



Athena SWAN Silver department award application

Name of university: The University of Nottingham

Department: School of Chemistry (Bronze Award Holder)

Date of application: November 2016

Date of university Athena SWAN awards: Bronze 2006, 2009; Silver 2013

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The School's new teaching lab (left), courtyard designed by the architect Basil Spence (centre), and researchers (right).



Athena SWAN Silver department award application

Abbreviations Used

AMF	Anne McLaren Fellowship
APM	Administrative, Professional and Managerial [job family]
CNL	Carbon Neutral Laboratory
DOA	Director of Operations and Administration
E&D	Equality and diversity
ECR	Early career researcher
EDC	Equality and Diversity Committee
FTE	Full time equivalent
HoD	Head of Department
HoS	Head of School
HR	Human Resources
IoP	Institute of Physics
KIT	Keeping In Touch Days
LCF	Learning Community Forum
NRF	Nottingham Research Fellow
PDPR	Personal Development and Performance Review
PGCHE	Postgraduate Certificate in Higher Education
RAE	Research Assessment Exercise
REF	Research Excellence Framework
R&T	Research and Teaching [job family]
SAT	Self-Assessment Team
SEB	School Executive Board
SoC	School of Chemistry
TEF	Teaching Excellence Framework
TS	Technical Services [job family]
URF	University Research Fellow
WIN	Women in Nottingham

1. Letter of endorsement from the head of department (max 500 words)

Professor Jonathan Hirst

Head of the School of Chemistry

School of Chemistry,

University Park, Nottingham NG7 2RD, UK

Tel: 0115 951 3478

Email: Jonathan.Hirst@nottingham.ac.uk



Dr Ruth Gilligan
Athena SWAN Manager
Equality Challenge Unit
7th floor, Queens House
55/56 Lincoln's Inn Fields
London, WC2A 3LJ

Dear Dr Gilligan,

In our School, we strive for a working environment and culture which is inclusive, diverse and provides opportunity for all to realise their full potential. This reflects our core values and recognises that our success relies on empowering everyone to contribute to our collective effort. I wholeheartedly endorse our submission for Silver, which builds on tangible impact from our 2013 Athena Swan Bronze award and action plan:

- 44-45% female undergraduates in the past two years, above the HESA average (43%)
- 46% female postgraduate researchers starting in 2015-16 (HESA average: 38%)
- support for colleagues on and returning from maternity leave and increased uptake of paternity leave
- four new female permanent academic appointments
- promotion of female colleagues (one to Associate Professor and one to Professor)
- more female colleagues in School leadership positions.

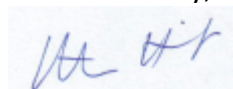
The application has enthusiastic support from the University, the School Executive Board and our staff, underscored by a ring-fenced budget of £10k and a significant time commitment. I chair our Self-Assessment Team (SAT), comprising our students and colleagues from across technical, administrative and academic job families. The application has contributions from the SAT, the School's Equality and Diversity Committee (EDC) and many other colleagues. I report to the School Executive Board on equality and diversity (a standing agenda item) and ensure that recommendations from the SAT and EDC are carefully considered and, where appropriate, developed into School policy and fed into the Faculty Action Plan developed by the Faculty Board chaired by our Pro Vice-Chancellor.

Our application represents an accurate and honest reflection of the School, and we recognise the work still to be done. We are reflecting on working practices with respect to gender balance, career satisfaction and outcomes. We are pro-active in adopting best practice; responding to the feedback on our 2013 Award, we now embed analysis of the impact of interventions, reflection, and further actions into our processes. Implementing our 2013 Action Plan, we have instigated new mechanisms of communication, raising awareness and visibility of activities relating to inclusion and diversity.

- Termly School-wide meetings now bring the whole School together on a regular basis.
- New annual social events take place (funded by the School).
- We share information about events (e.g., Black History month, Chinese New Year), visitors and successes in the School through:
 - video screens installed in prominent accessible areas
 - a twitter account and a weekly email update (both of which I personally lead on).

We have strengthened processes associated with engagement and recruitment with respect to equality and diversity, and specifically gender balance. We are collecting data and feedback will continue to be critical as we address future goals, e.g., to increase the number of female professors (currently two). Our 2016 Action Plan will serve as the roadmap for the School and which we will deliver, through the necessary resourcing, engagement of the whole School and the direction set by the School's leadership. I look forward to guiding the School forward on this essential agenda which extends across all aspects of inclusion and diversity.

Yours sincerely,



Jonathan Hirst
Professor of Computational Chemistry
Head of School

[Section 1: 500 words]

2. Description of the department (max 500 words)

The School comprises three Departments: “Inorganic & Materials Chemistry”, “Organic & Biological Chemistry” and “Physical & Theoretical Chemistry”. All academic staff are members of one of these. Each Department has a Head (HoD) and a Deputy Head. The Head of School (HoS) has overall responsibility for the leadership, direction and operation of the School and all staff and students therein. The School Executive Board (SEB) supports much of this role. SEB consists of the HoS, the three HoDs, the Director of Operations and Administration (a.k.a. DOA or School Manager), the Director of Research, the Director of Teaching & Learning, the Manager of the Business Partnership Unit, and the Director of the Carbon Neutral Laboratory. The main staff groups are: Administrative,



Figure 2.1: Our (APM, Technical Services and Research and Teaching) staff at the School’s Graduation Event 2016.

Professional and Managerial (APM); Research and Teaching (R&T), and Technical Services (TS). There are 36 colleagues in the TS job family and 21 APM colleagues (in both cases some with fractional contracts). Additionally, there are 124 R&T permanent appointments, comprising academic and academic-related colleagues, of whom 48 are postdoctoral researchers on research contracts. Student numbers in Full Time Equivalents (FTEs) comprise 623 undergraduate, 7 postgraduate-taught and 155 postgraduate-research.

Job Family	Female	Male	Total number
Research and Teaching (R&T)	27%	73%	124
Administrative, Professional and Managerial (APM)	86%	14%	21
Technical Services (TS)	33%	77%	36

Figure 2.2: Percentage male and female and total numbers of staff in each job family.

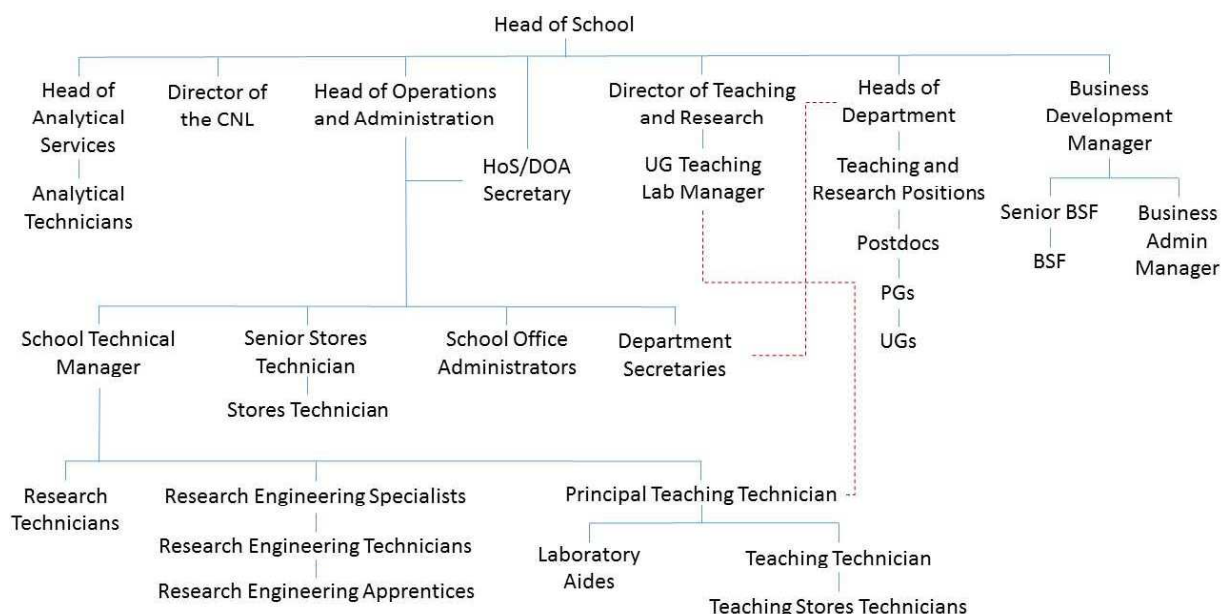


Figure 2.3: Schematic of the structure of our School detailing lines of communication and responsibility.

The DOA line manages most of the APM and TS staff. The HoDs have line management responsibility for R&T colleagues in their Departments and implement agreed policies. SEB liaises with and receives reports from the School Committees: Teaching and Learning, Research, Safety, Equality and Diversity and the Learning Community Forum. Several of these include student representatives. In addition, there are some sub-committees and *ad hoc* committees that are formed for specific matters, such as preparation for the Research Excellence Framework. SEB provides updates to and receives feedback from the staff at termly School-wide Staff Meetings and through Departmental meetings usually held monthly. The DOA meets fortnightly with a Senior Team of APM and TS colleagues.

Academic input and management of undergraduate teaching is led by Rossana Wright, our Director of Teaching and Learning; she line-manages several colleagues involved in administrative and teaching support, including the Undergraduate Teaching Laboratory Manager, Anna Bertram. Our Admissions Tutor, Jon McMaster, manages undergraduate recruitment. Our Senior Tutor, Robert Mokaya, mentors new staff regarding the role of personal tutors. He takes a School-wide perspective on support teaching, assists where a student feels unable to approach their designated personal tutor, liaises closely with other colleagues on specific aspects of support for students' learning and development, and is involved in reviewing student extenuating circumstances. The Director of Postgraduate Studies, Rob Jones, oversees recruitment of postgraduate students and the postgraduate programme of studies. Departmental postgraduate student advisors (Chris Hayes, Sandy Blake & Tim Wright) deal confidentially with concerns research students may have about their research programme or supervision. In 2016, one of our undergraduates (Sandeep Kaur) gave a short presentation to the Academic Staff Away Day outlining key issues that had been identified by our surveys and providing her personal comment on what we do well and how we might improve (see Section 5.3 (iv)).

[Section 2: 494 words]

3. The self-assessment process (max 1000 words)

The composition of the **Self-Assessment Team (SAT)** (Figure 3.1) was developed by the Chair (Head of School) in consultation with the Chair of the School's EDC and with a colleague, June McCombie, who has been closely involved with diversity and inclusion programs with the Institute of Physics and the Royal Society of Chemistry. Membership of the SAT is recognised in the University workload allocation as implemented within the School. The diversity of the SAT in terms of roles (all job families) within the School, range of grades (levels 2 to 7) and gender balance (6 female; 4 male) was carefully considered from the outset.

Name	Full-time/part-time, position & role on SAT	Gender	Work-life balance	Job Family
Roseanna Bramwell	Full-time, PA to HoS, member of SAT since joining the University in Mar 2015	Female	I joined the University in March 2015; I do not have childcare responsibilities but feel that the School supports flexibility in working which allows a good work-life balance.	APM
David Chambers-Asman	Full-time, Director of Operations and Administration, member of SAT	Male	I joined the University in 2007 as Technical Manager; appointed to current role in 2010. The School has supported flexibility in my working.	APM
Carly Dellar	Part-time, HR Administrator and PA to the School Manager, APM member of SAT	Female	I work 24 hours/week and have an 11-month contract, allowing me to take August off which helps with childcare arrangements for my 10 year-old son.	APM
Martin Dellar	Full-time, Technical Manager, Technical member of SAT	Male	I was appointed as a Trainee Technician at Nottingham Chemistry in 1983 and was appointed to my current role in 2012. My wife also works in the School and we share parental responsibility of our extremely active 10 year-old son.	TS
Laura Finney	Full-time, PhD student, member of the PhD forum, the SAT and the EDC	Female	Despite numerous commitments alongside my PhD, I have a good work-life balance important and I enjoy attending dance classes in my spare time.	PGR
Joshua Gibson	Full-time, 4 th year PhD student writing up, PhD member of SAT, providing overlap with the newer PhD Forum.	Male	During my 2 nd year I was a member of the PhD Forum committee, which allows PhD students the opportunity to influence decisions made within the School.	PGR and now R & T

Jonathan Hirst	Full-time, Professor, Head of School (since 2013), Chair of SAT	Male	I have a good work-life balance, enjoying a full part in family life (married since 1993, with children, now 17 and 19-years old).	R & T
Steve Howdle	Full-time, Professor, Chair of EDC, member of SAT, WIN and the Faculty EDC and of the Royal Society's Equality and Diversity Network (EDAN)	Male	I was appointed as a Research Fellow in 1989 and contribute to all aspects of the school's activities in teaching, research, admin and commercialisation. I have shared parenting throughout my career with my wife who is a secondary school science teacher. We have two boys aged 18 and 22.	R & T
Andrea Laybourn	Full-time, postdoctoral researcher in the School of Chemistry and the Faculty of Engineering, postdoc member of SAT	Female	I am an active member of the School of Chemistry Postdoctoral Forum, having been co-chair of the forum in 2013. I am also a postdoctoral representative on the EDC.	R & T
June McCombie	Full-time, Senior Research Officer, member of SAT	Female	I have had the experience of several years of caring commitments for elderly relatives, facilitated by a good and flexible working environment.	R & T
Katherine Tallant	Full-time, Director of Operations in the School of Pharmacy, External member of SAT	Female	Dual-career household, both full-time, with a school-aged child. We work flexibly to accommodate school-runs and have a good work-life balance.	R & T

Figure 3.1: The SAT team: their position, role on the SAT, gender and their work-life balance.

The self-assessment process



Figure 3.2: Our Chemistry SAT in November 2016 Back Row – L-R; Steve Howdle, June McCombie, Laura Finney, Martin Dellar, Katherine Tallant, Josh Gibson, Front Row Andrea Laybourn, Roseanna Bramwell, David Chambers-Asman, Carly Dellar, Jonathan Hirst.

The SAT (Figure 3.2) was formed originally in June 2012 and was instrumental in leading and constructing the School's 2013 Athena SWAN submission. It worked alongside the School's Equality and Diversity Committee (EDC), which has been in place since 2010. After the submission of the 2013 Athena SWAN submission, the EDC was the key committee in the School working on all aspects of improving our working environment and upholding and promoting equality, and reporting to the School Executive Board (SEB). The SAT was re-constituted in January 2015, chaired by the Head of School, with membership reconfigured to represent all job families across the School. In addition to a member of the SAT from outside the School, we have also made use of the industrial perspective. A senior industry member of our School's Strategic Advisory Board was impressed by our level of engagement and more broadly with the sector-wide activity stimulated by the Athena SWAN programme.

The SAT met bi-monthly through 2015, with six meetings, focused on the Action Plan, identifying and monitoring data associated with the Plan, challenging processes within the School to ensure that principles of inclusion and diversity are embedded as fully and as robustly as possible. This activity has been progressed in partnership with the EDC, with both the SAT and the EDC reporting to SEB. Minutes have been shared across the School (via Workspace, an electronic repository).

In 2016, SAT meetings have occurred monthly.

Jan	Consideration of practice/submissions from two other Schools (Pharmacy, Nursing)
Feb	Initial drafting of submission document; review of Action Plan
March	Meeting with University Challenge & Support group
April	Ongoing development of submission document; review of Action Plan
May	Update from EDC, Pharmacy's submission; development of submission document
June	Ongoing development of submission document
July	Data Review
August	Sub-group meetings for document submission
September	Development of submission document
October	Development of submission document; response to Challenge & Support group
November	Final review and sign-off of submission

A consultation event on the Action Plan was run as part of the School's activity associated with International Women's Day and it has been presented for comment by all staff at the School-wide Staff Meetings in July and October (Figure 3.3).



Figure 3.3: The School has focussed events (left) on the development of the Athena Swan document and broad consultation (right) on its contents.

Future of the self-assessment team

After November 2016, the SAT will meet bi-monthly. The interaction between the SAT and EDC will be reviewed, to optimise their combined effectiveness. Membership of the SAT will be refreshed, retaining representation across the School, also ensuring that there is overlap and experience that will enable us to deliver on the 2016 Action Plan. The PhD and postdoc members rotate every two years, and in the case of the PhD Forum members we have provided continuity, by overlapping the terms. A new external SAT member, Dr Kirsty Clode, alumna and formerly of BP Ltd will join to bring external expertise and experience.

Our ongoing programme of surveys of staff, postdocs, postgraduate and undergraduate students will continue to run and to be refined as appropriate. The data generated will be analysed at the EDC and outcomes from the analysis will be considered by the SAT, actions will be recommended to SEB, and their implementation and outcome will be reviewed by the SAT. Updates of the activity of the SAT will continue to be disseminated through School-wide meetings, the distribution of minutes of meetings and through an annual consultation event.

[Section 3 (incl. including work-life balance column of Figure 3.1): 975 words]

4. Picture of the Department (max 2000 words)

The School is one of seven within the Science Faculty. Our annual undergraduate intake has risen to over 200 FTE students. Our Natural Sciences programme recruits well above the average proportion of female undergraduates (60%). We enjoy a thriving research environment with 160 postgraduates and 60 post-doctoral fellows from across the globe. The School has an enviable track-record in outreach and public engagement. Our YouTube channel PeriodicVideos is one of the most popular chemistry websites on the internet with over 862,000 subscribers and ≈ 144 M views. It features many of our staff, including our award-winning Outreach Officer, Samantha Tang (<https://www.youtube.com/watch?v=leGu-ZCJVDQ>).

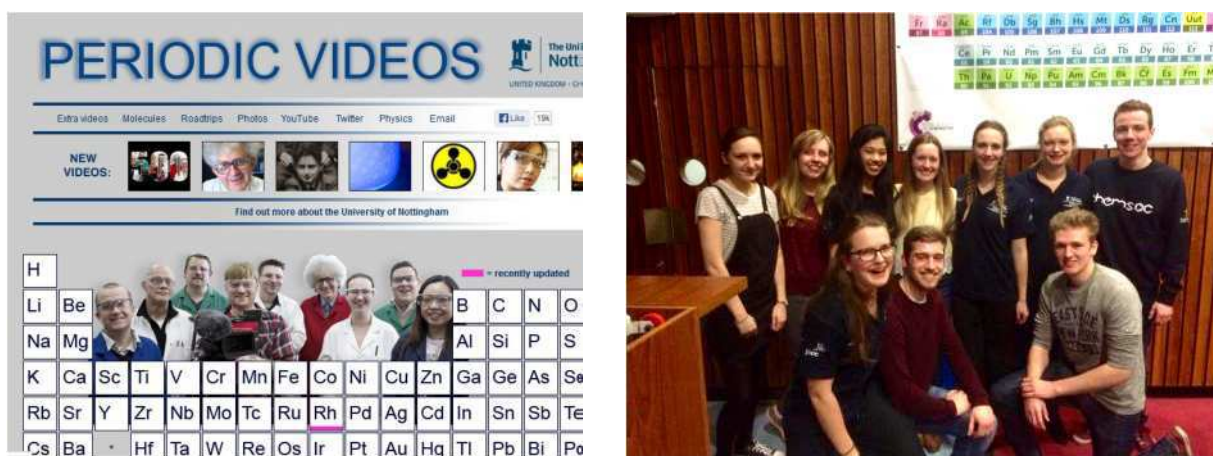


Figure 4.1: Our successful PeriodicVideos website (left); the 2016 ChemSoc committee (right).

In July 2016, the new GlaxoSmithKline Carbon Neutral Laboratory opened: a 4,500 m² facility, with world-leading environmental credentials. In 2015, we installed a state-of-the-art teaching laboratory with the capacity for 150 students. A contemporaneous refurbishment has provided a new analytical sciences suite, new research laboratories and has transformed the external appearance of our existing Chemistry building. These major developments have been delivered through the dedication and hard work of our support and technical colleagues working alongside academics.

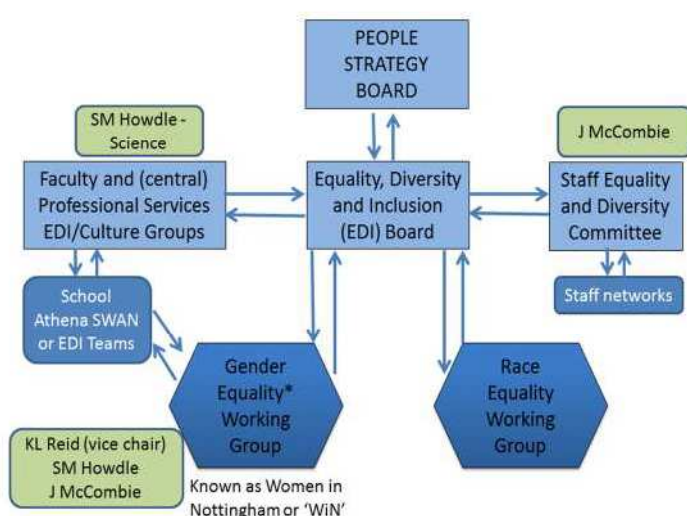


Figure 4.2: Our refurbished Chemistry building with new fascia and windows (left); new teaching lab (centre); the new GSK Carbon Neutral Laboratory (right).

Equality and Diversity Committee

The 17 committee members are drawn from all the School communities (M:F = 7:10). The group meets monthly and is proactive in promoting equality and diversity on grounds of gender, ethnicity, disability, sexuality, religion, age and promotes a healthy work-life balance for all members of the School.

Our activities promote a supportive and inclusive working environment through development of the PhD Forum, PDRA Forum and close working with the undergraduate community through ChemSoc. We conduct surveys and focus groups and regularly monitor and assess these to ensure that our practices comply with the University's 'Equality and Diversity' and 'Dignity at Nottingham' policies.



We report to the School Executive Board, Athena SWAN Self-Assessment Team, and to the Faculty Equality and Diversity committee (chaired by our PVC for Science) on issues such as:

- Flexible working arrangements, career support and mentoring for staff in the School
- Ratios of applicants and successes, where appropriate, under equality criteria for undergraduate, graduate, postdoctoral and staff opportunities
- Membership and representation across our School's activities

Figure 4.3: Schematic of the Equality and Diversity Boards and Committees at the University.



Figure 4.4: The Equality and Diversity Committee of September 2016. Left to right top row, Robert Stockman (R&T), Katie Reynolds (PhD Forum), Deborah Kays (R&T), Adrienne Davis (APM), Postdoc Forum's Connie Pfeiffer, Katharine Reid (R&T), Carly Dellar (APM), Rob Jones (R&T), Max Astle (PhD Forum and ChemSoc), Sian Masson (Business Partnership Unit), Roseanna Bramwell (APM), Steve Howdle (EDC Chair, R&T), Rosalie Cresswell (PhD Forum) and Andy Teale (R&T). Missing from the photo, Joanne Green (Technical Services), David Chambers-Asman (DOA).

4.1 Student Data

The graphs in the application have been checked for suitability for colour-blind readers.

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

The School does not run access/foundation courses, but the University has recently started working with an external provider, Kaplan, to expand its provision of Foundation courses. We are in active dialogue with Kaplan to make sure we broaden our recruitment and we will monitor the recruitment statistics closely.

(ii) Number of undergraduates students by gender

The data below include core UCAS-labelled F1XX courses. We also include Natural Sciences and Medicinal & Biological Chemistry students; these cohorts often carry a F1XX UCAS label in other institutions. We have no part-time undergraduates, but 2% (2014) and now 6% (2016) of undergraduates report that they have caring responsibilities. The proportion of women has increased from 33% (2011) to 47% (2014). In 2015, it was 44%, just above the HESA average of 43%. An Action Point of our 2013 bid was to track the number and quality of female applicants and to compare against the national picture. Figures 4.5 and 4.7 show that we are attracting an increasing proportion of high-quality female applicants, and we have a growing acceptance rate. There is encouraging improvement of Nottingham's relative position (Figure 4.6).

ACTION POINT– 1.1 - Continue to assess annually the UG intake; comparing to the national picture and aim towards matching M:F proportion attaining A–level Chemistry by 2020

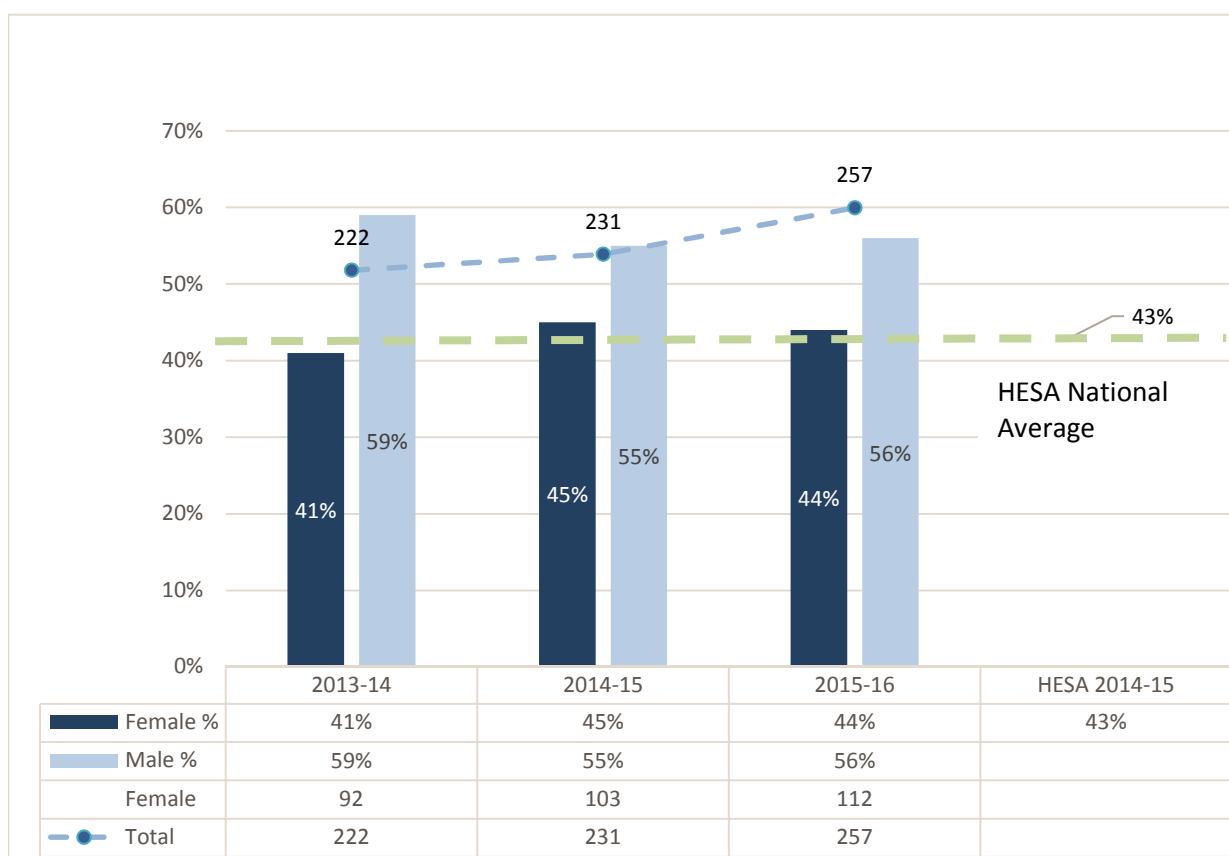


Figure 4.5: Female and total first-year undergraduate entry for the past 3 years (UoN data) compared to the HESA first year average for female intake (43%) for 2014/15. All of the School's course codes are included:

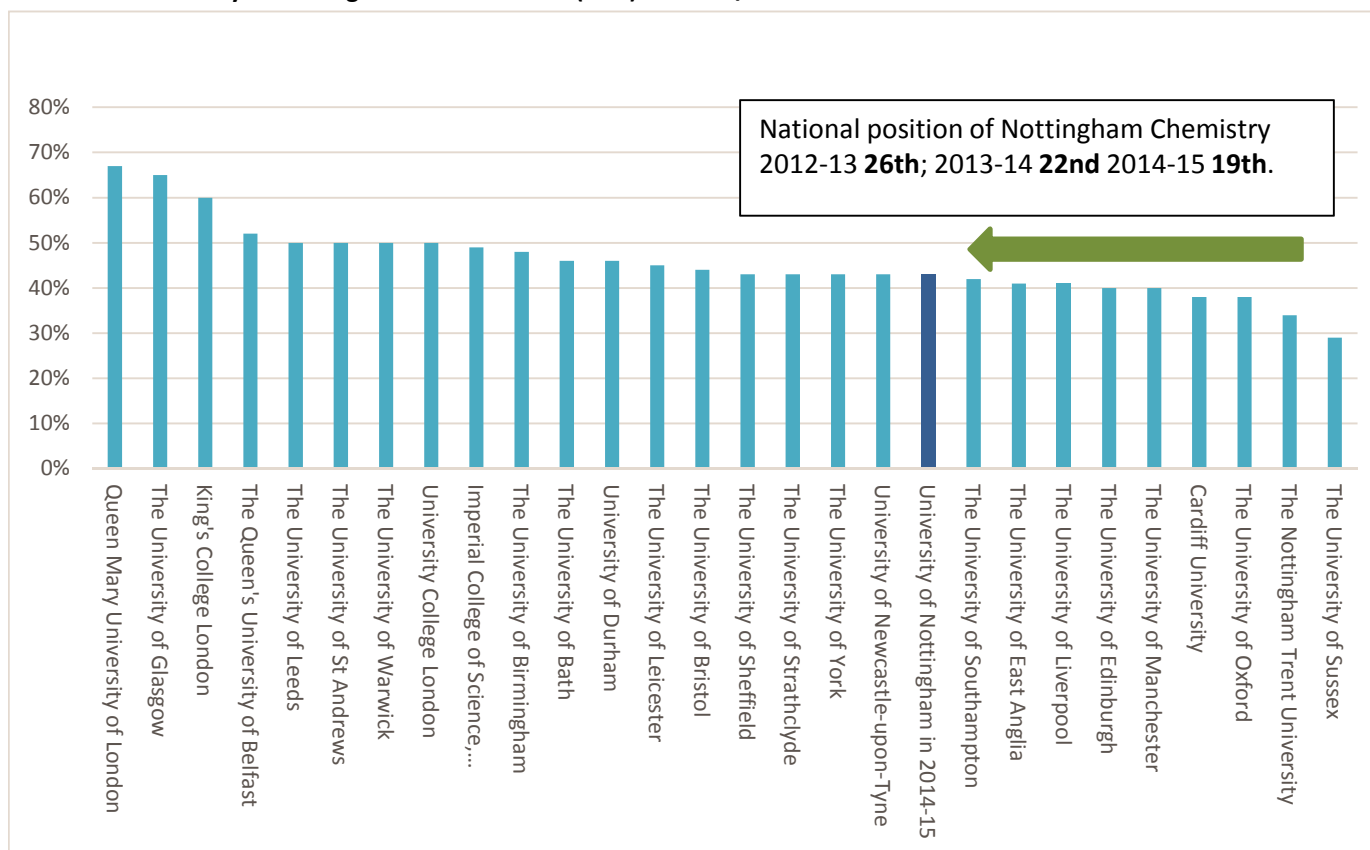


Figure 4.6: The national picture against Russell Group and other similarly sized Chemistry Schools for percentage of first-year female undergraduates studying Chemistry. The University of Nottingham's position (dark blue bar) has improved (green arrow).

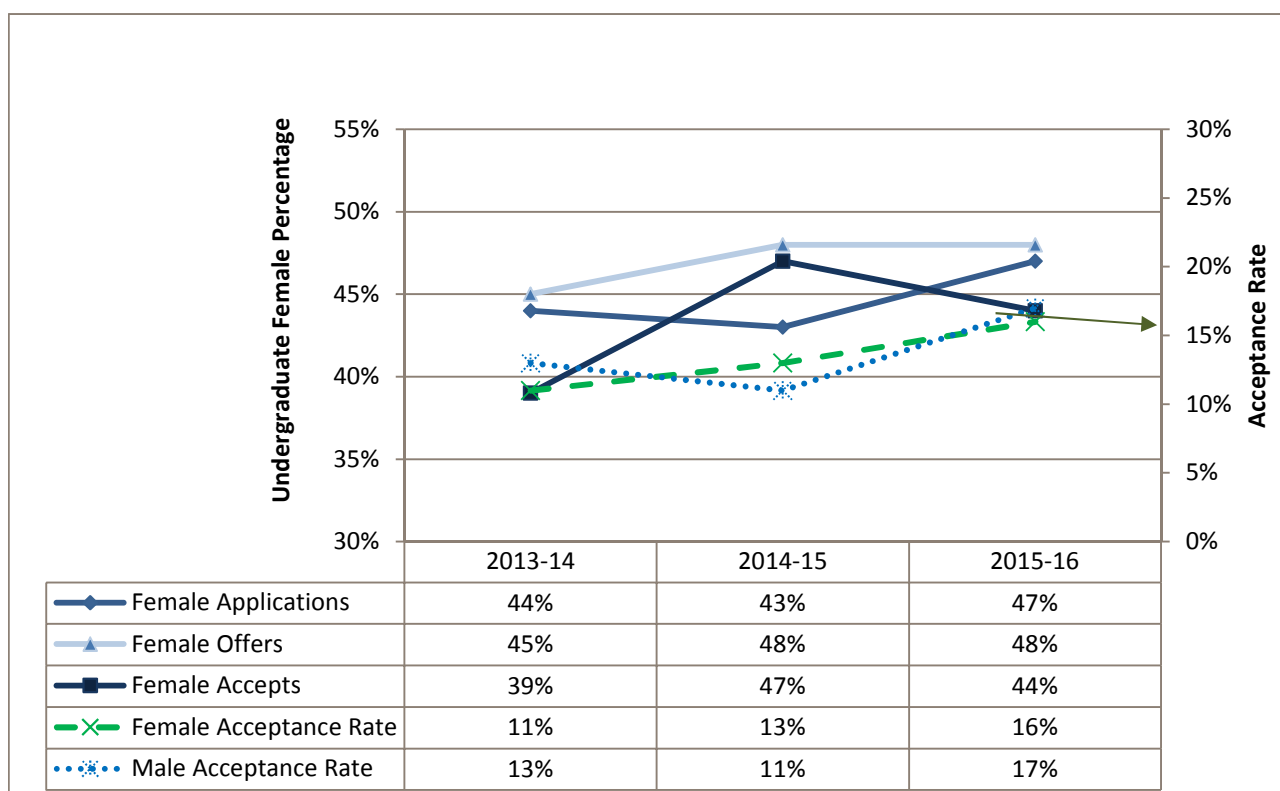


Figure 4.7: Undergraduate female applications, offers and accepts from the last 3 years. *Acceptance rate is 100 x number of accepts / number of applications

Progress	Gender	2013-14	2014-15	2015-16
Applications	Female	849	743	760
	Male	1060	975	868
Offers	Female	734	654	712
	Male	885	798	780
Accepts	Female	93	100	123
	Male	143	114	155

Figure 4.8: Number of female and male total applications, offers and accepts.

Another Action Point from our 2013 submission was to check the proportion of first-class degrees awarded to M:F. Compared to Physics and Life Sciences at Nottingham, in Chemistry a greater proportion of women achieve a first-class degree, although the gap between female and male is narrowing (Figure 4.10). Data on our annual prizes (Figure 4.11) show an increase in the proportion of female winners over 2012-15, with a slight drop in 2015-16.

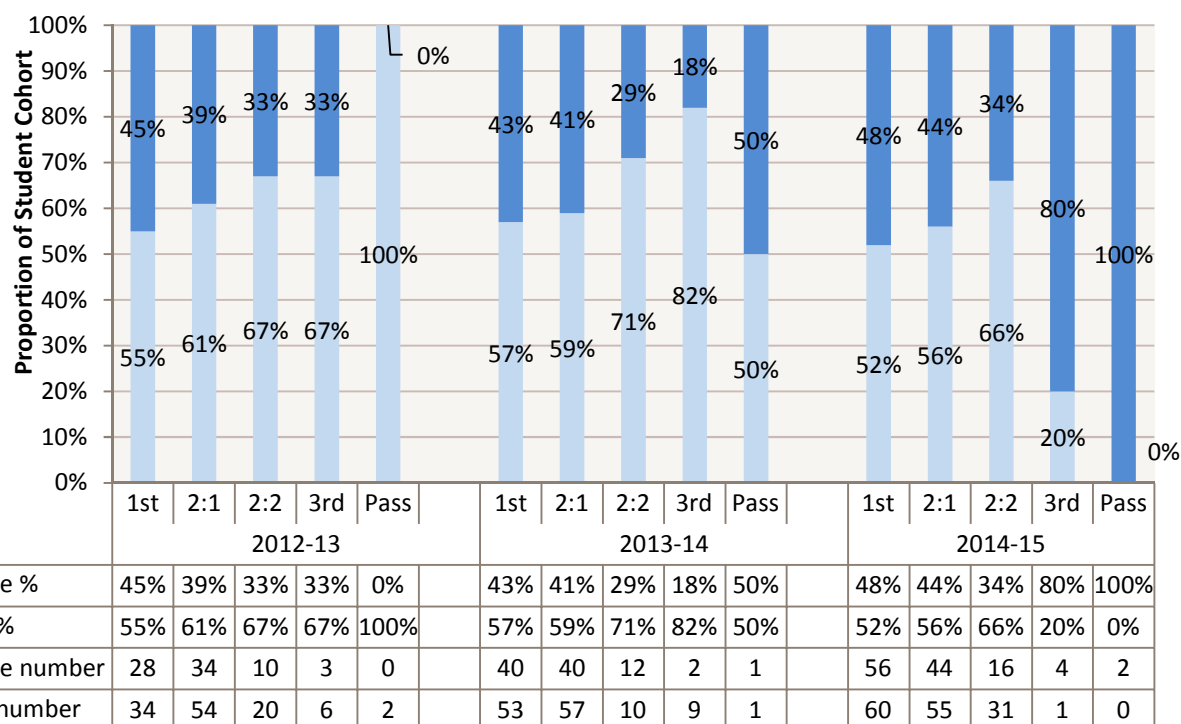


Figure 4.9: Degrees classifications obtained by our undergraduates for 2012-15. (2015-16 data not yet available).

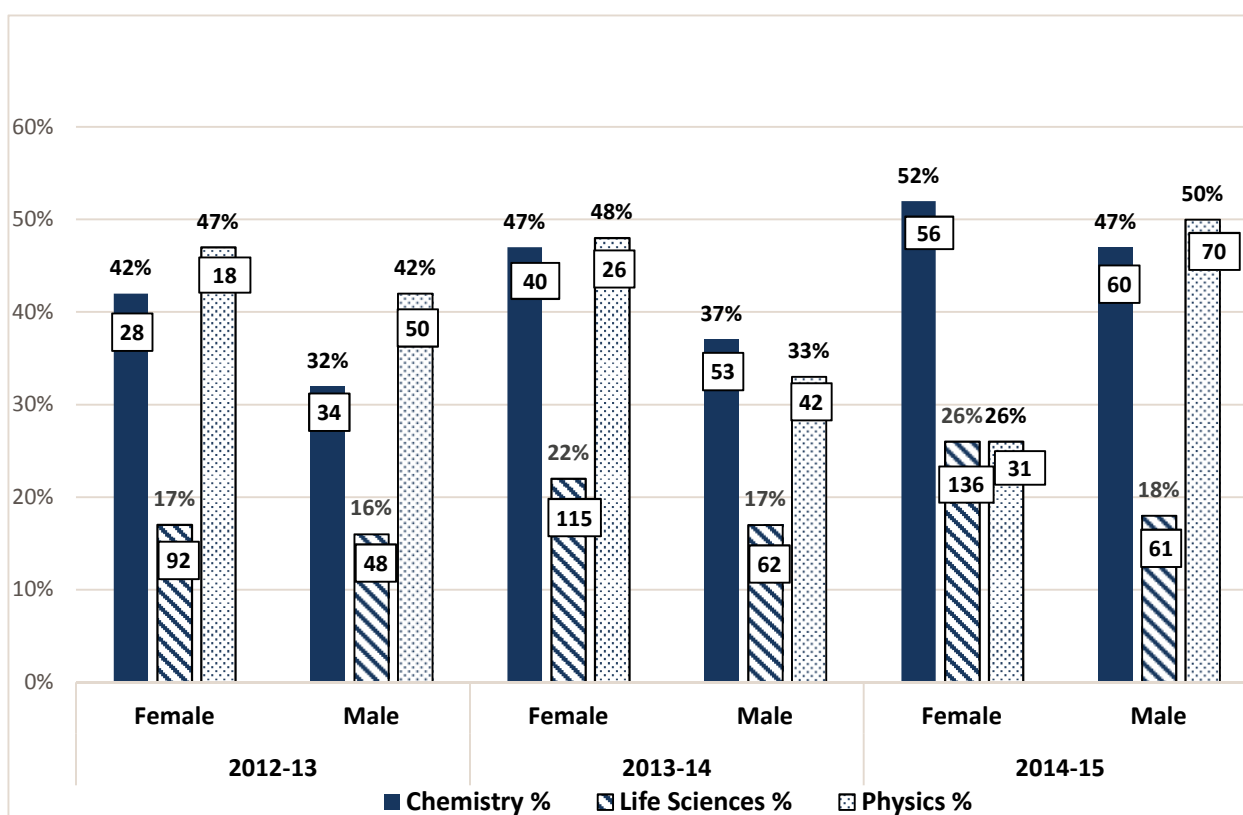


Figure 4.10: First class degrees in Chemistry. Data show actual number and percentage of Female and Male UGs who receive a first class degree in comparison to other Schools in Nottingham. For example, in 2012-2013, 28 Females received a 1st class degree in chemistry – representing 42% of the female cohort. (2015-16 data not yet available).

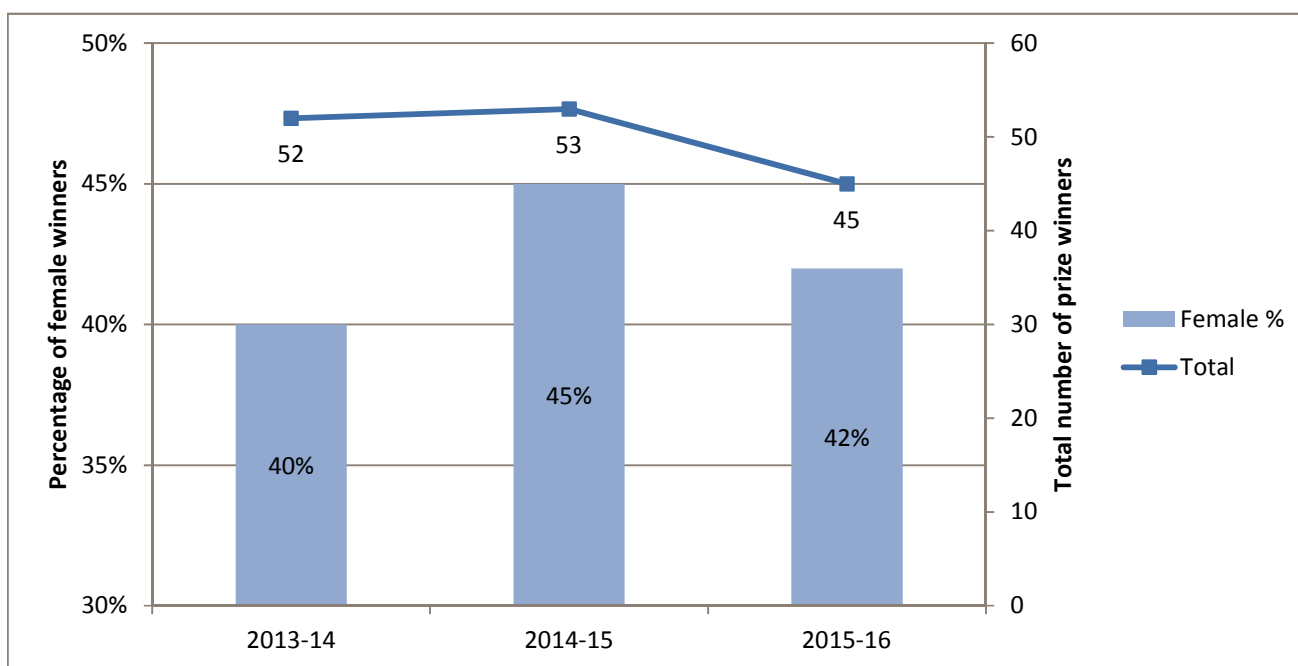


Figure 4.11: Number of chemistry Undergraduate Prize winners and proportion of female winners.

To assess the student view of life in the School, we have run surveys of the different third-year cohorts (2013, 2014, 2015 and 2016, each with >75% response rate). Acting upon the data, we have achieved:

- increased awareness of our Athena SWAN bronze award, up *year on year* from 3% in 2014 to 21% in 2016
- ~80% of respondents across the last four years felt that we are “an open and friendly School”
- an improved awareness of our policies on Equality and Diversity (18% in 2015; 30% in 2016).

“I don't really think about gender because I feel they're all equal”

Anonymous Undergraduate 2016

ACTION POINT 1.2 – focus on UG attainment. To relate degrees obtained to A level entry grades – comparing performance of F and M UG students and prize winners

ACTION POINTS 2.1, 5.1, 5.2– Continue to survey the UG cohort to provide consistent feedback on changes that we introduce



Figure 4.12: The King Memorial Prize, presented by the daughters and grandson of Prof Trevor King to our undergraduates. Pictured here at the School's 2016 graduation. Left to right: Caroline Bradford, Deborah Godbold and the prize winners; Chiara Petrillo, Sophie Goodwin, Robert McNair, Mindaugas Siauciulis and Jonathan King.

(iii) Number of men and women completing postgraduate taught courses

To recruit students onto our taught MSc in Green and Sustainable Chemistry, we are advertising through various websites, and on the Chinese social networking platforms Weibo and WeChat. Adverts include the wording “We value diversity and are committed to equal opportunity”. The cohort is too small to draw meaningful diversity statistics. However, as the numbers grow, we are achieving a good gender balance (Figure 4.13); we will continue to assess this.

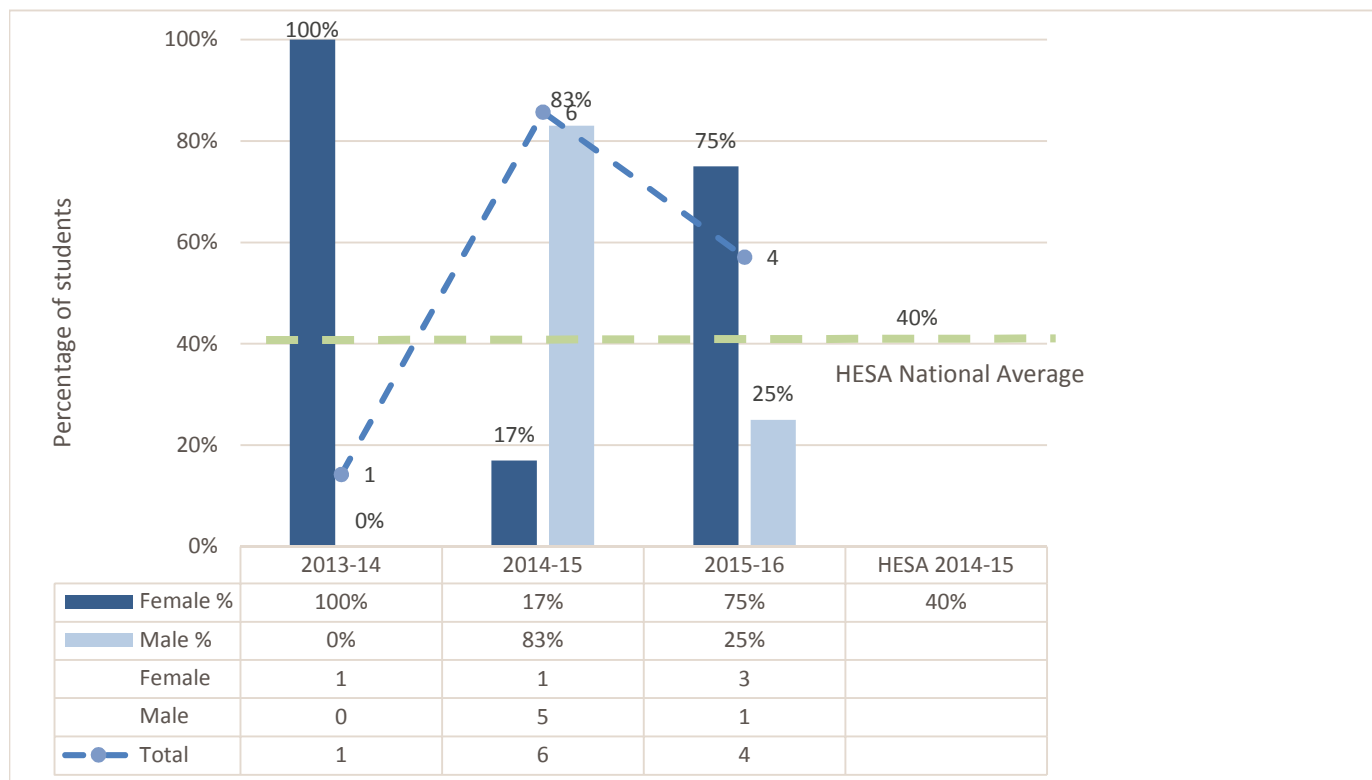


Figure 4.13: Entry of postgraduate taught students to Chemistry and the latest national HESA average. Entry number may differ from the “accept number” in Fig 4.15 when students do not take up offered place.

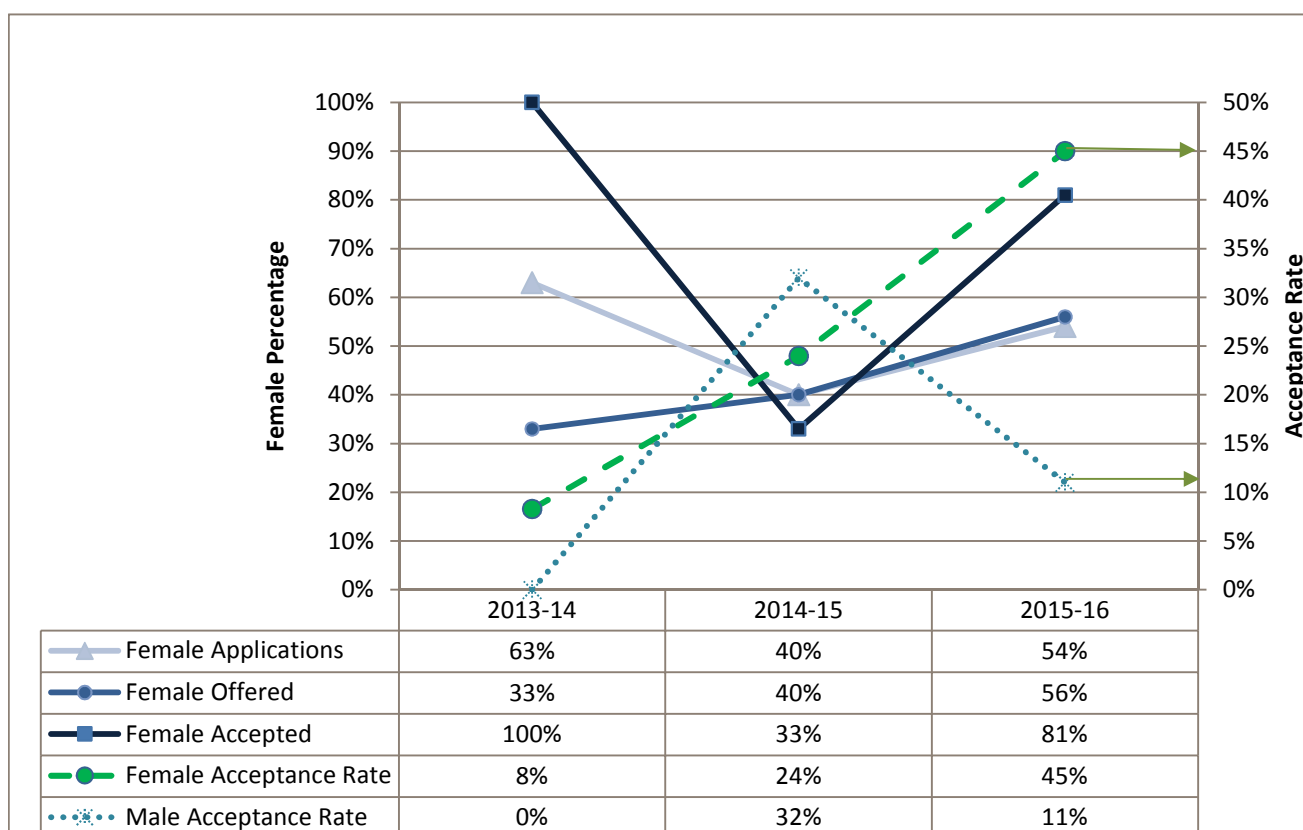


Figure 4.14: Postgraduate taught applications, offers and accepts from 2013-16. *Acceptance rate is 100 x number of accepts / number of applications

Year	Progress	Female Numbers	Male Numbers
2013-14	Applications	12	7
	Offer	1	2
	Accepts	1	0
2014-15	Applications	17	25
	Offer	12	18
	Accepts	4	8
2015-16	Applications	20	17
	Offer	14	11
	Accepts	9	2

Figure 4.15: PGT applications, offers and accepts from 2013-2016; note not all candidates who formally accepted their place have begun this course.

ACTION POINT 1.3 – check evolution of diversity on PGT intake year on year. Check also completion data as we have them and they become more meaningful

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

We have many more applications from men than women (Figure 4.17/4.18), which is a key contributor to our leaky pipeline. However, the %F is now above the HESA average and moving towards that of our undergraduate cohort (Figure 4.16). This smaller pool of women applicants are very successful at securing PGR places with us. Few postgraduates drop out (1 to 4 p.a. over the last 5 years for which data are available) and completion rates are consistently above 85%, with no obvious variation with gender.

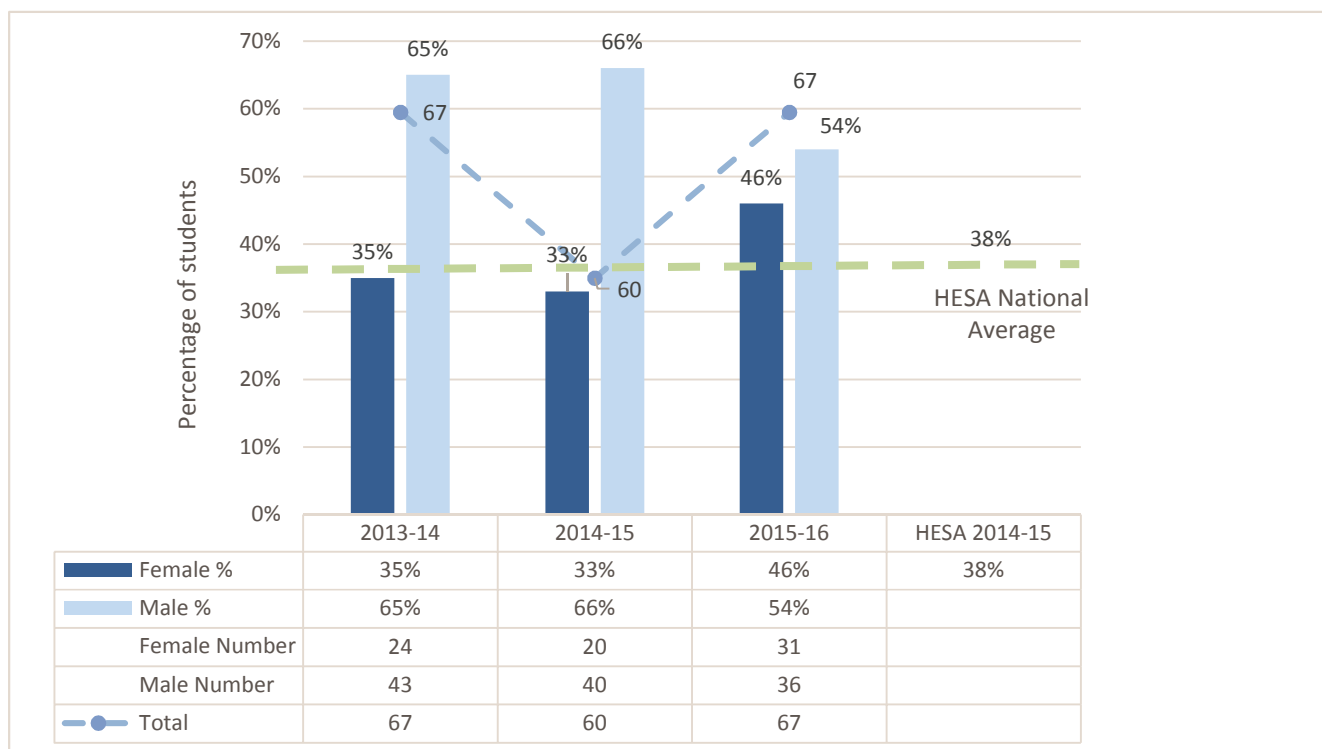


Figure 4.16: Entry of postgraduate researchers from 2013-16.

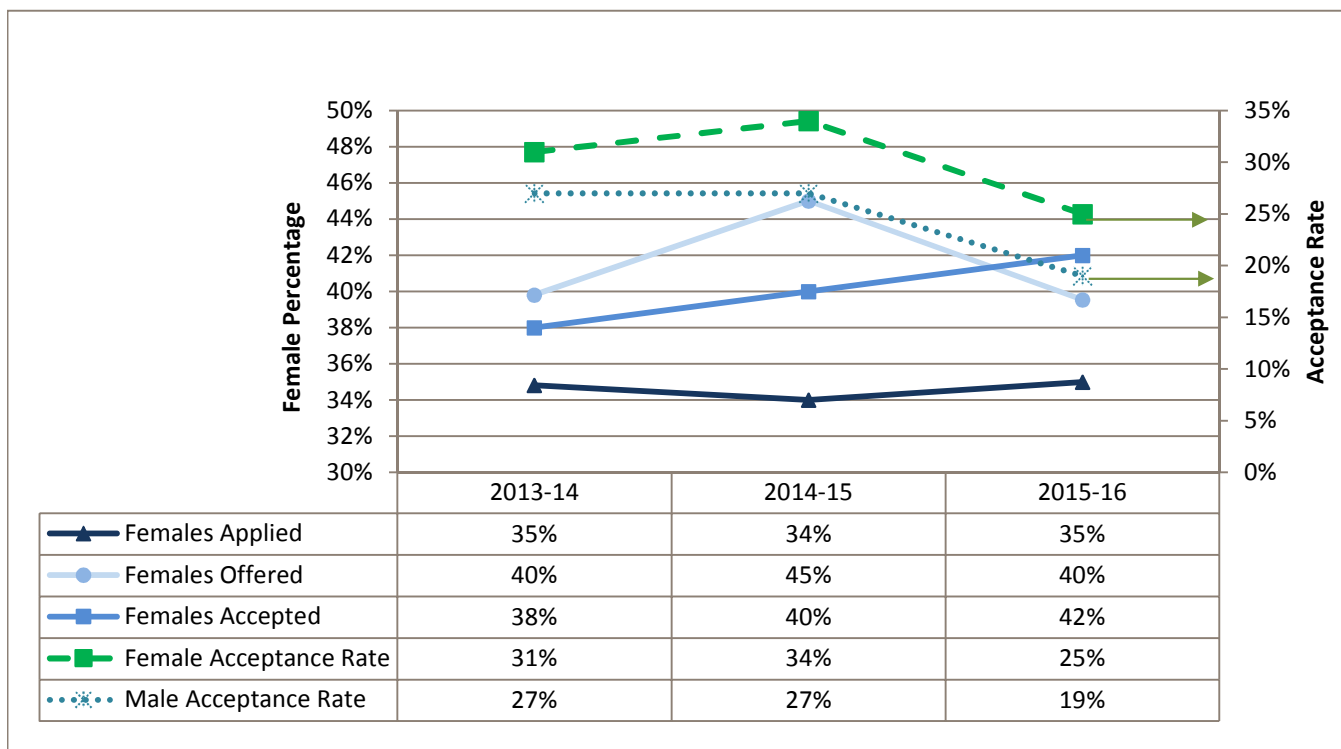


Figure 4.17: Female postgraduate research applications, offers and accepts. *Acceptance rate is 100 x number of accepts / number of applications

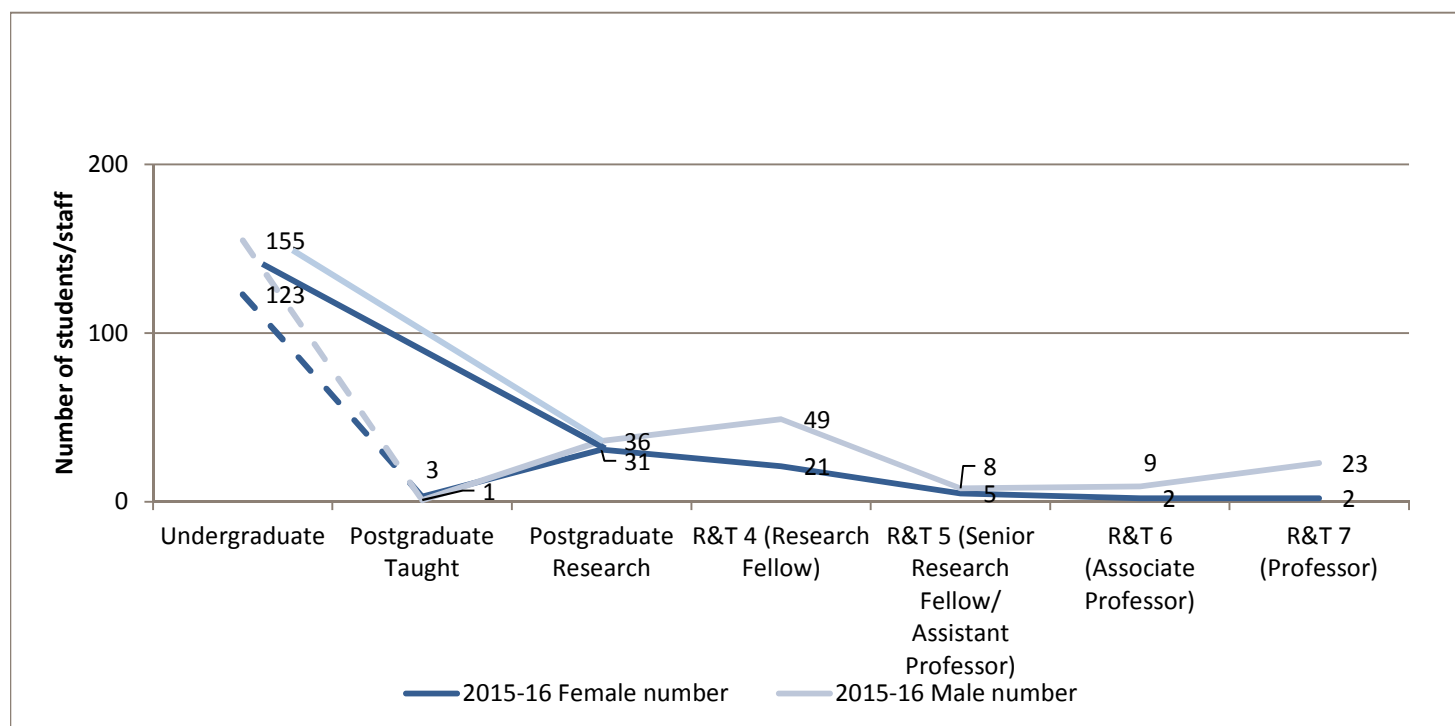
Year	Progress	Female Numbers	Male Numbers
2013-14	Applications	94	176
	Offers	41	62
	Accepts	29	47
2014-15	Applications	85	164
	Offers	46	56
	Accepts	29	44
2015-16	Applications	102	186
	Offers	34	52
	Accepts	26	36

Figure 4.18: Number of PGR female and male applications, offers and accepts.

In 2015-16, we had fewer PhD places and consequently acceptance rates were lowered for both women and men. However, our female applicants (25% acceptance) were still more successful than males (19%), demonstrating that we are attracting and appointing high-quality female applicants (see section 4.1(v), 5.3 (iv)).

ACTION POINT 1.3 – to increase the overall numbers of female applicants and to maintain quality.

- (v) Progression pipeline between undergraduate and postgraduate student levels** Our proportion of female PGRs is above the HESA average (Figure 4.16), but lower than the corresponding undergraduate ratio: we still have work to do in postgraduate recruitment! Our surveys report an increasing proportion, i.e., 25% (2014), 26% (2015), 36% (2016), of students strongly agree/agree that our interventions (careers events, gender-balanced imagery and use of female role models) show that the School supports students making the transition both to PhD and to non-academic careers. Our pipeline graph (Figure 4.19) indicates the work needed across all staff levels. However, we have now taken the first steps in the right direction.



4.19: Pipeline graph of undergraduates to postgraduate and then research and teaching at level 4, 5, 6 and 7. Many undergraduates go immediately as a career progression to postgraduate research and not via postgraduate taught.

Key to improving PGR recruitment has been the introduction five years ago of the annual **School Research Afternoon**, an 'open door' event on our research activity, addressing questions like - *Ever wondered what your lecturers get up to when they are not teaching you? Or what postgraduates work on?*

The event informs all undergraduates about final-year research projects, and provides a window on the research environment within Chemistry, not just at Nottingham. For those who have reservations, or are uncertain about whether this is the environment for them, particularly potential female researchers, this is a chance to talk to current PhD students and post-docs (M&F). There is an emphasis on support mechanisms that are in place, and they experience the enthusiasm for the subject. No formal feedback is requested, but our annual UG survey shows increased awareness of career progression opportunities: 34% (2014), 71% (2015), 84% (2016) of responders agreed/strongly agreed.

- The event is organised within core working hours.
- One-minute flash presentations from all staff describing their research
- Research lab tours and demonstrations in small groups with Q & As with postgraduates and PDRAs.
- Free refreshments and social event.

ACTION POINTS – 1.3, 2.1, 3.5, 5.1, 5.5 All based around changes we make to recruitment of PGR and assessing impact of new measures taken (advertising, imagery, impact of research afternoon with now more female academics presenting)

4.2 Academic and Research staff data

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

The R&T family comprises level 4 (PDRA, research officer, teaching assistants), Level 5 (Assistant Professor, senior research officer, senior research fellow), level 6 (Reader/Associate Professor) and Level 7 (Professor).

Our leaky pipeline impacts the transition from PhD to PDRA (level 4). The vast majority of the appointees are postdoctoral researchers on research-only fixed-term contracts supported by research council, EU or industry grants. Also at level 4 are Business Science Fellows and Marie Curie and Erasmus Mundus PhD researchers on formal employment contracts. We appointed fewer candidates to this level in 2015-16, but the proportion of women remained constant (30%F). Both sets of data show an upward trend (Figures 4.20, 5.1/5.2) and our level 4 appointments now equal the latest HESA national level (30% female 2014-15 for research-only posts). Nevertheless, the gap to our PGR numbers (2015-16 PGR 46% female) requires continued careful assessment and regular review of the advertising, recruitment and interview process. We are gathering data on our PhD leavers. Initial indications show that the majority of our female PhDs go into the Chemical industry, so we are not losing them from science, but we need to encourage more applications to academia.

ACTION POINT 1.4, 2.2, 2.3a. Continue to monitor PDRA recruitment and assess impact of measures taken (advertising, imagery, number of Female applicants and interview process.

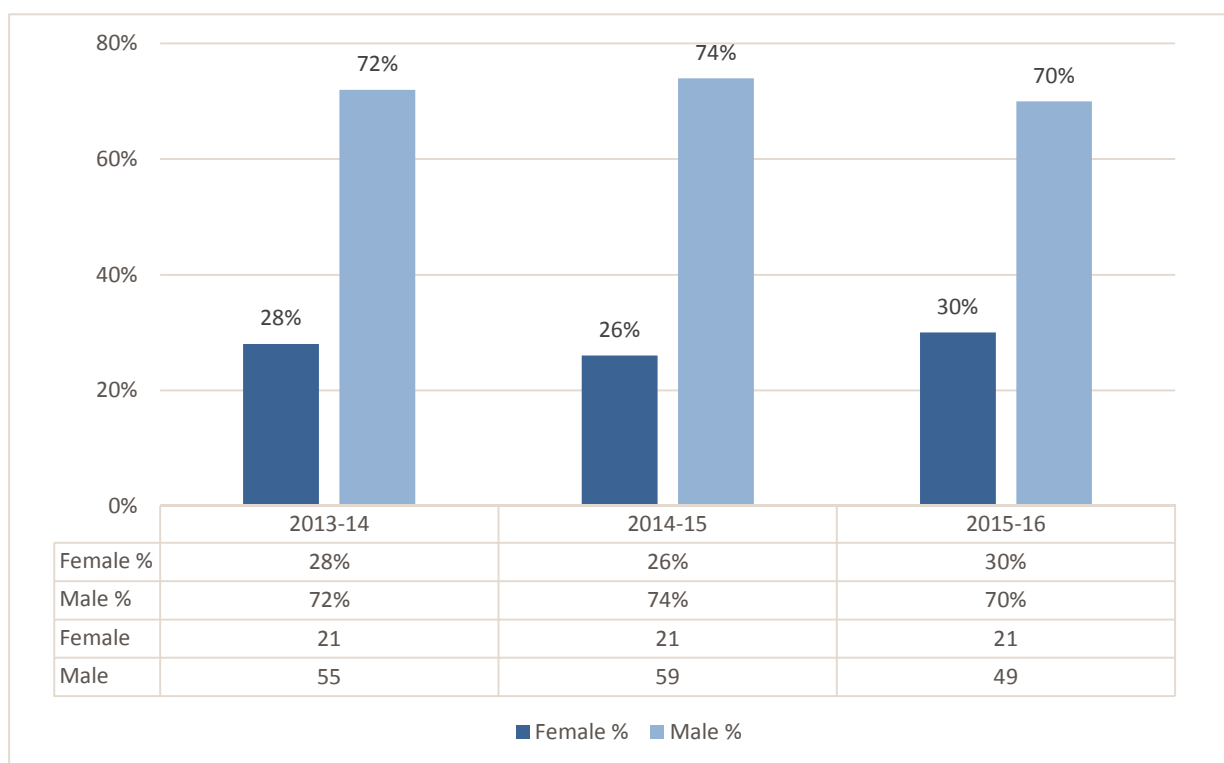


Figure 4.20: Level 4 staff members (postdoctoral and other level 4 research and teaching staff) 2013-16.

Job Family	2013-14	2014-15	2015-16
Research	19 (f) 53 (m)	19 (f) 55 (m)	19 (f) 48 (m)
Research & Teaching Support	2 (f)	2 (f)	2 (f)
Teaching	2 (m)	4 (m)	1 (m)

Figure 4.21: Breakdown, by job family, year and gender, of numbers of contract types for level 4.

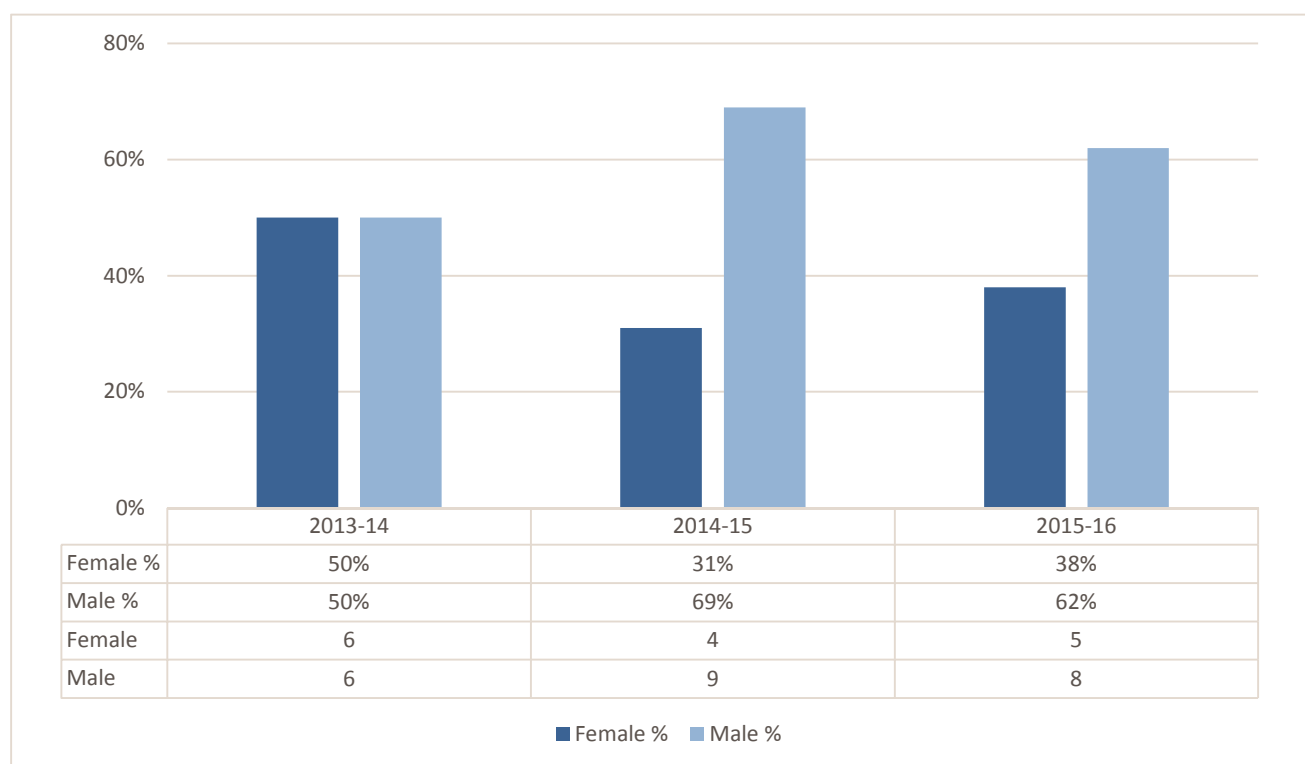


Figure 4.22: Level 5 research and teaching staff members across the period 2013-16.

Job Family	2013-14	2014-15	2015-16
Research	3 (f) 4 (m)	2 (f) 5 (m)	1 (f) 4 (m)
Research & Teaching	3 (f) 2 (m)	1 (f) 3 (m)	3 (f) 3 (m)
Teaching	0	1 (f) 1 (m)	1 (f) 1 (m)

Figure 4.23: Breakdown, by job family, year and gender, of the different contract types for level 5 over the period 2013-16.

The transition to level 5 is a vital step on the academic ladder. Excellent progress with new female appointments in 2014 preceded an apparent decrease in 2015 (Figures 4.22/4.23). But this arises from positive reasons: two female colleagues were promoted to level 6 and one was recruited from a fellowship at Nottingham to a lectureship elsewhere. In 2016, we appointed three new female Assistant Professors (Level 5); one was a Dorothy Hodgkin Fellow in the School, reflecting the School’s commitment to retaining excellent female scientists and developing a career pipeline into academia.

Our academic staff distribution shows good progress since our last submission. In 2012, we had no women at level 6 and only one female professor (Level 7) (Figures 4.24, 4.25). In 2016, we now have two women at level 6 and two at level 7, with five women at level 5 that we anticipate will provide future female appointments at higher levels.

The national position is given by HESA data for “teaching and research” and equates to our aggregated levels 5,6,7. Our current (2015-16) total of 10 women out of 49 staff (20%) at levels 5,6,7 is higher than 2013-14 (15%) and 2014-15 (13%), and we are progressing towards the 2015 HESA levels for chemistry (26%).

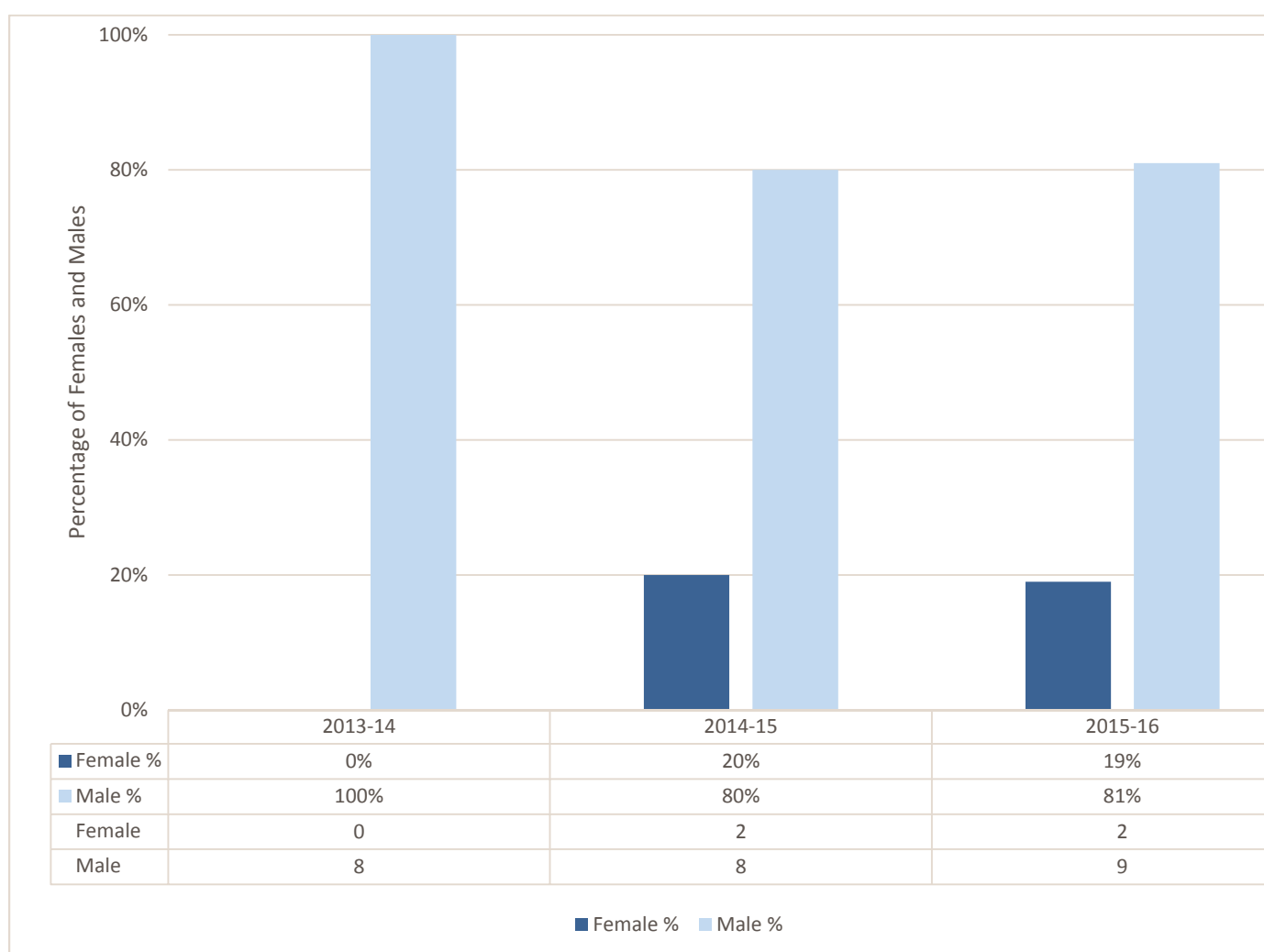


Figure 4.24: Level 6 research and teaching staff members from 2013-16.

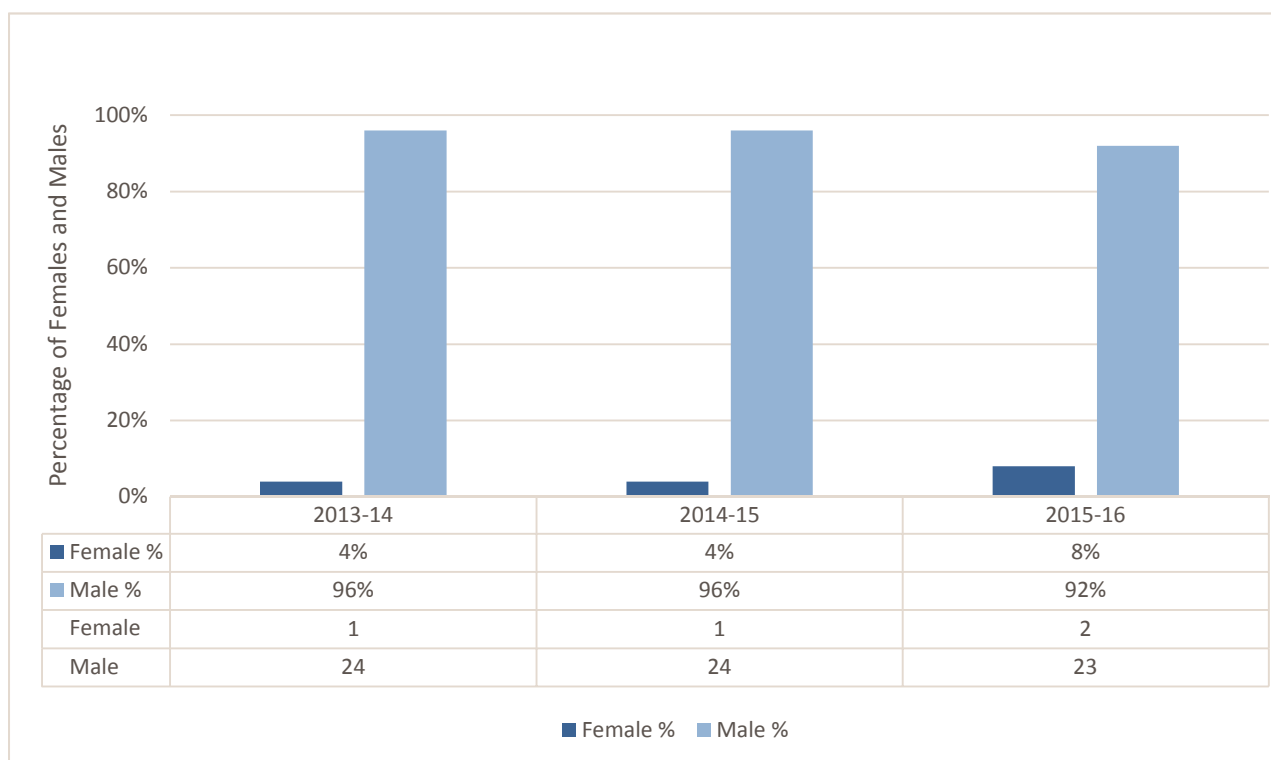


Figure 4.25: Level 7 research and teaching staff members 2013-16.

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

The School has no staff on zero-hours contracts, but many level 4 researchers on fixed-term contracts. We also employ undergraduates on short fixed-terms to provide internships and research experience.

Figures 4.26/4.27 show the gender distribution of academic staff on full-time and part-time contracts. Fixed-term contracts are predominantly PDRAs. Some have been employed in (necessarily fixed-term) teaching positions to cover sabbatical leave and maternity leave. As part of its commitment to security of employment, the University operates a redeployment pool and roles are normally advertised here before being released externally. Individuals can register on the pool four months in advance of their contract end date. We make provision for part-time working where individuals may benefit from this arrangement and this is taken up by some colleagues. A route to return to full-time employment, if required, is highlighted to all staff.

ACTION POINT 4.3/4.4. Continue to proactively publicise opportunities for flexible working.

Academic Staff on Full Time Fixed-term Contracts				
	Gender	2013-14	2014-15	2015-16
Research	Female	17	20	21
	Male	43	47	43
Research and Teaching	Female	0	0	0
	Male	1	1	1
Teaching	Female	0	0	0
	Male	0	2	0
Academic Staff on Full Time Permanent Contracts				
	Gender	2013-14	2014-15	2015-16
Research	Female	5	4	1
	Male	16	14	11
Research and Teaching	Female	4	4	7
	Male	32	31	30
Teaching	Female	0	1	1
	Male	2	3	2

Figure 4.26: Academic staff on full-time fixed-term (mainly level 4) and permanent contracts.

Academic Staff on Part-time Fixed-term Contracts				
	Gender	2013-14	2014-15	2015-16
Research	Female	2	0	0
	Male	0	1	0
Research and Teaching	Female	0	0	0
	Male	0	2	3
Academic Staff on Part-time Permanent Contracts				
	Gender	2013-14	2014-15	2015-16
Research	Female	0	1	1
	Male	0	0	0
Research and Teaching	Female	0	0	0
	Male	0	1	2

Figure 4.27: Academic staff on part-time fixed-term and permanent contracts.

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

The numbers of leavers at level 4 is high, reflecting the predominantly short-term contracts on research grants supporting this cohort. The proportion of women leavers for level 4 was lower in 2015 than in 2013 and 2014 (Figure 4.20). We have careers-based events around our “From Bench to Bank” series of business-oriented lectures and use these to showcase career opportunities. We also use informal mentoring to help PDRA’s transition to academic careers both at Nottingham and elsewhere (highlighted in the quote from Dr Syres (Section 7), and in section 5.5 and one of our case studies).

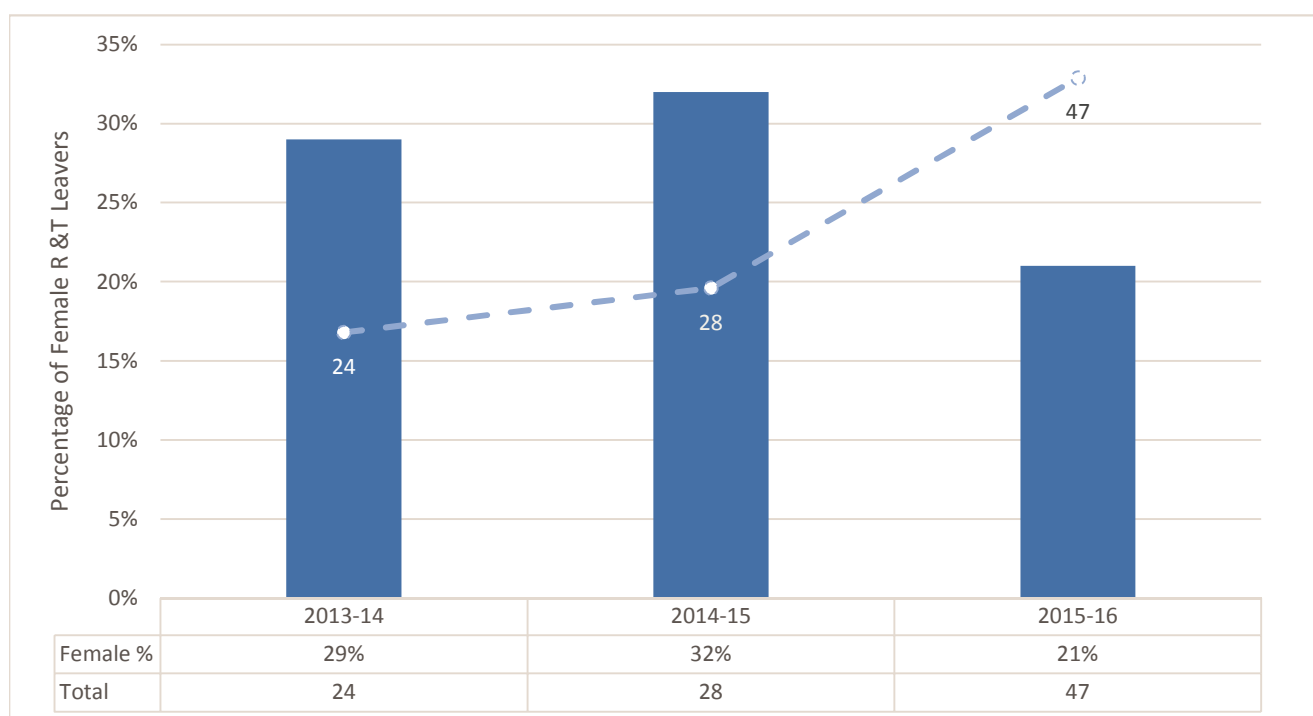


Figure 4.28: Total leavers for research and teaching levels 4-7 and the percentage of those who are female.

The leavers’ data for R&T staff is consistent with the corresponding staffing profile (Figure 4.29). For APM the numbers of leavers are smaller but, there has been some turnover, caused by an institutional reorganisation in that job family. The new structure provides greater opportunities for career development.

Year	Gender	APM	Research & Teaching	Technical
2013-14	Female	3	7	0
	Male	0	17	0
2014-15	Female	0	9	0
	Male	0	19	1
2015-16	Female	3	10	0
	Male	0	37	3

Figure 4.29: All leavers (APM, R&T and Technical) through the period 2013-16. R&T is the largest number of leavers reflecting the turnover of PDRA's on research council contracts. Numbers of APM/TS leavers are much fewer (see Figure 5.7 /5.10 for totals).

ACTION POINT 3.1, 3.5 Continue to assess and gather data on PDRA careers, next destinations and also to push opportunities for careers guidance, mentoring and information.

Action Point 1.5, 2.3c – Assess and gather data on the retention and gender balance of our valued APM and TS staff

[Section 4: 1985 + 15 (word bubble) = 2000 words]

5. Supporting and advancing women's careers: (max 6500 words)

5.1 Key career transition points: Academic Staff

Good progress has been made on our staff distribution since 2013. Key focus areas will now be around:-

(i) Recruitment

We are challenged by the numbers of female applicants for each post. This is an area where our processes and our outward-facing web presence and marketing materials (action points for our 2016 plan) must have an impact to address the imbalance. However, women are more successful in being short-listed and securing positions in our School.

For recruitment at levels 5 to 7, a search committee is formed, usually chaired by a HoD or the HoS. Committee members consult with colleagues and help identify possible candidates. We have encouraged applications from promising potential candidates, aiming for the best possible starting point with respect to gender balance from as early a stage as possible. The School complies with all HR policies and seeks where possible to have a female panel member for interviews. We emphasise on each advert our commitment to advancing women's careers in science.

Job interviews are held in core hours. Child care for interviewees can be covered and, if necessary, interviews are held via Skype. Evening dinners are optional and not part of the interview process. For postdoctoral appointments, the panel comprises two members of academic staff, one of whom will have undergone University panel training, and both will have had on-line University training in "unconscious bias" and "Equality and Diversity".

Our initiative in Sustainable Chemistry included five new academic appointments. We also appointed five other permanent academic posts in the last two years, including three in chemical biology. Through a search committee for the three new Professorial (level 7) positions in Sustainable Chemistry, 11 women were approached and encouraged to apply for these positions, but no applications from those women were forthcoming. The advertised Assistant Professorship (level 5) in organic chemistry (2014) unfortunately also attracted no female applicants. However, learning from this, we were more proactive in 2015, where in three different posts we have appointed three women to Assistant Professorships (Level 5) in bio-organic chemistry, geochemistry and materials chemistry.

Figures 5.1 and 5.2 show fewer female applicants at level 4 than male, but the acceptance rates of women to a position matches or exceeds the acceptance rate for men. These data reinforce the need to increase the numbers of female applicants.

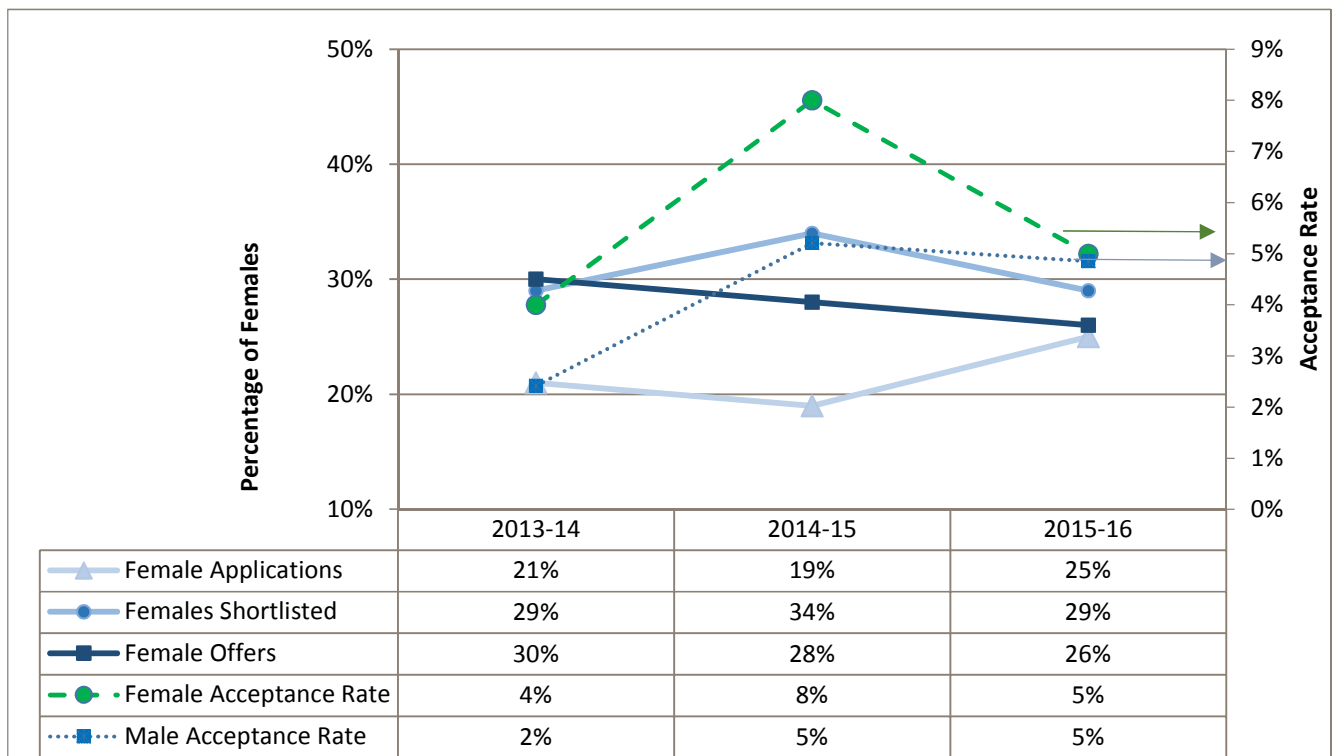


Figure 5.1: Gender balance in level 4 (postdoctoral research fellows and other level 4 staff members) applications, offers and accepts from 2013-16. *Acceptance rate is 100 x number of accepts/ number of applications

	Female Applications	Female Shortlisted	Female Offers	Male Applications	Male Shortlisted	Male Offers
2013	78	10	3	289	24	7
2014	144	35	12	595	69	31
2015	208	25	11	639	61	31

Figure 5.2: Numbers of level 4 applications, shortlisted and offers.

ACTION POINT: 1.4, 2.2, 2.3a, 2.5. To build upon our success so far and to provide careers guidance and an optimised recruitment process to improve recruitment at level 4.

In 2013-14 and 2015-16, only a single level 5 post was available. The former was a fixed-term post requiring specific expertise, associated with the incoming HoS. The 2015-16 post was filled through the aforementioned redeployment process. In both cases, the applicant pools were limited. In 2014-15, five level 5 posts were filled, with F:M ratio of 60%. One of these was a (male) Nottingham Research Fellow. A second (female) applicant was successful in winning an Anne McLaren Fellowship, but subsequently declined the offer, to take a position elsewhere (see section 5.3 (iii)).

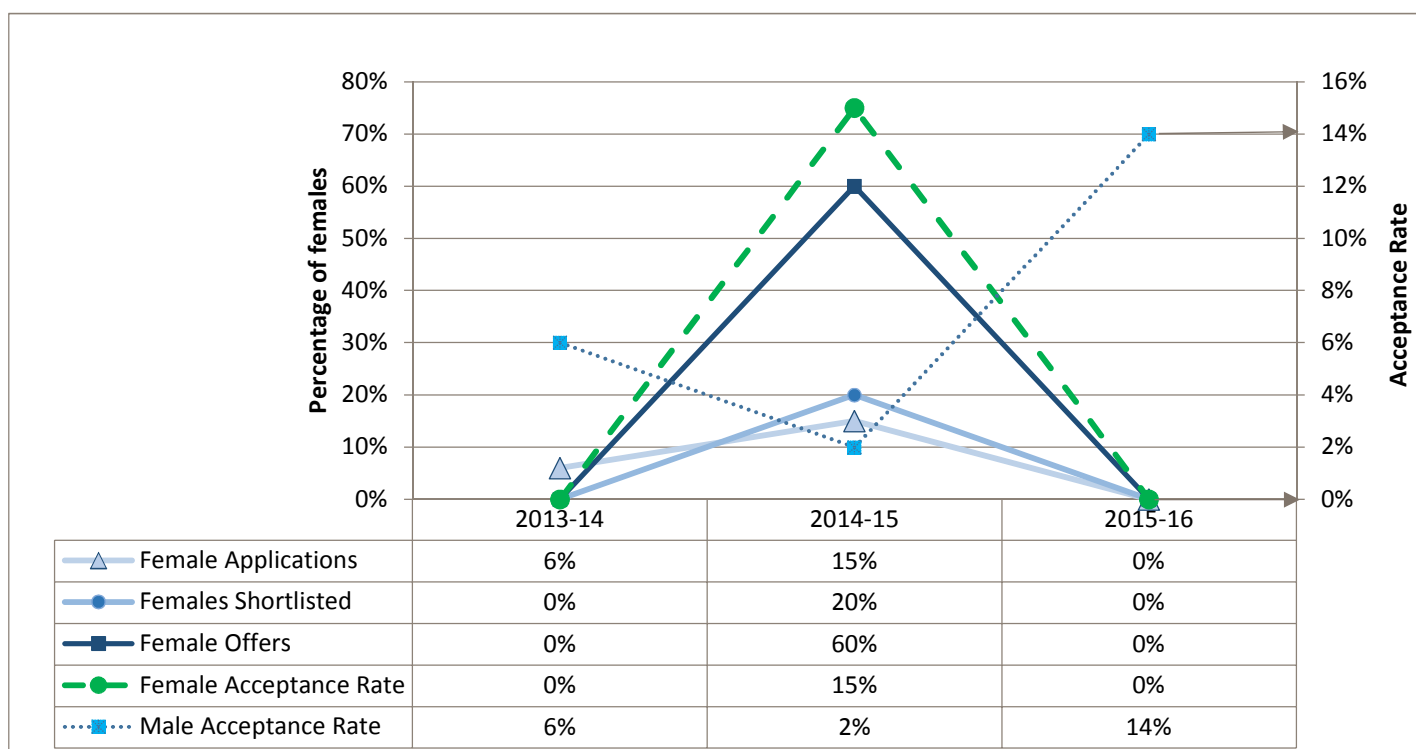


Figure 5.3: Gender balance in level 5 applications, shortlisted and offers made from 2013-16 *Acceptance rate is 100 x number of accepts/ number of applications

	Female Applications	Female Shortlisted	Female Offers	Male Applications	Male Shortlisted	Male Offers
2013-14	1	0	0	15	2	1
2014-15	20	4	2	110	16	3
2015-16	0	0	0	7	1	1

Figure 5.4: Number of level 5 applications, shortlisted candidates and offers made from 2013-16

The School is pro-active in the **recruitment of early career fellows**; a key career transition from PDRA (level 4) to permanent academic staff (level 5). Potential applicants are encouraged to contact the School with a CV and outline research proposal. Senior colleagues carry out a confidential internal peer-review process, to establish the proposal's quality and originality, the track record of the applicant and strategic fit with our priorities. Feedback is provided quickly. The most promising candidates visit informally; give a presentation of their research; meet colleagues; and see the facilities. All candidates, including those already based within the School, go through the same process. Those candidates that ultimately go forward receive a clear commitment of resources (studentship funding, access to equipment, consumables and laboratory/office space). Mentoring is provided to prepare the competitive research applications.

Level 6 and 7 Recruitment 2013-16. A level 6 appointment was made in 2016; a woman was appointed from a total of six applications (M:F 5:1), short-listed to three candidates (M:F 2:1). The recruitment to the level 7 posts in 2013-14 was in a specific area dictated by external funding, and despite two rounds of advertising and positive action to encourage applications, no female candidates were forthcoming.

<u>R&T 7</u>	2013-14	
	Male	Female
Applications	8	0
Shortlisted	3	0
Offered	2	0

Figure 5.5: Research and Teaching level 7 applications, shortlisted and offers.

ACTION POINT: 1.4, 2.3b, 3.2. Building on progress so far to encourage our pipeline of new female talent to continue to grow from Level 5.

(ii) Induction

The School has a single induction (section 5.2 (i)) process for ALL staff. This was devised by the DOA and implemented for APM and technical staff and is adopted across the School. University Welcome Events occur six times a year, informing new staff of University policy and processes, *e.g.*, the annual personal development and performance review (PDPR) and professional development opportunities. The Graduate School has a half-day induction event for research staff where the Equal Opportunities Policy is highlighted. On the University workspace there is strong emphasis on professional development opportunities, guidelines to flexible working, and links to various support networks. Line managers ensure that new colleagues are welcomed into a group or section and have access to university IT resources.

Mentors, as well as line managers, are assigned to all new starters, providing additional professional and pastoral support and advice.

(iii) Promotion

The promotion process runs annually, with colleagues advised by Human Resources (HR) and the School on the process, guidelines and deadlines. All staff are encouraged to discuss their cases with line managers at the PDPR meetings, and can also apply independently of the School if they wish. Draft cases of potential candidates are reviewed by the School Promotions Panel (HoS and HoDs). All candidates receive feedback and those that are to be supported are mentored by senior colleagues prior to submission. A statement from the School regarding the number of candidates considered is

submitted to HR, and all candidates receive a copy of the School's letter of support. There is emphasis on the quality rather than quantity of research activity (publications and grant income), in part to negate the impact of a career break or part-time working. One of the promotions in 2013-14 was for a colleague working part-time. Promotion does not have a 100% success rate (Figure 5.6). This does not reflect on the (substantial) mentoring and support, but rather illustrates a supportive approach from the School to put forward all cases where the view is that there is a significant case. Areas where we plan to be more pro-active include workshops on developing promotion cases, including support for individuals who have been at the same level for a long time and for promotion from level 4 to level 5, which traditionally has relatively few cases and none from women in the last three years.

		Level 5		Level 6		Level 7	
		Female	Male	Female	Male	Female	Male
2013-14	Applied	0	2	2	0	0	2
	Successful	0	2	2	0	0	0
2014-15	Applied	0	1	0	1	1	0
	Successful	0	1	0	1	1	0
2015-16	Applied	0	1	0	1	0	3
	Successful	0	1	0	1	0	2

Figure 5.6: Promotions to levels 5, 6 and 7 in the recent period.

(iv) Research Excellence Framework (REF)

For the RAE in 2008, 35 (34M; 1F) staff were submitted. Three (2M; 1F) early career fellows and one (M) senior inactive colleague were not submitted. For the REF in 2014, all eligible staff were submitted, which totalled 42 (37M; 5F), including five (3M; 2F) research fellows on fixed-term contracts (level 5). The number of women submitted grew from 3% in 2008 to 12% in 2014, an outcome of a pro-active policy to attract research-active women to Nottingham and to support them to the point where they are producing high quality outputs and grant income. This is positive growth towards a closer gender balance, although there is still work to do. In our preparations for REF2020 and the Teaching Excellence Framework (TEF) we will carefully scrutinise gender diversity.

[Section 5.1: 1208 words]

5.2 Key career transitions points: Professional and support staff

Our APM and Technical Services staff are key to all activities of our School, supporting student recruitment through to HR, building maintenance, teaching and research apparatus, research grant application and post-award management.

(i) Induction

The School has a single induction process for ALL staff. Upon appointment new staff are sent an electronic induction, welcoming them and providing links to support to enable their arrival to be as smooth as possible. On their first day, the line manager will run over the document with the new member of staff and answer any queries they may have.

The induction is followed by a meet-and-greet with staff key to the new appointee's role (*e.g.*, Academic Colleagues, Student Services, School Administrators, Technical staff, etc.). Our surveys consistently show that these induction events and information are valued by new colleagues. We continue to monitor this feedback and review the induction process annually. 68% of staff responding in 2016 stated that they value our induction process. These surveys will continue to run through Action point 3.2.

APM Staff: Our APM staff (Figure 5.7) are predominantly female (20 of 25, 80%F), consistent with HESA benchmark data (85%F). Encouragingly, in 2015, we have started to see more male applicants for these roles (Figure 5.9). At the highest level APM 6, there are two men and one woman. Although these numbers are small, we would expect more female candidates to succeed through the regrading process and we will watch this closely and encourage positive action (Figure 5.8/5.9).

Total Numbers of APM Staff in post by level						
Level	Female			Male		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
APM1	0	1	1	0	0	0
APM2	7	6	5	0	0	0
APM3	4	7	5	0	0	0
APM4	4	5	5	1	1	1
APM5	1	1	1	0	0	0
APM6	1	1	1	2	2	2

Figure 5.7: APM staff numbers in the School 2013-16.

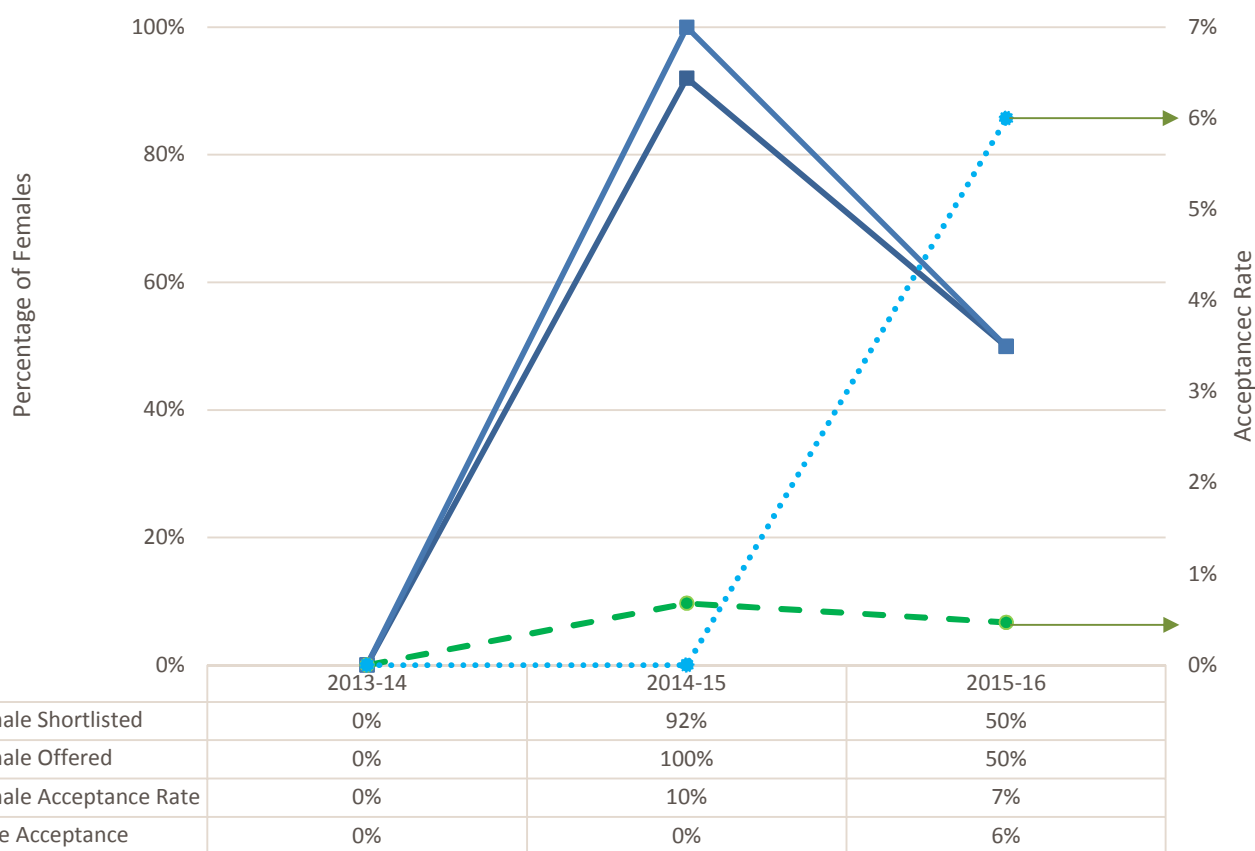


Figure 5.8: Gender balance of APM (Administrative, Professional and Managerial) applications, shortlisted and offers from 2013-16
 *Acceptance rate is 100 x number of accepts/ number of applications

There were no APM positions at levels 2 to 4 advertised in 2013-14 and none at levels 1, 5, 6 at all in the census period.

APM Applications, Shortlisted and Offers 2013-16						
	2013-14		2014-15		2015-16	
	Female	Male	Female	Male	Female	Male
Applicant Totals	0	0	31	1	15	18
Shortlisted	0	0	11	1	4	4
Offered	0	0	3	0	1	1

Figure 5.9: Numbers of female and male APM applications, shortlisted and offers 2013-16

Technical Services: Our technical services staff are predominantly male (13F of 36; 36%F) (Figure 5.10). We have recruited more women in the last two years into TS1 positions and the gender balance is improving (27%F in 2014, 31%F in 2015), approaching the national levels from HESA (33%F in 2014-15). We are securing a good number of female applicants (Figures 5.11 and 5.12), indicating that our new advertising methodologies are perceived as gender neutral. There have been no posts open at TS4 and above in the census period. Men dominate the higher grades, but we have now initiated a change in our pipeline of future technical leaders.

Total Numbers of Technical Services staff in post by level						
Level	Female			Male		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
TS1	5	7	7	1	2	1
TS2	1	1	1	2	2	2
TS3	2	2	3	2	1	0
TS4	1	1	1	18	14	13
TS5	0	0	0	1	5	5
TSTR	0	0	0	0	1	1

Figure 5.10: Numbers of Technical services staff broken down by level 2013-16.

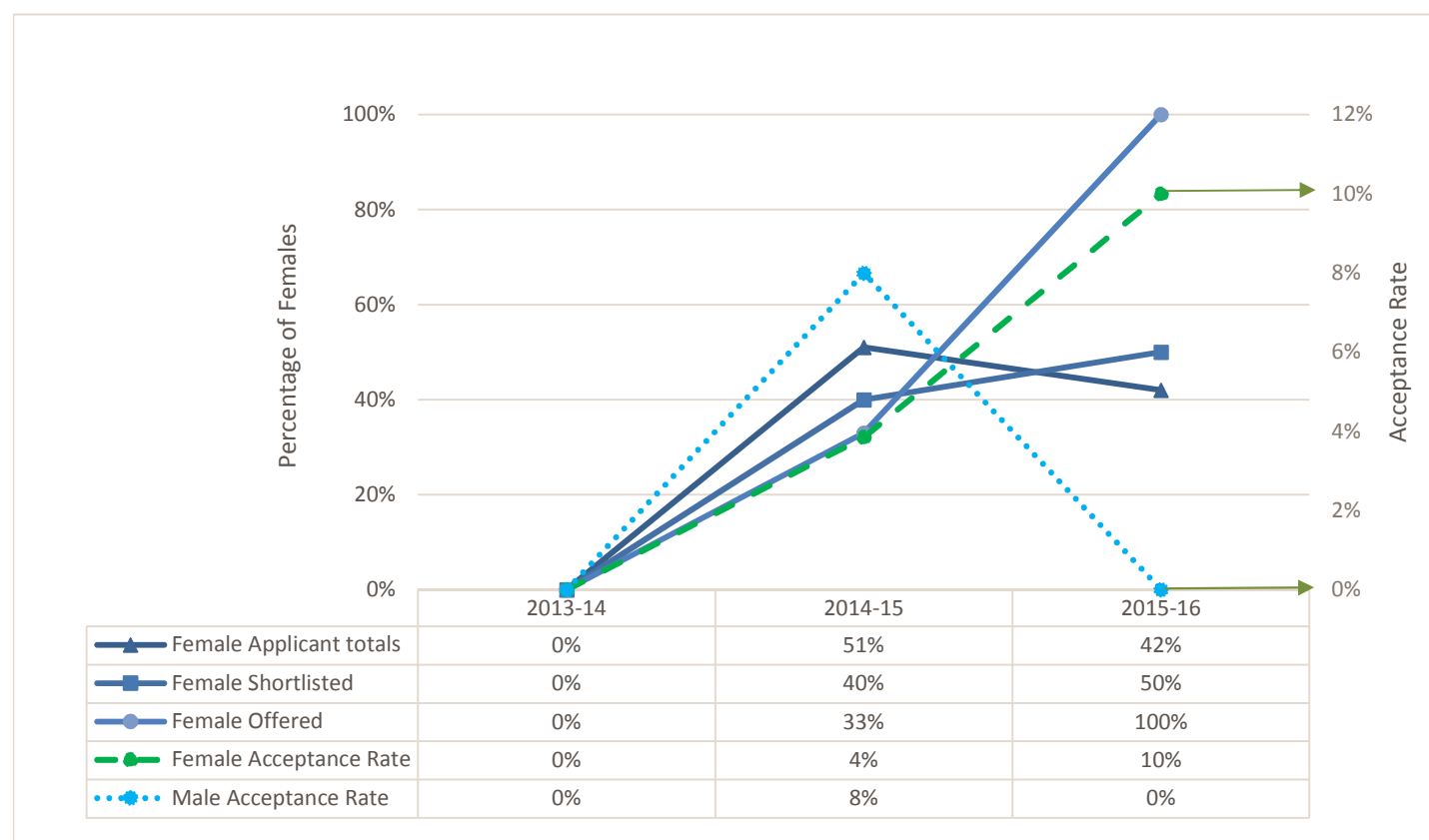


Figure 5.11: Gender balance in Technical Services applications, shortlisted and offers in 2013-16. *Acceptance rate is 100 x number of accepts/ number of applications

	2013-14		2014-15		2015-16	
	Female	Males	Female	Males	Female	Males
Applicant totals	0	0	26	25	10	14
Shortlisted	0	0	4	6	1	1
Offered	0	0	1	2	1	0
Accepted	0	0	1	2	1	0

Figure 5.12: Number of female and male Technical Services (levels 1 to 4) applications, shortlisted and offers for females and males in 2013-16.

(ii) Promotion / Regrading

Support staff go through a regrading process rather than promotion. A product of PDPR review, staff are fully supported through the regrading process if their role has changed in scope and/or complexity/increased responsibility. The School follows the University guidelines on regrading and staff are encouraged to report when their role has changed sufficiently to warrant regrading. The line manager will discuss the criteria that define the role's level and work with colleagues to identify changes in the role and to match the changes to the benchmark criteria for the new level. If the role has developed into a higher role, the line manager supports the regrading application, presenting it at a University panel hearing. Regrading panels sit three times a year.

[Section 5.2: 514 words]

5.3 Career Development: Academic Staff

(i) Training

Many training events and on-line resources are provided. However, delivery has been disjointed and sometimes has relied upon individuals accessing institutionally-provided courses. For a more coherent approach, we have appointed Professor Katharine Reid as Academic Staff Development Officer, with a remit to:

- Coordinate induction of new academics and postdocs
- Coordinate mentoring of academics and postdocs
- Coordinate peer observation of teaching
- Arrange relevant School-based training courses and briefings on professional development
- Act as a point of contact for academic career development advice; ensure links to PDPR activities
- Act as a point of contact for academic queries relating to teaching innovation or accreditation of teaching practice
- Disseminate relevant professional development opportunities
- Maintain our Academic Staff Development intranet pages
- Maintain a list of current academics and postdocs and their mentors
- Update the staff handbook

A meeting with the postdoctoral forum has raised awareness of support from *Vitae* (including agreements on supporting PDRAs) and the University's Professional Development Service. A new School Professional Development Record form has been created for staff to fill out with their mentor. Professor Reid has run briefings for academic staff on obtaining recognition of teaching practice from the Higher Education Academy and has set up a workshop on "Miscommunication and Conflict" for members of SEB which will be run in January 2017 by the company *Linguistic Profiling for Professionals*. Further events will shortly be organized. New Academic Staff Development intranet pages link to University policy and guidance on:

- sabbatical leave,
- training opportunities,
- PDPR
- promotion
- career breaks (including parental leave)
- flexible working
- equality and diversity
- dignity
- peer observation of teaching

ACTION POINT 4.1 – Ensure uptake of training event across our School and obtain and assess feedback.

(ii) Appraisal/Development review

Personal development and performance review (PDPR) is a university process running formally on an annual basis, with interim meetings. Contextual benchmark data are shared in advance alongside a

presentation or training from HR to inform discussion and goal-setting. The process is an assessment 'in-the-round' of performance and identifies support, development and goals for the upcoming year. Colleagues are encouraged to make the most of opportunities to support each other through mentoring – be it in proposal preparation, defining ambitious research agendas, peer review of teaching, sharing of best practice and innovation in teaching.

(iii) Support given to academic staff for career progression

The School is committed to the development of outstanding research leaders at all career stages. Early Career Researchers (ECRs) maintain the vitality of the research and teaching environment and we actively target and encourage excellent female candidates to apply. We have introduced a comprehensive set of web-pages, providing information and guidelines. The School has a strong track record of nurturing and supporting colleagues. We highlight two examples: Katharine Reid, EPSRC Advanced Fellow (1992, full Professor (2007) and Head of Physical Chemistry (2013); and Elena Besley (née Bichoutskaia), EPSRC Career Acceleration Fellow (2008-2013) who has rapidly risen to full Professor in 2015, winning a European Research Council (ERC) Consolidator Grant. Both are excellent role models for women in Chemistry.

Fellowship schemes: Annually, the School mentors several outstanding candidates through fellowship processes (RCUK, Royal Society, Charities). Our own Nottingham Research Fellowship (NRF) attracts considerable interest; the Anne McLaren Fellowships (AMF) are important and are aimed at female scholars in STEM subjects at an early stage of their career. In 2016, we will have two men on NRFs and one on a Royal Society URF. Despite significant support for several female applicants, recent rounds have not yielded a successful candidate and we do not currently have any women on fellowships. However, we will target change here, aided by a recent University commitment to fund 100 of these new posts over the next five years.

Mentoring occurs on many different levels. For **undergraduates**, the personal tutors are the primary mentors providing guidance towards career opportunities. Our career service is present in our School twice a week for lunchtime "drop-in" careers surgeries. For **PGT**, our numbers are growing, and we have strong mentoring through the course convenors and the research project supervisors who the students meet in the latter part of their degree.

For **PGR**, we have support through individual supervisors (second supervisors and independent assessors) and from the Graduate School. Our surveys suggested that our postgraduates did not feel that careers guidance was effective. We have worked alongside the PhD Forum, to ensure that mentoring and careers guidance is more readily available and targeted towards our PhD community; through our business partnership unit, postgraduates can attend the "Bench to Bank" events to access industry contacts directly.

The PDPR process includes all **PDRAs**. An annual appraisal shares feedback and gives guidance on development. We encourage our PDRAs to take up wider training opportunities. Awareness and uptake of such training has increased (44% in 2015; 69% of survey respondents in 2016) and PDRAs report that their supervisors are encouraging them to take up the allowed five days of training (48% (2014), 54% (2015), 62% in 2016). Moreover, we encourage PDRAs who are interested in academic careers to look carefully at ECR opportunities (see section 5.3 (iii)).

For academics, PDPR with HoDs occurs annually, with a mid-term meeting to monitor progress. PDPR focuses upon teaching and research and each individual's performance, with interventions and guidance where appropriate to career progression and work-life balance. Training is recommended for all colleagues; in the case of unconscious bias and E&D we have used the PDPR process to ensure 100% take up. Other training is flagged up where appropriate. For example, the Faculty runs "mock Panels", where ECRs participate directly and experience the process of how their grants will be assessed at research councils. We support and encourage colleagues to attend "Leadership Training" courses. Finally, we utilise a Faculty initiative to invite observers to every Faculty committee meeting and we are encouraging female colleagues to gain experience and an understanding of management procedures.

ACTION POINT – 3.1, 3.5 continue to emphasise careers and mentoring and to rigorously follow up on their effectiveness, impact and the perception by staff.

(iv) Support given to students for academic career progression

The key working relationship and day-to-day contact for academic and support issues for undergraduates is through the personal tutor; this role strongly influences student performance and is a route to careers advice. Tutors are assigned on the first day of University entry to cover the entire three- or four-year University experience. The School actively ensures a good gender mix in each tutorial group, through first-year personal tutee allocation. This has worked well and the relationship is viewed increasingly positively (87% of survey respondents (2016), 82% (2015), 59% (2014)). However, there is a fraction, who report that their experience is less positive; we will track and redress this.

"Personal weekly contact with your tutors allows you to keep on top of your degree and solve any issues early on, which is vital with a course like Chemistry."

Undergraduate Sandeep Kaur – June 2016

We now advertise widely that it is possible to change personal tutors at any stage. We ensure that students are aware that if they need to talk to someone other than their tutor, our Student Support Office or the Senior Tutor can be reached. In 2016, we have introduced Academic Year Heads, so that students have clear sight of a single individual that they can approach, with confidentiality assured.

Role models help our students see science as a viable career. For the undergraduates, our postgraduate laboratory demonstrators are very visible role models. We have strived over the last few years to ensure a good gender balance and have encouraged our female postgraduates to take on these roles. This approach has yielded a F:M ratio (42:58) that is similar to our PGR numbers (Figure 5.13), and better than the HESA national average.

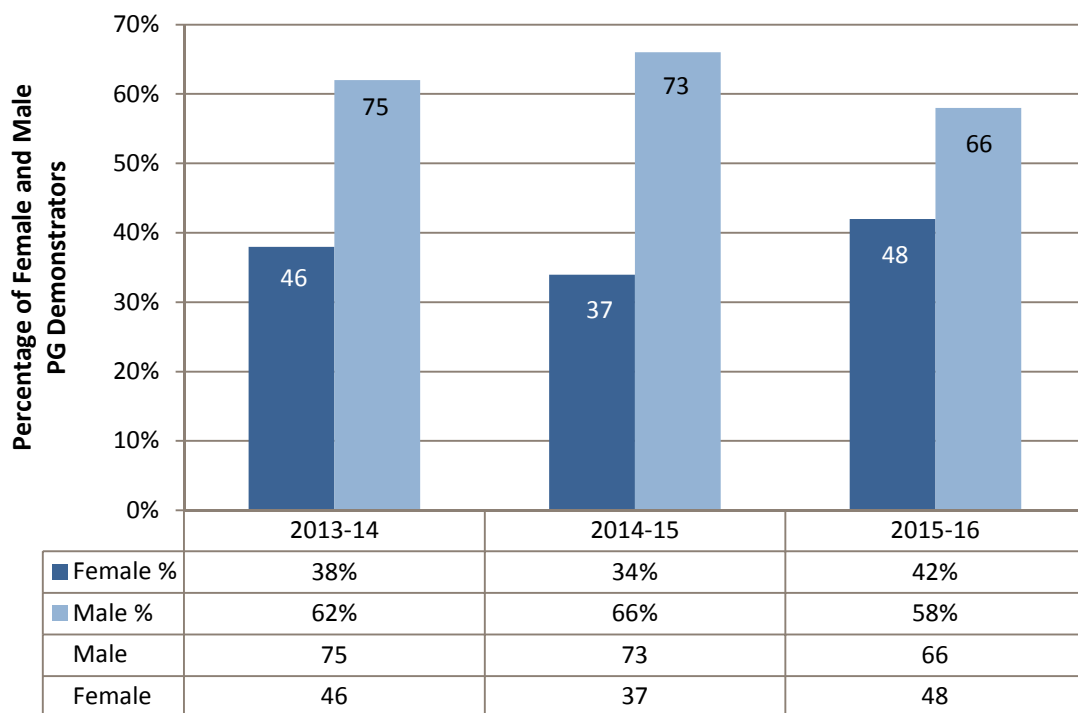


Figure 5.13: Distribution of Female and Male postgraduate laboratory demonstrators.

The School raises awareness of undergraduate careers advice, Nottingham Advantage Award and Summer Projects; consistently (2013-16) >85% of our surveyed undergraduates are aware of the placement opportunities. Following enhanced communication through personal tutors and stronger interactions with our careers service, >97% of survey respondents recognise our efforts to promote careers opportunities.

ACTION POINTS 2.4, 3.1, 3.2, 3.5 – Continue to promote placement / internship options with ChemSoC and through careers service to ensure UGs and PGR receive key careers advice

(v) Support offered to those applying for research grant application

The School has developed an internal mentoring scheme, providing support to all colleagues. ECRs particularly benefit from peer-review of research proposals, which provides critical, constructive feedback to enhance applications. This has been beneficial where commentary received is specific to a focused funding call, or where colleagues have sat on similar panels and have pertinent intelligence. In this procedure, a draft proposal is circulated to two or more nominated reviewers with relevant expertise; prompt responses are expected, to allow feedback to be accommodated. Sign-off is

required from line-managers to confirm that internal peer review has taken place before submission. Although this scheme met with some resistance initially, it is now widely embraced as beneficial in improving the quality of research proposals.

We described (section 5.1) the analogous procedure for potential Fellowship applicants. Informal feedback from recent Anne McLaren applicants suggests that this review process has been beneficial in clarifying and articulating their ideas, and was of great value in subsequent proposal writing. Finally, candidates that have been short-listed for EPSRC, Royal Society and ERC Awards have also benefited from an informal 'mock panel' to prepare for funding interviews. Thus, the School has developed a highly supportive peer mentoring system, which has been positively received.

[Section 5.3: 1488 + 34 (word bubble) = 1522 words]

5.4 Career Development: Professional and Support staff

(i) Training

Staff career development is supported through several modes (external long and short-course, internal short-course and in-house training). The School encourages and supports staff to take courses relevant to their role and identifies staff with specific skills as 'super-users' who contribute to the training of others. Our data show no gender bias on uptake of training and there are excellent examples of APM staff who have undergone specific training to help in their interactions with students. Our apprentices have gained key skills through training leading to their permanent appointment. Training opportunities are flagged up by line managers, through our web-based workspace system and staff group targeted emails both from colleagues centrally and from within our School. Feedback has been positive as reflected through annual staff surveys.

Also, the School offers training opportunities that combine interpersonal people skills, social skills, communication skills, character traits and attitudes. Currently this has included.

- *STEPS for Training, Emotional intelligence run for all staff*
- *Unconscious bias for all academic staff, now being extended to all front-facing staff in 2017*

(ii) Appraisal/Development review

Support Staff. Staff performance is considered annually through PDPR. This is a review of performance and a support mechanism to develop individuals in their role. The annual PDPR review and interim reviews offer an opportunity for staff to review their contribution to the School, identify development needs and highlight areas of change in their role (though this can be discussed at any point with the line manager). Training needs, role development/support and job level benchmarks (see regrading) are identified through the PDPR mechanism, as well as personal development and work-life balance.

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

Careers support for professional and support staff through regrading is important and is led by the DOA and Head of Technical Services. Equal support is offered to everyone through the PDPR process (described elsewhere). Figure 5.14 shows that the actual numbers are small but do not show any gender bias across APM and TS job families. Staff are invited to join interview panels to gain invaluable understanding of the process, and indeed **all staff** have now participated either as panel members, or in the “meet and greet” or departmental tours that we organise for each position.

Year	Applied/Successful	Female	Male
2013-14	Applied	2	1
	Successful	2	1
2014-15	Applied	2	4
	Successful	1	3
2015-16	Applied	0	1
	Successful	0	1

Figure 5.14: Regrading outcomes in the recent period.

ACTION POINT 4.1 – Ensure uptake of training events across our School to provide support for promotion / regrading. Assess and act upon feedback.

[Section 5.4: 382 words]

5.5 Flexible working and managing career breaks

(i) Cover and support for maternity and adoption leave

The School follows an established process for all staff who will become a parent and intend to take maternity, adoption or shared parental leave. The DOA is the point of contact for **all staff** as soon as they are comfortable in disclosing the pregnancy/adoption to discuss health and safety and University and School policies. We have no recent experience of adoption, but plans are in place.

During pregnancy, safety of the mother and baby is of prime concern and a “risk assessment form for new and expectant mothers” is completed in consultation with the DOA. In our School, risks can range from avoiding handling chemicals or exposure to radiation/magnetic fields through to manual handling and display screen awareness. Taking rest and access to rest spaces is also emphasised to the individuals. Once staff are happy for their news to be shared more widely, appropriate cover is arranged, with funding and resource from within our School:-

- **For APM and TS** maternities: cover will be provided from within the existing staff team with adjustments made to individual workloads where appropriate
- **For academics**: cover is provided for teaching and administrative roles and PhD student supervision. A PDRA is now routinely appointed to ensure continuity of research group supervision throughout the maternity
- **For a PDRA (level 4 fixed term)**: cover will be provided where it is necessary for the research project to continue (and to deliver on milestones) and where the mother-to-be can no longer safely work in the research laboratory.

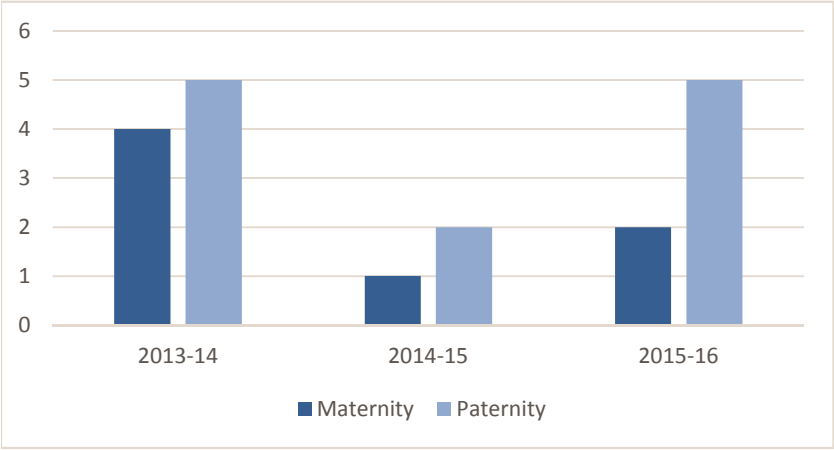
After the maternity, return to work is phased in through “Keep In Touch” (KIT) days, and the DOA and line managers ensure that the return to work is carefully managed to ensure a smooth transition back to the workplace. Cover resource is left in place until all parties are satisfied.

(ii) Maternity return rate

Year	Maternity Leavers	Returners
2013-14	4 (1 APM, 1 Research, 1 Teaching and 1 Technical)	3
2014-15	1 (Research)	1 (Research)
2015-16	2 (1 Research and 1 Technical)	1*

Figure 5.15: Maternity leave and returning members of staff 2013-16. Note that *1 is a colleague out on maternity leave in 2016 who is to return shortly.

All of our staff taking maternity leave over the last four years have remained in post at 6, 12 and 18 months after their return. The only non-returner was early career fellow, Dr Libby Gibson, who took up a position at another university after her maternity; a positive example of career development and the mentoring support provided by the School.



“In addition to kick-starting my independent research career, the School management were very supportive and enabled me to make a smooth transition to my new post. I’m enormously grateful for all the advice, support and opportunities I was given during my Fellowship.” Dr Libby Gibson

Figure 5.16: Maternity and Paternity leave 2013-2016.

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

Year	Paternity Leave	Returns
2013-14	1 (Research)	1
2014-15	1 (Research)	1
2015-16	3 (1 Research and 2 Technical)	3

Figure 5.17: Paternity leave and returning members of staff in 2013-16

No shared parental or adoption leave was taken at the School, but uptake of paternity leave increased in the last year. Our surveys show that staff are increasingly aware of such opportunities and how to access them.

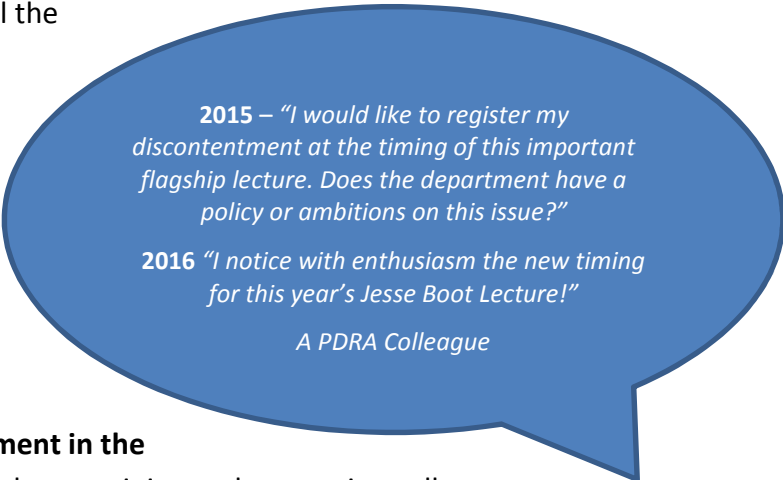
(iv) **Flexible working**

The School adopts a variety of flexible working patterns to reflect the diversity in job families and roles, conforming to the framework of the wider University. The School has developed a range of patterns that propagate a feeling of well-being, meeting needs of staff and promoting a work-life balance that is beneficial to both the individual and the School. These work patterns are workable and fair to all staff. For example, remote access to University software packages has allowed staff who have personal restrictions on working (parental and family caring commitments) to fulfil their responsibilities at home and enable them to contribute to their work activities, ensuring that they do not feel that their role within the University is in any way diminished.

7. Further Information: (max 500 words)

BME: We are undertaking the first steps to address the intersection with ethnicity and gender in our School. An in-house pilot study is running to assess progression and attainment of BME undergraduates in our School. We have gathered data about our BME staff; our numbers are slightly lower than the Faculty of Science averages for R&T and TS job families. Indeed, we have no BME staff in our APM job family (Faculty figures are 4%). Now that we can access these data we will follow closely these numbers and ensure our recruitment and advertising dovetails with the university's approach to the Race Charter, which will be developing in the next period (**Action Point 5.7**).

Surveys are an important aspect of gathering data on our activities and to gauge the responses of various cohorts to our initiatives. Annually in March/April (2013-16) we run an Undergraduate survey (with ChemSoc) to assess the response of our third-year cohort each year. We survey our PGR second-year cohort and all PDRA (level 4). A separate annual Staff survey is carried out on-line in April. The outcomes and analyses of the data of all the surveys are collated and discussed at EDC; recommendations are made to SAT based on these results, which help to inform our future actions. All of the survey results and some interpretations and responses are circulated to all Staff and students via email in October; anonymity is preserved to any individual responses.



2015 – “I would like to register my discontentment at the timing of this important flagship lecture. Does the department have a policy or ambitions on this issue?”

2016 “I notice with enthusiasm the new timing for this year’s Jesse Boot Lecture!”

A PDRA Colleague

Academic leavers and supporting career development in the

sector: Supporting career development is broader than retaining and promoting colleagues, because, important though those mechanisms are, resources within an individual School are finite. Underneath the statistics on leavers, there are many positive examples of the supportive environment our School provides. One example is exemplified below from Dr Karen Syres:

“I was employed in the School of Chemistry, University of Nottingham as a Level 4 (PDRA) on a 3-year research project from 2011-2014. During this time I received support and guidance from my supervisor and from other members of staff. My supervisor allowed me to spend time on activities and training events outside of my research project which significantly enhanced my CV, as well as providing valuable career guidance. As my postdoctoral position came to an end, I was offered a further 2 months of research funding and then 3 months as a teaching fellow. I was grateful that the academic staff cared so much about supporting me in my career and this period of extra funding allowed me to apply for and secure a Lectureship in Physics at the University of Central Lancashire. The experience from this Teaching Fellow position and the additional mentoring I had gained at Nottingham greatly enhanced my application”.

[Section 7: 499 words]

Action	Description of action	Action taken and outcome at April 2013	Action planned from May 2013	Responsibility	Timescale/ Duration	Start date	Success Measure	Outcome as of 2016
2B	Improve selection and interview process for postdoctoral researcher appointments – to include a minimum of two staff.	2012 data for appointment of postdoctoral researchers has identified an imbalance between shortlisting and appointment.	Unconscious bias training for academic staff. Where possible female representation at interview.	SMG to review and implement new postdoctoral appointment process	1/4/2016	1/10/2013	Raise %F postdoc from 4-year average of 30% to at least %F level for PhD students -currently 35%.	All staff are required to interview with at least one other person. Unconscious bias training is now offered to all academic staff. A brief piece of unconscious bias training has been delivered at a School-wide meeting. Female level 4 colleagues have joined interview panels.
2C	Exit survey of staff and PhD students including use of data from the Careers and Employability Service.		Conduct exit survey to determine retrospective experience and constructive input for the future.	Director of Operations and Administration		1/5/2015	Annual review of data and any gender-specific issues as part of Action Plan Review.	After extensive discussion with postdoc forum and PhD forum, this action has not been progressed due to the sensitivities felt by those groups. We continue to raise the issue on an annual basis and permanent staff are offered exit interviews via HR. However, we are struggling to find a route to gather this data in a manner that is acceptable to postdocs/PhDs.
2D	Conduct survey of PhD and postdoc alumni to seek to determine what factors influenced their choice of career direction.	An idea put forward by the Chair of the self-assessment team at a Royal Society of Chemistry (RSC) Athena SWAN meeting in February 2012.	In addition to our own alumni, aim to encourage and work with the RSC to conduct national survey of post-PhD and post-postdoc RSC members who have left academia in the past 5 years	EDC and in conjunction with the RSC		1/8/2013 Pilot of our own alumni 1/1/2014 UK-wide survey		Plans are now in place going forward to carry out an in house exit survey with suitable protection of anonymity. Efforts have been made to establish a comprehensive alumni database of undergraduates, PhD and postdocs. However, the numbers are not sufficient to provide a good statistical analysis and the survey has not been conducted. Data protection issues were encountered when attempting to involve the university careers service in this review as it was felt that identification of individuals would be too likely.
3A	New Careers and Mentoring Scheme.	Currently through (a) annual personal career development review plus (b) performance review for postdoctoral staff. For PGRs formal recorded meetings with supervisor (10 per annum) and formal annual review with supervisor and assessor.	Mentors for those who wish to opt in to our new scheme; career forums and networking for those who would prefer a more general group approach.	Postgrad mentors – Director of Postgraduate Studies with PG Forum Postdocs – Director of Operations and Administration (i.e. PD Champion)	Ongoing	1 Oct 2013	Improvement in ratings for School performance in this area (Surveys 2014 and 2015).	Between 2014 and 2016 there was an increase in the percentage of male and female postdoctoral students agreeing that the level of mentoring was good. There was no significant discrepancy between the male and female percentages. We can see from the survey results that an increased percentage of postdocs agreed that the level of mentoring in the School is good 2014 – 37% 2015- 35% 2016-50% (postdocs who strongly agreed).
3B	Improve awareness of Equality and Diversity issues including Athena SWAN for new staff and PhD students.		Induction at individual level for new staff. PhD student induction (annually in Oct). Annual refresher at PhD and postdoc forums.	Director of Operations and Administration Director of postgraduate studies Research supervisor Director of Operations and Administration	On staff arrival 2nd Oct 2013 (PGR intake) For other start dates	1 May 2013 1 March 2014	Raise profile of Equality and Diversity and improve awareness as reflected in future survey questions (Survey June 2014, 2015 & 2016).	For postgrads and postdocs, the 2014-16 survey data show a marked increase in the level of awareness of the School's efforts around E & D. The question asked was: 'I am aware of the Athena SWAN scheme and our commitment to improving our working environment' There has been an increase in awareness from staff 2015 in 81% and 87% in 2016 (Strongly agreed/Agreed). Postdoc Survey 'The School is effective in raising awareness of gender and equality issues' 72% in 2015 and 83% in 2016 (Strongly Agreed/Agreed).
3C	Courses in Equality and Diversity for current and new staff.	STEPS Equality and Diversity Drama for Training (staff) sessions held in the School September 2012.	Training on unconscious bias, email etiquette, and emotional intelligence for all staff and research students who will gain PG training credits as part of their PhD Studies programme.	Head of Operations and Administration	Staff: 1 May 2013 PhD students from Nov 2013	June 2013	Registration of participation and end of session feedback.	School-wide meetings and departmental meetings now have a standing E & D item on the agenda and unconscious bias training has been delivered in a School-wide meeting (July 2016). Unconscious bias training has also been delivered to staff groups in earlier forums in the time period 2014-16. PDPR process mandated that all staff undertake equality and diversity training. Line managers have access to the data on uptake.
3D	Processes and practice in Equality and Diversity	Approach first suggested by Strategic Advisory Board members in November 2012 following presentation on Athena SWAN.	Small group informal meetings by process to examine consistency with, and enhancement to the School's Equality and Diversity policies (with emphasis on gender issues).	Equality and Diversity Committee members following unconscious bias training		1 Oct 2013	Process Review – recruitment at all levels, committees, teaching and student performance, and supervision. Report to Strategic Advisory Board	To date no equality impact assessments have been carried out on the School's recent projects. However, early 2017 will see the roll out of university EIA process and documentation which will enable all Schools and Departments to consider the broader reaches of the Equality Act. The School intends to use this tool to inform its approaches to future projects.

Action	Description of action	Action taken and outcome at April 2013	Action planned from May 2013	Responsibility	Timescale/ Duration	Start date	Success Measure	Outcome as of 2016
3E	Staff and student development in Equality and Diversity	Participation in half-day university Central Short Courses (CSC) has been ad-hoc to date and driven mainly by personal interest.	SMG members to take 'Equality and Diversity at Work' or equivalent. Chair of EDC to take 'Managing Equal Opportunities Policies'. Chair TLC to take 'Diversity in Teaching and Learning'. Roll-out for all staff and postgraduates following leadership example as above.	HoS and SMG members Chair EDC Chair TLC	Within 12 months Within 12 months Within 12 months Within 12 months	1 May 2013 1 May 2013 1 May 2013 1 May 2014	Registration and completion of course. Recognition and record at Annual Performance Review for staff and Annual Review for Postgraduates	Chair of EDC, SEB and TLC have all undertaken the training outlined. In addition, there is now a requirement for all teaching staff to undertake the Diversity in teaching and learning training and for all staff to take the managing equal opportunities training. Numbers uptake on this training is monitored by the Head of School and is an item on the PDPR documentation.
3F	Careers Information and Development	Limited currently apart from two PG modules and through the University Careers Employability Service. UG Careers Evening (Oct - annual) and Research Orientation pm April 2013. School policy is now that postdocs are now encouraged and entitled to take 5 days per annum personal and career development training.	Major annual careers event organised by PG students and postdocs for July 2013 and funded by School. Annual Invitation to address forums by Senior Careers Adviser, Faculty of Science.	EDC, SMG, School Careers Advisor, with chairs of PhD and Postdoc Forums.	Annual	1 May 2013	Improvement in ratings for School performance in this area (Survey 2014, 2015 and 2016).	Considerable improvement in provision has occurred. The careers advisor for the Faculty of Science now routinely runs drop in sessions in the School foyer over the lunchtime period. A senior careers advisor is an active participant in annual careers events that are held within the School. The in house careers events are now actively advertised to UG + PhD + Postdoc (e.g. Alumni careers evening), rather than just UG. The UG survey results indicate we have increased the awareness of the UGs to the opportunities of career progression (2014 – 34%; 2015 – 71%; 2016 - 84%)
4A	Female representation on committees and in the decision-making process.	Academic representation is lower than desirable on decision-making committees. From 1 st August 2013 the Physical Chemistry Section will be headed by a female Professor.	Invite postdoctoral researchers and Research Fellows to join TLC and LCF and to shadow SRC members	HoS, SMG Review by EDC	Guideline term 3 years	1 Oct 2013	Higher female representation on committees with target of 50% female representation	Between 2013-2016 the percentage of female representative on key School committees has risen to 35%. Whilst this does not reach the 50% target it has to be noted that to do so would put an unreasonable administrative burden on female academic staff. The physical chemistry section has been headed by a female professor from 2013-16 and will continue until 2019.
4B	Workload Model	The School is proud that in 2010 it developed and introduced its own detailed workload model which is used in annual performance review. It applies to all research and teaching staff.	The university is to introduce its 'Transparent Workload Model' which will include all aspects of teaching, research, administration and citizenship, outreach/ public engagement activities.	HoS, SMG, EDC	Ongoing	Timing for adoption of new university scheme depends on university scheme roll-out.	Successful implementation of university workload model monitored through School-based surveys and feedback. See also ACTION 4D.	The University workload model for academic staff has been implemented. The data provided by the workload model is discussed in PDPR. An example of the data that are monitored is the workload commitment to (specific) pastoral care of students, the average for a male academic in the School is 18 hours per academic year and the average for female academics is 19 hours per academic year.
4C	Equality and Diversity Committee	Met twice per year for 3 years - introduced policy for maternity leave and financial support, PhD and postdoc forums, and School dignity advisors. Laid groundwork for Athena submission. Membership was broadened to include administrative and technical staff in Jan 2012.	Meeting frequency increase to 4 per year. The EDC will include the SAT Team and representation on the university 'WinSET' committee. Addition of new undergraduate student member (President of ChemSoc).	HoS Chair EDC who is a member of SMG.		1 Oct 2013	Raise profile of Equality and Diversity and improve awareness as reflected in survey questions (Surveys June 2014 and 2015)	The EDC now meets monthly a week before the SAT in order to ensure good communication. The Chair of EDC now sits on SAT and is the School representative on WIN. The president of ChemSoc now sits on the EDC. PhD and PDRA Forum each have members on EDC. A Faculty EDC now exists (since early 2016) chaired by a PVC, demonstrating senior management buy-in. There is also a Faculty plan for E & D.
4D	Input and feedback on Equality and Diversity and related topics through 2014 and 2015 surveys using data from those conducted to date as benchmarks.	Benchmark survey data as listed in sections 3(b) 'Self-Assessment process' and 5. 'Any other comments'.	Surveys of staff and students for comparison with previous data.	Chair and membership EDC in conjunction with PhD and postdoc forum committees	Carried out annually with common questions	June 2014	Evidence of change in experience, attitude, sense of community as measured in surveys.	These surveys have been carried out yearly (2014-2016). Progress has been made on the question database in order to probe the correct topics and provide a comparison year on year that will enable good tracking of the experience, attitude and the sense of community of all members of the School.

Action	Description of action	Action taken and outcome at April 2013	Action planned from May 2013	Responsibility	Timescale/ Duration	Start date	Success Measure	Outcome as of 2016
4E	Promote visibility of women in science	The SAT raised with university marketing the lack of female images in a draft of the School's Annual Report. As a result new photos were included to provide a stronger representation of women.	Posters, publicity materials, award display, Slide on rolling TV screen in foyer. Annual Athena-based newsletter and section in School Annual Report.	School Marketing Manager Review by EDC	Updating during 3 years	1 May 2013	Evidence of change in perception of women in communities in, or who visit, our school.	The School's annual report was produced in 2013 and 2014 and was monitored to ensure representation of female staff/students. The annual report is no longer produced due to changes in University policy with respect to workload requirements to produce such a report. We have instigated a weekly newsletter which highlights the achievements of all staff. In 2016 the initiative was undertaken to dedicate (for international women's day) the content of the rolling TV screens in the foyer to women in the School. This has now become embedded in the School calendar and in 2017 will be accompanied by a number of School events celebrating the successes of women in R&T, APM and TS staff categories.
4F	Develop maternity/paternity leave policy for postgraduate students and record data systematically.		Bring policy for PGR students into line with that for staff.	Chair of EDC and Director of Postgraduate Studies		1 May 2015	Entries in Postgraduate Handbook.	Maternity and paternity leave policy for PGs was added to the 2016 handbook. The data are systematically recorded.
4G	Advertise parental leave, return to work, flexible working policies, success stories and core meeting hours widely on the School's public website.	Good practice implemented with a senior female School manager taking a 12-month career break and a research academic returning from maternity leave working 0.9 FTE (Case Study 1.). School funding for postdoc during the academic's maternity leave.	Extend practice and knowledge of policy more widely on web. Develop policy to mirror university policy in place for administrative and technical staff.	Chair EDC with IT staff	Ongoing but substantially in place by end 2013	1 May 2013	Include questions in 2014 and 2015 surveys and assess familiarity of staff and research students.	Updated University policies have been added to staff handbook which is circulated to staff and added to workspace. This includes information on core meeting hours and parental leave. A dedicated E & D noticeboard has been established.
4H	Record data routinely Flexible and part-time working Bursary scheme for child care support during e.g. conference attendance	Flexible and part-time working rarely taken up and staff awareness at modest level.	Increase awareness in consultation with staff with reference to practice for Administration and Professional staff.	HoS and SMG Drafted by EDC Application to HoS for bursary	In place by end June 2014	1 Jan 2014	Monitor take-up of part-time working and impact on culture through annual surveys.	Data w.r.t. parental leave, return to work and flexible working uptake is routinely recorded. Flexible and part time working survey results have been analysed (2015-16). A bursary scheme for child care support during conference attendance has not been implemented at School level but has been implemented at a Faculty level. A member of SAT has consulted with a number of professional bodies who run similar schemes that R&T staff can apply for. Links to these schemes are provided on our website.
5A	Enhance sense of community in the School	Introduced forums, Research Showcase with School social event (to be held June 2013) focussing on work of younger researchers. Social space now shared by all staff. Web-based news on School website. Monthly School-wide research colloquia.	Introduce 'tocs'-style two-weekly email alert of news headlines across School. Ensure academic, cultural, sporting etc. successes are celebrated. Ensure planning for any new School building includes social space.	P.A. to Director of Operations and Administration HoS and SMG	1 May 2013 Horizon of ~ 3 years		Review of working and popularity by EDC. Section on E&D in the School Annual Report from 2014. Include as a standard item in reports on planning.	All of these actions have been implemented however with respect to annual reports please see 4E. Examples of actions implemented are: <ul style="list-style-type: none">• Termly School-wide meetings which now bring the whole School together on a regular basis.• New annual social events take place (funded by the School).• A twitter account and a weekly email update. Two smaller tearoom facilities are available to all staff, but we are planning a larger single shared space.
5B	Whole School Meeting		A new 'whole of School' meeting of all research students, and all administrative, technical, teaching and research staff.	HoS with contributions from other key staff	6 monthly	1 December 2013	Attendance levels as indicator of interest. Target 80%.	Whole School meetings are now held quarterly. Attendance is not formally monitored but is consistently high.
5C	School of Chemistry Family Social Event	Charity fundraising morning, sports events etc. Major annual School Graduation event in July on graduation day with prize-giving, marquee reception for all graduates, families, friends and former staff.	Introduce annual family-friendly School event for all research students and staff in Summer 2014.	Director of Operations and Administration	Annual	Summer 2014	Feedback on the event from forums, at whole school meeting etc.	Surveys results have consistently provided the feedback that a SoC Family Social Event would not be welcomed by staff; the feedback indicating that many staff would find this difficult to schedule around nursery/school times on weekdays and would be unwilling to attend such an event on a weekend. The School Summer and Christmas parties are now embedded in the School calendar and have proved to be very popular as shown by School survey results.

Action	Description of action	Action taken and outcome at April 2013	Action planned from May 2013	Responsibility	Timescale/ Duration	Start date	Success Measure	Outcome as of 2016
5D	School Website (Public) and Moodle/Workspace (Internal)	While we have a public website devoted to projection of a welcoming, flexible, family-friendly School, comparison with e.g. a typical university in the USA shows that far more that could be achieved with our E&D pages..	Professional E&D web pages are key in effecting further change in culture through transparent projection of our aspirations.	HOS, SMG, IT technical staff Contract with web page developer		1 May 2013	Record site visit data for internal and external visits.	School E&D pages are in place but we have not recorded site visit data. This was probably an overly ambitious action given that the University E&D pages do not provide this facility.
5E	Research into use of Social Media in Equality and Diversity	<i>Ad hoc</i> emails.	Research into use of social media – twitter, facebook to enhance feeling of community.	IT technical staff in discussion with EDC		1 January 2015		The School now runs a twitter account and rolling screens have been placed in the foyer to highlight School events and successes of the School and individuals.

Action Plan 2016		School of Chemistry, The University of Nottingham				
Abbreviation Key: HoS = Head of School, DOA = Director of operations and administration, SAT = Self Assessment Team EDC = Equality & Diversity Committee, SEB = School Executive Board, TLC = Teaching & Learning Committee, LCF = Learning Community Forum, SRC = School Research Committee; WIN = Women in Nottingham, FEDIG = Faculty Equality, Diversity and Inclusion Group, PDP = Personal Development and Performance Review, PI = Principal Investigator, UoN = University of Nottingham, PVC = Pro-Vice Chancellor, E & D = Equality and Diversity, EIA = Equality Impact Assessment.						
Action	Description of action	Action taken and outcome as of 2016	Action planned from Nov 2016	Responsibility	Start Date and Timing	Success Measure
	Action Plan Annual Review	Plan was reviewed annually at EDC and outcomes were reported to SAT, SEB and also to WIN. Progress was presented at School-wide staff meetings.	EDC will continue to review annually and report on progress.	Chair of EDC, HoS and SEB Report available across the School	Every 12 months	Meet our commitments; adjust as needed in the light of data obtained.
1. Data Collection and Monitoring To address data collection across all staff and student categories to allow ease of comparison year on year. Particular focus on ensuring good data sets on applications received, acceptance, degree classification (for students) and applications, short-list, interview, offers, acceptance and pay for staff. All data to be analysed by gender.						
1.1	UG student intake data by application, offer, conversion, gender and entry.	These data are collected annually and a cycle of reporting to TLC has been embedded. Marketing material and structure of open days/UCAS events have been modified and their impact is monitored. We have seen an increase in our percentage female UG numbers from 38% to 44% (cf. 2014-15 HESA average 43%), but the aim of 50/50 has not been achieved.	Annual formal report to TLC, EDC, SEB, SAT and Staff Meeting by degree, number and gender including comparison with national data. New on line open day and UCAS registration system will allow us to collect and analyse data for all attendees to gather gender / diversity information to correlate and inform on UG entry.	Admissions tutors. Chair of TLC with assistance from Student Support Office.	30/11/2016 - ongoing. Annual review points are fixed actions for EDC in October and May	Measure: Increase %female intake towards the proportion achieving A-level Chemistry by 2019-20, which will require an increase (from 44% in 2015-16) of 1-2% p.a. Note HESA average is 48%. Measure: Implement additional specific interventions on an annual basis, if target growth rate is not being met.
1.2	UG student attainment – data on degree results to be correlated with student entry qualifications to track gender / diversity trends.	We have demonstrated that female students thrive in the Nottingham environment with an increasing %age of the cohort obtaining first class degrees.	Annual formal report to TLC and EDC.	Admissions tutors. Chair of TLC with assistance from Student Support Office.	Annually	Measure: Correlation of percentage female students gaining first class and 2:1 degrees with intake and entry qualifications. Measure: Analysis to inform the development of specific hypotheses to test in Chemistry Education MSci projects (at least one p.a.) run in the School. Measure: Outcome of Chemistry Education projects to be shared with School (and Faculty committees). Measure: Positive messages from Chemistry Education projects to be identified and utilised in UG recruitment materials (web/brochure/presentations) [Impact to be assessed in 1.1].
1.3	PGR / PGT intake data by application, offer, conversion, gender and entry.	These data are collected annually and a cycle of reporting to SEB has been embedded.	Annual formal report to EDC, SEB, SAT stating number of applicants, shortlists offers and acceptances split by gender including comparison with national data. Relate outcomes to action point 2.1	Postgraduate Admissions Tutor and Administrator	30/11/2016 - ongoing. Annual review points are fixed actions for EDC in October and May	Measure: Maintain percentage female intake for PGT at or above the HESA average of 40% as the (small) cohort grows. Measure: Increase percentage of female applications for PGR (from 35% in 2015-16) by 2% p.a., through specific interventions arising from annual consideration of intake data. Measure: Increase percentage of female accepts for PGR (from 46% in 2015-16) by at least 1% p.a. with an aspiration to reach 50% by 2019-20.
1.4	To improve recruitment at all Staff levels (1 – 7) . Encouraging applications from as diverse a range of candidates as possible, with the aim of ensuring that the balance of applicants at all stages of the process reflects the broader population.	Key issues are numbers of female applicants at all levels. This has been established from our latest data obtained from the UoN Tableau system. We have introduced Athena SWAN statement to all adverts and used our HR system to ensure appropriate shortlisting and interview.	Annual formal report to SEB, SAT and all Staff. Our aim is to change the culture of recruitment to all posts (see Action 2.3). Instigate a check on shortlisting process (see Action 2.3) Informal promotions workshops will be introduced to raise applications at levels 5, 6 and 7.	HoS, SEB and EDC	30/11/2016 - ongoing. Annual review points are fixed actions for EDC in November	Measure: Increase percentage of female applications at level 4 (from 25% in 2015-16) by 5% p.a., through refinement of recruitment materials, informed by best practice and latest research. Measure: All shortlists will be monitored in the school. Those with a significant gender imbalance will be monitored, with specific interventions, after due reflection, to reduce the number of such shortlists each year. Measure: Specific positive actions [2.2] to encourage applications (at all levels 1 to 7) from women will be identified and implemented; their impact on recruitment data will be monitored and assessed.

Action	Description of action	Action taken and outcome as of 2016	Action planned from Nov 2016	Responsibility	Start Date and Timing	Success Measure
1.5	To assess and improve the gender balance across our APM and TS positions.	APM – at 80% females our gender balance is marginally better than the HESA National Average (85% Females). TS – at 36% females, the gender balance is significantly better than the latest HESA National of 31% females. In both cases the balance of women at the higher grades is not optimal but we believe we have a pipeline of female staff who will change this.	Close monitoring of the recruitment and regrading processes for APM and TS across all levels. Forge strong links with the UoN apprenticeship scheme (see section 5.4).	DOA, HoS	Ongoing with Annual Review	Measure: Extent of rebalancing of gender across the APM and TS roles and across the different levels.
2. Gender Representation The key issue identified in data is that we must raise the number of applications from females to our school for both our student cohort and our staff positions						
2.1	Improve the visibility of female role models to prospective UG students and to current UG students to recruit more PG students.	We have focussed upon the imagery in and around the School, our web sites and our advertising materials and open day staffing to focus upon recruitment to our UG cohort. In addition we have looked carefully at role models amongst our staff and lab demonstrators to ensure that our current UG females can see a valued career path. Our survey data show that female UG students do perceive the imbalance in academic staff.	EDC will continue to review annually and report on progress to SEB. Our annual surveys and recruitment data will be used to assess the impact of our approach.	Admissions tutors. Chair of TLC with assistance from Student Support Office. Postgraduate Admissions Tutor and Administrator	Annually	Measure: PG demonstrators, Open Day talks, careers evening, images/news-stories on web/posters, colloquium speakers, UG research project posters, social media – these will all be monitored with an aspiration to achieve an even (50:50) balance, with organisers embedding gender balance considerations from the outset. Imbalances will be addressed within a single (annual) cycle. Care to be taken to ensure sensible individual workloads. Annual effect upon Actions 1.1, 1.2, 1.3, 1.4 to be assessed.
2.2	Improve advertising, selection and interview process for postdoctoral researcher positions (level 4).	All adverts do contain Athena SWAN statements. Unconscious bias training has been delivered for all academic staff. Interview process now mandates at least two staff present at formal interview for each post.	Carefully assess advert wording to ensure a more female friendly approach (excellent examples from University of Sussex have been actioned). Where possible ensure female representation at interview – by inviting existing PDRAs where appropriate to broaden the pool of interviewers – also providing an insight to them of the care taken in the process.	SEB and DOA to implement advertising, and appointment process	30/11/2016 Review Annually	Measure: Raise %F postdoc towards the level of PGR. Measure: All colleagues involved in recruitment to undertake panel training and specific training in unconscious bias and related aspects. Numbers to be monitored and to rise to 100% by 2019.
2.3a	Monitoring balance in application pools and shortlists – Level 4 .	A formal mechanism is in place for all applications, long listing and shortlisting. However, positions have been filled in our School without attracting good quality female applicants. In reality we should do better and we have to work harder.	To ensure that all shortlists in our school have 20% female candidates or a number of females that matches the proportion of female applicants, whichever is larger.	Individual PIs; HoS, SEB and DOA	30/11/2016 Review Annually	Measure: Annual improvement to achieve national levels of gender balance in application pools for level 4 posts (i.e., postdoctoral and similar)
2.3 b	Positive action to encourage applications from women to posts at levels 5, 6 and 7 .	We have made a significant impact with recruitment at level 5 and promotion to levels 6 and 7. It should be noted that there are relatively few posts at these levels. On the one hand there should be caution on the statistics of small numbers, on the other hand there is opportunity to be proactive in encouraging applications.	To ensure that advert wording is carefully assessed and that all PIs/recruiters are encouraged to ensure that applications are solicited from a wide pool and a broad shortlist achieved. In the event of a single gender shortlist PIs/recruiters will be required to demonstrate to the HoS/DOA that the actions cited above have been carried out.	HoS, SEB and DOA	30/11/2016 Review Annually	Measure: A sub-set of activities in 2.1 should feed into this Measure: Annual improvement to reach national levels of balance in applicant pools within 3 years. Monitoring and specific interventions should individual posts not generate sufficiently diverse applicant pools.
2.3c	Positive Action to recruit and ensure a balance across all roles and all levels of APM and TS – and also to increase the visibility of these staff to the UG and PGR students.	APM and TS play a pivotal role in the success of our school and also in delivering role models of women in science to our UGs through teaching and student service interactions, thus gender balance is crucially important in these roles.	Ensure recruitment and regrading processes are designed to achieve an acceptable gender balance across all roles. Instigate a training and information day on the process for all APM and TS staff. Ensure also recognition of APM and TS roles amongst our UG and PGR community. Particularly through our School's Fred Whetstone award (presented at Graduation) and also the nominations of our support staff to University Wide Staff Oscars (a Black Tie awards events organised by the Students Union).	HoS, DOA, Head of Technical Services	Ongoing and with Annual Review	Measure: Increase in number of successful regrading applications. Measure: Increase in number of successful nominations for the student Union led "Staff Oscars".

Action	Description of action	Action taken and outcome as of 2016	Action planned from Nov 2016	Responsibility	Start Date and Timing	Success Measure
2.4	Address the two critical key transition points <ul style="list-style-type: none"> • postdoc to research fellow / academic, • PhD to postdoc. 	The School Research Committee have undertaken work to encourage applications and to mentor applicants to Anne McLaren and Nottingham Research fellowships.	Increase appeal of the School to talented young researchers through seminar invitations and projection of the improving culture on web site. All PIs to be made aware of recruitment as a priority to the School.	Chair of EDC, SRC	Progress monitored by annual review	Measure: Monitoring of response times to queries, applications, offers and appointments to ensure timely responses. For PDRA's (level 4) - raise the proportion of postdoc towards the level of PGR. For ECRs/level 5 - at least maintain current position. Measure: Ensure good representation of female ECRs and early career academics on colloquium programme (relates to 2.1)
2.5	Exit survey of staff and PhD students	After extensive discussion with postdoc forum and PhD forum, this action has not been progressed due to the sensitivities felt by those groups. We continue to raise the issue on an annual basis and permanent staff are offered exit interviews via HR however, we struggled to find a route to gather this data in a manner that is acceptable to postdocs/PhDs.	Our annual surveys are now accepted as useful and anonymous feedback to the school by all staff and students. This same approach will now be utilised to conduct anonymous web based exit surveys to determine retrospective experience and provide constructive input for the future; particularly to groups that are at a "pressure point" in their careers. Anonymous comments to a well-constructed survey at PGR and PDRA (level 4) cohort will enable us to collect their reflections on time at Nottingham.	Administration by PG Director and team and by DOA.	Annual review of data and comments (annual to allow sufficient numbers to preserve anonymity)	Measure: Methodology to be put in place to collect information on gender-specific issues and particularly comments around School culture, supervision and mentoring. These data to be fed back to the School via EDC. Aim to gather data on 100% of leavers by 2019.
3. Career Development and Progression						
To address the leaks in our pipeline. To encourage more of our female students into careers in a University environment and to retain, develop and promote more of our existing female staff						
3.1	New Careers and Mentoring Scheme	Between 2014 and 2016 our surveys demonstrated there was an increase in the percentage of male and female postdocs agreeing that the level of mentoring was good. There was no significant discrepancy between the male and female. 2014 – 37% 2015- 35% 2016-50% (Of postdocs who strongly agreed/Agreed). Our surveys for PGR showed that our careers advice was not well received prior to 2014 but the response is improving.	A new scheme will identify a pool of mentors with appropriate skill sets and backgrounds that will allow careers advice to be obtained from colleagues who are not direct line managers. For PGR this is also reinforced by the fact that each PhD has a nominated second supervisor and independent assessor from Day 1. We will now aim to ensure that the nominated second supervisor and assessors are individuals that can be seen as mentors and alternative sources of feedback and information around procedures in our school and any issues associated with E&D. It will also be made clear that additional mentors from outside the school (other departments, industry and our School Strategic Advisory Team) can also be requested. Career forums and networking will also be promoted for those who would prefer a more general group approach.	Postgrad mentors – Director of Postgraduate Studies and PhD Forum Postdocs – Director of Operations and Administration and PDRA Forum	Ongoing	Measure: Informal mentoring scheme to become more formalised and to see this in improvement in ratings by survey responses to the School's performance in this area. Ideally to show a 5% year on year increase from our surveys of 2014, 2015, 2016.
3.2	Improve awareness of Equality and Diversity issues including Athena SWAN for all new staff, PhD students and UG cohorts	For postgrads and postdocs, the 2014-16 survey data shows a marked increase in the level of awareness of the School's efforts around E & D. The question asked was: 'I am aware of the Athena SWAN scheme and our commitment to improving our working environment'. There has been an increase in awareness from staff 2015 in 81% and 87% in 2016 (Strongly agreed/Agreed). Postdoc Survey 'The School is effective in raising awareness of gender and equality issues' 72% in 2015 and 83% in 2016 (Strongly Agreed/Agreed). For UGs our surveys show and increasing recognition of Diversity in the school but up till now our highlighting has been a relatively light touch approach in week 1 and through ChemSoc.	Induction at individual level for new staff. PhD student induction (annually in October) Annual refresher at PhD and postdoc forums Four academics have been appointed as UG Year Heads. These individuals will be tasked to ensure that their cohorts are aware of equality and diversity issues in the school and the resources available	Director of Operations and Administration Director of postgraduate studies Academic Year Heads	On staff arrival UG and PGR to coincide with next cohort start dates	Measure: Raise profile of Equality and Diversity and improve awareness as reflected in future survey questions. We will aim for a 5% increase year on year compared to 2016 data.

Action	Description of action	Action taken and outcome as of 2016	Action planned from Nov 2016	Responsibility	Start Date and Timing	Success Measure
3.3	Courses in Equality and Diversity for current and new staff and PGR students	School-wide meetings and section meetings now have a standing E & D item on the agenda and unconscious bias training has been delivered in a School-wide meeting (July 2016). UB training has also been delivered to staff groups in earlier forums in the time period 2014-16. Chair of EDC, SEB and TLC have all undertaken the training outlined. In addition, there is now a requirement for all teaching staff to undertake the Diversity in teaching and learning training and for all staff to take the managing equal opportunities training. Numbers uptake on this training is monitored by the Head of School and is an item on the PDR documentation.	Training on unconscious bias, email etiquette, and emotional intelligence for all staff. Research students must undertake these courses if they are involved in teaching eg laboratory demonstrating. They will PG training credits as part of their PhD Studies programme. APM and TS are invited to all School-wide meetings and play a pivotal role in the success of our school. All staff have undergone unconscious bias training and those in the teaching front-line should all now undergo the E&D training related to teaching	Director of Operations and Administration Director of postgraduate studies Research supervisors Academic Staff Development Officer	Ongoing for existing staff Annually in September for all new staff and PGR demonstrators.	Measure: Through uptake of online training modules and annual PG training / small group training exercises in September each year. Aim for 100% of all staff and all demonstrators each year Measure: Additionally through the PDRP process for all staff a standing item each year is to have completed all relevant E&D training. Aim for 100% compliance across all staff by 2019.
3.4	Processes and practice in Equality and Diversity	Early 2017 will see the roll out of university Equality Impact Assessment (EIA) process and documentation which will enable all Schools and Departments to consider the broader reaches of the Equality Act. The School intends to use this tool to inform its approaches to future projects.	Small group meetings by process to examine consistency with, and enhancement to the School's Equality and Diversity policies (with emphasis on gender issues) around any new School project.	SEB and EDC	April 2017 and ongoing. Monitored on a 6 monthly basis	Consistent application of the EIA process to new School projects. A record of 6 monthly monitoring.
3.5	Careers Information and Development	For UGs, considerable improvement in provision has occurred. The careers advisor for the faculty of Science now routinely runs "drop in" sessions in the School foyer over the lunchtime period. A senior careers advisor is an active participant in all annual careers events and welcome talks that are held within the School. The in house careers events are now actively advertised to UG, PhD + Postdoc (e.g. Alumni careers evening), rather than just UG. Survey data have consistently shown an increase in awareness and recognition of these events.	Continue to advertise and hold the annual careers events – ensuring access for PhDs and PDRA's and taking advantage of our Alumni across a broad range of employment fields. Enhanced use of Careers Moodle pages for UGs. Ensure the Foyer drop in sessions are advertised to PGR and PDRA Forums. Ensure wider take-up of advice from "in-house" Royal Society of Chemistry Education specialist and also from the pool of informal mentors (see section 3.1). Annual Invitations by the PGR and PDRA Forums to Senior Careers Adviser, Faculty of Science and Alumni and staff. Also participation and invitation to "Bench to the Bank" lecture series to increase awareness of careers advice and opportunities. Within the School of Chemistry we have invited PGR, PDRA and Research Fellows to join TLC and LCF, EDC and SAT. As a wider remit we will invite them to observe other committees including SRC and SEB and also encourage all staff to take up the opportunity to observe Faculty committees as described in our submission. Thus highlighting the importance of such roles and providing valuable experience.	EDC, School Careers Advisor Chairs of PhD and Postdoc Forums.	Annual and ongoing	Measure: For UGs – continue to monitor via surveys and to maintain existing high levels of careers awareness Measure: For PGR/ PDRA increase uptake of careers opportunities from current levels working on a year on year increase of 5% of respondents who recognise that these resources are available and useful.
3.6	Female representation on committees and in the decision-making process.	Between 2013 and 2016 the percentage of female representatives on key School committees has risen to 35%. Whilst this does not reach the 50% target, it has to be noted that to do so would put an unreasonable administrative burden on female academic staff. The physical chemistry section has been headed by a female professor from 2013-16 it is anticipated that this will continue to be the case until 2019.	Within the School of Chemistry we have invited PGR, PDRA and Research Fellows to join TLC and LCF, EDC and SAT. As a wider remit we will invite them to observe other committees including SRC and SEB and also encourage all staff to take up the opportunity to observe Faculty committees as described in our submission. Thus highlighting the importance of such roles and providing valuable experience.	HoS, SEB Review by EDC	Guideline term 3 years	Measure: Higher female representation on all committees with target of % female representation that represents our staff gender profile (a target beyond would put an abnormally high administrative workload on female staff). Care taken to ensure that this representation is across the full committee structure and not focussed on purely pastoral areas. Measure: Increased satisfaction (5% year on year) of organisation, structure and information dissemination in the school as reflected in our surveys
3.7	Workload Model	The University workload model for academic staff has been implemented. The data provided by the workload model is discussed in PDRP. An example of the data that is monitored is the workload commitment to (specific) pastoral care of students, the average for a male academic in the School is 18 hours per academic year and the average for female academics is 19 hours per academic year.	This needs to be reviewed annually and anonymised data will be provided so that individuals can compare their load across our School. Numbers to be justified in the context of faculty and institution.	HoS, SEB, DOA, EDC	Ongoing with annual review	Not formally measured – but the PDRP process should be used to allow issues to be raised with line managers on a twice yearly basis (PDRP and interim PDRP meeting). Measure: Check responses to question on "Is PDRP process valuable?" The satisfaction levels are currently low and we aim to move to >75% of our staff responding positively to the survey question by 2019.

Action	Description of action	Action taken and outcome as of 2016	Action planned from Nov 2016	Responsibility	Start Date and Timing	Success Measure
4. Good Practice, Flexible Working, Parental Leave and Support for Carers To demonstrate and highlight good practice in attitudes and work/life balance. To ensure all forms of flexible working are encouraged, made practicable and are promoted as culturally acceptable across the community of our School.						
4.1	In School and institutional training events	All staff now undergo on line training as part of our PDPR process. Appointment of Academic Staff Development Officer.	Extend on-line training in unconscious bias and "Equality and Diversity in Teaching" to our post graduate demonstrators.	Director of Postgraduate Studies, Academic Staff Development Officer	Ongoing with annual review	Measure: 100% academic staff uptake Measure: Establishment of online and formally delivered E&D training as a compulsory part of the year start postgraduate induction program.
4.2	Enhancing maternity/paternity leave policy for postgraduate students and record data systematically.	Maternity and paternity leave policy for PGs was added to the 2016 handbook.	Bring policy for PGR students into line with that for staff.	Chair of EDC and Director of Postgraduate Studies	Ongoing with annual review	Measure: 100% uptake for APM and TS staff involved in front-line teaching and recruitment Measure: Analyse uptake and awareness through our survey responses. Use these to gauge the effectiveness of dissemination routes cf. 2015/2016 surveys
4.3	Advertise parental leave, return to work, flexible working policies, success stories and core meeting hours widely on the School's public website.	Updated University policies have been added to staff handbook which is circulated to staff and added to workspace. This includes information on core meeting hours and parental leave. A dedicated E & D noticeboard is in place and additional information pages have been added to the webpages and on our intranet workspace resources.	Extend practice and knowledge of policy more widely on web. Develop policy to mirror University policy in place for administrative and technical staff.	Chair EDC, DOA, Director of Postgraduate Studies and IT staff	Ongoing with annual review	Measure: Check responses to annual surveys to ensure high proportion of staff are aware of opportunities. Review of take-up six monthly at SEB level. Obtain direct feedback from those who have benefited from the scheme – what could be improved?
4.4	Record data routinely Flexible and part-time working Continue to provide bursary scheme for child care support during e.g. conference attendance	Flexible and part time working survey results need to be analysed (2015-16). A bursary scheme for child care support during conference attendance has not been implemented however; a member of SAT has consulted with a number of professional bodies who do run similar schemes that Research & Teaching staff can apply for. Links to these schemes are provided on our website.	Increase awareness in consultation with staff with reference to practice for Administration and Professional staff. Carers Fund – Faculty wide announcement in 2016 has put in place a clear and transparent mechanism to ensure our staff can access support where needed for conference/ meetings and scientific visits. Introduce a wider scheme to ensure that school visitors, seminar speakers and interviewees are able to access support for carer support to enable their interaction with our school. Add approved text to each seminar invitation or job interview letter.	HoS and SEB Application to Faculty of science scheme. School and EDC will promote internally to our staff and students. Work with HR and WIN to develop a pilot web page and financial scheme to publicise to potential visitors	In place Develop for Sept 2017	Measure: Evaluate take-up of part-time working and impact on culture through annual surveys. Measure: Evaluate take-up Carers Fund through applications and awards. Measure: Put new scheme in place and then evaluate annually the applications and awards.
5. The Culture of our School To ensure that we strive to develop an environment and culture that encourages and supports the development of all of our staff and students at all times.						
5.1	Enhance sense of community in the School <ul style="list-style-type: none">School-wide meetingsTwitter and email updatesFoyer News and School ImagerySchool Xmas and Summer eventsUG welcome, results day, prize giving events and graduation celebrations ChemSoc/ PhD / PDRA and staff surveys The School Summer and Christmas parties are now embedded in the School calendar and have proved to be very popular as shown by School survey results.	All of the actions below have been implemented successfully and are discussed further within this section <ul style="list-style-type: none">School-wide meetingsTwitter and email updatesFoyer News and School ImagerySchool Xmas and Summer eventsUG welcome, results day, prize giving events and graduation celebrations ChemSoc/ PhD / PDRA and staff surveys The School Summer and Christmas parties are now embedded in the School calendar and have proved to be very popular as shown by School survey results.	Now that the new Carbon Neutral Laboratory has opened we must tackle the dual-site issue and ensure integrated activities, connectivity and communications are in place. As part of this we will seek to hold regular events at both sites and encourage attendance across the School. Social space in the School – we are now in a position to move to a single tea/coffee room in a bid to break down perceived barriers. Working practices. The leave booking system will be unified across ALL staff with the introduction of the UoN E-Days system which will also allow colleagues to report in the same way their off-site activities including home-working, conference attendance and business meetings.	DOA and HoS	Ongoing Within 1 year From January as UoN rolls out the software	Measure: Improved responses to staff surveys including maintaining our very high staff response. Measure: Increased numbers attending the School-wide meeting. Begin to monitor and check on staff participation. Measure: Uptake and usage of the new UoN E-Days – add specific question(s) to the relevant School survey(s) to obtain feedback.

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5.2	School events for Undergraduates	We also have broadened our UG events to include welcomes to each returning year group (by the Year Heads) as well as the Fresher's intake. We also hold a results day event – which has been improved by taking feedback from our cohorts and also our graduation event. We have also taken time to ensure support and staff participation at ChemSoc events (such as the annual quiz).	Seek to broaden the events linking UGs, PhDs and academics further ChemSoc events and careers featured events.	HoS, TLC and ChemSoc	Annual	Measure: Obtain feedback on each of the events from ChemSoc focus groups and also through the annual surveys.
5.3	School Website (Public) and Moodle/Workspace (Internal)	This has not been implemented and was probably an over ambitious action given that the University E&D pages do not provide this facility.	The UoN and the science faculty have now brought in profession web designers to upgrade the faculty web pages related to policies and E&D. We will aim to ensure that the school pages point directly to these and that our internal workspace pages are linked appropriately to deliver key information.	HoS, IT technical staff Faculty PVC	From January 2017	Measure: Add a specific reference to E&D policies and web-based provision to all of the surveys to allow us to obtain feedback and assess responses year on year.
5.4	Equality and Diversity Committee	The EDC now meets monthly a week before the SAT in order to ensure good communication. The Chair of EDC now sits on SAT and is the School representative on WIN. The president of ChemSoc now sits on the EDC. PhD and PDRA Forum each have members on EDC.	EDC is performing well, but delivery of this Athena SWAN bid is just the start of the next cycle. Succession and legacy planning is key to our delivery of this action plan. The current chair will remain in place for at least one year and deputy EDC chair will be nominated with a view to taking over that role. Surveys of staff and students for comparison with previous data.	HoS Chair EDC.	January 2017	Measure: Continuity to be assessed by progress against action points and also by assessing staff surveys to check that the activities of EDC are recognised.
5.5	Input and feedback on Equality and Diversity and related topics through 2014, 2015 and 2016 surveys using data from those conducted to date as benchmarks.	These surveys have been carried out yearly (2014-2016). Progress has been made on the question database in order to probe the correct topics and provide a comparison year on year that will enable good tracking of the experience, attitude and the sense of community of all members of the School.		Chair and membership EDC in conjunction with PhD and PDRA forum committees and ChemSoc	Carried out annually with common questions	Measure: Evidence of positive change in experience, attitude, sense of community as measured by survey feedback.
5.6	Promote visibility of women in science	We have instigated a weekly newsletter which highlights the achievements of all staff. In 2016 the initiative was undertaken to dedicate (for international women's day) the content of the rolling TV screens in the foyer to women in the School. This has now become embedded in the School calendar and in 2017 will be accompanied by a number of School events celebrating the successes of women in both R&T and APM staff categories. Other celebrations including Black History and LGBTI month are also celebrated.	Continued critical analysis of our Posters, publicity materials, displays and images on our rolling TV screen in foyer.	Review by EDC / HoS DOA	Ongoing	Measure: Increased percentage of women at all school levels with the aim of at least matching HESA national statistics at UFG, PGR, PDRA and staff. Measure: Reinforcement of appreciation of contribution of women in our school to the STEM agenda at all levels – to be assessed through survey responses. Measure: For Open Day and UCAS events we have now gathered a significant number (10 - 15) of "secret shopper" informal feedback reports of our events. These have largely come from attendees who are fellow academics (at other institutions) or industrial collaborators. We will continue to seek feedback from these "critical friends" to guide our decision making on these events.
5.7	Assess and review intersectionality and representation of BME groups of staff in all our job families and in our student cohorts	Data have just become available in 2016 for staff job families and data for student cohorts UG and PGR are not yet available through our institutional systems – but the implementation of this facility is imminent.	We will carefully monitor the visibility and prominence of our BME colleagues on our advertising and publicity media. We will also take steps to address our recruitment and interview processes in line with the UoN's institutional bid for Race Equality Charter.	HoS, Chair EDC	From April 2017	Measure: Increases in the proportion of BME staff in all job families and assessment of our student cohorts against national statistics. Measure: Positive responses to new questions around ethnicity which will be added to our annual surveys.