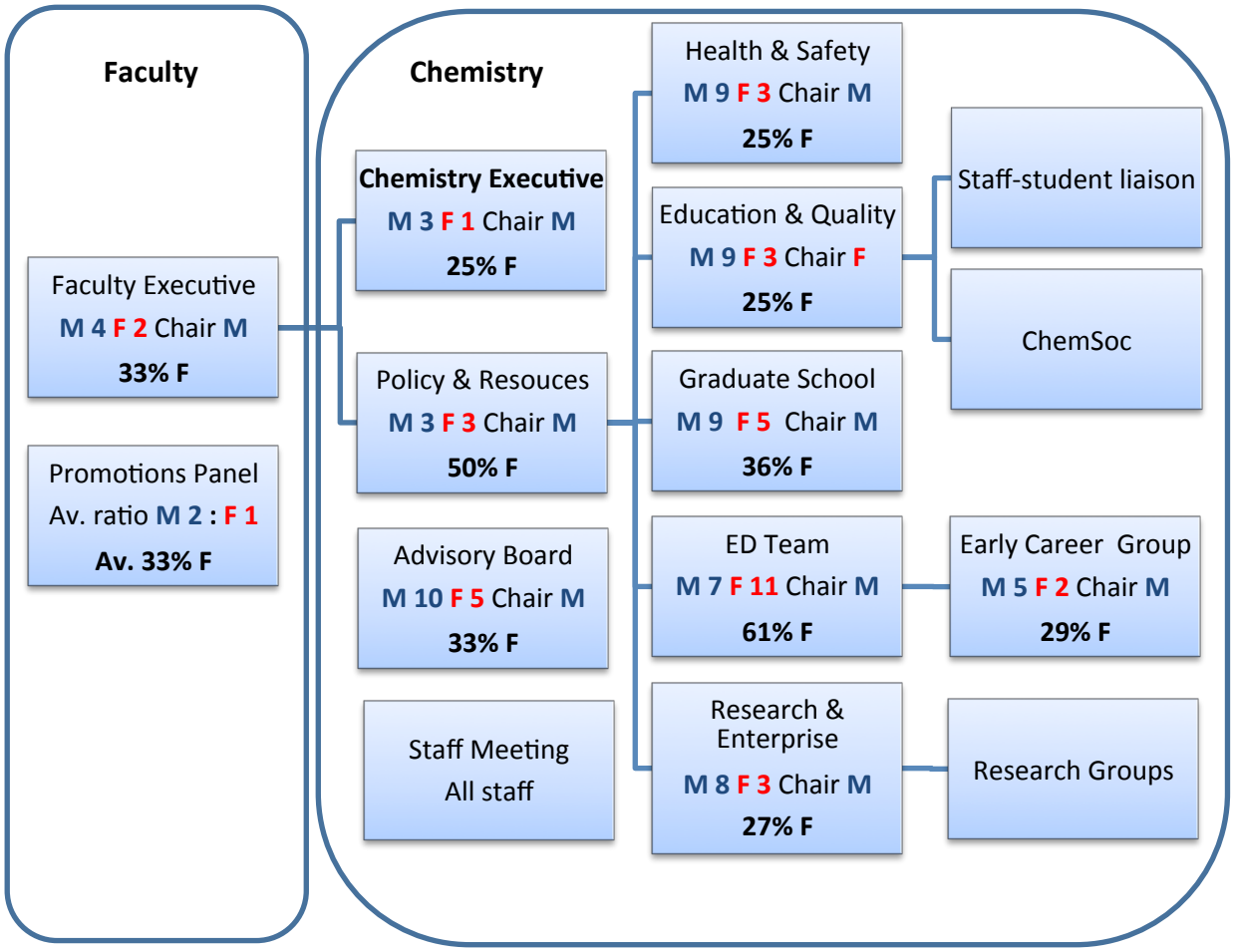
Second year UG Allison Bushrod was awarded an Undergraduate Research Bursary from the RSC for a project with Dr Robert Raja. This is the second year in a row that a Southampton Chemistry UG has been awarded this prize, as Stephanie Chapman received this prestigious award in 2013.

Organisation and culture

c)

(i) **Male and female representation on committees**

The organisation of committees within Chemistry and the gender balance



- Committees feed up to the Chemistry Policy and Resources (*CPRC*), and executive committees where decisions about policy and personnel are taken.
- Senior positions on committees are determined by the administrative roles taken by the members of staff on these committees, e.g. the Executive Committee comprises the HoAu, DHoAu Research, DHoAU Education, and the AU Manager.
- Senior roles are selected on the basis of consultation with appropriate members of staff, there is no strict policy in place for rotation of duties, but it is expected that the term for senior roles is usually 3-5 years, with the exception of the permanent roles of Safety Advisor and AU Manager.
- Committee structure and management arrangements are covered in induction material and recently junior members of staff have been invited on to the decision-making committees, giving staff valuable career experience. (Successful AS action)
- The %F on committees is at a level that exceeds or matches that of female staff in the academic unit as a whole (22%F).
- Decisions in the AU are taken by *CPRC* in response to requests from staff from every level whether this stems from a formal appraisal, conversation with a mentor or from a simple

chat over coffee with a colleague. Decisions are then fedback through triannual Chemistry staff meetings, which all staff are invited to attend. This provides an open forum for discussion of decisions aiding transparency and inclusion in the decision making process.

The EC group meets to support career development and networking of PDRA's. There is a staff member in this group to assist ECR and report back to senior management and the EDT.

(ii) **Female: male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts**

All staff at L6-7 are permanent. All present L4 staff are on fixed-term contracts as has been the case for the past two years. In 2012, we had one L4 female staff member on a permanent contract. Currently, 57% of L5 women (50% of men) are in permanent posts. For both male and female staff at L5, the number of permanent contracts has stayed constant, however we have seen a rise in fixed-term contracts at this level (both male and female). This is due to an increase in research fellows on external contracts and there does not appear to be any clear differences in the trend for male and female staff.

Numbers of Level 5 staff on fixed term or permanent contracts

Year	Fixed Term		Permanent	
	M	F	M	F
2012	5	0	8	5
2013	6	2	8	5
2014	9	3	9	4

b)

(i) **Representation on decision-making committees**

Membership of decision-making committees is defined by the administrative roles of the staff, their experience and ability to contribute to discussion between the HoAU, committee chairs and line managers. Membership is closely monitored through the workload model and appraisal process to avoid "committee overload" on females and is at an appropriate level. In a recent survey, 100%F agreed that work was allocated fairly and in a transparent way irrespective of gender, and 80% of all staff agreed that the department used senior academic women as well as men as visible role models.

All of our female academics have influential external positions including management committees for scientific societies, external examiners, WiSET, UoS AS team, UoS academic senate and the RSC.

"I endeavour to provide support to my junior colleagues and currently serve as the mentor for one new female lecturer in Chemistry and several postdocs from across the University, as well as participating in the Women into Leadership program for level 4 staff" Professor Andrea Russell

(ii) **Workload model**

Chemistry has operated a detailed workload tariff model for over a decade based on a points system, with a full load corresponding to 450 points per academic year. Data is formally collected and individual tariffs assigned annually regarding teaching, administrative, and outreach activities for all staff (including PDRA's). The workload tariff for teaching includes parameters that adjust the value depending on class sizes, module coordination roles, methods of teaching, with an excess being added for the development of new teaching materials arising either from the production of a new module or for taking on a module not previously taught. In response to feedback from our AS Bronze Award, pastoral care duties are now formally included in the tariff. The details of the tariff model are available to all staff and the usefulness of the model is checked and weightings of parameters adjusted to account for changing workloads attributed to certain tasks. The tariff is also adjusted to allow for part-time working or temporarily varied for flexible working needs (e.g. illness or caring responsibilities).

Allocation of all workloads is made in discussion with the line managers. New members of staff are allocated reduced teaching, administrative, and outreach workloads building up over a period of 3-5 years to develop skills whilst supporting career progression. Together with the start-up package offered to new staff (PhD studentship(s) and financial support), the reduced workload allows new staff to establish their research groups and get off to an excellent start. PDRA are allocated 100 teaching points, 25 points for supervision of undergraduate project students. In response to surveys and to increase transparency a histogram plot of workloads is published annually and presented at a staff meeting. Feedback from focus groups with EC staff did not uncover any major problems with teaching allocations and where staff had encountered difficulties they had felt fully supported by their colleagues.

Although there is no strict policy, it is expected that senior roles are 3-5 years and then rotated. Appointments to administrative roles are on the basis of skills, workload tariff (ensuring that a few staff do not have all the demanding roles), and by consultation with the appointee. In response to our AS self-evaluation process, junior members of academic staff are invited to attend one meeting of each of the key decision making committees to enable them to understand how the AU is managed. In a recent staff survey 90% of staff agreed that they were clear about what they were expected to achieve in their role.

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

A specific action from our Bronze submission was implementation of a core-hours policy. This ensures all meetings (e.g. staff forums, committee and examiners meetings) take place within the family friendly hours of 9-4pm. Seminars are scheduled for a Wednesday afternoon to avoid clashes with staff teaching responsibilities. Research groups organise their own meetings but staff are flexible and take into account work-life balance issues of individuals (feedback from staff survey). The only exception is the RSC seminar series, which starts at 5pm so to allow chemists from outside the University to attend. It is recognised that this is not ideal for those with family/caring commitments. However, the speakers are generally available for most of the day before the seminar to meet individually with staff.

Staff social events are at varied times; colleague catch-ups are arranged over lunch, graduation parties within the working day, coffee is offered at the end of seminars and larger social gatherings organised at weekends in term-time to include all the family (our summer barbeque had over 90 attending). This flexibility has been praised by staff with 100%F and 81%M staff agreeing that their AU respect the core-hours (increased from 74%M and 27%F in 2012).

Action:	*10.1*	*Organise departmental sports tournament*

(iv) **Culture**

A recent survey (August 2014) reported that our culture was friendly and inclusive, reflected by the low turnover of staff in the AU. When asked if staff felt like their department "was a great place to work" on average 93% M&F agreed (they were asked to comment on this for both genders), which is improved from 78% in 2012 and 83% in 2013.

Chemistry has a tearoom and it is the heart of the department, we have invested in and defended it over the years in the face of growing pressure on space within the Chemistry complex. Recent refurbishments removed portraits of (mostly male) former staff members and replaced them with colourful photographs taken by members of the AU. The tearoom is open mornings (9:30-11.30) and afternoons (2-4) and used by all in Chemistry (UG, PG, and staff). Most staff make time to socialise in the tearoom daily and it is when most networking occurs. Newly appointed staff are made aware of this informal opportunity to meet with colleagues in the briefing document received on starting. Monthly, on a Wednesday afternoon, to encourage interaction there is free tea and coffee for staff (PDRA's included). Staff focus groups praised this interaction greatly especially when new to the department.

The culture in Chemistry is extremely supportive and in recent years several staff members have required periods of leave due to ill health. On every occasion colleagues have willingly stepped in at very short-notice and covered teaching, research and administrative duties.

"You discover the true nature of a workplace when you come to rely on the support of others. Following my recent misfortune, a warmth and kindness has shone through to me from across the staff and student communities alike and I've been truly humbled by their selflessness and understanding." *Professor Dave Harrovwen*

(v) **Outreach activities**

Chemistry has an extensive programme of outreach activities from key stage 2-5 and to the general public, and outreach activities are formally recognised in the workload model. All our events involve female colleagues (UG to L7) and we have made significant investment in decorating our buildings with photographs and quotes from female scientists to increase the visibility of female role models. Some of our activities include:

- Salter's Festival of Chemistry.
- Lectures given in schools and videos distributed via YouTube.

- Annual Science and Engineering Family day; this was particularly successful, with the University receiving the British Science Association award for 'Best Engineering Event' in 2009.
- Twilight laboratory sessions; A-level students learning about Chemistry (53%F attended, 2014).
- Work shadowing for Year 12 students considering a University degree in chemistry or a related subject (567 participants over the last three years, 47%F).
- Science All Around Us (KS2) children from local schools take part in hands-on experiments, watch demonstrations and listen to talks highlighting the importance but fun of science.
- Participation by our undergraduates in the Undergraduate Ambassadors Scheme via an optional module in year 3 (in 2011-12, 9 students; 5 female).

Dr David Read coordinates our outreach activities and his team provides professional assistance in developing activities and resources. All staff are expected to participate in at least one outreach activity per year and therefore participation reflects the gender ratio in Chemistry.

To increase the number of female UG applications to the department we need to encourage more young girls into STEMM subjects therefore we are proposing to run a new program called "Science is a girl thing" aimed at 13/14 year olds. It is envisioned that a group of current UG female students would return to their schools and support them in science, offer mentoring and hopefully bring girls to the campus to experience university life.

Participation in Outreach Events 2013-14

Event	F	M	T	% F
Open Days	9	9	18	50%
UCAS Visit days	19	19	38	50%
'Science is around us'	8	6	14	43%
Work Shadowing	11	5	16	31%

"Before I came to the 'Science All Around Us' trip, I didn't really like science - now I think it's amazing and can't wait to do chemistry at secondary school."

Flexibility and managing career breaks

a)

(i) **Maternity return rate**

Since 2008, 5 staff took maternity leave of which one has had two maternity breaks. Of these, two resigned at the end of their fixed term contract. All staff remained on full-term contracts upon return from their leave period. Since 2011, all staff that took maternity leave returned, showing an improvement over previous years. Chemistry has a clear policy on maternity leave and provision for females and their supervisors during pregnancy and in their return and senior staff will make the necessary arrangements for cover of duties during absence. Request for part-time working on return is always considered and 80%F agreed in a recent survey that managers are supportive for such requests. Provision of a University nursery facilitates the transition back to work (2 minute walk from Chemistry, especially important for breastfeeding) and a University childcare voucher scheme is available.

Maternity leave and return rate

Year	No. F	Level	Return
2009	1	5	Resigned at end of fixed term contract
2010	1	4	Resigned at end of fixed term contract
2011	2	4 & 5	Returned full time
2012	0	0	No maternity leave taken
2013	1	4	Returned full time
2014	1	4	Returned full time

Action: 9.1 Interview all staff after 6 months return from career break

(ii) **Paternity, adoption and parental leave uptake**

Since 2011, 8 periods of paternity leave have been taken; no leave was taken in the three years prior to this so it is apparent that staff are more aware of this right than in the past. The flexible working policy in Chemistry facilitates the time off required for childcare issues and during term time it is common practice that staff help each other, even on short notice, to cover teaching slots. The faculty has also implemented and communicated a Family Leave Scheme that provides financial support (up to £20k) to staff to allow continuity of research and career progression during periods of leave.

Paternity leave

Academic	No. M	Level	Total days
2008-11	0	0	0
2012	2	2 x L5	28
2013	4	3 x L4 1 x L5	56
2014	2	2 x L6	25

(iii) **Applications and success rates for flexible working by gender and grade**

Part-time working is negotiated on a case-to-case basis and handled by line managers and HoAU, trained to manage this. As shown below, variations to working hours occurred at all levels and for all genders. All applications for part-time working (increases and decreases) were approved, and it is Chemistry's policy that unless there is a very good reason not to, the application will be supported.

Part-time working applications and successes

Year ending	L4	L5	L7	Total
2011	1M decrease		2M decrease	3
2012	2M decrease 1F decrease 1M increase		1M decrease	5
2013	2M decrease 4M increase	1M decrease 1F increase	1M increase	9
2014	1M increase 1F increase		4M decrease 3M increase	9

d)

(i) **Flexible working**

Academic staff do not have to negotiate flexible working as this is widespread on an informal basis throughout Chemistry for all grades and genders and staff are free to organise their working time flexibly around their core responsibilities. There is a well-defined flexible working policy within Chemistry and this is available to all staff through our Diversity website and has been emailed to staff by the HoAU. Flexible working by PDRAs is negotiated with their supervisor and during their annual appraisal there is the opportunity to formally discuss their work-life balance and any related issues. Paperwork for appraisals now includes a dedicated page for work-life balance and flexible working issues, which provides valuable feedback to the EDT and HR to ensure good practice. Responses from 2013 indicated the majority of staff made use of this flexibility and focus group comments described this as "the main perk of the job".

Timetabling of all teaching activities is managed centrally, but it is drafted well before the start of term, so individuals can request reasonable changes to take into account their family commitments and staff's requests are matched whenever possible. We acknowledge that the extended teaching hours from 9am to 6pm constitutes an issue and we will continue to address this at a University level.

The maternity leave return rate to a full time position is very high in Chemistry this demonstrates that flexible working to allow for caring responsibilities is a practice well established and supported within Chemistry.

"As a father of three young children the core hours and flexible working has been brilliant, it allows me to be home for dinner which is really important to our family ." Male academic

(ii) **Cover for maternity and adoption leave and support on return**

- Preparation for and cover during maternity and adoption leave are discussed with the individual's line manager in the first instance, and targets are adjusted to take into account such leave.
- The HR officer is available for all staff for advice on policy and finance.
- For staff members arrangements for cover are made in consultation with the individual's line manager, e.g. supervision of the individual's research group (all students have an advisor in addition to their supervisor and in the first instance this person will provide cover) and teaching assignments are fairly allocated to other staff.
- Teaching and administrative loads for the first year of staff returning from leave are discussed with their line manager and reduced accordingly.
- A new Faculty Scheme gives staff access to funds (equivalent to 6 months PDRA) to assist them with their research either upon return or during leave (available for all career breaks on a case by case basis). This is particularly beneficial for EC staff as it can provide continuity to research during a period of leave.
- Recent completed action: baby-changing facility put into the department.
- Recent completed action: In response to a PDRA's request for breast-feeding amenities a quiet room has been allocated with a booking system giving priority to feeding mothers (the PDRA said her needs were met "perfectly").
- During absence staff can continue to receive department news, if requested, by email.
- In our previous submission a concern was raised about the inability to work in laboratories whilst pregnant. Previously this has been accommodated by relocating to a less hazardous laboratory or by a shift to written work. However, students and supervisors were concerned about consequences to a research programme, and how this may lead to bias in employing females, although there is no evidence of such bias. We have a implemented Faculty scheme providing additional financial assistance to provide replacement staff to cover loss of laboratory activity, maternity leave or to extend the contract of staff who have taken leave where the funding body does not provide such assistance.

I would like to share my experience regarding maternity leave and return to full-time work. I took 6-months maternity leave on full pay. At that time I had 13 months left on my contract. In order to ensure continuity to the research project, Prof. Malcolm Levitt hired a substitute researcher for my period of leave, using funds previously allocated for my salary. On my return, the Faculty financed an extension to my contract by 7 months allowing me to resume work and properly complete my research. I want to thank the Faculty for taking care of me, giving me this opportunity that was important not only for my research but also for my career and family life." Dr Maria Concistrè

Dr Concistrè benefited from this new scheme as current regulations at Southampton stipulate that employees have to be at work for one year from the end of their maternity leave to keep the full contractual maternity pay for the first 6 months of leave. This extension allowed Maria to complete one year of contract from the date of her return to work.

Action:	*9.1*	*Interview all staff after 6 months return from career break*

4999/5000 words

5. Any other comments

Led by our HoAU, Prof Phil Gale, we are fully committed to the best practice of the Athena SWAN initiative and have worked hard to improve the ethos of school. Our commitment was described in our previous application and our progression is now described in this successive application. The change in culture in Chemistry at Southampton is evidenced by a staff survey that was first carried out in 2012 and then completed again in Sept 2013 and Aug 2014. Repeating the survey not only allowed us to identify key issues and proactively implement the changes necessary but also monitor attitudes to our best practice. The improved culture was clearly visible in the responses indicating that both men and women felt like the department was a "great place to work". Female staff noted that their careers where strongly supported and developed and that they were actively encouraged to take up opportunities at the same time as maintaining a balance with their caring responsibilities (>90% agreement up from 70% in 2012).

We have run focus groups with staff, PDRA, postgraduates and undergraduates and these have provided the valuable suggestions and feedback but also have indicated that we are definitely progressing in the right direction.

We have also incorporated bespoke equality and diversity questions into our appraisal paperwork (see below) giving staff the opportunity to contribute to the changes within the department. Feedback indicated the core-hours policy was understood; flexible working was exploited and appreciated and on the whole staff felt the department was a good place to work.

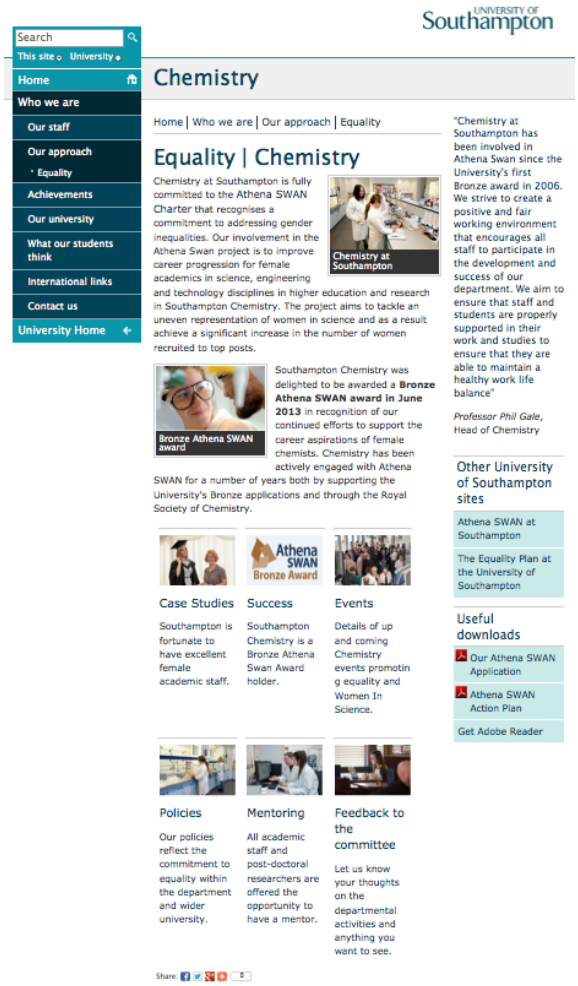
Equality and Diversity questions in appraisal paperwork:

1. Flexibility and core-hour policy: are you aware of Chemistry's policies and do you make use of flexible work?
2. Career progression and promotion: are you aware of the procedures and do you discuss these with your line manager? Do you feel that our procedures are clear and transparent, if not please give some details.
3. Parental/carer's leave: are you aware of the University's policies and do you think that these are implemented fairly and fully in Chemistry?
4. Other comments related to work-life balance: please provide any other comments you would like passed on to the Chemistry Athena SWAN committee, especially.

In response to staff requests we have also implemented a core-hours email policy stating: "Members of staff are not expected to send replies to emails outside the hours of 9-6 pm Monday to Friday and not at all on Saturday and Sundays. Please respect their work-life. Staff may reply if they wish, but are not required to do so**"**

Our inclusive culture has been highlighted in the new Equality pages on our website (launched 2014). By advertising this regularly via email we have been able to promote the changes made in Chemistry. The website provides staff and students with information on policies, events, mentoring and funding opportunities e.g. Daphne Jackson and Wellcome Trust re-entry fellowships. Pages congratulate staff successes and present case studies giving insight into the careers and work-life balance of staff members.

Schematic of new Chemistry Equality website



"*The Mentoring page and the Policies page are very useful and nice and specific. The Case studies really give you a feel for the department and what it might be like to be a woman in the Chemistry here. I like that it's so personal"* Feedback from a female academic in Psychology

499/500 words

6. Action plan

See appendix

7. Case study: impacting on individuals

Case Study 1: Prof. Andrea E. Russell, DoAU (Education) and Director of Programmes

My academic career in the UK began in 1991, with my appointment to a temporary lectureship at the University of Liverpool, followed by a second temporary appointment at the University of Newcastle, made permanent in 1996. In 1997 I moved to Southampton, which represented both an excellent career move for me and enabled my husband to take up the post he wanted, enhancing my home life as well.

My career at Southampton has seen me rise steadily up the academic ladder, being promoted to Senior Lecturer in 2001, Reader in 2004, and to a personal Chair in 2007. At each step of the promotions process, I received excellent support and guidance from colleagues in Chemistry. I was asked/encouraged to apply for promotion at each stage and was given support in preparing the applications. In 2003, as I prepared to apply for promotion to Reader, the University launched Action Learning Sets to support women at this transition point. These were professionally facilitated peer groups of 10 women from across the University who assisted one another in overcoming barriers (real or perceived) to promotion. Chemistry gave me the time to be part of this network (10 days over one year). The professional facilitation was excellent and the network of colleagues formed continues to be one I call upon for support to this day. In 2004 the Department put me forward to attend the University's Senior Management Development Program. This represented a fantastic opportunity to develop my leadership skills and to learn more about how the University is run. In 2006, my line manager informed me that the Department wanted me to put my application in for promotion to Professor. I really didn't think I was ready, but they insisted and then supported me all the way through the process by assisting with my application, providing guidance on referees, and helping me to prepare for the interview. Simultaneously, I was taking part in another peer-support network for senior women and this also contributed towards my success in securing promotion. I have gone on to be Head of Electrochemistry (2005-2010) and took up my current role as Deputy Head of Chemistry (Education) in 2012.

I am married to a PhD Physicist, who works for a medium-sized company that makes scientific instruments. We were not able to have children, but have a very full life nevertheless. Unfortunately, I have suffered several episodes of ill health over the last 7 years, requiring urgent

hospitalisation on one occasion and surgery on another. The Department and my colleagues have been very supportive, with colleagues standing in for me at very short notice and my health taken into account in appraisals.

I count myself very fortunate in securing my dream job here at Southampton back in 1997 and in continuing to work in such a supportive environment. I endeavor to provide that support to my junior colleagues and currently serve as the mentor for one new female lecturer in Chemistry and several female postdocs from across the University, as well as participating in the Women into Leadership program for level 4 female staff.

Case Study 2: Dr Lynda J. Brown (RS Dorothy Hodgkin Research Fellow)

In 2003 I returned to the University of Southampton (UoS) on a part-time basis (0.6 FTE), as PDRA having completed my PhD here in 2000. In 2009, I secured a RS Dorothy Hodgkin Research Fellowship, allowing me to direct my own research and I contributed to REF 2014. For the first four years of my fellowship I continued at 0.6 FTE but for the last two years I have worked at 0.8FTE. I am also the Business Fellow within the Department of Chemistry.

I am married to a Professor of Organic Chemistry also at UoS who works full-time. We have two children (ages 10 and 12). Upon returning to work my children were of pre-school age and we required day nurseries and child minders, this was all facilitated by a workplace childcare voucher scheme that is in place at the UoS. Since our children have been of school age my husband and I have managed to work a flexible shift system, one parent starting work early to allow collection of the children at the end of every day, and the other a late start to allow drop off at school. I also work flexibly around my part-time week; this gives me the options to choose my working days around commitments both at work and at home. Both of these arrangements have allowed as little disruption to my children as possible, and given me the opportunity to spend precious time with them while providing them with an important example of how mums can be successful career women too!

I applied for a RS Dorothy Hodgkin fellowship as it is a forward thinking grant that allows part-time working and career breaks. Members of staff in Chemistry at the UoS lent me their full support with advice, proof reading and providing references to strengthen my application. With the RS permission my funding was extended from four years to six, on pro-rata basis, this was fully supported by our HoAU and I never experienced any resistance to my part-time working. Significantly the Department has never insisted on fixed working days which has allowed me, not only to work some days from home, but to accumulate time off to alleviate the difficulty of finding childcare during the school holidays.

Senior staff at UoS have always supported my research role and as I have benefited from a reduced workload tariff. There are many female academics within the department and my contact in terms of appraisals and general mentoring has been invaluable.

My fellowship finishes at the end of 2014 and the department has offered me a 5-year tenure track lectureship position with clear targets defined for a permanent appointment. Upon my request I will move back to 0.6FTE and the department has been very supportive of this.

975/1000 words

8. Appendix: Action Plan

Key

GREEN	Action complete
YELLOW	Action on target
RED	Action overdue
	Action arising from Bronze submission

(i) Key initiatives implemented from or since Bronze submission

Date	Development	Purpose	Outcomes and impact	
2012	Policy implemented that all UG are able to request a female tutor	To support UG requiring female mentoring and meet the needs of individuals	Positive feedback to UG tutors from UG Policy is clearly presented to UG during induction	
Sept 2013	Include UG representative on EDT	To give a voice for change to UG (through EDT) and ensure good practice impacts on this group	At least one UG member on EDT each academic year (see self-assessment team in main document)	
2012/13	Pictures and stories of successful women role models to be displayed around department	To raise awareness of female scientists in department	19 photos and 9 stories of female Southampton chemists displayed in reception and main corridors of Chemistry building	
Recruitment 2013/14	Increase female profiles in UG literature	To provide examples of success female scientists to encourage more female UG applicants	All literature reviewed and updated, now contains 11 female and 10 male pictures and 5 female and 5 male stories Informal conversation with parents and students at open days demonstrated a positive response to literature	
January 2013	Case studies of staff with good work-life balance made available on website	To increase visibility of the normality of staff working flexibly and around caring responsibilities	5 case studies uploaded More case studies on-going; chosen on the basis of different experience and background to show diversity Page views 1360 to date	

Date	Development	Purpose	Outcomes and impact	
July 2014 Text	All staff trained in unconscious bias and equality and diversity	To improve staff awareness of equality and diversity issues especially those involved in management and recruitment	All staff trained with greater than 95% uptake Staff forbidden to an attend interview panel without training HoAU secretary tasked with ensuring all staff are trained at all times	
October 2013	Provide links to internal and external funding sources and prizes on equality website	To encourage staff especially PDRA's to apply for fellowships and externally recognised prizes	Links available on website from Sept 2014 Chemistry supported 2 female and 2 male fellowship applications (2013/14) Currently supporting one female application (2014/15)	
June 2014	Process in place for assessing fellowship applications, committee formed including female professor	To ensure all fellowship taken up in Chemistry lead onto secure positions with the department	Fellowship applications are carefully considered and always supported with the commitment of a tenure track lectureship position at the end of the fellowship term	
Implemented for appraisals 2013/4	All fixed term staff are appraised annually and provided with career guidance	To improve the career development of fixed term staff, providing support and making opportunities available	>95% completion of appraisal for all fixed-term staff (increased from 41% in 2012) Positive feedback from fixed term in staff survey on usefulness appraisals (>80% positive response)	
September 2014	PDRA workload tariff allocations implemented	To formally recognise and monitor teaching workload of PDRA's to ensure evenly distributed	PDRA's have formal teaching training through internal seminars, demonstrator training PDRA's are offered the option to undertake PCAP (financially supported by the department)	

Date	Development	Purpose	Outcomes and impact	
2012	Fixed process of notification to whole department on promotion success including PDRA promotions	To celebrate success and increase feeling of value and recognition	Email to all staff from HoAU congratulating staff being promoted Notice displayed in Coffee room celebrating all staff promotions, greater than 90% agreement in staff survey that there is recognition for promotion Further action (see action plan 8.2)	
June 2013 as part of annual workload tariff allocation	Pastoral care reviewed (UG personal and PG tutee and advisee) assignments to assess distribution	Ensure fair balance of workload to all staff and there are no gender issues	Pastoral workload shows no gender bias Staff survey positive feedback on pastoral workload (81% men and 100% women agreement)	
Implemented 2013	Equality of gender representation on committee Junior staff invited to decision making committees	Ensure balanced decision making process whilst monitoring the workload of female academics Valuable career experience provide to ECR and insight into departmental policy	Minimum of 25%F on all committees At least one junior staff member invited to all committees	
2013 Website updated June 2014	Policy of flexible working in Chemistry	Ensure all staff know that they are able to work flexibly	Positive response in staff survey (>90%) showing staff understand flexible working and find this a great benefit of the job Policy clear on website, induction packages and talking to line managers Seminar on flexible working held August 2014 during staff general meeting to increase awareness	

Date	Development	Purpose	Outcomes and impact	
2012	Core hours policy implemented	To establish a formal core hours policy with all departmental meetings and seminars to take place within hours of 9 - 4pm	Policy in place and all meetings and seminars now take place within these hours Staff survey reflects good practice (<90%) agreement that core hours	
Implemented 2012/2013 Policy on website June 2013	Departmental policy on maternity and financial provision for cover of absence due to maternity	To ensure no discrimination against female staff and to provide supervisors with financial cover to maintain research programmes	Policy emailed to all staff Policy readily available on Chemistry website and in induction material Policy taken up by 4 females	
Sept 2014 (Annual event planned)	Staff barbeque held on a weekend during term-time for all staff and families	To encourage a more social and inclusive culture bringing together families and friends	Successful social event held, very positive feedback from staff Decision taken to make barbeque an annual event	
January 2013 August 2014	Monthly staff social with free tea and coffee and cake to all Invitation extended to all PDRA's	To encourage staff to socialise with staff they don't normally coffee with. Stimulate collaboration and creativity To ensure PDRA staff feel included as full staff members and get chance to communicate with their mentors	Positive feedback staff survey that the academic unit is a "great place to work" (89%) PDRA staff attending coffee social Positive feedback reported to PDRA EDT member	
2012	Annual Quick-Cat equality survey	To survey staff views on department and reveal any gender issues or bad practice for future improvement	Survey sent to all staff by HoAU annually (including fixed-term staff) with greater than 70% uptake Survey shows increasingly improved percentages New policies arisen from feedback	

Date	Development	Purpose	Outcomes and impact	
2013	Membership of Concordat	To support the career development of ECR and to ensure good practice implementing principles of Concordat	Member of Chemistry's EDT on Faculty working group A Dean's prize established to recognise and reward outstanding work of ECR's (first awardee Nov 2013) Summer conference organised and ran by ECR to improve networking and visibility of ECR Q&A session with post-docs ran	
2013	Springboard program offered to academic women	Women's' development course to improve confidence and delivered practical skills for career advancement	Springboard taken up by one level 5 academic women. Further course funded 2014/2015 and staff encouraged to attend	
August 2014	Breast-feeding quiet room established	To allow staff to have privacy and rest to feed, part of an inclusive culture	A policy of priority room booking for breast-feeding mothers. Currently taken up by PG student with positive feedback to EDT	
October 2014	Baby changing facility	To provide staff with facility to change babies, part of inclusive culture	New equipment placed in toilets within Chemistry Advertised to all staff by email from HoAU	

(ii) Current Action Plan

*** Member of EDT monitoring that the action is being progressed by the persons responsible for carrying out the task**

Ref	Actions	Responsibility	Monitored by*	Timescale	Success measure / progress	
1. Support for Students: Increase recruitment of UG females into chemistry						
1.1	Encourage female chemists to participate in outreach activities as role models by approaching ChemSoc, emailing all UG and including request in UG lectures	Admissions Officer Outreach Officer UG lecturers	Simon Gerrard	Commence recruitment 2014/15	Emails and requests sent out. Number of female chemists participation on outreach activities increases from current level of 45% to 50% by end of 2015	
1.2	Organise an event targeted at female A-level and GCSE students; advertise nationally via web and alumni and schools mailing lists to widen catchment for UoS female UG	EDT and HoGS, DoP	Marina Carravetta	EDT to plan for event in spring 2015	50 female chemists to attend. Attendees give positive feedback 20% attendees go on to apply to study Chemistry	
Longer term ambition: the %F taking UG Chemistry at Southampton to equal %F at A-level Chemistry (48.5%)						
2. Support for Students: Understand why more females on BSc than MChem						
2.1	Hold discussions / focus groups with current UG students and teacher network to understand better factors affecting student course choices	HoGS, DoP Year 1 and 2 tutors	Russell Minns Orla Sheehan	2013 Focus groups ran Second round Nov 2014 with new UG intake Report by June 2015	Report on findings to be delivered to EDT which includes recommendation for actions to be taken for 2015/16	

Ref	Actions	Responsibility	Monitored by*	Timescale	Success measure / progress	
2.2	Raise awareness of MChem course with females at open days	Marketing Officer	Luke Shearing	Produce new course specific literature for 2015/16 intake	Literature produced	
2.3	Establish a regular review of MChem student data: applications, offers, acceptances and degree classification	UG Admissions	Simon Gerrard Helen James	Commence with 2014/15 intake	A regular review established and data back reported to EDT every 6 months	
2.4	Encourage existing BSc students to switch to MChem	HoGS	Simon Gerrard	Commence with 2014/15 intake	Report back to EDT at end of academic year (2015) with numbers of students switched	
2.5	Look at degree classes by gender at BSc and MChem and compare to the national pattern	DoP	Lynda Brown	Commence with 2015 results	Report to EDT on the academic results June 2015	
Longer-term aim: to see an increase in %F students on MChem programme to 40% by 2016, with equal proportions of males and females by 2018						
3. Support for Students: Support of female UG						
3.1	Develop and run a chemistry specific UG survey to gain feedback and information on student experience and support in Chemistry at UoS	EDT University Diversity team	Lynda Brown	UG survey distributed to UGs in April 2015 Report on findings in September 2015	Survey rolled out and at least 50% response rate achieved Report produced (2015) and discussed by EDT Survey becomes annual process	

Ref	Actions	Responsibility	Monitored by*	Timescale	Success measure / progress	
3.2	Organise career event (short talks and Q&A session) with external female role models from academia and industry (Alumni if possible) Include feedback survey	EDT Diversity office, HoAU	Lynda Brown	Hold event in Apr 2015 Having considered feedback, establish as an annual event	Event held successful and attended by 50 UG students Positive feedback obtained from attendees with >75% positive experience	
3.3	Presentation to final year UG on careers including PG options	DoP	Phil Gale	Complete for 2014, to be run annually	Monitor and review PG female uptake Increased %F uptake of PGR to 40% by 2016	
4. Support for Students: Actively promote the profiles of female scientists in the department						
4.1	Introduce a PG prize for dedication and commitment to promoting Chemistry to celebrate Ishbell Campbell inspirational UoS female chemist. Financial backing from Chemistry department.	HoAU	Phil Gale	Plans to be discussed EDT Nov 2014 First prize to be given at end academic year 2014/15	Plans developed, criteria established and prize awarded June 2015 Positive feedback (> 80%) obtained from survey	

Ref	Actions	Responsibility	Monitored by*	Timescale	Success measure / progress	
4.2	Respond to request from PG for talks by internal female academics on their career pathways and work life balance by providing short talks from a range of staff at different career points	EDT PG and ECR committee	Marina Carravetta	First event ran April 2014 Second event to be organised Jan 2015 Establish as a regular event	Initial talk held (Apr 2013) and well attended Positive feedback obtained from PG gathered by PG champion for EDT Talks held twice a year	
5. Support for Students: Understand the destinations of UG graduates and increase recruitment of females into PGR						
5.1	Understand the first destinations of UG chemistry graduates and in particular establish whether there are any significant gender differences	HoGS, DOP Diversity Office	Neil Wells	Commence study January 2015 Report by June 2015 Interview UG leavers 2015 for report 2016	Report to EDT by end of June 2015 Further actions proposed for 2015/16 based on report findings	
5.2	Hold focus groups with male and female final year UGs separately to establish attitudes towards research careers. In particular explore whether there are gender differences in attitudes towards research careers in general and PhD research in particular	HoGS, Student-liaison committee, HoRS	Neil Wells	Focus groups to be held in early 2015 Report produced by September 2015	Report on findings delivered with, if appropriate, recommendations aimed at increasing the attractiveness of PhDs to females	

Ref	Actions	Responsibility	Monitored by*	Timescale	Success measure / progress	
5.3	Establish an annual review of UG and PG (F/M) numbers by applications, offers, acceptances and outcomes for each academic year. Comparison to national picture and RG universities	Diversity office DoP HoGS	Lynda Brown Helen James	Commenced with 2014/15 intake, first report October 2014	Annual report on student numbers established provided to EDT every October	
5.4	%F data from last 3 years (from submission) to be presented to at staff meeting to highlight to all staff the low conversion rate in %F from UG to PG and to PDRA ('leaky pipeline')	HoAU	Phil Gale	PowerPoint presentation of %F data at staff meeting January 2015	Staff more aware of hidden bias; reinforces training already given	
6. Support for Students: Support of female PG						
6.1	Establish a postgraduate network and encourage social events Financial support allocated from HoAU	PG reps on EDT	Edward Jager Sophia Wheeler	Society to be established Jan 2015	Successful PG society with 3 annual events for PG	
6.2	Talk to PG for feedback on concerns especially with regards to supervision and contact with second supervisor	PG champion ECR group	Mikie Kukwikila Sophia Wheeler	Focus group to be run by Dec 2014	Report to be delivered to EDT Jan 2015	
6.3	Ensure a high % of female speakers for departmental seminars; including invitations to PDRA speakers	Seminar programme organisers	David Harrowven	Organisers informed Jan 2014, constant review of program through 2014/2015	Raise the %F speakers to 30% by July 2015	

Ref	Actions	Responsibility	Monitored by*	Timescale	Success measure / progress	
7. Support for staff at key career transition points and induction						
7.1	Gather information on career destinations of PDRA's through exit interviews with follow up	Supervisors HR staff	Helen James	Exit interview performed on all leavers with email follow-up after 6 months	Annual report (every June) to EDT on career destinations (at least 75% uptake of interview and follow-up)	
7.2	Organise an AS conference within Chemistry. Invite speakers at various career points to share their experiences. Include lunch for all attendees. Open to all members of department (UG, PG, and staff). Question and answer panel at the end. HR to be present to answer queries on University policy	HoAU, EDT committee HR representative	Lynda Brown	Begin to organise Jan 2015 for May 2015	Feedback survey handed out at the end of conference reports back positive experience Biennial event in Chemistry established	
7.3	Induction of new staff (L4-L7): provide a handbook to the Chemistry department and a HR induction pack 3 month follow-up interviews to gain feedback on induction experience	Line managers and mentors HR officer	Bev Macey Helen James	Staff handbook complied 2013 To be reviewed by Dec 2014	From 2013 all new staff receive handbook and induction pack Feedback to be reported to EDT annually (Helen James) with future actions from feedback 2015/16	
8. Recruitment, promotion and retention of female staff						
8.1	Proactively seek potential external female candidates ready for positions as they become available (L4-L7). List assembled from staff contacts, seminar and conferences speakers, and national research profiles	New Team to be set up HoAU	Marina Carravetta	Establish team by Feb 2015	Improve %F applicants to average of 25%	

Ref	Actions	Responsibility	Monitored by*	Timescale	Success measure / progress	
8.2	Organise a wine annual reception for all staff to congratulate staff promoted within that period.	HoAU	Lynda Brown	First reception Dec 2014, after promotions round in Oct 2014	Reception held and positive staff feedback in the 2015 staff survey (>80%). Reception becomes an annual event	
8.3	Ensure all staff involved in appraisals are fully trained and are aware of performance indicators for promotion and actively encourage suitable females to apply for promotion	Line managers HoAU	Phil Gale	Workshops to be attended by all staff by May 2015, in time for appraisal round 2015	>90% staff attend workshops as checked by Bev Macey and reported to EDT Increase in numbers of female academics at L4-7 by 2017 with long term aim to have 25%F L7 by 2020	
8.4	Include statement on all job advertisements describing policies on work-life balance and caring responsibilities at UoS	HoAU HR Officer Alasdair Douglas	Helen James	Standard procedure from September 2014	Report %F applications (L4-7) annually to EDT for review (March 2015) Aim to increase %F external applications to match RG national %	
8.5	New University appraisal process to be implemented. Ensure all managers are fully trained and understand performance indicators on non-traditional roles	HoRS HoGS HoAU	Phil Gale	Implemented Oct 2014	Heads of sections to review staff opinion on value after first round of new appraisal system 2015, report to EDT on future actions required	

Ref	Actions	Responsibility	Monitored by*	Timescale	Success measure / progress	
8.6	Produce a document for all staff in Chemistry explaining the expectations for promotions to each level.	HoAU HR manager	Phil Gale	Distributed Jan 2015	Increase in staff survey (Sept 2015) to >75% agreement of understanding of promotions process	
8.7	AU manager to monitor gender balance on all shortlists for appointments	HoAU AU manager	Phil Gale	Commencing Jan 2015	Shortlist to contain at lease one female applicant for every 6 applicants	
9. Career breaks, flexible working and support of female staff						
9.1	Interview all staff returning from career break after 6 months of return to determine areas for improvement	HR officer	Helen James	Commenced 2013	All staff interviewed, suggested actions in a report to EDT after each interview (this has already led to breast feeding policy)	
9.2	Encourage more female staff (at all levels) to attend Springboard course	HoAU HoRS	Phil Gale	Email sent out Jan 2015 prior to course March 2015	Increase female uptake of course. At least two females on course in 2015	
10. Culture: Shaping a more social department						
10.1	PDRA staff and PG students to organise annual departmental sports tournament (teams to be entered from any groups across whole department)	PDRA staff PG students	Lynda Brown	First tournament to be held Jan 2015	>60% involvement of staff in event Informal positive feedback for tournament Jan 2016	

Ref	Actions	Responsibility	Monitored by*	Timescale	Success measure / progress	
10.2	Focus group to examine integration of non-academic and academic staff and changes that could be made to break down barriers	EDT, HoAU and non-academic staff	Julie Herniman	Focus group spring 2015	Report from focus group by June 2016 with recommendation for actions	
11. Culture, communication and departmental organisation						
11.1	Investigate opinion on pressure to be 'constantly connected' Consider a policy that limits email correspondence to set hours	HoAU	Phil Gale	Discussed EDT Sept 2014, to be implemented Nov 2014	Policy agreed limiting required response to email to core teaching hours of 9-6pm Emailed to all staff and students by HoAU Nov 2014 Positive staff response to policy in staff survey 2015 (>85%)	
11.2	Annual review of departmental action plan	EDT	Lynda Brown	Every October	Current and up to date action plan at all times	
11.3	Apply for Athena SWAN award (Gold or renewal)	EDT Diversity Office	Lynda Brown	Nov 2016	Award achieved	
11.4	Offer support to other departments external and internal on Athena SWAN actions	EDT Diversity Office	Lynda Brown	June 2014 Continued consultation offered through 2014/15	Chemistry EDT member spoke at Psychology AS meeting. Chemistry member of UoS AS self-assessment team Longer term aim to liaise with other UK Chemistry departments to exchange best practice	

Date	Revision Log
7/6/12	Action plan submitted to CPRC by EDT chair Action
12/7/12	Action plan accepted by CPRC
21/10/12	Draft of revised action plan prepared for EDT by EDT chair
28/11/12	Revised action plan completed for inclusion with AS Silver application by EDT chair, forwarded to EDT and CPRC
29/10/13	Action plan updated and revised
14/08/14	Action plan updated and revised
14/10/14	Action plan updated and revised submitted to HoAU (EDT chair)
14/11/14	Action plan revised submitted and accepted by CPRC