



Application for Silver Athena Swan Award  
Pure and Applied Chemistry  
University of Strathclyde  
31/03/22



## Athena Swan Silver application form for departments

### Applicant information

Name of institution	University of Strathclyde
Name of department	Pure and Applied Chemistry
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Appendix 1: Culture survey data*	
Appendix 2: Data tables*	
Appendix 3: Glossary*	
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\*These sections and appendices should not contain any commentary contributing to the overall word limit

Overall word limit: 8000 words

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# Section 1: An Overview of the Department and its Approach to Gender Equality

## 1.1 Letter from the Head of Department

Prof. Tell Tuttle  
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UK  
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24th March 2022

### To the Equality Charters Manager

I write in enthusiastic support of this application for an Athena SWAN Silver Award and can confirm that the information presented (including qualitative and quantitative data) is an honest, accurate and true representation of the Department of Pure and Applied Chemistry, University of Strathclyde.

Since its launch in 2018, the Department's Self-Assessment Team (SAT) has been a significant driver for change. Work undertaken by SAT, which includes representation from staff and students, has led to increased training and development opportunities, better transparency in the allocation of roles; improved support for career progression and mentoring; and a new staffing strategy including improved fair recruitment processes. Recommendations from the SAT feed directly into annual strategic planning and played a crucial role in the development of our Department's contribution to the University's five-year Strategic Plan (Vision 2025).

As I am only new in post, I have only been a member of the SAT in the final months in the leadup to submission. However, our former Head of Department (Professor Duncan Graham) sat on the SAT from the outset and led the Gender Equality sub-committee of the Equality, Diversity and Inclusion (EDI) Committee. As an academic with longstanding interests in gender equality in the chemical sciences, I have a deep and sustained commitment to this Charter and everything it stands for. I have always championed gender equality within my own research group and discussed its implications at Departmental level. As HoD, I have inherited some processes and, working with the EDI Chair, we have evaluated and designed improvements that we plan to action in our coming Athena Swan cycle. This includes introducing a new approach to workload allocation modelling and providing greater consistency across our annual Accountability and Development Reviews. Here, I will personally lead workshops for appraisers and staff mentors and create mentoring and appraisal checklists for academic and teaching staff.

I am immensely proud of the Department's achievements to date in the field of gender equality, particularly surrounding cultural change - but we must not be complacent, there is clearly still work to be done. Key challenges include working towards a more inclusive and diverse Departmental body at all levels, from undergraduate to PhD to Professor, looking not only at gender, but the intersectional influences on bias and challenges faced within diverse populations. We also need to improve engagement of our undergraduate and PGT students with the EDI Committees. During my remaining tenure as HoD (until 2025) I am committed to working with our EDI Chair and the other members of the team to implement our comprehensive action plan to address these challenges.

In summary, I am confident that the actions outlined in this application will ensure that gender equality and improvement around this continues to be integral to the work of the Department in years to come.

Yours faithfully

A handwritten signature in black ink that reads 'Tell Tuttle'.

Professor Tell Tuttle

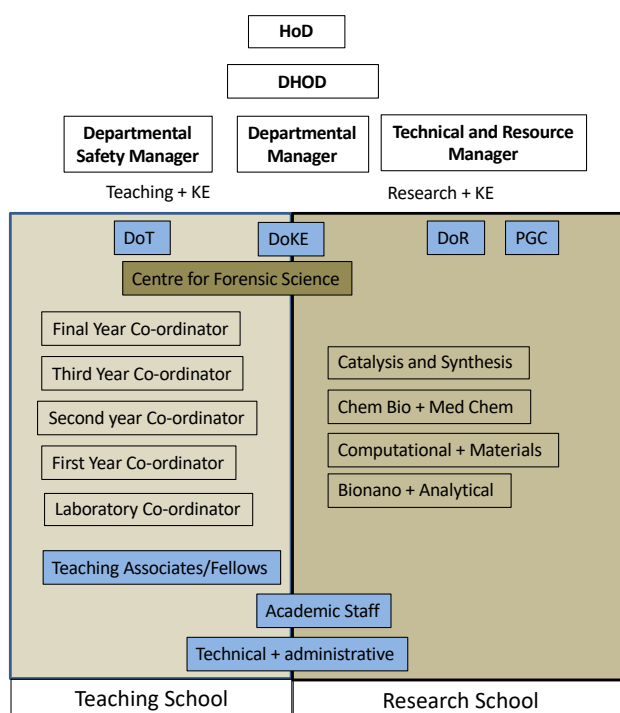
Tell Tuttle  
Head of Department  
Professor of Theoretical Chemistry  
BSc(Hons), MBA, PGCert, PhD, FHEA, FRSC  
**The place of useful learning**

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## 1.2 Description of Department

The Department of Pure and Applied Chemistry (PAC) sits within the Faculty of Science at the University of Strathclyde. As a department, we're over 200 years old. In that time, we've built a reputation for being at the forefront of chemistry education and research. We have recently been ranked as the number 1 Chemistry Department in Scotland and number 3 in the UK (Times/Sunday Times Good University Guide, 2021). The mission statement for the University of Strathclyde is to be a World Leading Technological University while still maintaining our founding ethos as a Place of Useful Learning. The Department is committed to this vision through providing excellence in teaching across our undergraduate and postgraduate courses as well as world class research across the multiple themes and areas of priority within the University. Figure 1 outlines the Departmental structure which comprises a Teaching School and a Research School with management structures and committees aligned to each School. Oversight and governance across the Department is accountable to our Departmental Safety Manager, Departmental Manager and Technical and Resource Manager who report directly to the Head of Department (HoD – Professor Tell Tuttle).



**Figure 1.** Pure and Applied Chemistry – Departmental Structure

Our Teaching School, led by the Director of Teaching (DoT, Dr Lorraine Gibson van Mil) offers 5 undergraduate courses covering Chemistry and additional specialisations within Chemistry. These include: MChem Chemistry; MChem Forensic & Analytical Chemistry; MChem Chemistry with Teaching; MChem Chemistry with Drug Discovery; and MSci Applied Chemistry & Chemical Engineering. All our courses are fully accredited by the Royal Society of Chemistry (RSC). Uniquely, our MChem Forensic & Analytical Chemistry degree is jointly accredited by The Chartered Society of Forensic Sciences and our MSci Applied Chemistry & Chemical Engineering degree is jointly accredited by the Institution of Chemical Engineers professional bodies. All of our courses have been ranked within the Top 10 in UK for Chemistry (Complete Uni Guide 2022). The accreditation of our degrees by prestigious and

internationally recognised professional bodies, ensures that our students are well equipped to make a mark on the world with a highly rewarding career following graduation.

The Centre for Forensic Science, which is ranked No. 1 in the UK for Forensic Science (Complete Uni Guide 2022) is primarily based in the Teaching School although also undertakes some research activities. This Centre contributes not only to undergraduate teaching via the MChem Forensic & Analytical Chemistry course, but also offers a postgraduate taught Masters in Forensic Science. This MSc in Forensic Science is the longest running course of its type in the UK, with full accreditation from the Chartered Society of Forensic Sciences. Here students have the opportunity to participate in major practical crime scene and courtroom exercises, input by forensic practitioners and professional scientists and can optionally choose specialisation in either forensic biology or forensic chemistry.

The Research School is led by the Director of Research (Professor Glenn Burley). Our research spans a wide range of topics from analytical chemistry to materials science and from biological chemistry to theoretical chemistry. The research within PAC is divided into 5 thematic sections, where each thematic section is led by a Section Head. These sections include: Bionanotechnology & Analytical Chemistry, Catalysis & Synthesis, Chemical Biology & Medicinal Chemistry, Materials & Computational Chemistry, and Forensic Science. In addition to thematic sections, PAC houses various world leading centres and training programmes including: Centre for Process Analytics & Control Technology (CPACT); Centre for Molecular Nanometrology; Centre for Doctoral Training in Optical Medical Imaging (OPTIMA); Strathclyde-GSK Collaborative MPhil/PhD Programme; Centre for Forensic Science; and Continuous Manufacturing & Crystallisation (CMAC). Researchers within the Research School also contribute towards undergraduate teaching within the Teaching School, keeping our course material and content current and relatable to the students. Staff are assigned a line manager who they can liaise with on all aspects of Departmental life from requests for leave or support. They also attend Annual Development and Accountability Reviews where, together with their line manager, they reflect on the previous year's activity and set their personal goals and workload for the year ahead.

PAC is supported by a total of 38 professional support staff and 103 academic staff (85 teaching & research and 18 teaching) (Table 1).

The gender distribution across the department is as follows: 76% of professional technical and operational are female, within academic posts there is a notable disparity where despite an overall 38% female population, females are not equally represented across all roles. For example, in the Teaching job family, females are over-represented (61% of total teaching staff). PAC currently has 609 registered students which at undergraduate level represent a 44/56 M/F gender balance. This is above the RSC's recommendation that 'An undergraduate chemistry degree intake that is 44% female is evidence of a relatively healthy gender balance and potential for the pipeline of talent. It is a positive foundation on which to build effective progression and retention policies and procedures' in their [Diversity landscape of the Chemical Sciences report](#). There is some fluctuation of gender balance between postgraduate taught and research paths, but overall, the student population possesses a 59% female representation. These figures will be discussed in more detail in Section 2 and 3.

**Table 1.** PAC staff gender breakdown across job families.

Job Family	Female	% Female	Male	% Male	Total
Professional & Management	3	60	2	40	5
Administration	12	92	1	8	13
Technical	14	70	6	30	20
<b>Total Support Staff</b>	<b>29</b>	<b>76</b>	<b>9</b>	<b>24</b>	<b>38</b>
Professor	2	16	10	84	12
Reader	4	57	3	43	7
Senior Lecturer	1	14	6	86	7
Lecturer	0	0	2	100	2
Chancellors Fellow	3	33	6	67	9
Research Associate	18	45	22	55	40
Research Assistant	3	50	3	50	6
Knowledge Exchange Associate	1	50	1	50	2
<b>Total Academic Staff</b>	<b>32</b>	<b>38</b>	<b>53</b>	<b>62</b>	<b>85</b>
Professor of Teaching	1	100	0	0	1
Senior Teaching Fellow	1	33	2	67	3
Teaching Fellow	2	40	3	60	5
Teaching Associate	5	83	1	17	6
Teaching Assistant	2	67	1	33	6
<b>Total Teaching Staff</b>	<b>11</b>	<b>61</b>	<b>7</b>	<b>39</b>	<b>18</b>

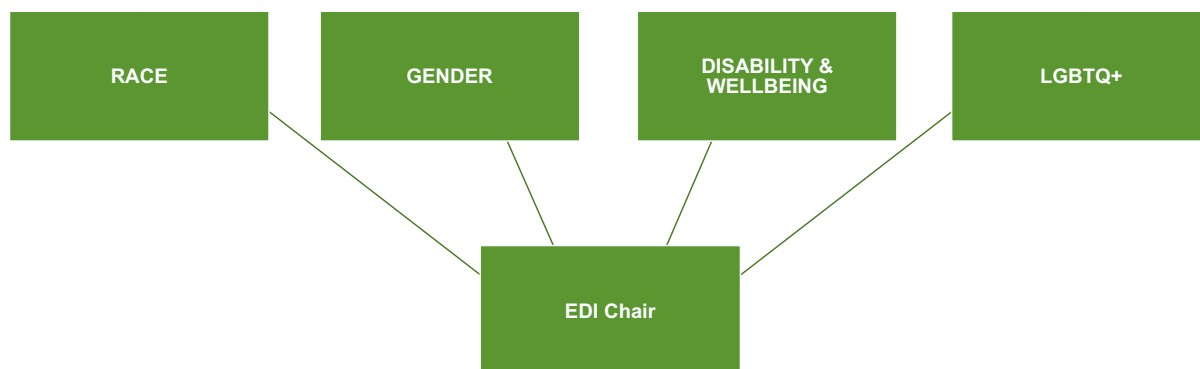
**Table 2.** PAC student gender breakdown across type of study academic year 21/22.

Student type	Female	% Female	Male	% Male	Total
Undergraduate	341	56	268	44	609
Postgraduate Taught	63	86	10	14	73
Postgraduate Research	88	44	70	56	158
<b>Total Students</b>	<b>492</b>	<b>59</b>	<b>348</b>	<b>41</b>	<b>840</b>

### 1.3 Governance and Recognition of EDI Work

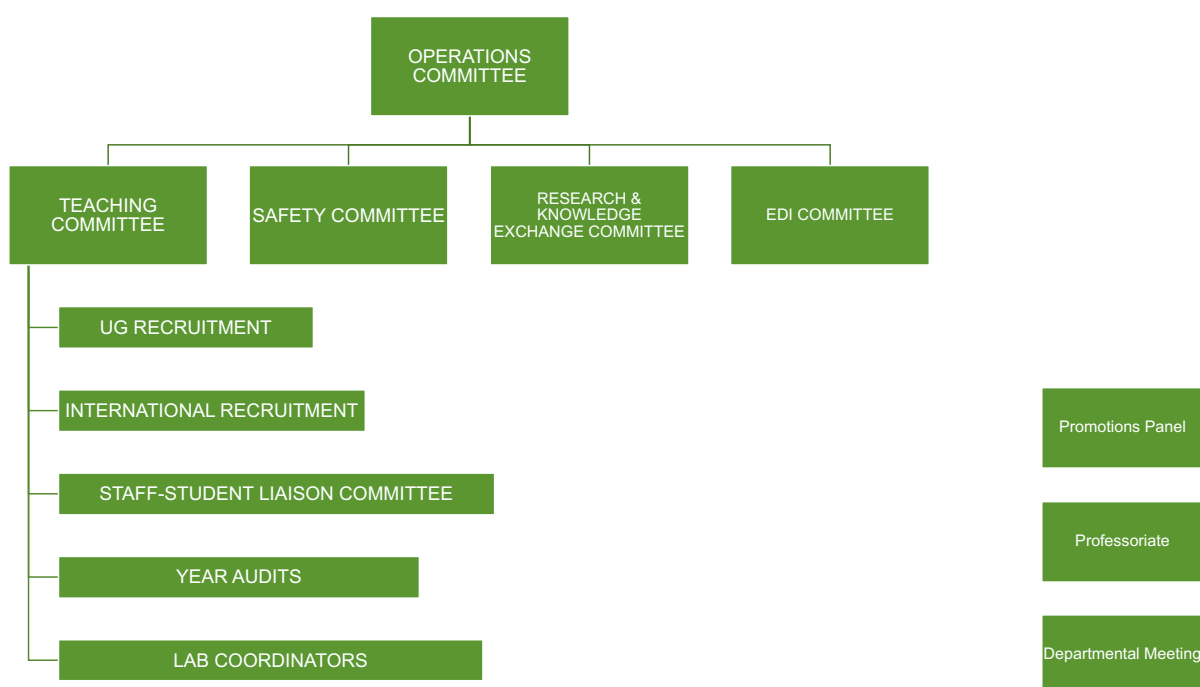
PAC ascribes to the philosophy and policies regarding equality and diversity that are described in the [University of Strathclyde Institutional Equality, Diversity & Inclusion \(EDI\) Policy](#), which includes new and updated policies on gender equality, dress code and LGBT+ as well as the legal obligations around pay, impact assessments and procurement. However, the department has made a commitment internally to strive to move beyond these obligations. This commitment to equality and diversity was previously recognised by the award of an Athena Swan Bronze award in December 2017. After this, the Department's commitment has strengthened and in 2019 a Departmental EDI Committee was introduced, chaired by Dr Clare Hoskins. The EDI Committee is the Departments' representative body who advocate for, and recognise the differing needs of individuals including, recruitment, selection, training, appraisal, development and promotion of staff (meeting every 2 months). The ultimate aim being for a positive influence over the Departmental culture and to raise awareness to ensure

that everyone that works or is a student within Pure and Applied Chemistry will feel valued irrespective of their personal circumstances. As well as linking and providing signposting to the [University led EDI webpages](#). The committee is formed of both staff and students (outlined in Section 1.5) and is divided into four subcommittees looking at specific EDI aspects relating to: 1) Gender Equality (led by the Head of Department), 2) Race Equality, 3) Disability & Wellbeing Equality and 4) LGBTQ+ Equality (Figure 2) and has a dedicated administrator (Ms Lorraine Stewart).



**Figure 2.** EDI Committee Structure

Each subcommittee is charged with organising various activities in order to raise awareness and promote discussions within the department, inviting external guests where appropriate. The chair of the EDI Committee sits on the Department’s Operations Committee as an *ex officio* member to provide input and guidance into all operational decisions within the department (Figure 3) as well as being a member of the Departmental Recruitment Panel. EDI is also a standing item on the Departmental Meeting agenda, both meetings allow for meaningful contribution to policy, with evidence-based material from an annual culture survey which was implemented in 2020.



**Figure 3.** PAC Committee organisation and management.

## **1.4 Development, Evaluation and Effectiveness of Policies**

Within the Department the EDI Committee sends out an annual culture survey (Appendix 1). This is used to inform the Operations Committees of staff concerns or ideas on how the environment or policies within the Department could be improved and if new approaches should be implemented. The Head of Department runs a Departmental meeting every 2 months with the entire staff body to engage in open conversation as to success, challenges, progress and anything else to do with Departmental life. In these meetings new policies would also be discussed in an open dialog with input from all levels and job families sought. Additional to this, the EDI Committee has developed a confidential reporting mechanism which allows staff who do not feel comfortable to share their opinions, which will then be passed onto the relevant decision maker for consideration.

In terms of decisions which affect the student body, PAC has three separate Student Staff Liaison Committees (SSLCs) which are forums to allow the student body to have their say via their Class Representatives and give input into any aspect of student life from course evaluation and assessment schedule to student engagement and social events. These three SSLCs cover undergraduate, postgraduate taught and postgraduate research students. SSLC used to run once per term, but since the pandemic these have become more regular with monthly meetings. There is no plan to reduce this frequency once in person learning fully resumes. Aside from SSLC, any new (or change in) policy which relates to students or teaching is also scrutinised at Teaching Committee.

At University level, staff are requested to fill in an annual confidential survey aligning with the University's values. Here staff have the option to raise any ideas, concerns or suggestions to help update or implement changes throughout the Institution. Where new policies are being developed, staff are invited to numerous "Town Hall" meetings for input and invited to give feedback once policies have been implemented.

## **1.5 Athena Swan Self-Assessment Process**

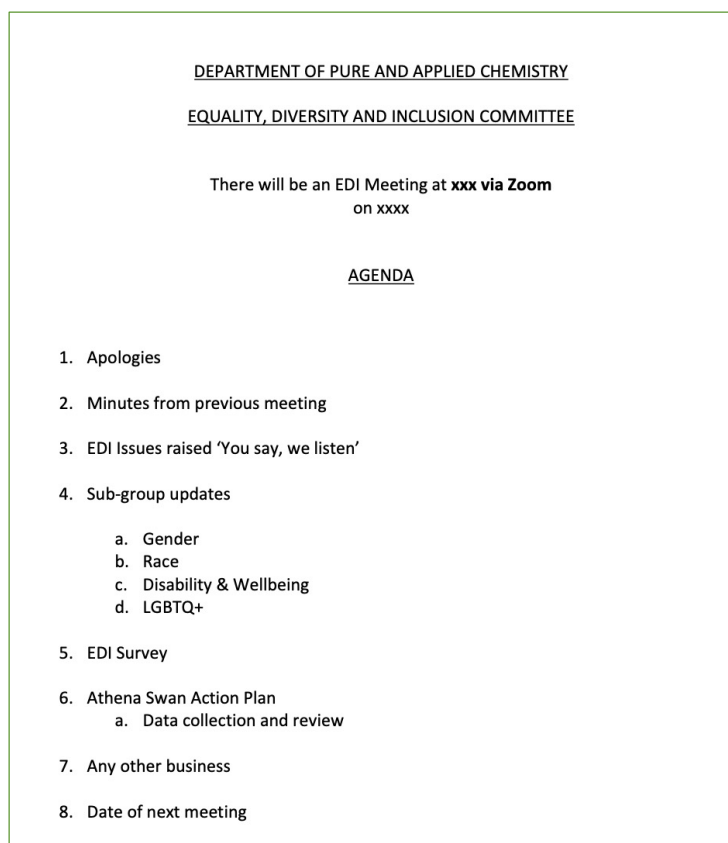
The PAC EDI Committee formed the Athena Swan self-assessment team (SAT). Formerly known as the CASSAT (Chemistry Athena Swan Self Assessment Team), the EDI Committee rebranded and widened its remit to include all aspects of equality and inclusion in 2019 after its new Chair Dr Clare Hoskins was appointed. The EDI Committee formed the SAT and hereafter, will only be referred to as the EDI Committee.

In order to give the broadest reflection of the Department, Dr Hoskins formed a core team by inviting key-role holders who had authority over various aspects of the Department to sit on the Committee or for them to nominate another staff member who could participate on their behalf. All staff who serve on the EDI Committee have done so out of their own willingness, and their line managers have been asked to take this role into consideration when discussing their workload; with an indicative 0.1 FTE for Committee members, and 0.2 FTE for the Chair. Aside from staff the EDI Committee also has representation from the student body at postgraduate and undergraduate level. The members of the EDI Committee and the areas which they represent are outlined in Table 3. Here, we tried to keep a gender ratio as much as possible. We struggled to recruit undergraduate students onto the Committee, perhaps due to the added pressures owing to the pandemic, but this is something we are actively working on (Section 4, Action 4.3).

**Table 3.** Membership of the EDI Committee who formed the Athena Swan SAT.

Name	Role in Department	Gender	Representing
Dr Clare Hoskins	Reader	F	EDI Chair
Ms Lorraine Stewart	Administrative Assistant	F	Administration
Professor Tell Tuttle	Head of Department	M	Head of Department
Dr Lorraine Gibson van Mil	Director of Teaching	F	Teaching
Ms Angela Anderson	Postgraduate Research Admissions	F	Postgraduate Research
Dr Bronagh Murphy	Teaching Associate	F	Postgraduate Taught
Mr Ian Graham	Departmental Manager	M	Industrial Placements
Dr Aaron Lau	Senior Lecturer	M	Disability Office
Dr Alan Kennedy	Reader	M	Undergraduate Recruitment
Dr Kirsty Ross	Outreach Officer	F	Outreach
Ms Ashleigh Logue	Student Recruitment Coordinator	F	Communications
Dr Gavin Craig	Chancellor's Fellow	M	Chancellors Fellow's
Mr Jim Tweedie	Facility & Technical Resource Manager	M	Technicians
Dr Adeolu Oluwasanmi	Research Associate	M	Research Staff
Ms Christina McKendry	PhD Student	F	Students
	<b>Ratio M:F</b>	<b>7:8</b>	

The EDI Committee is sub-divided into four themes to ensure a thorough and dedicated approach to awareness raising, event organisation and discussion surrounding proposing effective changes which may be implemented within the Department towards positive change. The EDI Committee meets every 2-months, a set agenda is circulated ahead of the meeting with invitation for additional items through any other business. Figure 4 shows a typical EDI agenda, where discussion takes place on previous actions, core business such as the Athena Swan progression, updates from the sub-committees and also a 'You say, we listen' standing item where we encourage discussion points from the entire Department surrounding issues which have not been identified by the Committee but are perhaps subjects which need advice or policy development. In this item, confidential reported items are also discussed.



**Figure 4.** Example of the EDI Committee Agenda covering EDI issues including gender equality and the Athena Swan Submission.

The EDI Committee reviewed the previous Athena Swan Bronze submission with a keen eye on the feedback letter and action plan. The Committee acknowledged that gender ratios of the PAC staff body, were unlikely to change overnight as highlighted in the feedback letter. Whilst working to redress the imbalance across the job families (and grades), a key ethos for the EDI Committee was in culture and environment, we decided to focus our efforts on environmental changes and inclusivity within the Department, as there is a strong belief particularly within the chemical sciences ([across the whole sector, not just in Strathclyde](#)) that until the environment becomes more welcoming and inclusive to women, staff recruitment and particularly retention is unlikely to change. Therefore, a large part of our workload was consumed with education of existing staff members, and shifting attitudes towards a more progressive environment (Section 2.2), which we feel we have had great success in. Aside from this, the EDI team developed Staff and Student cultural surveys, first released in 2020, which run annually (Appendix 1). This survey allowed us to ask for personal opinions on various aspects of university life. For example, staff were invited to comment on equity, inclusion in promotions and workload allocation *etc.*, while students' questions focussed on environment and support within their studies. These surveys consisted of a mix of scaled response questions as well as open ended questions that included direct questions regarding current state of the Department as well as aspirational wish statements. The survey along with the previous action plan, have helped immensely in setting the strategy for EDI direction and implementation of change in the previous years and also moving forward.

The EDI Committee will continue to run at the same frequency beyond the Athena Swan submission, with the action plan remaining as a very important subsection of the EDI Committee meeting agenda. Workload for EDI Committee members will continue to be taken

into consideration within workload distribution by line managers, to ensure no staff member becomes overburdened. Tenure on the EDI Committee is for 3-years, at the time when any staff member wishes to step down, an open call for recruitment of substitute members (staff or student) with the required skillset will be actioned in order to ensure a transparent and fair process is maintained.

All data quoted and analysed in these reports came from the University central Sunbird database, Human Resources or the Departments own repository.



## Section 2: An Evaluation of the Department's Progress and Success

### 2.1. Evaluating Progress Against the Previous Action Plan

Our data collection has highlighted the under-representation of women in academic positions, yet our undergraduate and postgraduate cohort were fairly balanced. This observation was coherent with the chemical science sector as outlined in the [RSC's "Breaking the Barriers" report](#). This report outlined the need to implement more progressive policies and shifting the cultural attitudes within Chemistry Departments, to provide an enriching and rewarding environment to increase our female applicant and retention numbers, fixing the 'leaky pipeline' from PhD study to professor. In order to redress this imbalance, we focussed on six broad areas: 1) Baseline Data and Supporting Evidence; 2) Self-Assessment Process; 3) Key Career Transition Points; 4) Career Development; 5) Flexible Working and Managing Career Breaks; and 6) Organisation and Culture. The previous action plan, shown in Table 4, demonstrates progress against all the previous actions.

**Table 4.** Previous action plan objectives with success rating beside each action (green: good progress/complete, amber: progress but more to do, red: not achieved).

Action Number	Objective	Success
<b>Baseline Data and Supporting Evidence</b>		
1.1	Monitor and report on UG/PGT/PGR population, intake, application/ offer rate, retention and degree performance by gender to identify trends or imbalances and actions required	
1.2	Monitor and report on staff population, recruitment (applications, offers, accepts), promotion, type of contract, by gender	
1.3	Establish staff and student surveys on gender inclusion	
1.4	Monitor academic leavers by gender and grade and implement exit interviews	
1.5	Collate data on Department's shortlisted job applicants and offers made	
1.6	Monitor Department's success rate in promotion cases	
<b>Self-Assessment Process</b>		
2.1	Embed role of Athena SWAN in Departmental Culture	
<b>Student Support</b>		

3.1	Ensure female students and staff take part in the University Open Days	
3.2	Continue to encourage final year UG students to complete the Careers Service destinations survey	
3.3	Investigate any differences in the responses from male and female students in the Careers Service destinations survey	

### Key Career Transition Points

4.1	Promote PGR degrees, targeting our current female students as well as external applicants and increase number of female PGR students	
4.2	Expand support for female PGR students to overcome any barriers to progression	
4.3	Ensure advertisements for staff positions encourage applications from female applicants	
4.4	Target well qualified female candidates to apply for new positions	
4.5	Ensure equality training for all staff and unconscious bias awareness	
4.6	Ensure effectiveness and uniformity of induction process	
4.7	Increase staff participation in the University's Mentorship Scheme	

### Career Development

5.1	Provide enhanced support for career progression for female academic and research staff	
5.2	Improve transparency of promotion process and identify any gender barriers	
5.3	To monitor number of research publications and impact cases suitable for REF submission by gender	
5.4	Provide female staff with leadership training opportunities	

5.5	Ensure effectiveness and uniformity of ADR process and identify any gender barriers	
5.6	Support female PDRAs in their training and career progression	
5.7	Make opportunities for personal development more visible to female UG students, to tackle barriers for female academic progression	
5.8	Monitor Research and KE income and research bid support by gender	
<b>Flexible Working and Managing Career Breaks</b>		
6.1	Clarify and promote procedures for flexible working, including 'informal' or departmental arrangements which are not fixed in staff contracts by HR	
6.2	Promote a parent friendly working environment for both female and male staff	
6.3	Increase support for staff who take maternity, shared parental, adoption, or paternity leave to ensure smooth transitions and ability to balance career progression and family life	
6.4	Raise awareness of support for work/life balance among female staff and PGR students	
<b>Organisation and Culture</b>		
7.1	Create and maintain an Athena SWAN/Equality web page within the Department website	
7.2	Increase visibility of females in student recruitment and job advertising material/web pages	
7.3	Increase the visibility of female role models amongst students and staff	
7.4	Increase UG and PGR student engagement with the Athena SWAN charter	
7.5	Monitor gender balance on committees and encourage women to seek membership	

7.6	Review new Department workload model	
7.7	Promote engagement with outreach activities amongst staff and PGRs	

For Section 1 – Baseline Data and Supporting Evidence, all appropriate structures were put in place in order to accurately collect the data required, with oversight and monitoring by the EDI. Additionally, during this time, the University set up a central Athena Swan data repository which is populated, updated and managed by the University’s Equality and Diversity Directorate. To satisfy the action in Section 2 – Self-Assessment Process, EDI (including Athena Swan) was embedded into the Departmental culture (Action 2.1) not only via the collecting and monitoring of data, but also with EDI becoming a standing agenda item on Operations Committee (for Departmental Management) and the Departmental Meeting (for all staff).

Our focus on Student Support (Section 3) saw us successfully showcase better gender diversity on our open days and welcome weeks (Action 3.1), with a move to online provisions, this was also included in online video content. Including female staff talking about their career journeys. This has allowed us to increase our female intake on undergraduate student cohorts from 45% in 17/18 to 56% in 21/22. Actions 3.2 & 3.3 could not be completed as the Careers Service Destination survey no longer exists. However, in order to ensure our student support was as good as it could be, and to replace this initiative we developed a [Departmental LinkedIn account](#) to track graduate destinations, developed a new graduate and employability skills training (GEST) programme that is embedded from first year across each of the undergraduate degree programmes. To enable this we also created two new staff roles (employability skills lead and graduate attributes lead) to implement and run the programme. This year we are also giving final year undergraduate students the opportunity to join six graduate employability masterclasses (GEMs) which look at career pathways across all levels in industry.

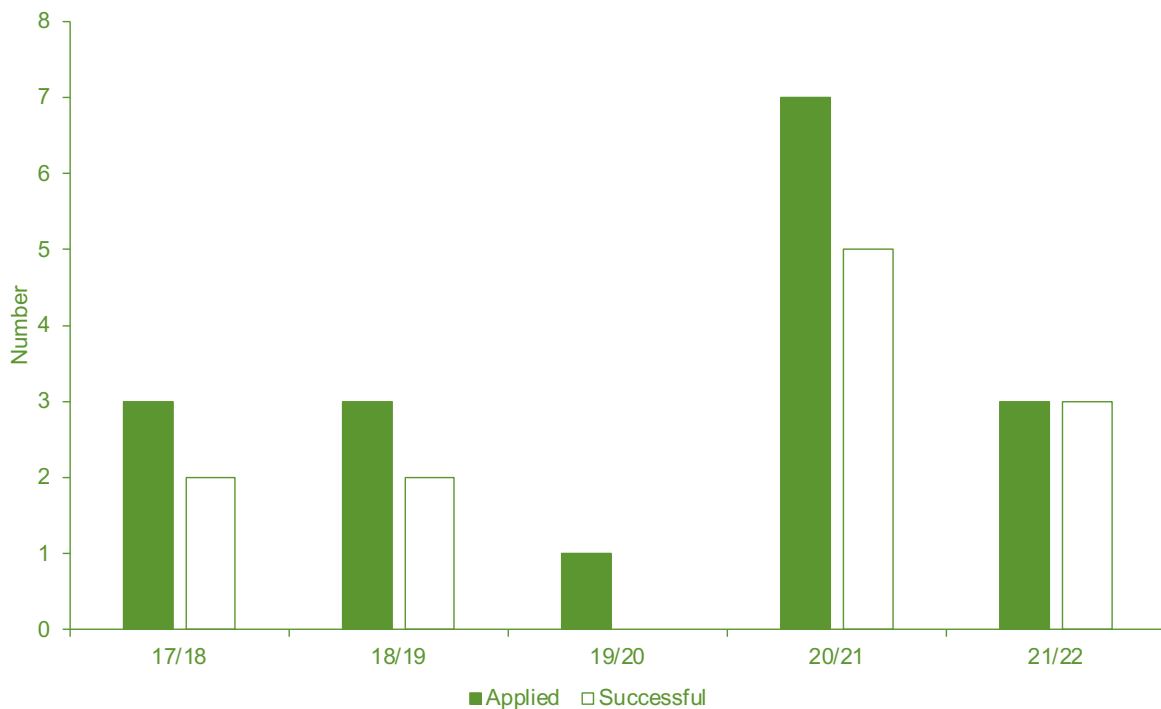
For Section 4 on Career Transition Points we have continued to promote Postgraduate Research (PGR) options to female students (Action 4.1) which has resulted in us maintaining a gender balance of 56/44 M/F, which is strong for the sector with a reported drop to 39% females in postgraduate courses according to the [RSC](#). We have identified barriers for female PGR students (Action 4.2) which included us pledging maternity support for non-UKRI PGR mothers, before this was actioned at University level. To combat the lack of facilities for breast milk expression or breast feeding, we recently refurbished a room the ‘Rest Room’ which is private, comfortable and has cold storage for breast milk to be stored, Figure 5. The Department has been very successful in Actions 4.2 & 4.3 with the recruitment of 21 female (19 male) academic staff over the previous self-assessment period, via the Chancellor Fellow’s scheme and via targeted recruitment via the [Strathclyde Global Talent scheme](#).



**Figure 5.** Image of the Rest Room for parental use on returning to work or other exceptional circumstances.

The Department has worked alongside the University to develop an induction programme (Action 4.6), however, on reflection and with input into our staff survey, we believe that this may not be consistently used across the Department, this is something we are planning to work on moving forward, included in our new action plan (Section 4, Action 2.1). We have also seen an uptake across all genders in staff signing up to act as mentors via the [Strathclyde Mentoring Programme](#) with 0/2 M/F in 17/18 to 4/2 M/F in 21/22 (Action 4.7).

Support for Career Progression (Section 5) has seen a focus on progression and transparency (Actions 5.1 & 5.2). Our action to increase female staff putting forward for promotion have generally increased the number of women going for and being successful in promotion (Figure 6).



**Figure 6.** Number of female academics applying vs. being successful for promotion. \*21/22 cycle is only 50% through, with one more promotional round to come.

The research output and income from academic staff was closely monitored in the lead up to REF (Actions 5.3 & 5.8), and work is already underway in supporting female academics towards the next REF. Including formalised peer review of research grants prior to submission, as well as Section grant writing and concept forming days. Representation of women has been highlighted through multiple channels addressed in Section 5 (Action 5.7) and this has led to female staff coming forward and being given greater leadership roles such as Postgraduate Director, Director of Teaching, Head of Section or Chair of EDI (Action 5.4). Training and development sessions are regularly circulated around the Department with 82% of our staff either strongly agreeing or agreeing that they were aware of such opportunities (Appendix 1). Support for the career progression for PDRAs across all genders has been very successful with 1 PDRA being retained as a Lecturer (M), 1 PDRA being awarded a UKRI Future Leader Fellowship (M), 1 PDRA being named as a Co-Investigator on a successful MRC grant (F) and 1 PDRA being promoted to lab manager (F) (Action 5.6). One area where we have made progress, but not to the extent wished was in the Annual Development and Accountability Review (ADR) (Action 5.5). These are carried out once a year, mandated by the University. Staff along with their line manager, set themselves yearly targets to identify workload, give direction and help aid progression. Whilst these have been carried out annually, after looking at the comments on our staff survey it appears, there has been a lack of consistency with implementation between ADR reviewers, therefore this is something we plan to work on going forward.

For Flexible Working and Managing Career Breaks (Section 6). The shift to remote working, has enhanced our efforts with the implementation of [agile working](#), development of meeting free and email free Fridays to allow staff 'breathing space' The EDI Committee and HoD frequently send emails reminding staff of 'working hours' and work life balance (Action 6.2 & 6.4). Processes and support for parental leave, for all staff, has been clarified amongst not only the staff but also PGR students (Action 6.3). One example of great practice here was when staff were required to come in for safety cover throughout the pandemic, those staff with parental or caring responsibilities were not required to undertake this work, a relief to many of the parents who were already juggling home life and work.

Pursuant with the findings of the RSC report, the Department placed a strong emphasis on addressing issues related to Organisation and Culture (Section 7) as we agree that the ability to retain women in chemistry will only be achieved when the working cultures and environmental inclusivity are redressed. This is a significant challenge, changing people's perspectives, and we acknowledge that this is an ongoing and dynamic process, but we believe we performed very well in this area, and can already see the benefit. Firstly, we developed an [Athena Swan dedicated webpage](#) (Action 7.1) which is continually updated to cover all EDI activity. This site includes information on the EDI Committee, upcoming events, links to the Athena Swan Charter, a link to the Department's Twitter feed embedded, and information on confidential reporting, *etc.* In order to increase female visibility for recruitment purposes (Action 7.2) we updated the Departmental webpages with images representing both genders, as well as ensuring greater gender diversity at open days / welcome lectures (and videos within the pandemic period).

We hosted multiple EDI events where external speakers were invited to present their views on a topic of gender equality. In order to raise the profile of female role models (Action 7.3) we ran a series of guest lectures and events on specific days which are important in the history of our discipline such as Marie Curie and Ada Lovelace's birthday. Here, we invited female academics (at differing career stages, external to Strathclyde) to come to talk about their research. We also invited the Royal Society of Chemistry's publishing team to come and give



a talk on Gender bias in publishing (2021) and Carol Monaghan MP from the Parliamentary Scientific Committee (2022). The EDI Committee has also been active in engaging staff through events such as the Twitter campaign for the “International Women in STEM” day, highlighting the fantastic contributions from the women in the department at all levels from technician to Professor. Hosting an IUPAC Global Women’s Breakfast (2020) and participating in the organisation of the 2021 virtual national event for this. Consequently, these events have now increased the undergraduate and postgraduate knowledge and engagement with Athena Swan (Action 7.4) through their help organising or their participation in events. This has also given female students the confidence and motivation to put themselves forward as STEM Ambassadors; apply for external awards; and carry out other outreach activities (Action 7.7).

The EDI Committee have monitored the male/female ratio of staff sitting on Committees within the Department (Action 7.5). These are outlined in Table 5. Whilst the data does not look balanced across all of the Committees, there is a recognition that this is reflective of our staff body and expertise, and until greater gender balance is realised in our staff numbers across all job categories (particularly at senior level) then the balance is unlikely to shift – without overloading the minority. However, this is something we will continue to monitor. Based on the feedback letter from the previous Athena Swan application we did survey our female staff members who sat on Committees to determine whether they felt overloaded or overwhelmed. The response was positive with 81% saying they were happy to sit on Committees and 0% strongly agreeing (and 9.5% somewhat agreeing) with the statement that they felt overburdened with workload.

**Table 5.** Male / female staff numbers on Committees over the previous Athena Swan period.

Committee	2017		2018		2019		2020		2021	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Teaching	13	4	14	6	11	6	11	7	12	6
RKEC	7	2	7	2	8	2	8	2	8	2
Operations	6	5	6	4	5	4	10	5	10	5
SAT/EDI	6	5	8	6	7	4	5	7	6	7
Safety	4	4	4	4	4	4	5	4	5	5

Workload allocation is an area that the Department pledged to review. The Head of Department over the previous Athena Swan period (Professor Duncan Graham) reviewed multiple workload models, including one implemented by the Computing Department within Strathclyde. Professor Graham kept staff up to date on the various models he simulated, and their lack of fitness for purpose. We have satisfied Action 7.6 but are cognisant that more work around workload will be required going forward, including identifying contribution indicators per job family.

In general we feel the Department has made huge progress towards gender equality and inclusion, with 81% and 88% of our staff either strongly agreeing or agreeing that EDI and gender equality is taken seriously in the Department respectively. Although, as always, we are

conscious that more work is needed, we have been inspired by the work to date, which has really pushed us forward to the next level, resulting in this silver Award submission.

## 2.2 Evaluating Success Against the Department's Key Priorities

To encourage dialogue and awareness around issues of gender and inclusivity, the department implemented a suite of new initiatives to ensure EDI and gender equity were a top priority, addressing many of our action points, but mainly Organisation and Culture. This is something we have been very proud of, and in providing training sessions, regular agenda items on meetings, forums for discussion and new opportunities for reporting, we can see a real improvement in the Department's environment. Three standout issues regarding gender equality which we are most proud of are:

1. **Enhancing two-way communication:** Following on from Action 1.3 in our Bronze action plan: *Establish staff and student surveys on gender inclusion*. The department actioned an annual survey to gauge data on gender imbalances and barriers within PAC. However, when the new EDI Committee was formed, they reviewed these surveys and responses, and noticed that staff were not willing to disclose their gender when responding to the survey – with only 15 females out of the 56 (27%) in the Department disclosing their gender, with no option for 'prefer not to say'. The EDI Chair held some one-to-one discussions to find out why this may have been, and was made aware, that due to the smaller number of female staff within PAC, that they felt if they disclosed their gender, that they would be easily identified from their responses. This was a major challenge to address as we are aware from the research conducted from the RSC that women face many barriers within chemistry, but also feel too uncomfortable to raise them.

In order to enhance the two-way communication and promote an open culture within the Department, the EDI Committee designed a new Cultural Survey (Appendix 1) which was sent out to all staff, PGR and PGT. Additionally, the survey contained some free text open questions which enabled more insight into areas where the EDI Committee should focus. The output of the surveys was anonymised and subsequently shared. The EDI Committee worked dynamically - addressing various issues to provide immediate action where possible or long-term strategy planning where needed. In 21/22 we gained response from 34 female identifying staff members out of the 64 (53%) in the Department, which was a significant improvement – nearly doubling the identification rate. As well as 12 'prefer not to say' (although we cannot assume these were all from women). Thus the actions taken have clearly increased our ability to identify issues within the Department that are having an asymmetric impact on female identifying staff.

In order to ensure we did not miss out on any potential gender-based problems, from those staff still unwilling to disclose within the survey, a confidential reporting link was developed. This allows issues to be sent directly and anonymously (or non-anonymously) to the generic EDI email address, where staff/students can convey anything, they are not comfortable to do so in person. Any issues are then raised and discussed at the EDI Committee with action taken, and where possible such action communicated widely. Of the confidential reporting issues raised, 6 (of 8) have come from female staff who have chosen to identify themselves, whilst the other 2 comments which have been anonymous have been regarding gender-based issues such as return to work after maternity leave, gender-based bias in role assignment and facilities for breast pumping on return to workdays. We feel that the combination of the new survey where staff have been more open and more likely to identify along with their apparent comfort in having a confidential platform to raise their concerns have been



very successful and initiated change within the Department on many occasions, one example being the provision of the Rest Room (Figure 5).

- 2. Leading on Diversity / Cultural Change:** Following on from Action 2.1 in our Bronze action plan: *Embedding the role of Athena Swan into Departmental culture*. We identified that multiple undergraduate students were uncomfortable being identified as binary genders (vocalised *via* the EDI Committee PGR student member). We felt this was leading to gender-based inequality as issues effecting non-binary gender identifying students were not being fully acknowledged as their representation and willingness to raise issues was inhibited by a sense of being disconnected from the Department. To address this, we included further options into our student (and staff survey) on gender categorisation. These included male/female/neither male nor female/prefer not to say. As a result, the student participation in the survey went up from 32 in 20/21 to 68 in 21/22 with 12 students in 21/22 identifying as neither male nor female, more than doubling the response rate once non-binary identifying students felt more comfortable to contribute. We believe our actions here have sought to enhance a welcoming environment for all.

However, we felt that this was only a very small token gesture and did not make a huge impact to Departmental culture across the year. On average 6 students per year (19/20 & 20/21) were referred to the EDI Chair from their personal tutors, wanting to understand how they can change their gender identity on formal university systems. As such the EDI Committee provided guidance and signposting to all personal tutors so they could directly advise their students who raised these issues. The feedback from both staff and students feeling more informed and able to openly discuss these issues has been widely reported within the Department, with 75% of the student respondents in the Cultural Survey answering Strongly Agree or Agree to the question 'I believe PAC is dedicated to inclusion' and 75% responding similarly to 'I know where to access help'.

An additional action taken to address Action 2.1 in our Bronze action plan: *Embedding the role of Athena Swan into Departmental culture* was to embed within the Department an acknowledgement of all identified genders. Further acknowledging the growing level of gender fluidity within the Department, and following guidance from the RSC '[Exploring the workplace for LGBT+ physical scientists](#)' report, the EDI Committee asked that all staff (if comfortable) put their preferred pronouns in their email signature and zoom names, to help show our openness to all individuals regardless of how they identify. We believe this was the first key step in outwardly showing a friendly and inclusive environment, and that all staff students regardless of their gender identity are valued in PAC. The RSC report highlighted above, suggested that 17% of all subjects interviewed felt that their workplace had discriminatory policies and practices, and shockingly, 25% of the people completing the survey still choose not to answer the question on gender identity, despite the survey being about this protected characteristic. This shows the real hesitation within the chemical sciences for staff/students to feel comfortable enough to be open about their own preferences for fear of reprisal, and how they can easily withdraw from the discipline, with the report suggesting 18% of respondents felt uncomfortable in their workplace, with 60% of these who had considered leaving. The report highlights how women experienced more exclusionary behaviour than men, whilst non-binary (and trans) respondents experienced even greater exclusionary behaviour than women, therefore, we really wanted to make steps to level this playing field, and although this is a long journey, we believe the implementation of self-identifying pronouns, is a good starting point.

Our interventions with pronoun self-identification was positively reported [in the press](#) and anecdotally we have discovered that 3 postgraduate students chose to study

within the Department based on this openness and welcoming environment. Furthermore, the Department has been approached by other Departments and Directorates within the University seeking advice on how best to implement this in their own areas. In order to bolster the message and help educate staff members on the importance of pronouns and gender fluidity, we invited members of the [STEM Equals project](#) to come and hold a workshop on the use of pronouns and their importance. This was informal and allowed discussion, debate and training on pronoun usage and did allow us to gain buy-in from some of the less convinced staff members. After encouraging email pronoun usage, we also asked staff members to use their pronouns beside their zoom names online for all teaching and student interactions. We believe that a progressive Athena Swan submission, should be looking to gender equity for all identified genders, and hence we are very proud of the progress we have made in this area.

## **Section 3: An Assessment of the Department's Gender Equality Context**

### **3.1 Culture, Inclusion and Belonging**

The PAC ethos is to improve culture as a long-term strategy to both make the department more attractive and welcoming to female staff and students and to retain and promote from within. This holistic approach provides a sustainable pipeline into leadership roles, as a mechanism to redress the imbalance that is prevalent across our sector. We have been working hard on this aspect over the previous Athena Swan (AS) Assessment period, providing training and awareness of gender issues, supporting our female staff members in their career progression and providing leadership opportunities within the Department across the genders. We believe that by improving the working environment and bestowing a greater sense of belonging, staff will work more effectively, and the culture of the Department will be enhanced, allowing all voices to contribute to the conversation. As a department we have made progress, but we are aware that this is an ongoing challenge and that we must be conscientious at all points and levels of decision making in order to continue our positive trajectory.

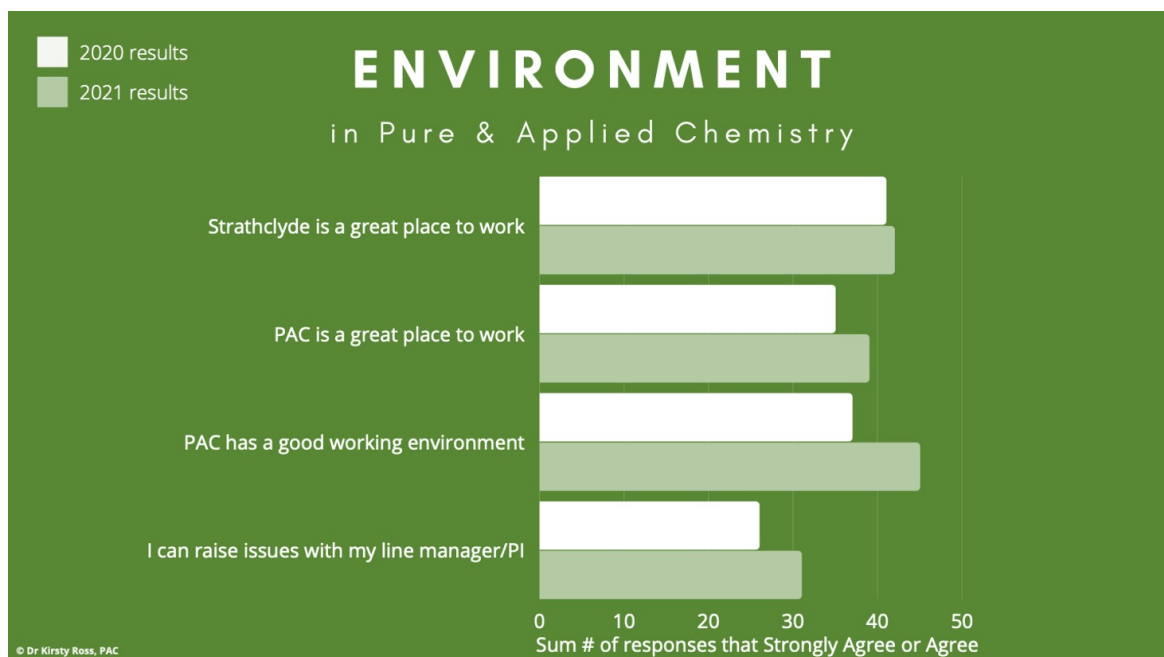
Across our job families, we do see increases in female representation in senior positions across the previous AS Assessment period with an increase in female Professors from 2 (2017/18) to 4 (2021/22) over the previous AS Assessment period (Appendix 2 – Tables A1&A2 & Figure A1). Over the past 5-year we have had 1F and 1M Professor leave the Department, both moving to positions within Europe. All other leavers across the Department were due to staff retirement.

Whilst some job categories did not see an increase in female numbers, the overall total of females on academic contracts increased by ~40% from 28 in 2017/18 to 39 in 2021/22. We have no staff on zero-hour contracts and are flexible to agile working or staff working on part-time contracts, however, there is no observable gender trend in staff working either PT/FT in academic roles. There is a clear distinction with more female Professional, Technical or Operational (PTO) taking PT roles than their male colleagues with 3M/17F in 2017/18 and 2M/17F in 2021/22 (Appendix 2 – Tables A3&A4 & Figure A2), showing the Departments commitment to flexibility around family working. This is also reflected in our recruitment data (Appendix 2 -Tables A5&A6).

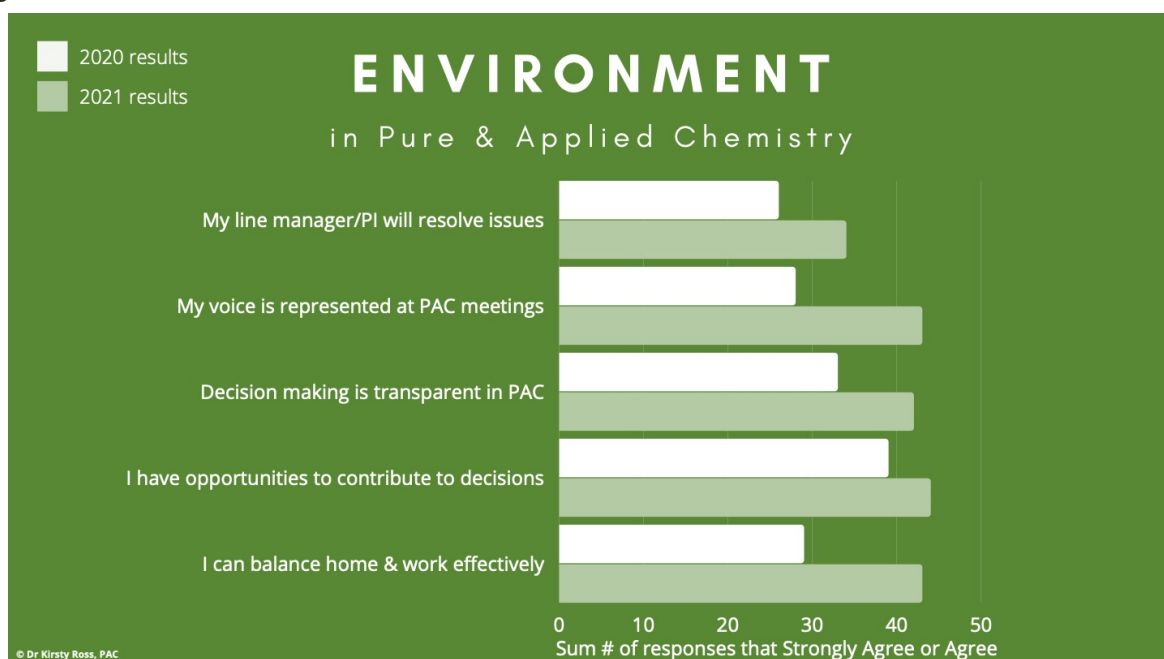
Aside from the quantitative data collected, we measure our culture and staff/ student happiness through our annual Cultural Survey (Appendix 1.1 & 1.2). Here we monitor

responses on a yearly basis, looking at areas which require improvement, but also celebrating our small successes. Figure 7A shows the responses to the 21/22 survey versus the 20/21 survey, showing that the interventions we had offered over the previous year had a positive effect on staff perceptions of PAC compared to their perceptions of the University. This positive effect is also observed on other aspects on working in the Department (Figure 7B).

A



B



**Figure 7.** Staff responses to 20/21 vs. 20/22 annual Culture Survey based on A) perceptions of working within PAC & the wider University and B) logistical processes within PAC.

Of course, not all areas have improved, and these have helped shape our strategy moving forward. Not only does the survey consist of specific questions, but there is also opportunity for free text responses. We have used a combination of this survey output analysis and the statistical data collected in Appendix 2 to formulate our key priorities, as described in Section 3.2.

## 3.2 Key priorities for future action

### 3.2.1 Intersectionality

As a department we are committed to EDI across all our staff, and we feel that there are other characteristics which can influence gender equity (such as race, disability, sexual preference *etc.*). Therefore, moving forward we are going to enhance the information we collect and further interrogate our data to look at the trends on an intersectional basis. We will do this, in the knowledge that we are a small Department, and this may not be possible without being identifiable in all categories. The EDI Committee will work with the HoD and PAC administrators to determine which data is appropriate to collect in terms of intersectionality in order to provide us greater insight into barriers in equality, whilst preserving our ability to anonymise data.

#### ACTION 1.1

- Collection of intersectional data
- Identification of intersectional barriers to equality within PAC

### 3.2.2 Support

PAC is keen to offer the highest level of support to all its staff and students in order to make it one of the best chemistry departments in the UK, not only academically, but also culturally. In order to address this we have listened to our staff and students voices and evaluated our progress to date. One of the issues commonly raised within the free text comments of our 21/22 survey was:

“A more guided induction programme would support new staff”

We believe this is a key area in which we need to improve in order to make the transition into Strathclyde easier. We do believe this issue may have arisen this year as we have all been working remotely and those new staff have probably not had the support from physical interactions with colleagues which, pre-pandemic, were in place. Nevertheless, we are keen to formalise the induction process, evaluating our current induction, deducing whether it is fit for purpose and updating where necessary (Action 2.1).

#### ACTION 2.1

- Develop and implement SOP for staff induction
- Ensure staff induction is consistently implemented

Another similar issue where clarity was required, was around the Departments' return to work protocols where staff noted:

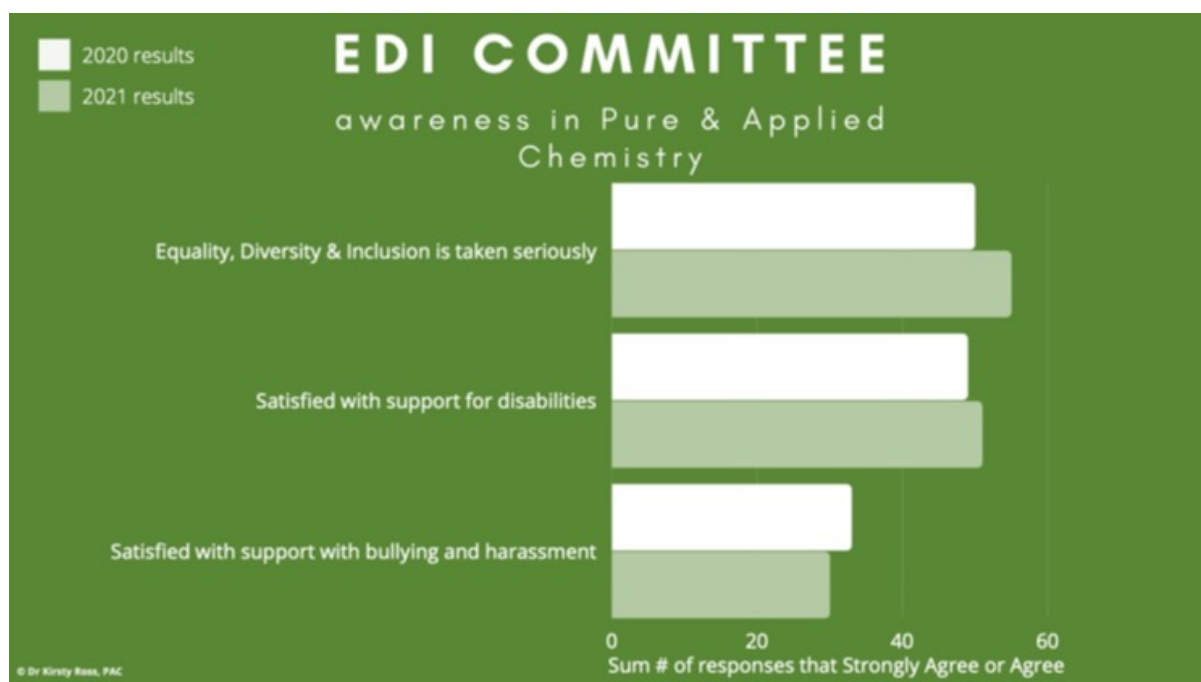
“Not sure what support is there for people returning after a career break”

The University has standardised procedures for return to work including keeping in touch days after maternity/parental leave, phased return after long periods of illness *etc.* However, within PAC there does not appear to be the consistency in implementing these supporting mechanisms, especially exacerbated by the lone working in isolation over the pandemic. We know that confidence to reach out for support can be heavily gender and personality dependant and want to level this playing field so all staff members feel supported. We aim to re-evaluate these processes and understand how PAC can aid in the smooth transition back into work after a career break – for any reason. Particularly looking at how staff can be supported in their workload and adjusting back into the workforce (Action 2.2).

### ACTION 2.2

- Develop and implement SOP for staff returning to work
- Ensure staff returning to work support is consistently implemented – with a particular focus around workload

One of the measures which came up in the staff survey was surrounding bullying and harassment management within PAC where we performed less favourably compared with 20/21 (Figure 8).



**Figure 8.** Staff feeling towards bullying and harassment support within PAC from the Cultural survey 20/21 vs. 21/22.

Bullying and harassment is something which is not tolerated within PAC, and we take accusations of the sort very seriously, and we know this can be heavily gender dependant.

Although, there are already Institutional policies on how to deal with such accusations – we feel we can offer additional support at the Departmental level, as this was raised both by staff and students in their Cultural Surveys (Appendix 1). Therefore, we plan to appoint an Early Resolution Officer role within the Department to act as an independent supportive starting point where complaints can be raised, and hopefully mediated at first raising. This officer will be recruited from within the Department and be allocated 0.1 FTE of their time. The officer will work within the Institutional guidelines, and act as an earlier mediator or sign-poster to other Human Resources processes, where early resolution is not possible.

### **ACTION 2.3**

- Evaluate PAC bullying and harassment reporting
- Appoint Early Resolution Officer

Another concern which was raised through our confidential reporting mechanism was surrounding acute periods of emergency leave for caregivers, perhaps due to child illness, appointments, lack of childcare, *etc.* It was brought to the Department's attention that University policy is vague on whether these acute instances were at the line managers discretion or had to be taken as unpaid leave or holiday. This issue can often disproportionately affect women and we seek to understand how PAC can offer full support and clarity surrounding this issue. Therefore, we aim to provide clarity around the policy wording and intent at an institutional level and implement this with line managers discretion consistently across the Department (Action 2.4).

### **ACTION 2.4**

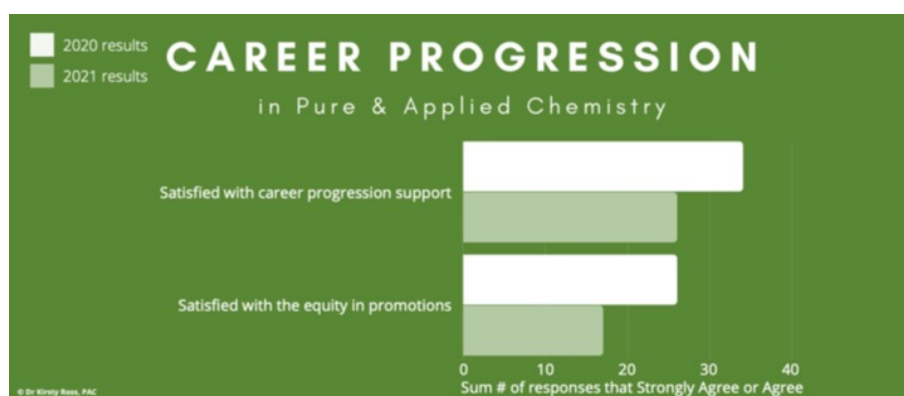
- Clarity and consistency around implementation of emergency parental leave for acute time periods

### **3.2.3 Transparency**

In general, we have seen an increase in female academics going forward for promotion as well as being successful (Appendix 2 – Table A7). We had a dip in applications in the academic year 19/20, but this can be ascribed to the pandemic and the increased burden all staff members felt (regardless of their role) in the sudden transition from working on campus to virtual working. Please note at this time the 21/22 round of promotion has not closed and is only 50% complete as we operate at 2 promotion rounds per year – therefore, the recent figures are expected to rise. Similarly, with regrading of PTO staff, we have seen a significant upturn in female applications for regrading across the AS period which is highly encouraging to see (Appendix 2 - Table A8). It is worth noting that in the PTO job families, male staff are under-represented, yet the historic trends showed that they still applied for promotion and were successful more frequently. Although we have made promising progress, there is still more work to do, our staff survey (Appendix 1) highlighted that staff were dissatisfied with the



support and equality in career progression (promotion/regrading) with less staff members satisfied compared with 2021 (Figure 9).



**Figure 9.** Staff satisfaction with career progression from the 20/21 vs. 21/22 Cultural Survey.

We plan to address this issue by highlighting the University performance indicators per job family, giving PAC relevant examples where possible (Action 3.1). Although these will require a degree of generalisation, they will help staff see the expectation at their level and help guide ADR discussions. Additionally, we are planning to host annual promotions workshops where we invite Senior Management, HR and recent promotes/regrades to come and talk about their experience in an interactive manner to the Department to help support staff in their career journey. We will support our female members of staff by continuing to support their attendance at relevant leadership courses to their career stage or journey, e.g., [Aurora](#), Strathclyde Leadership Talent Development Programme. We have supported 5 female staff members to attend the Aurora leadership course over the past 5 years, with an upward trend in support from 1 in 17/18 to 3 in 21/22.

### ACTION 3.1

- Produce clear performance indicators per job family
- Arrange annual promotions workshops

Another area which was highlighted as needing improvement was workload allocation. Although we did fulfil our previous action to investigate the use of a model which the Department deemed not fit for purpose – something needs to be done to help support staff unease in this area with multiple staff members raising workload as an issue in the free text of the Cultural Survey. Therefore, we pledge to formulate clear job descriptions at each level with indicative ranges of FTE ‘contributions’ (not ‘workload’) covering the expected tasks. Again, this will be generalised as everyone’s tasks will differ based on job role, research income, FTE buyout from the University or research/KE funder, but it is a step towards a more transparent workload allocation with less of the constraints of a formal model. We will work on this and communicate it to the staff body within the first 12 months and monitor satisfaction via the survey to see whether it has been helpful – amending where necessary based on feedback.

### ACTION 3.2

- Produce contribution ranges of tasks per job family/level
- Monitor staff opinion and amend annually where necessary

#### **3.2.4 Equity**

A major focus on our efforts for staff equity will look at our ADR process. Although this is standardised at University level, there is staff dissatisfaction with consistency of implementation across PAC. Leading to various comments such as the one below:

“Different sections approach ADR differently. For example, some explicitly require comments about performance vs expected targets and others specifically require staff to not mention if they missed targets for income/papers/students”

We aim to develop and provide ADR reviewer training annually before the ADR period in order to have consistency of approach across PAC providing a supportive environment to allow staff members to discuss their ambitions towards progression, workload, performance across the various categories *etc.* This will be in place within the first 6 months of award and is our absolute number 1 priority, with HoD review of all ADR paperwork (Action 4.1). As ADR feeds into promotion and progression, we know this could disproportionately be affecting our female staff and in order to move forward, this will be closely monitored after implementation.

### ACTION 4.1

- Develop and run annual ADR reviewer training to provide a consistency of approach
- HoD peer review of all ADR paperwork

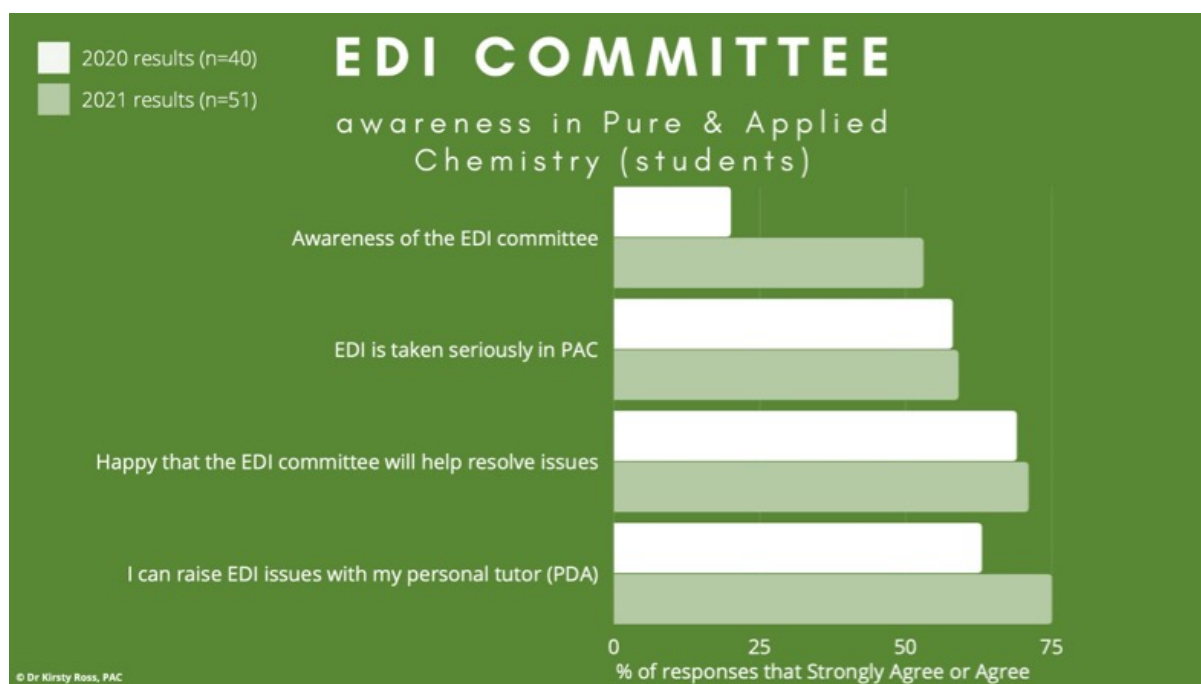
As discussed in Section 2 at undergraduate and postgraduate levels we have generally maintained our gender balance as outlined in Appendix 2 – Figure A3. Our analysis showed that in general there was no attainment gap between the genders across our undergraduate (Appendix 2 – Figure A4 & Table A9) or PGR cohorts (Appendix 2 – Figure A5). However, the outlier to this trend is in our PGT courses, where the gender balance is highly skewed towards female intake and therefore attainment. Interestingly the teaching team within the Centre for Forensic Science who teach this cohort are also female skewed (6 F, 1 M), and so we will examine our marketing materials, course descriptors, modules names and recruitment mechanisms to determine whether there is any unconscious gender bias present, finding more effective means to attract male students onto the course (Action 4.2).



### ACTION 4.2

- Examine PGT marketing and course materials for unconscious bias
- Determine more effective strategies to attract more male students onto course

Our final action is in relation to our undergraduate/PGT student awareness of Athena SWAN (AS) and engagement with the EDI committee. We have continuously asked openly for student volunteers to sit on these committees, however, we have not had any firm commitment. We think this is due to students becoming overwhelmed with their studies particularly through the last couple of years in the pandemic mixed with “online fatigue”. It is worth noting that all undergraduate and PGT have been working remotely, whilst PGR have been coming into the laboratories and have engaged with the EDI Committee more fully. Interestingly, in our 21/22 survey, the UG/PGT/PGR students did not seem aware of AS. However, they were aware of EDI and became ‘more aware’ of the Committee through our work and initiatives (Figure 10). Moreover, students now feel more empowered to raise any EDI issues with their Personal Development Advisors (PDAs) within PAC – something we are very proud of. However, moving forward we want better engagement. We will determine more effective methods to actively recruit undergraduates/PGTs onto the Committee to ensure all voices are heard (Action 4.3).



**Figure 10.** Student perceptions of EDI within PAC in 21/22 vs. 20/21.

### ACTION 4.3

- Determine more effective methods to attract undergraduates and PGT students onto the EDI/SAT Committee

We are certain that addressing these key issues through realistic measurable actions will create another positive step change in our culture and environment in our mission to ensure PAC is equitable for all.

## Section 4: Future action plan

### 4.1 Action Plan

Action Number	Identified Issue	Actions	Timescale	Responsibility	Success Indicators
<b>Intersectionality</b>					
1.1	<b>Lack of intersectional data to determine whether other factors also hinder departmental gender equality.</b>	Identification to potential barriers in intersectional data collection	By end of 22/23 and monitored annually until 26/27.	EDI Committee, Head of Department.	A plan in place by start of academic year 22/23 to collect the data appropriate to PAC without it being personally identifiable to any staff / student.
		Collect intersectional data rather than just gender-based data.	Annually on a rolling basis from 22/23-26/27.	Departmental Administrators, EDI Committee, Head of Department.	Thorough records kept on an annual basis starting 22/23-26/27 data.

		Identification of potential intersectional barriers.		EDI Committee.	Ability to understand, identify and mitigate for intersectional barriers from staff / student data. This will be carried out annually at the end of each academic year, and appropriate actions put in place for mitigation, to reduce intersectional barriers to 0% by 26/27. Monitoring of data annually will be held via the EDI Committee at their June end of year meeting.
<b>Support</b>					
2.1	<b>Lack of consistency across staff on induction.</b> Multiple female (3) new starts reported via the EDI inbox mechanism that they had felt unsupported on	To ensure all staff feel supported on appointment, we plan to develop and implement SOPs for staff induction and ensure this is consistently adhered to.	SOP developed and rolled out within 6 months by start of 22/23 academic year.	Head of Department, Line Managers.	New process for induction fully implemented. Staff are fully informed on induction with a consistent approach in place. A questionnaire surrounding induction
			Collect staff perception via post induction survey from 22/23-26/27.	EDI Committee.	

	<p>starting in their post. Without clear guidance on University processes, training requirements, space allocation or role expectations etc. They expressed their concern on appearing weak if they reached out to their line manager directly.</p>	<p>We seek to appoint a single person of contact within this role, with a checklist of multiple points to cover, and supplement this with official line management meetings.</p>	<p>Annual review of induction implementation from 22/23-26/27.</p>	<p>Induction Point of Contact / EDI Committee / Head of Department</p>	<p>will be designed and sent to all new appointees 2-weeks post commencing. The outcomes will be collated and evaluated annually at the end of year June EDI Committee until 26/27 – with the aim of having 100% satisfaction on induction (with modifications to practice and communications as required each year) by 26/27.</p>
2.2	<p><b>Return to work is daunting for staff after extended periods of leave.</b> In the cultural survey, 53% of staff reported either don't know, strongly disagree or disagree with the question 'PAC provides support for returning to work'. Particularly, female staff have reported anxiety of returning to work after</p>	<p>Develop and implement SOP for consistent and supportive return to work from career break. Implement this support via email communication for keeping in touch days and in person when staff have returned into the workplace.</p>	<p>Identification of differing needs for return to work. This may be from parental/carer/sick leave which may all require differing needs. SOP (s) developed and rolled out within 6 months ready for academic year 22/23.</p>	<p>Head of Department, Line Managers.</p>	<p>New process for induction fully implemented. Staff are fully informed on return to work practices before going off on leave (where appropriate) with a consistent structured approach to their return in place. A questionnaire surrounding return to work will be designed and sent to all returnees 1-month post</p>
			<p>Collect staff perception via post return survey from 22/23-26/27.</p>	<p>EDI Committee.</p>	

	<p>maternity leave. This was reported in the free text comments of our cultural survey (1 staff) and via the confidential reporting mechanism (1 staff). Staff felt that they were unsure of how to manage their keeping in touch days, or whether there would be a clear set of guidance on their job role upon return, including phased return and workload allocation.</p>		<p>Annual review of return to work implementation 22/23-26/27.</p>	<p>EDI Committee.</p>	<p>permanent/part time return (with exception of keeping in touch days). The outcomes will be collated and evaluated annually at the end of year June EDI Committee until 26/27 – with the aim of having 100% satisfaction on return to work (with modifications to practice and communications as required each year) by 26/27.</p> <p>We will also continue to monitor the question via our Cultural Survey with the aim of reducing the 53% don't know/dissatisfaction to &lt;5%, with both male and female respondents agreeing with the statement at the same rate, by 26/27.</p>
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2.3	<p><b>Bullying and Harassment reporting is not clear amongst staff.</b> 37% of staff reported either don't know or strongly disagree to the question on 'Satisfied with support for bullying and harassment' in the cultural survey. Additionally, 2 staff members who identified as female, and 1 preferred not to say made comment to this in the free text comments. It is well reported that in the chemical sciences that women experience a greater extent of bullying and harassment, but that they are unlikely to report this because of fear of reprisal.</p>	<p>Develop and communicate clear bullying and harassment procedures at Departmental level.</p>	<p>Appoint a Departmental Early Resolution Officer by end 22/23.</p>	<p>Head of Department.</p>	<p>Early resolution officer trained and in post.</p>
			<p>Evaluate current procedure to determine if fit for practice and amend where necessary by 23/24.</p>	<p>EDI Committee.</p>	<p>Staff feel fully supported, process is clear and transparent, information readily available for staff to consult when needed on website.</p> <p>Staff survey metrics shift from 37% don't know/strong disagree to &lt;5%, with both male and female respondents agreeing with the statement at the same rate (with modifications to practice and communications as required each year) by 26/27.</p>
			<p>Communicate the process amongst staff and highlight on the EDI website by 23/24 with annual communication until 26/27.</p>	<p>EDI Committee.</p>	
			<p>Continue to monitor the bullying and harassment question on the annual cultural survey to monitor progress from 22/23 to 26/27.</p>	<p>EDI Committee.</p>	

2.4	<p><b>On short periods of emergency where leave is required (illness, appointments, childcare emergency etc), the policy surrounding paid leave is not clear.</b></p> <p>This was raised by a female member of staff via our confidential reporting mechanism – the staff member chose to voluntarily identify herself. It is our understanding via anecdotal evidence that this female staff member was not isolated in her concern and that she was asking on behalf of multiple female academic mothers.</p>	<p>Clarity and consistency around implementation of emergency parental leave for acute time periods.</p>	<p>Evaluate the University policy wording and understand how this can be implemented in a supportive way to staff by 23/24.</p>	<p>EDI Committee, Operations Committee</p>	<p>Staff feel fully supported, measured via Staff Cultural survey metrics and monitoring Confidential Reporting. With the aim of gaining 100% satisfaction (and amending procedure in line with University or local policy) by 26/27.</p> <p>Taking a record of staff formally requesting emergency leave and monitoring per gender/intersectionality to identify major groups and barrier.</p> <p>Differences in barriers to leave per gender reduced to &lt;5% by 26/27.</p>
			<p>Update Line managers and make staff fully aware of all policy and Departmental implementation at the end of 3 months.</p>	<p>Head of Department, Line Managers.</p>	
			<p>Include a question relating to emergency leave transparency into the annual Cultural Survey starting 22/23 until 26/27.</p>	<p>EDI Committee.</p>	



Transparency					
3.1	<p><b>Lack of transparency round career progression.</b> 48% of staff answered don't know/ strongly dissatisfied or dissatisfied to the question 'Satisfaction on equity for promotion' in our Cultural Survey. Of these 67% identified as female and 33% preferred not to say. We are aware that career progression in the chemical sciences has been strongly bias in the sector against female staff and have been and continue to try and address this.</p>	<p>Highlight University performance indicators per job family required for promotion / regrading with specific PAC examples where possible, with the knowledge that one size does not fit all.</p>	<p>Highlighted with examples produced and distributed within the first 6 months.</p>	<p>EDI Committee along with Head of Department and HR.</p>	<p>Number of staff attending sessions will be monitored to evaluate impact of action which will be discussed annually at the June end of academic year EDI Committee to understand areas where greater engagement could be encouraged.</p>
		<p>Hold promotions workshops annually with representation for HR, University promotions panel and PAC recent promotes / regrades.</p>	<p>Held in 22/23 academic year and annually until 26/27.</p>	<p>EDI Committee.</p>	<p>Measured from 22/23 to 26/27 via the Cultural Survey with the aim of reducing the 48% who answered don't know/dissatisfied to &lt;5%, with both male and female respondents agreeing with the statement at the same rate (which adaptations in workshops as required) by 26/27.</p>

		Introduce a post annual job review meeting of line managers to identify staff who may be ready for promotion, but have not self-identified, to encourage them to put in an application.	Held post 21/22 job reviews in readiness for the 22/23 promotions/regrading deadlines and annually to 26/27.	Head of Department/EDI Chair	Measured by promotion applications/successes ratio; movement towards 50/50 gender balance at all job levels and types in the Department; retention metrics maintained of existing staff.
		Monitor promotion/regrading applications/successes per gender/intersectionality.	Data collected by the Head of Department annually per both promotion/regrading rounds from 22/23 to 26/27 and anonymised data fed to EDI Committee.	Head of Department / EDI Committee.	
3.2	<b>Workload Allocation Model has not been identified as suitable.</b> Despite searching for a workload model as a department and agreeing that the proposed models were	Produce clear job descriptions and expectations with indicative % time ranges to cover the range of job families, with the knowledge that one size does not fit all.	Produced within the first 12 months and distributed.	Head of Department, HR, Director of Teaching, Director of Research, EDI Committee.	Workload expectation ranges per job family are communicated to staff annually. Annual forum is held for staff input and feedback.

	<p>not suitable for PAC, 58% of staff answered don't know/strongly dissatisfied/dissatisfied to the question 'Workload is equitably distributed across job families' and 50% answered similarly to 'Satisfied with transparency of role assignment'. Of these, 77% identified as female with 12% preferring not to say their gender. In the free text comments of the Cultural Survey it was noted on multiple instances where female staff said they felt they were consistently assigned pastoral roles, whilst their male counterparts were given the more promotable roles.</p>	<p>Communicate documents within PAC with discussion at a dedicated Departmental Forum annually.</p>	<p>Departmental Forum held within the first year and annually thereafter</p>	<p>Head of Department.</p>	<p>Staff perception on workload allocation measured via the cultural survey (per gender/intersectionality) with the aim to reduce 58% don't know/dissatisfaction in the Cultural Survey question to &lt;5%, with both male and female respondents agreeing with the statement at the same rate, in 26/27.</p>
		<p>Implement procedures to ensure all new roles within the Department are advertised and open to all eligible staff to apply, with formal interviews held where more than one applicant comes forward.</p>	<p>Implemented by 22/23 and thereafter until 26/27 for every new role within PAC.</p>	<p>Head of Department/ EDI Chair.</p>	<p>Monitor staff applicants/ success per gender/intersectionality, response to question surrounding transparency of role allocation with the aim of reducing the 50% &lt;5%, with both male and female respondents agreeing with the statement at the same rate in 26/27.</p>
<p>Equity</p>					

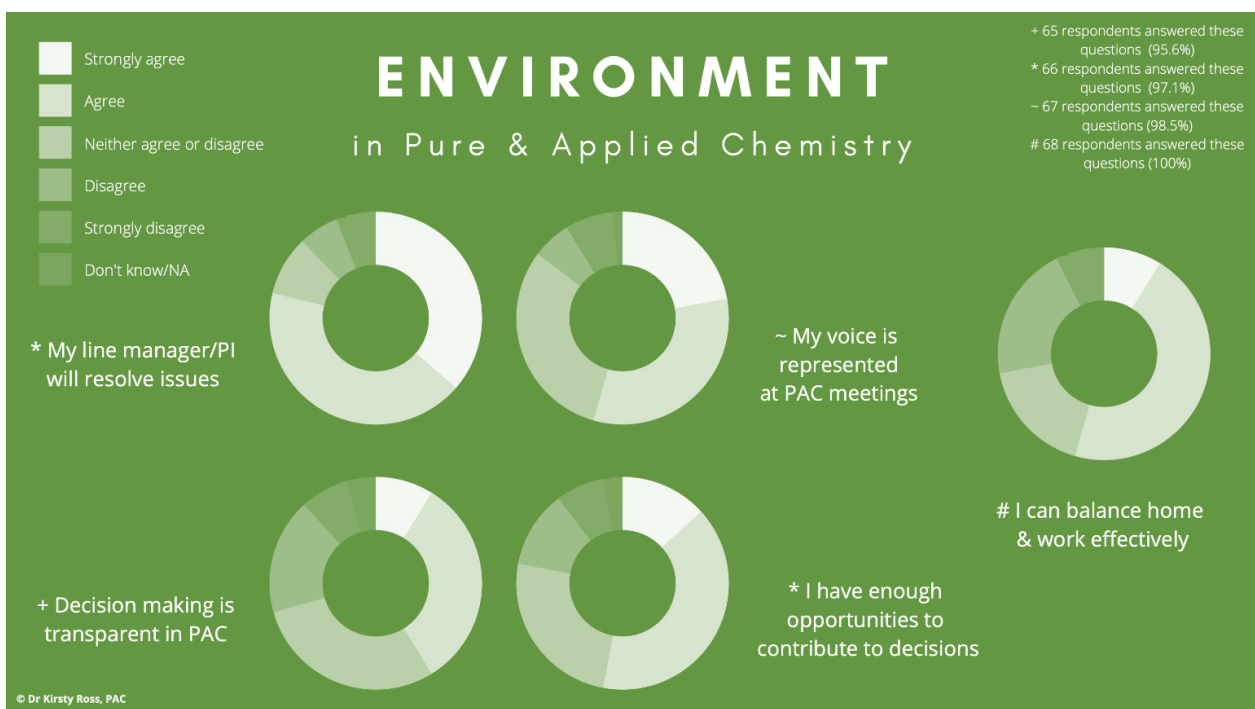
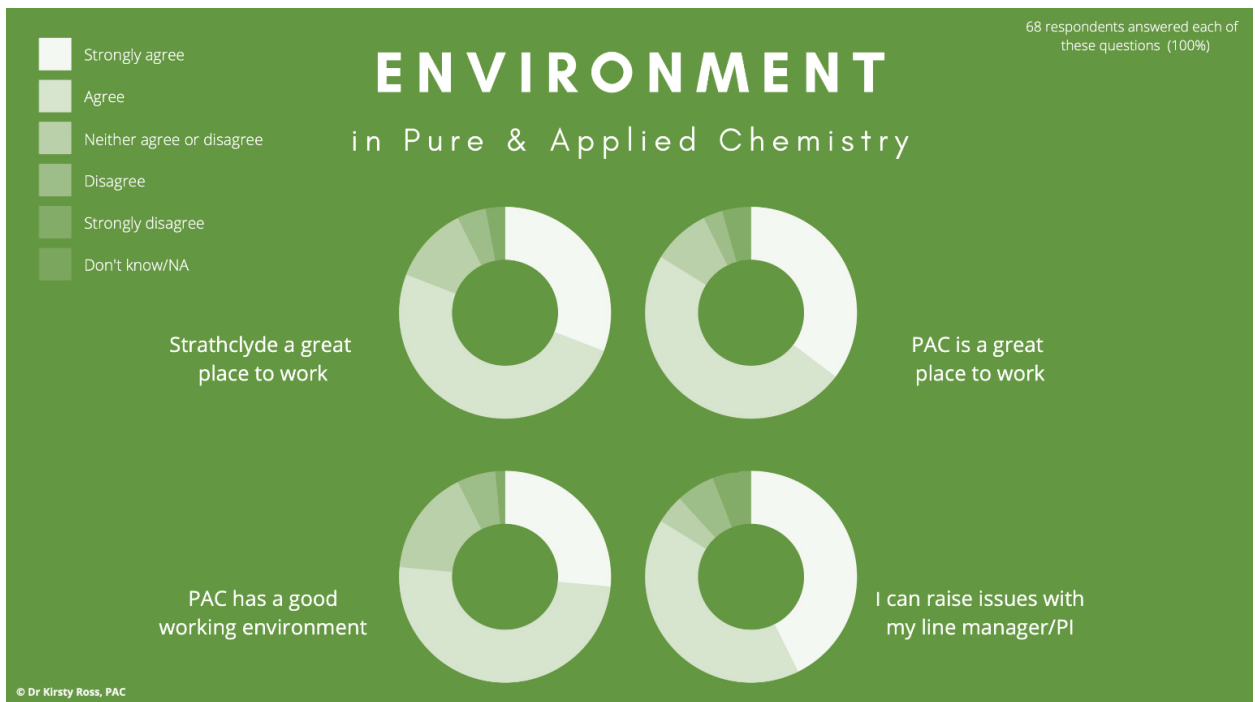
4.1	<p><b>ADR is not consistently administered across PAC.</b> In our Cultural Survey 30% answered don't know/strong dissatisfied/dissatisfied to the question 'ADR process is equitable and transparent'. Of these respondents 65% were female and 10% preferred not to say. Alongside this, in the free text comments 5 female staff reported that they felt there was a lack of consistency for ADR across the research sections (some of our sections are more female occupied than others). This leads us to believe that there may be bias in our ADR process and this should be addressed.</p>	Produce a descriptive SOP for line managers leading staff ADRs.	Produced within first 6 months.	EDI Chair & Head of Department.	SOP produced and distributed to all staff. Training workshop organised and run.
		Produce a training afternoon for staff leading ADRs on target setting, and approaching staff who are not performing well.	Carried out within first 6 months and annually thereafter.	EDI Chair & Head of Department	Staff experiencing consistent ADR regardless of Section or Line Manager, monitored by Cultural Survey feedback (noting gender/intersectionality) with the aim of reducing 30% to <5%, with both male and female respondents agreeing with the statement at the same rate by 26/27 (allowing for annual changes in training based on survey feedback).
		Post ADR line managers meeting with Head of Department to highlight issues or inconsistencies in approach. Head of Department to review and sign off all ADR paperwork.	Annually post ADR time from 21/22 to 26/27.	Line Managers & Head of Department	

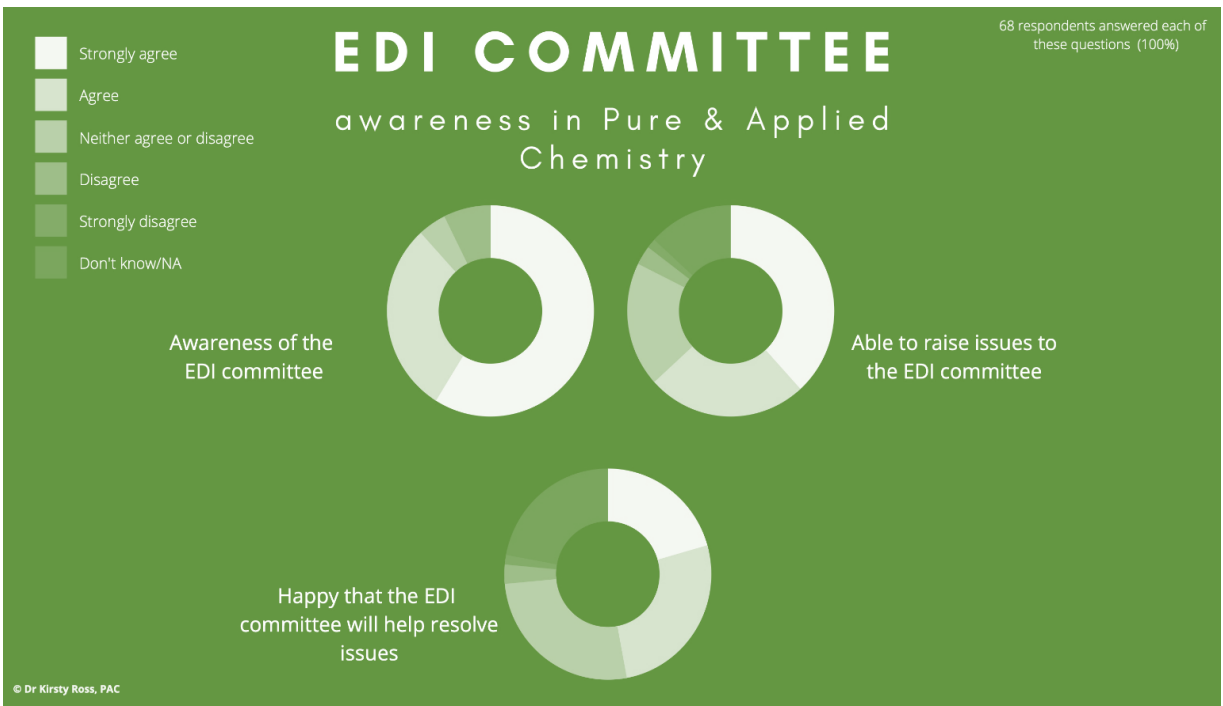
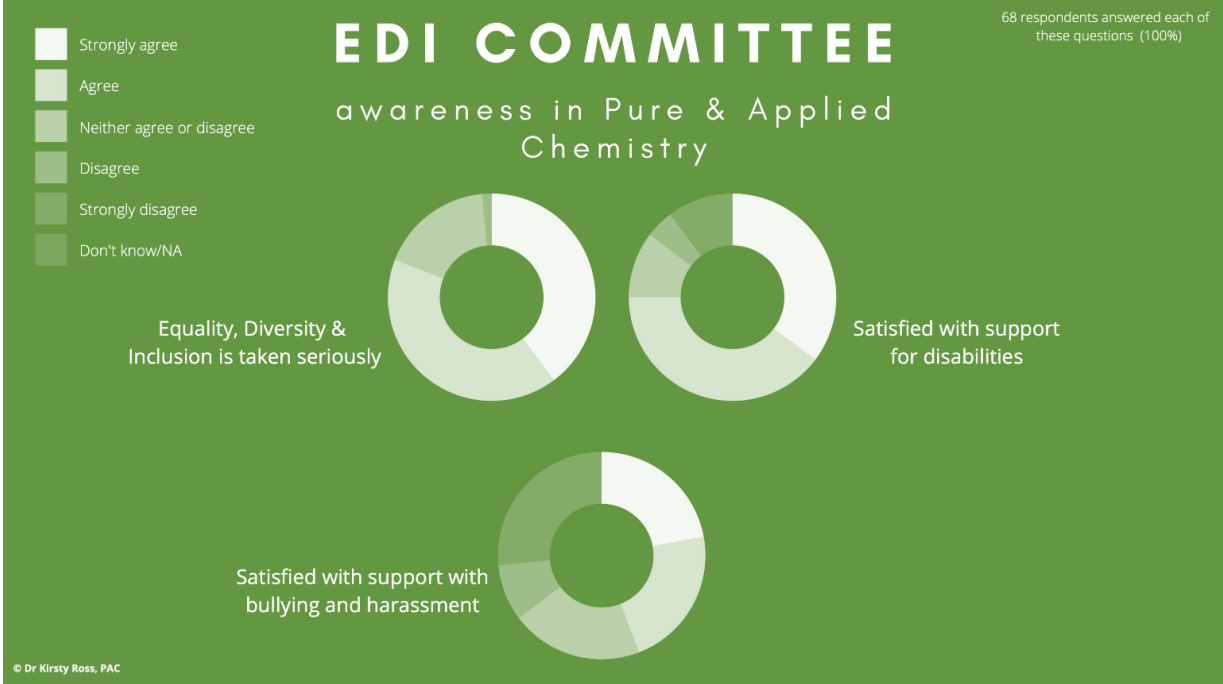
4.2	<b>PGT student gender balance.</b> The PGT numbers are skewed towards female students (86% vs 14% male), and this is something we aim to try to balance in the coming period.	Examine marketing materials for PGT course, course descriptors, module names and recruitment mechanisms to determine whether this could be resulting in gender bias towards female applicants.	Evaluated within the first year with recommended changes being implemented in 23/24.	Director of Teaching, PGT Course Lead, Teaching Committee.	Report on evaluation with recommended changes produced and updates to marketing material implemented.
			Annual monitoring of PGT student gender intake.	EDI Committee.	Gender balance moving towards 50/50 M/F.
4.3	Lack of awareness of AS & undergraduate students and PGT are not represented on the EDI. 67% of students answered either don't know/strongly dissatisfied or dissatisfied to the question 'I have heard of the Athena Swan Charter'. We believe this could be either because of lack of	Examine how we currently request EDI participation and look into more effective ways to attract undergraduate / PGT students to join the Committee. Continue to promote AS events.	Within the first two months to put out a call to all undergraduate / PGT students to register interest in joining the EDI Committee. We will advertise to the student body new positions and interview where required in line with the transparent processes implemented for staff role assignment.	EDI Chair, EDI Committee.	To ensure we have participation from all cohorts of student undergraduate/PGT and PGR with succession planning.  To monitor the student response to the question on hearing of the Athena Swan Charter from 22/23-26/27 with the aim of

	<p>participation from students on our committee to promote this to their peers, or not enough promotion from the EDI Committee itself.</p>		<p>To continue to promote AS events and principles throughout PAC towards the student body to ensure AS ethos is alive and present in the department.</p>	<p>EDI Chair, EDI Committee.</p>	<p>reducing the 67% to &lt;5%, with both male and female respondents agreeing with the statement at the same rate over this period (with amendments to communication strategy annually where identified there is a need).</p>
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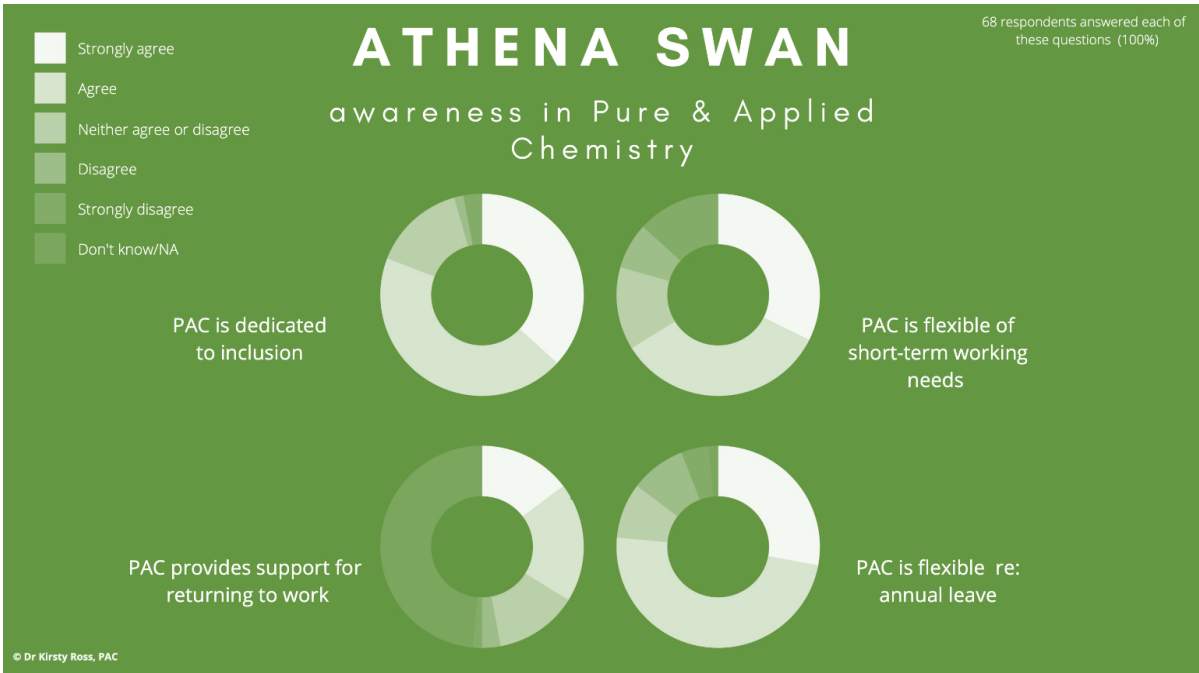
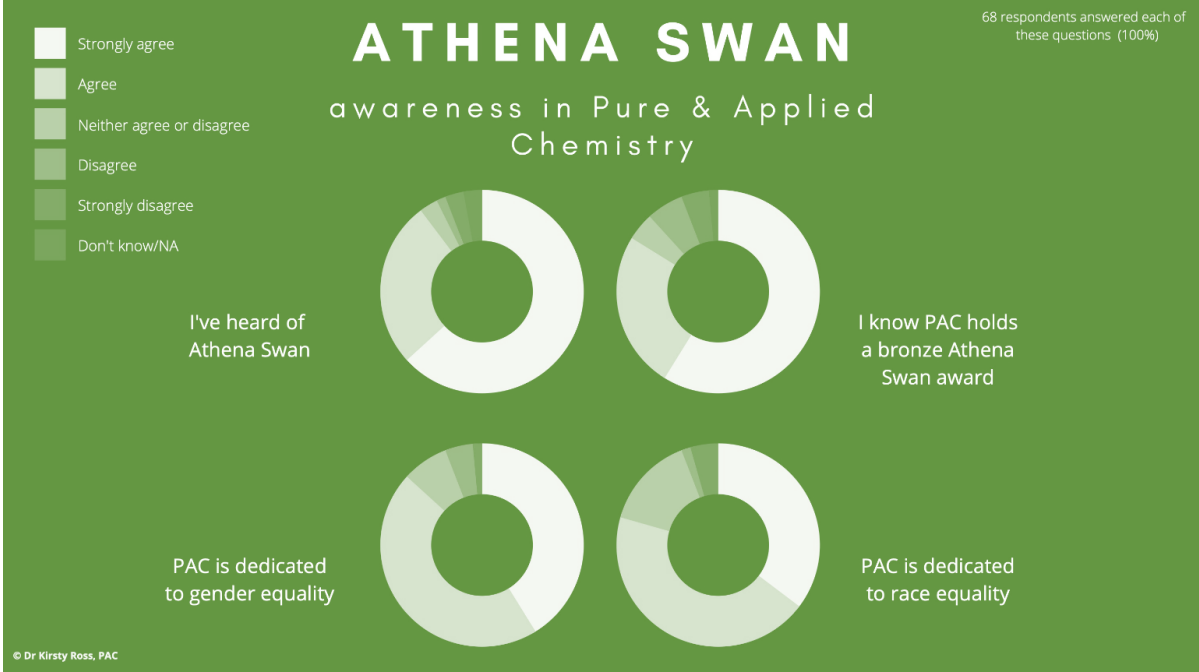
# Appendix 1

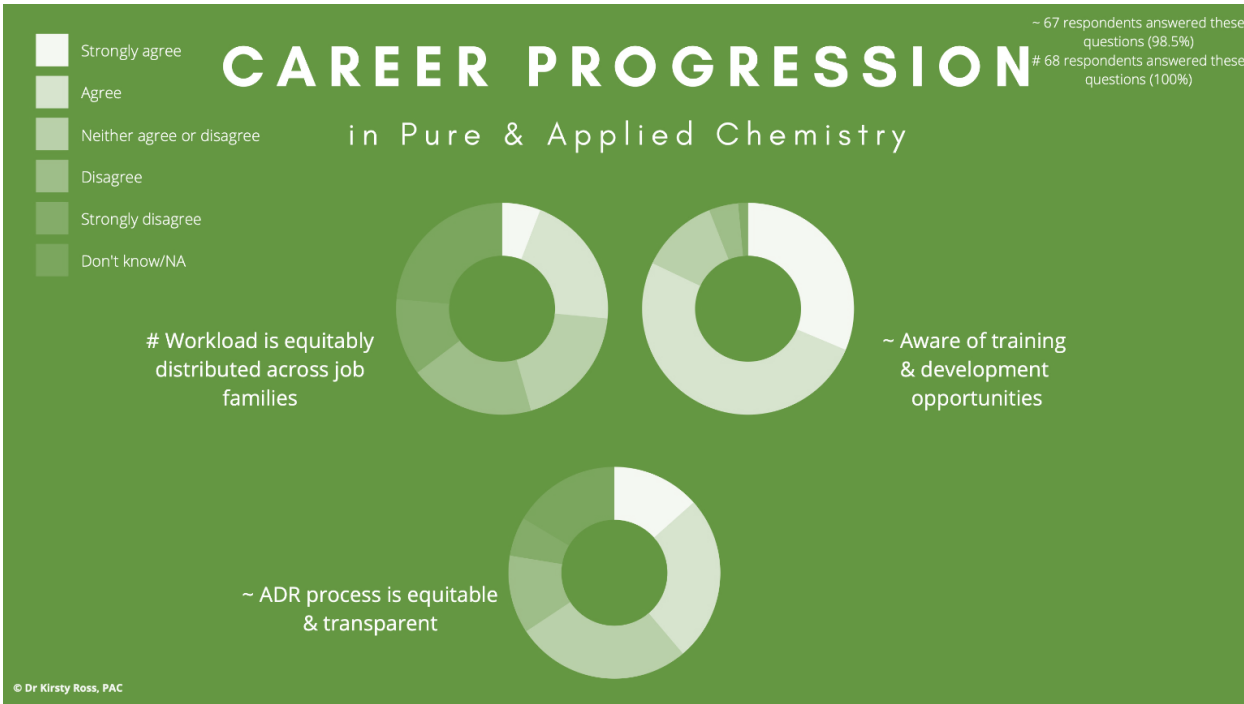
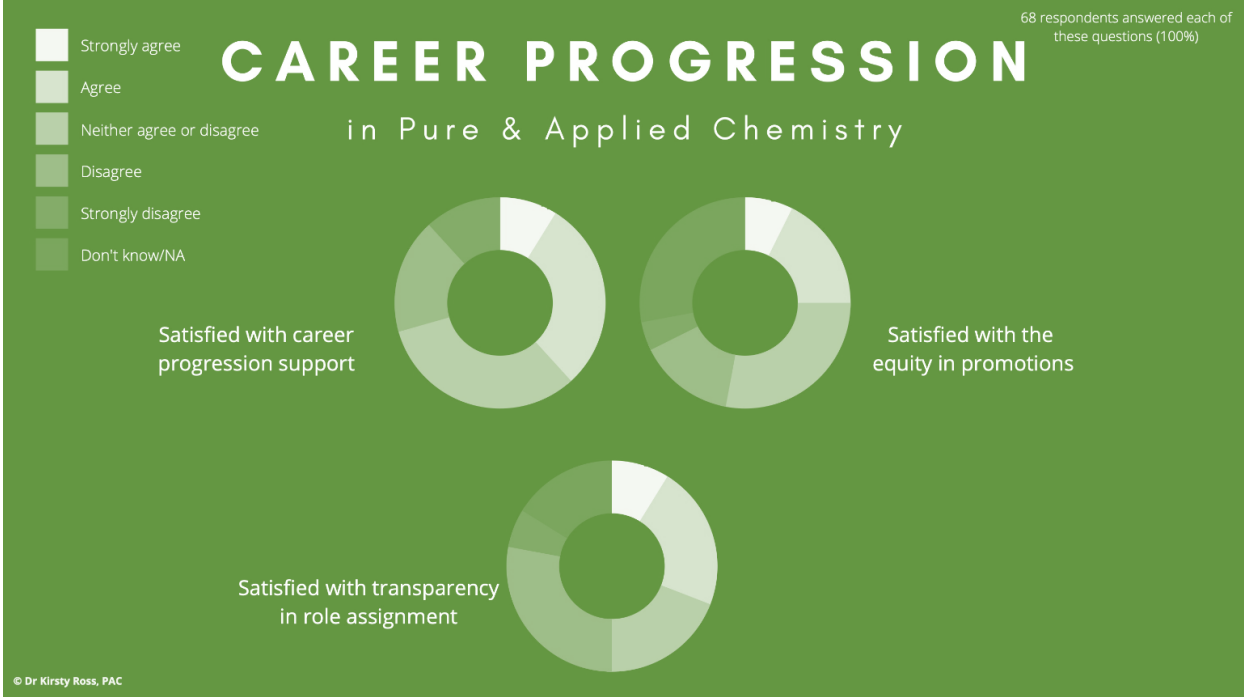
## Appendix 1.1: Staff culture 21/22 survey data



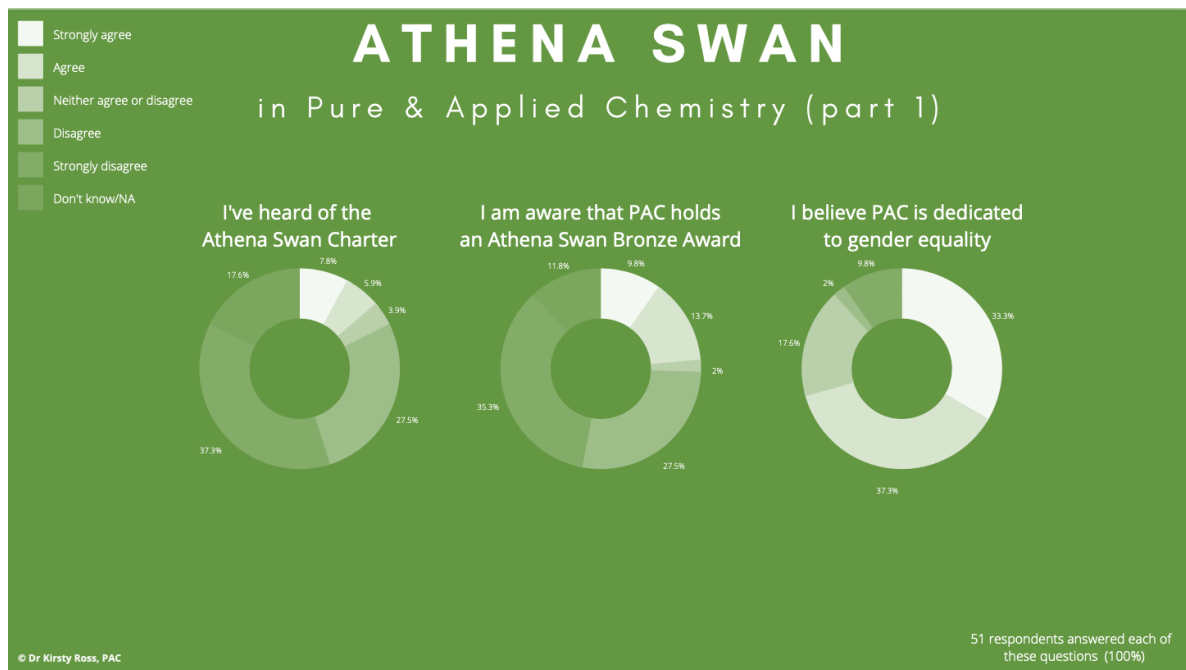
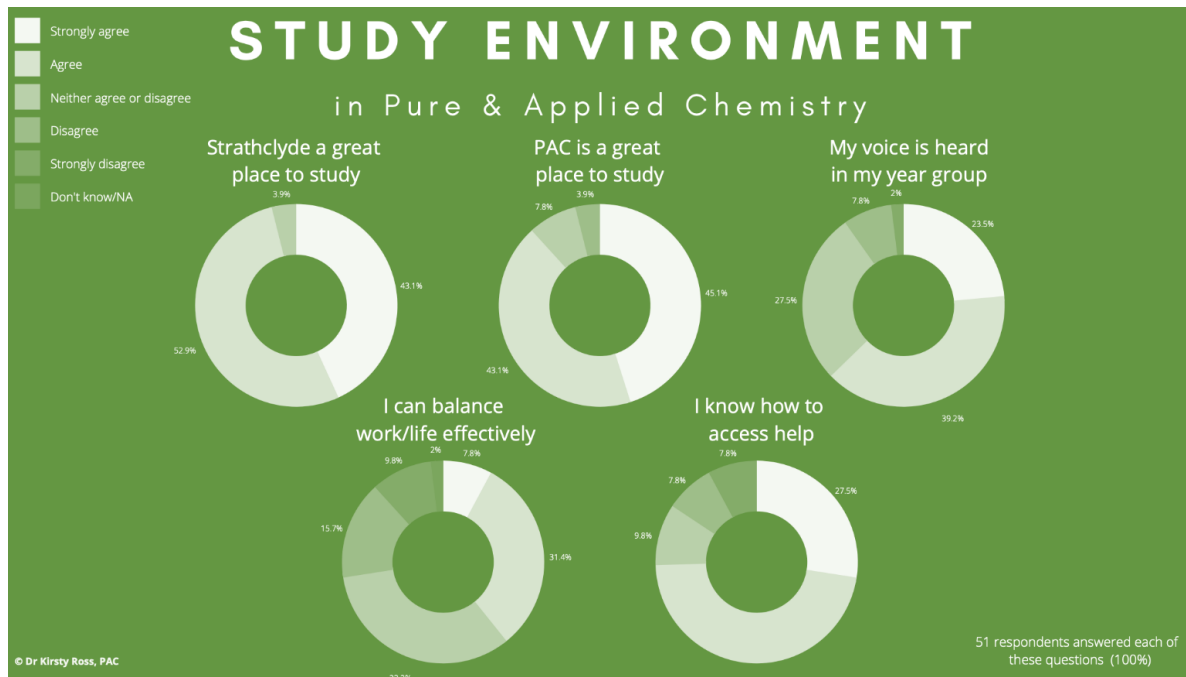


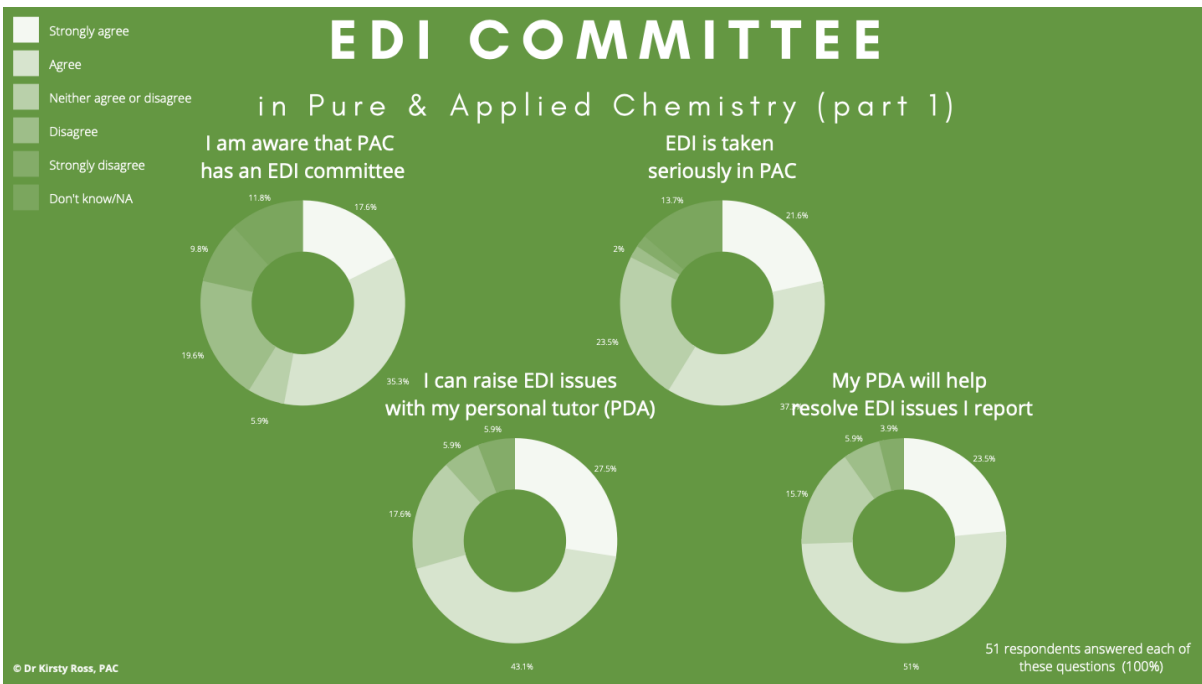
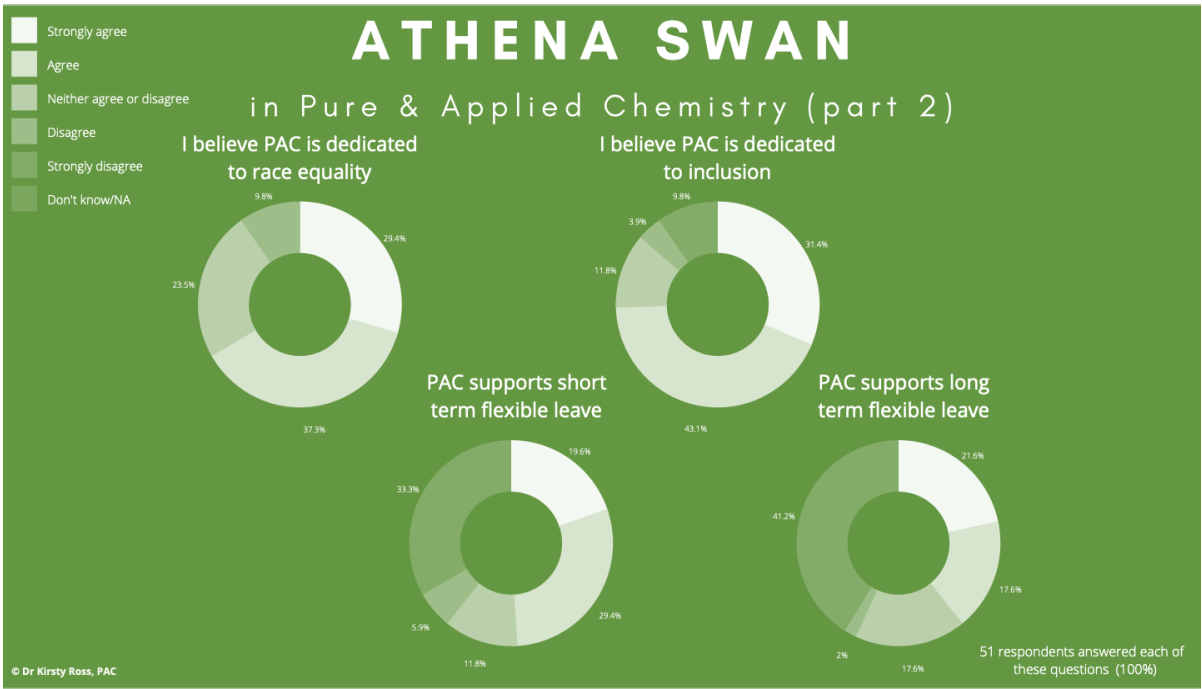






## Appendix 1.2: Student culture 21/22 survey data



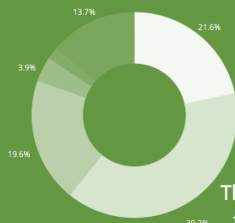


# EDI COMMITTEE

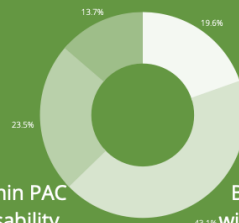
## in Pure & Applied Chemistry (part 2)

- Strongly agree
- Agree
- Neither agree or disagree
- Disagree
- Strongly disagree
- Don't know/NA

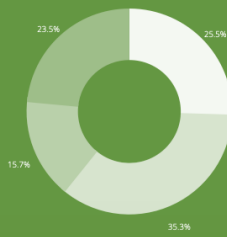
I can raise issues to the EDI Committee or others



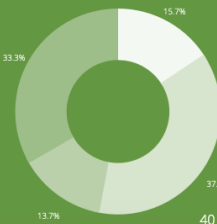
EDI Committee will help resolve issues reported



There is support within PAC for issues about disability



Bullying/harassment will be dealt with in PAC



© Dr Kirsty Ross, PAC

40 respondents answered each of these questions (100%)

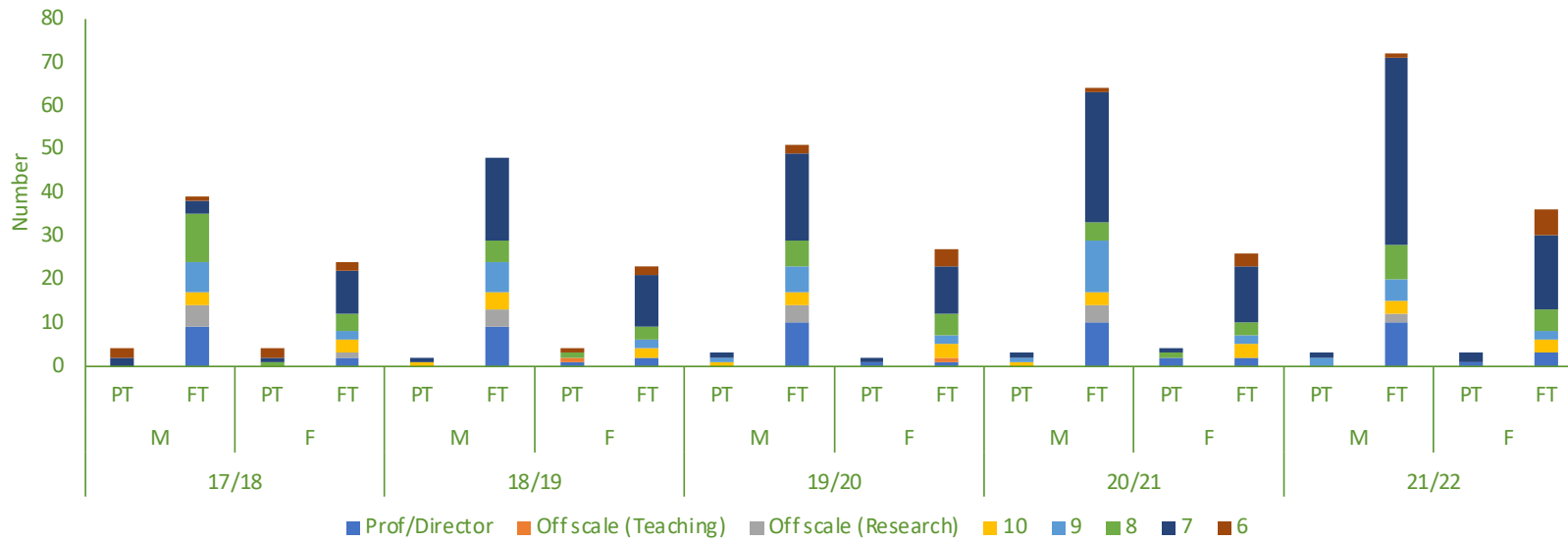
## Appendix 2: Data

**Table A1.** Breakdown of Academic Staff Per Grade and Job Category with A) showing raw numbers and B) percentages in each category.

A	Grade	Contract Type	17/18		18/19		19/20		20/21		21/22	
			M	F	M	F	M	F	M	F	M	F
Prof/Director	T&R		9	2	9	2	10	2	10	2	10	3
	T		0	0	0	0	0	0	0	1	0	1
	KE		0	0	0	0	0	0	0	1	0	0
Off scale (Teaching)	T		0	0	0	0	0	1	0	0	0	0
Off scale (Research)	R		5	1	4	1	4	0	4	0	2	0
10	T&R		5	2	5	2	4	3	4	3	3	3
	T		0	1	0	1	0	0	0	0	0	0
9	T&R		3	2	6	2	5	1	6	1	5	1
	T		0	0	0	0	1	1	2	1	1	1
	R		1	0	1	0	1	0	5	0	1	0
8	T&R		6	3	5	3	5	3	4	1	6	3
	T		0	2	0	2	1	2	0	2	1	2
	R		0	0	0	0	0	0	0	0	1	0
7	T&R		11	0	0	0	1	0	0	0	0	0
	T		4	3	4	3	3	9	13	4	20	5
	R		1	8	16	8	16	4	18	9	23	13
	KE		0	0	0	0	1	1	0	1	1	1
6	T&R		0	0	0	0	0	0	0	0	0	0
	T		1	3	0	3	1	3	1	2	1	2
	R		1	0	0	0	1	1	0	1	0	4
	KE		1	1	0	1	0	0	0	0	0	0

B

Grade	Contract Type	17/18		18/19		19/20		20/21		21/22	
		M	F	M	F	M	F	M	F	M	F
Prof/Director	T&R	82	10	81	19	83	17	83	17	77	23
	T	0	0	0	0	0	0	0	100	0	100
	KE	0	0	0	0	0	0	0	100	0	0
Off scale (Teaching)	T	0	0	0	0	0	100	0	0	0	0
Off scale (Research)	R	83	17	80	20	100	0	100	0	100	0
10	T&R	71	29	71	29	57	43	57	43	50	50
	T	0	100	0	100	0	0	0	0	0	0
9	T&R	60	40	75	25	83	17	86	14	83	17
	T	0	0	0	0	50	50	67	33	50	50
	R	100	0	100	0	100	0	100	0	100	0
8	T&R	67	33	63	37	63	37	80	20	67	33
	T	0	100	0	100	67	33	0	100	33	67
	R	0	0	0	0	0	0	0	0	100	0
7	T&R	100	0	0	0	100	0	0	0	0	0
	T	57	43	57	43	25	75	76	24	80	20
	R	11	89	67	33	80	20	66	34	64	36
	KE	0	0	0	0	50	50	0	100	50	50
6	T&R	0	0	0	0	0	0	0	0	0	100
	T	25	75	0	100	25	75	33	67	33	67
	R	100	0	0	0	50	50	0	100	0	100
	KE	50	50	0	100	0	0	0	0	0	0



**Figure A1.** Breakdown of Academic Staff Per Grade and Contract Type showing raw numbers in each category.

**Table A2.** Breakdown of Academic Staff Per Grade and Contract Type with showing percentages in each category.

Grade	17/18				18/19				19/20				20/21				21/22			
	M		F		M		F		M		F		M		F		M		F	
	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT
Prof/Director	0	82	0	18	0	75	8	17	0	81	9	9	0	72	14	14	0	71	7	23
Off scale (Teaching)	0	0	0	0	0	0	100	0	0	0	0	100	0	0	0	0	0	0	0	0
Off scale (Research)	0	83	0	17	0	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0
10	0	50	0	50	16	51	0	33	14	43	0	43	14	43	0	43	0	50	0	50
9	0	78	0	22	0	78	0	22	11	67	0	22	8	76	0	16	22	56	0	22
8	0	69	6	25	0	56	11	33	0	55	0	45	0	50	13	37	0	62	0	38
7	13	19	6	62	3	59	0	38	3	61	3	33	2	67	2	29	2	68	3	27
6	29	13	29	29	0	0	33	67	0	33	0	67	0	25	0	75	0	14	0	86



**Table A3.** Breakdown of PTO Staff Per Grade and Job Category with A) showing raw numbers and B) percentages in each category.

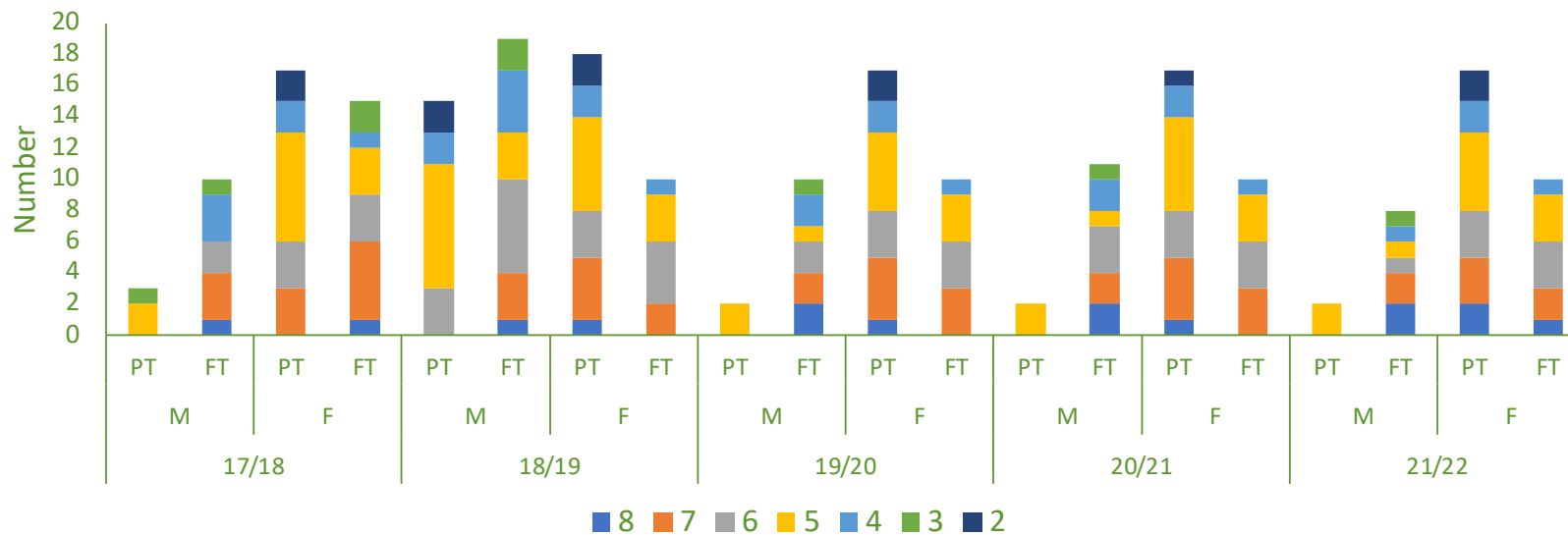
A

X THE FACULTY OF SCIENCE

Grade	Job Family	17/18		18/19		19/20		20/21		21/22	
		M	F	M	F	M	F	M	F	M	F
8	Administrative and Professional Services	1	0	1	2	1	1	1	1	1	3
	Technical	0	1	0	0	1	0	1	0	1	0
7	Administrative and Professional Services	0	3	0	3	0	3	0	3	0	1
	Technical	3	5	3	3	2	4	2	4	2	4
6	Administrative and Professional Services	0	4	4	4	0	4	0	4	0	4
	Technical	2	2	5	3	2	2	3	2	1	2
5	Administrative and Professional Services	0	8	6	7	0	6	0	7	0	6
	Technical	2	2	5	2	3	2	3	2	3	2
4	Administrative and Professional Services	0	3	3	3	0	3	2	3	0	3
	Technical	3	0	3	0	2	0	0	0	1	0
3	Administrative and Professional Services	0	0	0	0	0	0	0	0	0	0
	Technical	2	0	2	0	1	0	1	0	1	0
2	Operational Services	0	2	2	2	0	2	0	1	0	2

B

Grade	Job Family	17/18		18/19		19/20		20/21		21/22	
		M	F	M	F	M	F	M	F	M	F
8	Administrative and Professional Services	100	0	33	67	50	50	50	50	25	75
	Technical	0	100	0	0	100	0	100	0	100	0
7	Administrative and Professional Services	0	100	0	100	0	100	0	100	0	1
	Technical	37	63	50	50	33	67	33	67	33	67
6	Administrative and Professional Services	0	100	50	50	0	100	0	100	0	100
	Technical	50	50	63	37	50	50	60	40	33	67
5	Administrative and Professional Services	0	100	46	54	0	100	0	100	0	100
	Technical	50	50	71	29	60	40	60	40	60	40
4	Administrative and Professional Services	0	100	50	50	0	100	40	60	0	100
	Technical	100	0	50	0	100	0	0	0	100	0
3	Administrative and Professional Services	0	0	0	0	0	0	0	0	0	0
	Technical	100	0	100	0	100	0	100	0	100	0
2	Operational Services	0	100	50	50	0	100	0	100	0	100



**Figure A2.** Breakdown of PTO Staff Per Grade and Contract Type showing raw numbers in each category.

**Table A4.** Breakdown of PTO Staff Per Grade and Contract Type showing percentages in each category.

Grade	17/18				18/19				19/20				20/21				21/22			
	M		F		M		F		M		F		M		F		M		F	
	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT	PT	FT
8	0	50	0	50	0	50	50	0	0	67	33	0	0	67	33	0	0	40	40	20
7	0	27	27	46	0	33	44	23	0	22	45	33	0	22	45	33	0	29	42	29
6	0	24	38	38	19	38	19	24	0	24	38	38	0	33	33	34	0	14	43	43
5	17	0	58	25	40	15	30	15	18	9	45	28	17	8	50	25	18	9	45	28
4	0	50	33	17	22	45	22	11	0	40	40	20	0	40	40	20	0	25	50	25
3	25	25	0	50	0	100	0	0	0	100	0	0	0	100	0	0	0	100	0	0
2	0	0	100	0	50	0	50	0	0	0	100	0	0	0	100	0	0	0	100	0

**Table A5.** Applications, shortlisted applicants and appointees to academic positions.

	Grade	Applications						Shortlisted				Appointed			
		M		F		Prefer not to say		M		F		M		F	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
17/18	6	47	59	31	39	1	2	10	55	8	45	2	40	3	60
	7	46	63	23	32	4	5	10	67	5	33	1	50	1	50
	7/8	57	85	7	10	3	5	7	100	0	0	0	0	0	0
	10	8	80	1	10	1	10	0	0	0	0	0	0	0	0
	Offscale (Research)	3	38	4	50	1	12	3	75	1	25	1	100	0	0
18/19	6	139	58	96	40	3	2	21	48	23	52	6	55	5	45
	Offscale (Research)	19	68	9	32	0	0	1	17	5	83	1	100	0	0
19/20	6	26	43	32	52	3	5	5	50	5	50	2	100	0	0
	7	152	74	53	26	0	0	36	78	10	22	1	17	5	83
	7/8	98	79	26	21	0	0	5	71	2	29	0	0	2	100
	10	26	90	3	10	0	0	2	100	0	0	0	0	0	0
	Offscale (Research)	8	62	5	38	0	0	8	62	5	38	0	0	0	0
20/21	7	208	76	64	24	0	0	44	73	16	27	5	63	3	37
	7/8	33	80	8	20	0	0	2	50	2	50	0	0	2	100
	10	5	63	3	37	0	0	0	0	0	0	0	0	0	0

**Table A6.** Applications, shortlisted applicants and appointees to PTO positions.

	Grade	Applications						Shortlisted				Appointed			
		M		F		Prefer not to say		M		F		M		F	
		Number	%	Number	%	Number	%	Number	%	Number	%	Number	%	Number	%
17/18	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	7	1	33	2	67	0	0	1	33	2	67	0	0	0	0
	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3	5	83	1	17	0	0	5	83	1	17	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
18/19	8	3	60	2	40	0	0	3	60	2	40	0	0	0	0
	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	5	2	40	3	60	0	0	2	40	3	60	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
19/20	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	6	4	67	2	33	0	0	4	67	2	33	1	100	0	0
	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
20/21	8	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	6	3	27	8	73	0	0	3	27	8	73	0	0	1	100
	5	2	67	1	33	0	0	2	67	1	33	1	100	0	0
	4	2	33	4	67	0	0	2	40	3	60	0	0	1	100
	3	4	57	3	43	0	0	4	57	3	43	0	0	0	0
	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Table A7.** Promotion within academic job families, outlining applications and successes for grade being applied for - with A) raw data and B) percentages.

Year	Scale	Applied		Successful	
		M	F	M	F
17/18	Prof/Director	1	1	1	0
	10	3	1	3	1
	9	0	0	0	0
	8	1	1	1	1
	7	0	0	0	0
18/19	Prof/Director	0	1	0	1
	10	0	1	0	0
	9	5	0	3	0
	8	0	0	0	0
	7	1	1	1	1
19/20	Prof/Director	1	0	1	0
	10	1	1	1	0
	9	1	0	1	0
	8	0	0	0	0
	7	0	0	0	0
20/21	Prof/Director	0	1	0	1
	10	0	3	0	1
	9	0	0	0	0
	8	1	2	1	2
	7	0	1	0	1
21/22	Prof/Director	0	0	0	0
	10	0	1	0	0
	9	1	1	1	1
	8	0	1	0	1
	7	0	1	0	1

Year	Scale	Applied		Successful	
		M	F	M	F
17/18	Prof/Director	50	50	100	0
	10	75	25	100	100
	9	0	0	0	0
	8	50	50	100	100
	7	0	0	0	0
18/19	Prof/Director	0	100	0	100
	10	0	100	0	0
	9	100	0	60	0
	8	0	0	0	0
	7	50	50	100	100
19/20	Prof/Director	100	0	100	0
	10	50	50	100	0
	9	100	0	100	0
	8	0	0	0	0
	7	0	0	0	0
20/21	Prof/Director	0	100	0	100
	10	0	100	0	33
	9	0	0	0	0
	8	33	67	100	100
	7	0	100	0	100
21/22	Prof/Director	0	0	0	0
	10	0	100	0	0
	9	50	50	100	100
	8	0	100	0	100
	7	0	100	0	100

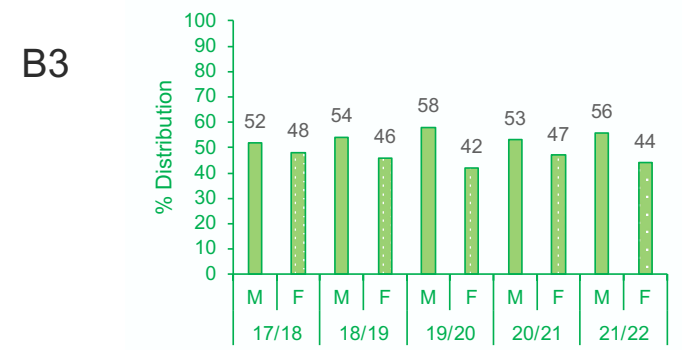
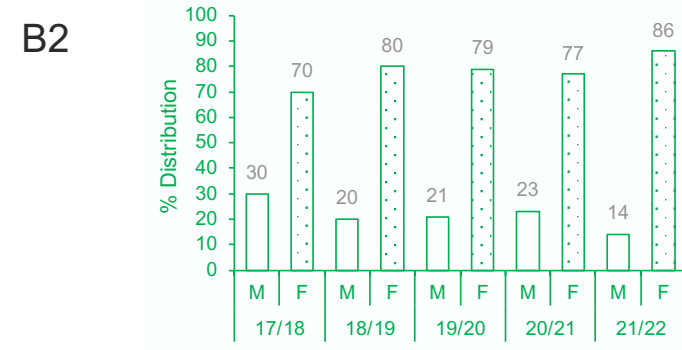
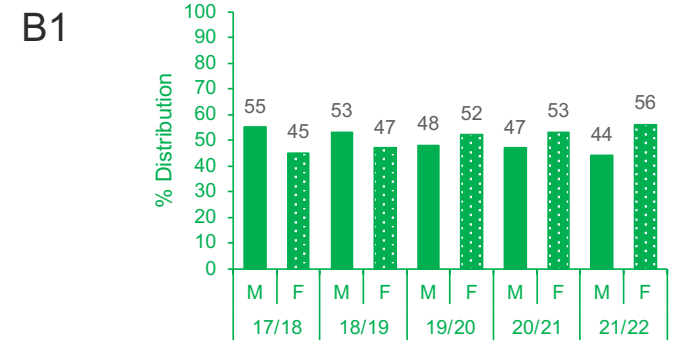
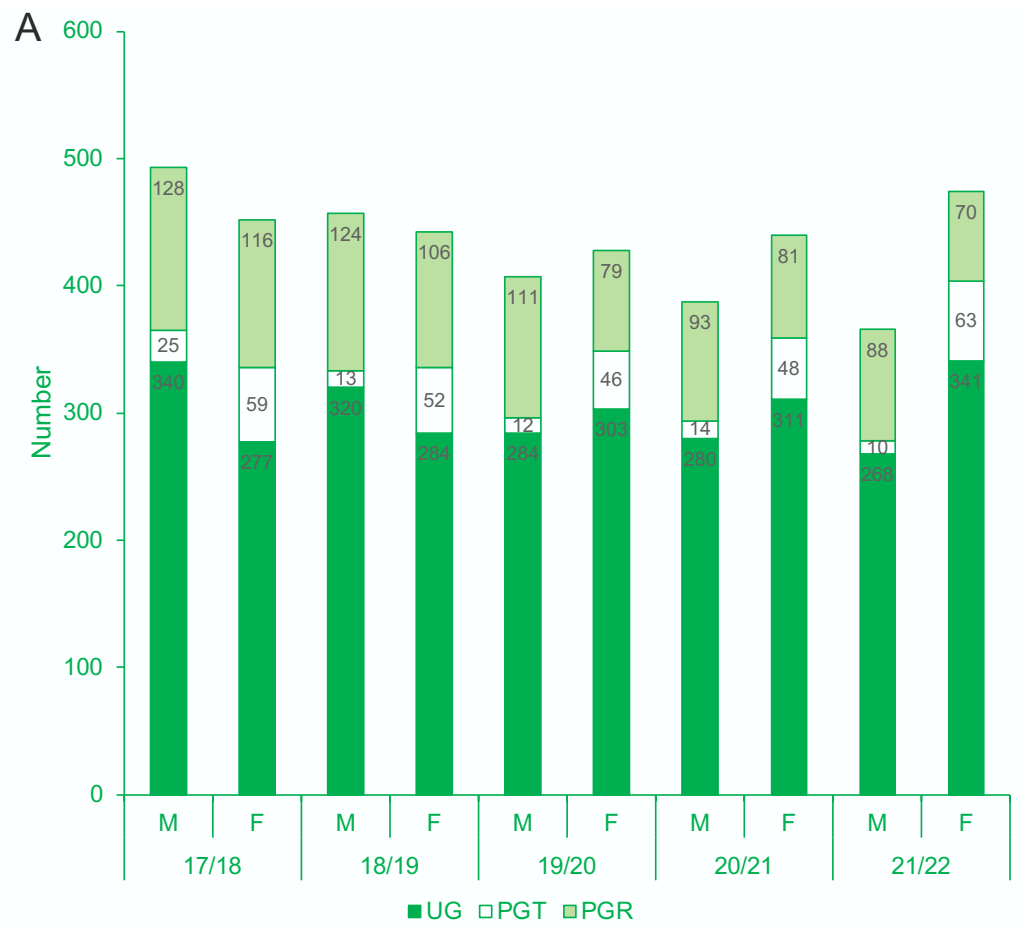
**Table A8.** Regrading within PTO job families, outlining applications and successes for grade being applied for - with A) raw data and B) percentages.

A

Year	Scale	Applied		Successful	
		M	F	M	F
17/18	7	0	1	0	0
	6	0	1	0	1
	5	1	1	1	1
	4	0	0	0	0
	3	0	0	0	0
	2	0	0	0	0
18/19	7	0	0	0	0
	6	0	0	0	0
	5	0	1	0	1
	4	0	0	0	0
	3	0	0	0	0
	2	0	0	0	0
19/20	7	0	1	0	1
	6	0	0	0	0
	5	0	0	0	0
	4	1	0	1	0
	3	0	0	0	0
	2	0	0	0	0
20/21	7	0	0	0	0
	6	0	1	0	0
	5	0	0	0	0
	4	0	0	0	0
	3	0	0	0	0
	2	0	0	0	0
21/22	7	0	1	0	1
	6	0	3	0	2
	5	0	1	0	1
	4	0	0	0	0
	3	0	0	0	0
	2	0	0	0	0

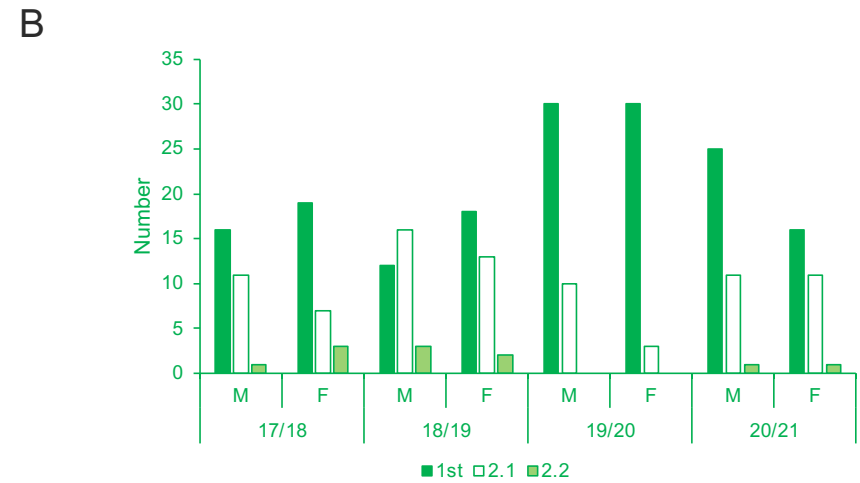
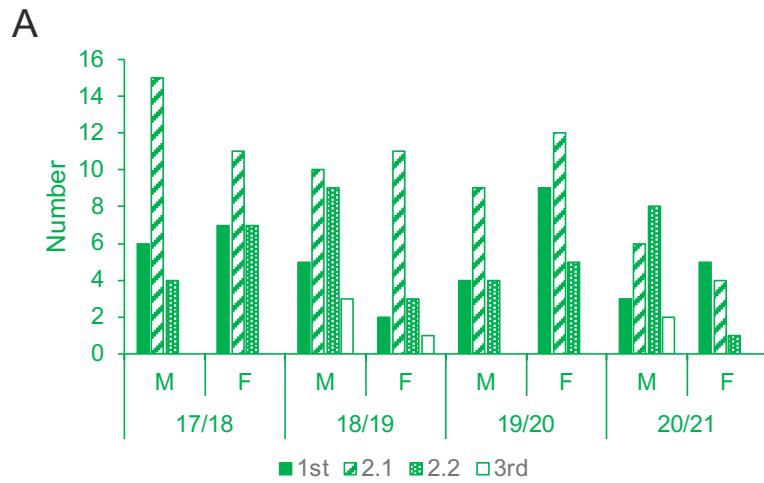
B

Year	Scale	Applied		Successful	
		M	F	M	F
17/18	7	0	1	0	0
	6	0	1	0	1
	5	1	1	1	1
	4	0	0	0	0
	3	0	0	0	0
	2	0	0	0	0
18/19	7	0	0	0	0
	6	0	0	0	0
	5	0	1	0	1
	4	0	0	0	0
	3	0	0	0	0
	2	0	0	0	0
19/20	7	0	1	0	1
	6	0	0	0	0
	5	0	0	0	0
	4	1	0	1	0
	3	0	0	0	0
	2	0	0	0	0
20/21	7	0	0	0	0
	6	0	1	0	0
	5	0	0	0	0
	4	0	0	0	0
	3	0	0	0	0
	2	0	0	0	0
21/22	7	0	1	0	1
	6	0	3	0	2
	5	0	1	0	1
	4	0	0	0	0
	3	0	0	0	0
	2	0	0	0	0



**Figure A3.** Gender breakdown of undergraduate (UG), postgraduate taught (PGT) and postgraduate research (PGR) student population. A) Total number data per gender, B) Percentage of breakdown per cohort: 1) UG, 2) PGT and 3) PGR.





**Figure A4.** Breakdown of undergraduate graduation classification by gender in A) BSc(Hons) courses and B) Integrated Masters' courses showing total numbers.

**Table A9.** Breakdown of undergraduate graduation classification by gender in A) BSc(Hons) courses and B) Integrated Masters' courses showing percentage breakdown.

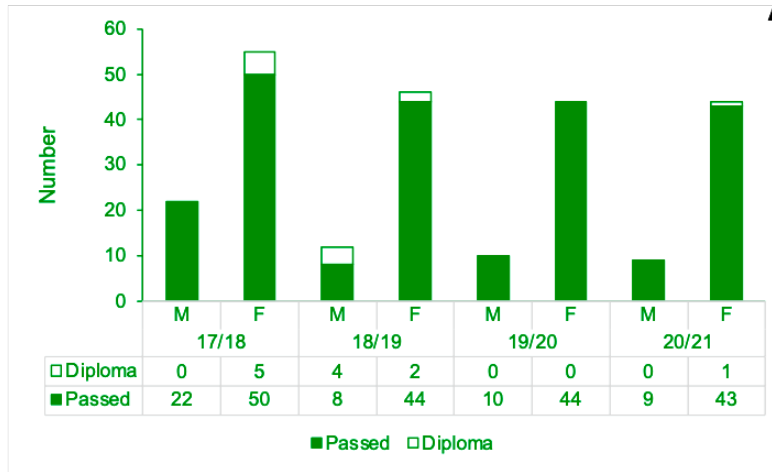
**A**

	Percentage of Cohort							
	17/18		18/19		19/20		20/21	
	M	F	M	F	M	F	M	F
<b>1st</b>	12	14	11	5	9	21	10	17
<b>2.1</b>	30	22	23	25	21	28	21	14
<b>2.2</b>	8	14	20	7	9	12	28	3
<b>3rd</b>	0	0	7	2	0	0	7	0

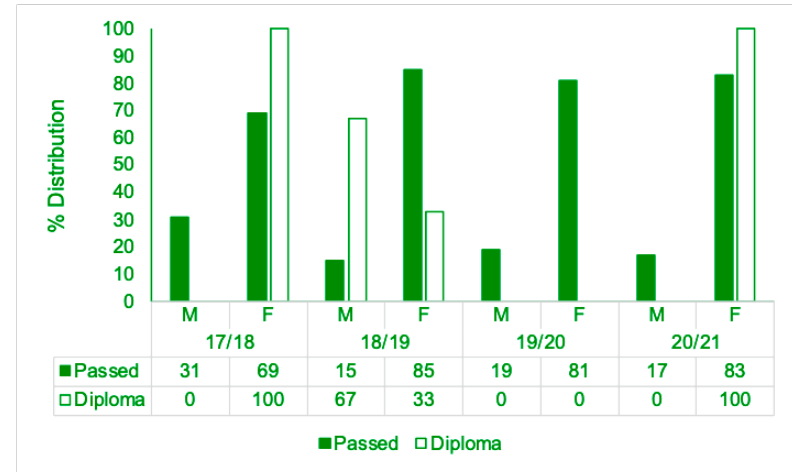
**B**

	Percentage of Cohort							
	17/18		18/19		19/20		20/21	
	M	F	M	F	M	F	M	F
<b>1st</b>	28	33	19	28	41	41	38	25
<b>2.1</b>	19	12	25	20	14	4	17	17
<b>2.2</b>	2	5	5	3	0	0	2	2

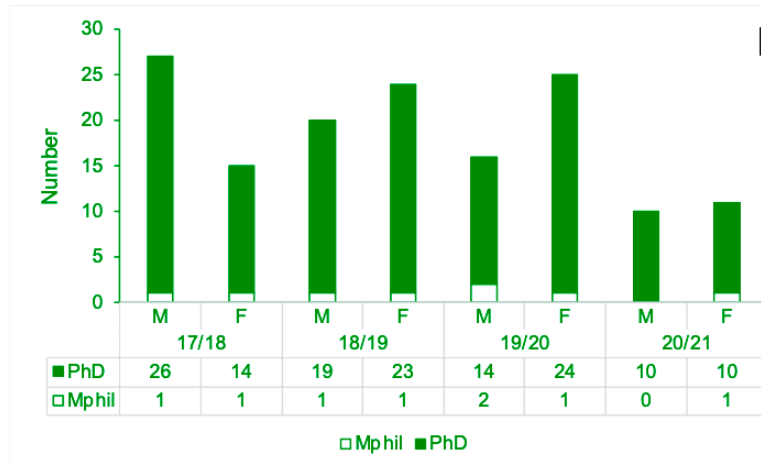
A1



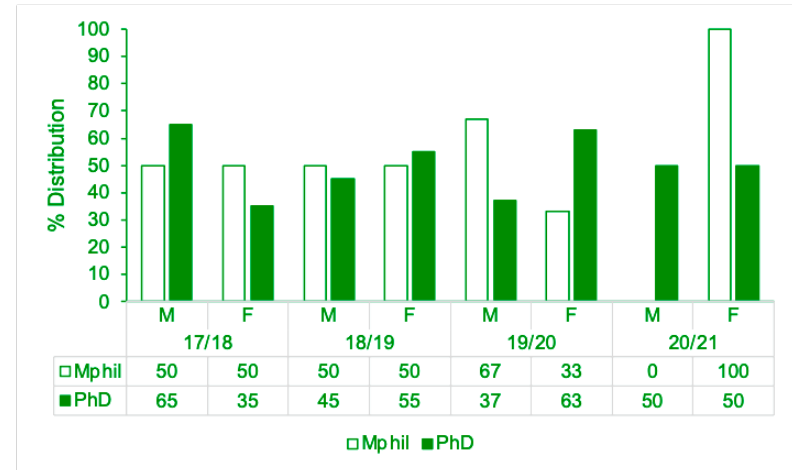
A2



B1



B2



**Figure A5.** Breakdown of A) PGT\* and B) PGR completions courses showing 1) total number and 2) percentage breakdown.\*Please note: PGT individual classifications other than pass were not recorded before 19/20, for consistency, these have all been reported as pass across all the years (despite Distinction, Merit Pass being recorded from 19/20 onwards).

### **Appendix 3: Glossary**

ADR	Accountability and Development Review
AS	Athena Swan
CASSAT	Chemistry Athena Swan Self Assessment Team
CPACT	Centre for Process Analytics and Control
CMAC	Continuous Manufacture and Crystallisation
DoKE	Director of Knowledge Exchange
DoR	Director of Research
DoT	Director of Teaching
EDI	Equality, Diversity and Inclusion
F	Female
FTE	Full Time Equivalent
GSK	GlaxoSmithKline
HoD	Head of Department
KE	Knowledge Exchange
LGBTQ+	Lesbian, Gay, Bisexual, Transgender/Transsexual, Queer and Others.
M	Male
MChem	Master of Chemistry
MPhil	Master of Philosophy
MRC	Medical Research Council
MSc	Master of Science
OPTIMA	Centre for Doctoral Training in Optical Medical Imaging
PAC	Pure and Applied Chemistry
PDA	Personal Development Advisor
PDRA	Post Doctoral Research Assistant
PGC	Post Graduate Chair
PhD	Doctor of Philosophy
PGR	Post Graduate Research
PGT	Post Graduate Taught
PTO	Professional, Technical and Operational
REF	Research Excellence Framework
RSC	Royal Society of Chemistry
SAT	Self-Assessment Team
SOP	Standard Operating Procedure
SSLC	Student Staff Liaison Committee

STEM	Science, Technology, Engineering and Mathematics
UG	Undergraduate
UK	United Kingdom
UKRI	UK Research and Innovation