



Athena SWAN Silver department award application

Name of university: University of Leicester

Department: Department of Chemistry

Date of application: November 2016

Date of university Bronze Athena SWAN award: November 2014 renewal

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Athena SWAN **Silver Department** awards recognise that in addition to university-wide policies the department is working to promote gender equality and to address challenges particular to the discipline.

Not all institutions use the term 'department' and there are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' for SWAN purposes can be found on the Athena SWAN website. If in doubt, contact the Athena SWAN Officer well in advance to check eligibility.

It is essential that the contact person for the application is based in the department.

Sections to be included

At the end of each section state the number of words used. Click [here](#) for additional guidance on completing the template.

List of Abbreviations

HoD	Head of Department
PDD	Performance Development Discussion
PDRA	Postdoctoral Researcher
PGR	Postgraduate Researcher (PhD student)
PGT	Taught Postgraduate (MSc student)
SAT	Self-assessment team
UG	Undergraduate
UoL	University of Leicester
WLC	Working Lives Coordinator

1. Letter of endorsement from the head of department: maximum 500 words (490 words)

An accompanying letter of endorsement from the head of department should explain how the SWAN action plan and activities in the department contribute to the overall department strategy and academic mission.

The letter is an opportunity for the head of department to confirm their support for the application and to endorse and commend any women and STEMM activities that have made a significant contribution to the achievement of the departmental mission.



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24th November 2016

Dear Dr Gilligan,

This is a joint letter from the newly appointed (1st September 2016) Head of Department, Professor Andrew Ellis, and the former HoD, Professor Emma Raven (2013-2016). We both strongly support our application for an Athena SWAN Silver Award. The hard work by our self-assessment team (SAT), led by Dr Alison Stuart, has delivered a major change of culture within our Department since achieving our Bronze award in 2013. Key Charter principles such as core hours, mixed-gender selection panels and flexible working patterns are now firmly embedded. The change in culture goes much further, impacting on all aspects of Departmental life, with regular discussion of gender issues, career progression and work-life balance at staff meetings, greatly improved communication (e.g. through regular good news emails from the HoD), and a revised induction pack and website that provide information and links relevant to women in academic careers. This was achieved under the guidance of our first female Head of Department, Professor Emma Raven.

As well as confirming the successful implementation of our Bronze Action Plan, we want to take this opportunity to highlight some of the new actions that are being undertaken. A key focus for future action is the transition from postdoctoral researcher into senior researcher roles or full academic positions, since this appears to be our most serious attrition point in the 'leaky' pipeline. We have discussed this with postdoctoral workers in focus group activities and have taken action in a number of ways to provide a more supportive environment, including introducing mentors who are distinct from their line manager, and the full inclusion of PDRAs in our annual appraisal programme. We will also employ final mentoring meetings for all PDRA workers to build up a knowledge base about career destinations at this critical career transition point. We have introduced a comprehensive staff handbook that benefits not only PDRAs, but all staff, both new and

existing. Other ways to break down barriers include the introduction of open staff meetings for the full range of staff (academic, administrative, technical and PDRA). We have also appointed a senior member of the academic staff, Professor Karl Ryder, in a new role as Working Lives Coordinator and he is leading new initiatives in areas such as work-life balance, staff feedback, information communication, and general departmental collegiality. The WL Coordinator is part of the Departmental Leadership Team.

The issue of gender fairness is now firmly embedded within the full range of Departmental Activities and we are looking to take this even further on the basis of the action plan described as part of this document. We commend the hard work and commitment to the core principles of Athena SWAN shown by everyone within our Department, and pay a particular tribute to the leadership provided by Dr Alison Stuart. The Department's Athena SWAN journey is now firmly established and we look forward with great enthusiasm and commitment to playing a very active role in the next phase.

Yours sincerely,



Professor Andrew M Ellis



Professor Emma Raven

2. **The self-assessment process:** maximum 1000 words (994 words)

Describe the self-assessment process. This should include:

- a) A description of the self assessment team: members' roles (both within the department and as part of the team) and their experiences of work-life balance

Our self-assessment team (SAT) currently consists of 5 men and 5 women who represent a wide range of Departmental roles, academic grades and work/life experiences. Each member is allocated 20 hours of time in the Workload Model for contributing to the SAT and additional time was allocated to the Chair for preparing this application. The SAT members are:

	<p>Paul Cullis, Professor of Organic Chemistry</p> <p>Member of the University Athena SWAN Executive Committee, leads the University Aurora Scheme and Daphne Jackson Scheme and member of the University Equality and Diversity Committee. Developed the Department's Staff Handbook. Single parent to now grown-up son.</p>
	<p>Andrew Ellis, Professor of Physical Chemistry, Head of Department</p> <p>Senior academic in charge of promotions, appraisals and new mentoring scheme for PDRAs. Joined the SAT in September 2016 when he became Head of Department.</p>
	<p>Vicky Emms, PhD Student</p> <p>Postgraduate student representative and co-lead on PhD student exit questionnaire. Balances studying for a PhD with caring for her daughter.</p>



Zoe Fleming, Research Fellow

Researcher representative who runs the annual staff survey, staff exit questionnaire and PhD student exit questionnaire. In dual-career relationship and balances work with shared hobbies.



Mark Lowe, Lecturer in Inorganic Chemistry

Co-lead on designing the Departmental Athena SWAN webpages, careers leaflet and staff survey. Shares childcare responsibilities for two children with his wife who works full-time.



Emma Raven, Professor of Inorganic Chemistry and Head of Department (2013-2016)

Instrumental in cultural changes in the Department including new workload model, introducing the first all-staff meeting, providing mentoring for staff after a career break, sending regular good news emails to all staff and publicly supporting Athena SWAN at every opportunity. She is married and has caring responsibilities for elderly family.



Vicky Robbins, Administrator

Administrative staff representative who provides support to SAT and helped to organise the Departmental Athena SWAN event.



Karl Ryder, Professor of Physical Chemistry

New Working Lives Coordinator who oversees appraisals, mentoring and staff feedback now that Prof Ellis is HoD. He is married to a full-time professional scientist and together they raise two young children.



Alison Stuart, Senior Lecturer in Organic Chemistry, Chair of SAT

Staff data support, organised in-house training for staff and career workshops for postgraduate students and PDRAs, organised the Departmental Athena SWAN events and lead author. Worked 0.8 FTE since 2004 and is bringing up two children with her husband, who works full time.



Barbara Villa Marcos, Undergraduate Laboratory Manager

Technical staff representative. Student data support to SAT and regularly updates Departmental Athena SWAN webpages with news items. Has a supportive partner who is also a chemistry researcher.



Neil Wade, 4th Year MChem Student

Undergraduate representative who is keen to promote Athena SWAN and discuss gender equality issues with his peers.

- b) an account of the self assessment process: details of the self assessment team meetings, including any consultation with staff or individuals outside of the university, and how these have fed into the submission

The SAT meets every two months and has focussed on implementing the Action Plan since we were awarded our Bronze award in November 2013. Membership of the SAT has been reasonably stable with some new members replacing departing students, the administrative representative and HoD representative. The SAT chair sits on the College Gender Equality Group and the Departmental Leadership Group in order to ensure that Athena SWAN is discussed at the highest level in the Department. Professor Cullis is also chair of the University Athena SWAN Working Group and a member of the University Athena SWAN executive group.

Feedback from staff and students at all levels has been important to the SAT and the development of Athena SWAN in our Department (**Actions 2.1 and 2.2**):

- (i) We hold an annual staff and student survey every September. In 2013 only 15 females and 20 males responded to the survey and this has now grown to 46 females and 60 males in 2016 (78% of all staff and 59% of postgraduate researchers).
- (ii) Athena SWAN has been a standing item at all staff meetings since 2012. As a direct result of the Athena SWAN process, the Department has now introduced two staff meetings each year that are open to all staff, not just academic staff.
- (iii) Since the key career transition point in terms of loss of women in our Department is from postdoctoral researchers (PDRAs) to academic, a focus group of 11 PDRAs was commissioned by the SAT and facilitated by the Research Staff Development Advisor and the Equalities Project Officer in order to inform Departmental Practice.
- (iv) An annual Athena SWAN event is now held in the Department in June with an external speaker and round table discussions, enabling staff and postgraduate students to contribute to the Athena SWAN process. This event was attended by 34-37 people in 2015 and 2016.
- (v) A new “Induction and Resource Pack for all Staff and Postgraduate Students” was developed in 2015, launched in draft form in 2016 and released on the Department’s website for 1 month for staff and students to provide feedback.



Prof Alison Rodger presenting at the Athena SWAN Event in 2016

The Department has an external advisory group consisting of nationally-recognised academic and industrial chemists (3 male/2 female), and they have reviewed our Athena SWAN activities. We have also obtained expert advice from Professor Alison Rodger from the Silver Athena SWAN Chemistry Department at Warwick University and Professor Paul Walton from the Gold Athena SWAN Chemistry Department at York University.

- c) Plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms and in particular how the self assessment team intends to monitor implementation of the action plan.

The SAT will continue to meet every two months to monitor gender equality issues within the Department and to implement the Action Plan, by prioritising activities and ensuring actions are taken forward by the designated person or team responsible. The SAT chair will continue to report to the College Gender Equality Group, the Department's Leadership Group, all-staff meetings and academic staff meetings with opportunities for feedback and suggestions from staff and students. The SAT will continue to champion gender equality issues at each of the Department's other committee meetings including Admissions, Learning & Teaching, Staff-Student, Safety and Research. For example, the Research Committee has increased the number of female seminar speakers, introduced communal coffee before seminars for the whole research school from undergraduate students up to academics and publicised fellowship schemes on the Department's Athena SWAN website.

3. A picture of the department: maximum 2000 words *(1987 words)*

- a) Provide a pen-picture of the department to set the context for the application, outlining in particular any significant and relevant features.

Our Department is recognised both nationally and internationally for its research and its excellence in teaching. We are located in the heart of the main campus and the research and teaching laboratories are equipped to the highest standard. The Department has 65 staff, including 24 academic, 20 postdoctoral researchers and 21 technical and professional services staff.

We have three female academic staff, Professor Emma Raven, Dr Alison Stuart (Senior Lecturer, 0.8 FTE) and Dr Elena Piletska (Lecturer), along with a female Laboratory Manager, Dr Barbara Villa Marcos. Of the 24 academic staff, 8 have school-aged children and the Department allows staff to work flexibly to manage caring responsibilities. All committee and staff meetings have been held within core hours since 2012, enabling parents to drop children off at school in the morning and/or pick them up promptly after school.

The Department has performed consistently well in the National Student Survey and achieved 95% satisfaction in 2016 with its largest graduating cohort. 76% of students in 2016 gained a 1st or 2(i) degree classification with the majority of these students being female. The Department typically enrolls 100-120 undergraduate students each year and PGT numbers on our MSc programs fluctuate between 13 and 20 per annum. The number of PhD students has risen to over 90 in the last two academic years. Since the Athena SWAN committee was introduced in 2012, we are

particularly pleased that the percentage of female undergraduates has increased from 40% to 50%, female postgraduate researchers have risen from 36% to 52% and female postdoctoral researchers have improved dramatically from 33% to 50% (**Table 1**). We are not losing females in the undergraduate → postgraduate → postdoctoral transitions, which is in contrast to the national picture for Chemistry where there is a decrease in the proportion of females as they move from undergraduates (42% female) to postgraduates (40% female) to PDRAs (30% female).

We have staff meetings for all staff twice a year. In addition there are two academic staff meetings per year that focus more heavily on academic issues. These meetings are chaired by the Head of Department and the minutes of all Departmental Committees, including the SAT, are discussed. Athena SWAN issues are also a standing item at the Departmental Leadership Group and monthly College Management Boards of all the Heads of the Physical Sciences and Engineering Departments.

Table 1. Percentage of students/staff who are female

	2011/12	2015/16
Undergraduates	40	50
Postgraduate Researchers	36	52
Postdoctoral Researchers	33	50
Academic	13	17

Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.

We have used HESA benchmarking data for Chemistry 2012/13 throughout (**Actions 3.1 and 3.2**).

Student data

- (i) **Numbers of males and females on access or foundation courses** – comment on the data and describe any initiatives taken to attract women to the courses.

The Department does not run a free-standing foundation course.

- (ii) **Undergraduate male and female numbers** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the impact to date. Comment upon any plans for the future.

Since the Athena SWAN committee was initiated in 2012, we are pleased to report that the number (and percentage) of female undergraduates (UGs) has increased every year from 133 (40%) in 2011/12 to 179 (50%) in 2015/16 (**Figure 1**). We are now above the UK average for Chemistry, which has consistently been 42% since 2004/05.

“Annual increase in the percentage of female UG students, from 40% in 2011/12 to 50% in 2015/16”

The Admissions Committee ensures that there is a good gender-balance of UGs and academic staff available at the UCAS Open Days. Over the last three years there have been slightly more female than male students helping at the UCAS Open Days to compensate for the smaller numbers of female academic staff and this may have contributed to the Department recruiting more female undergraduates recently.

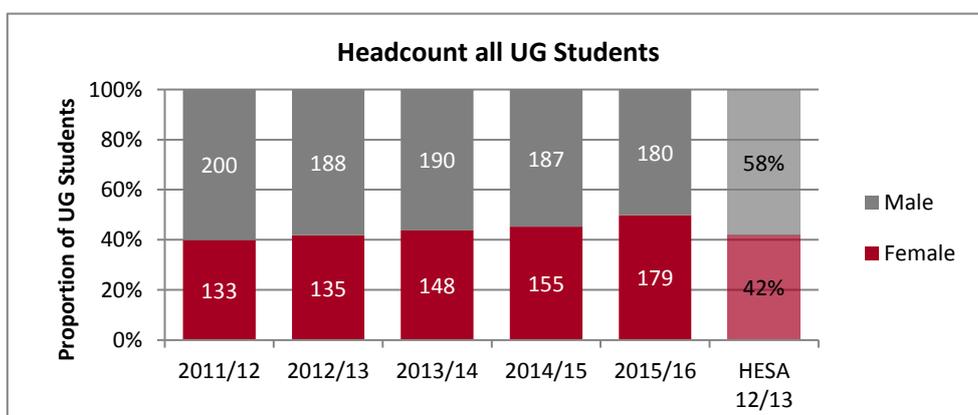


Figure 1. Undergraduate degrees: percentage of students who are female and the total number of each gender of registered students.

- (iii) **Postgraduate male and female numbers completing taught courses** – full and part-time – comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

Since we have only a small number of full-time taught postgraduate students (normally 13-20 PGTs in each academic year), the relative numbers of female and male students (**Figure 2**) is not particularly meaningful. Over the last 5 years the average percentage of taught female postgraduate students was 32%, which is lower than the national picture for Chemistry (46% in 2012/13). We are below the national benchmark because we recruit a high proportion of international students and these applications have traditionally been from men.

Action 3.3: We will hold focus groups of female international PGTs to develop a better understanding of the specific needs of this group and to develop promotional material to encourage more female international students to attend our taught postgraduate courses.

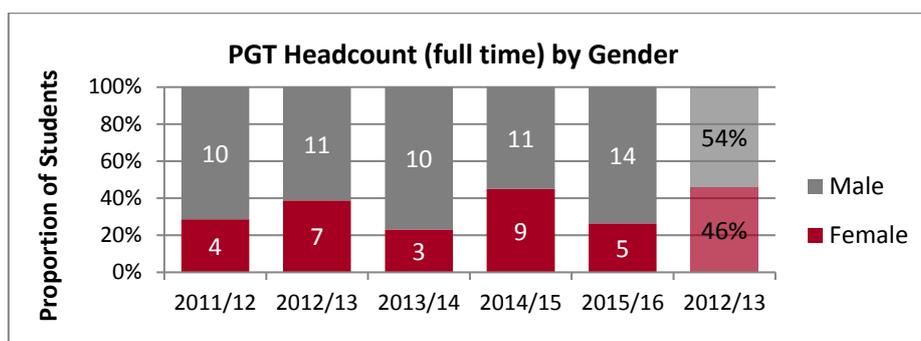


Figure 2. Postgraduate taught degrees (MSc – full time): percentage of female students and the total number of each gender of registered students.

The Departments of Chemistry and Criminology have been jointly running a new, distance-learning, part-time (0.5 FTE) MSc degree in Forensic Science and Criminal Justice since 2012/13. The percentage of female taught postgraduate students has averaged 65% over the first four years, suggesting that the flexible structure of this course is more appealing to females (**Figure 3**). The closest data set that can be used to benchmark these data is “Forensic and archaeological sciences” and in the UK 66% of the postgraduates who worked part-time were female in 2012/13.

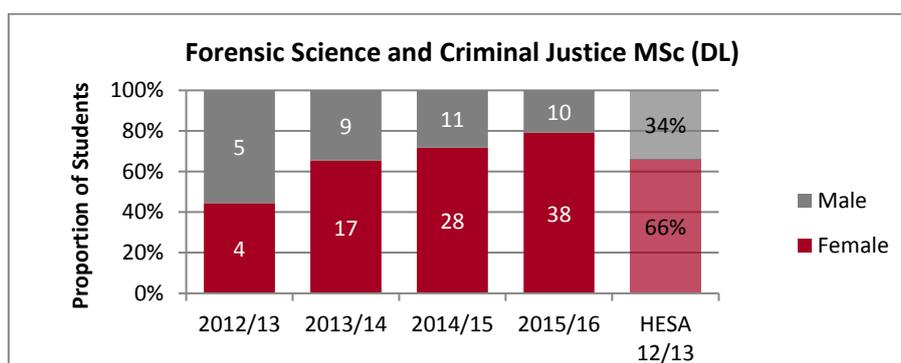


Figure 3. Postgraduate taught degrees (MSc – part time): percentage of female students and the total number of each gender of registered students.

- (iv) **Postgraduate male and female numbers on research degrees – full and part-time –** comment on the female:male ratio compared with the national picture for the discipline. Describe any initiatives taken to address any imbalance and the effect to date. Comment upon any plans for the future.

There has been a consistent year on year improvement in the number (and percentage) of female postgraduate research students from 25 (37%) in 2012/13 to 50 (52%) in 2015/16 (**Figure 4**). We are now above the UK average for Chemistry, which was 40% in 2012/13.

“Annual increase in the number (and percentage) of female PhD students, achieving gender parity in 2015/16”

Professor Emma Raven delivers an annual presentation to final year UGs about the benefits of studying for a PhD and how to apply. In order to encourage more female UGs to consider undertaking PhD studies, the annual talk was revised in 2014 and now includes presentations from two female PhD students who are good role models.

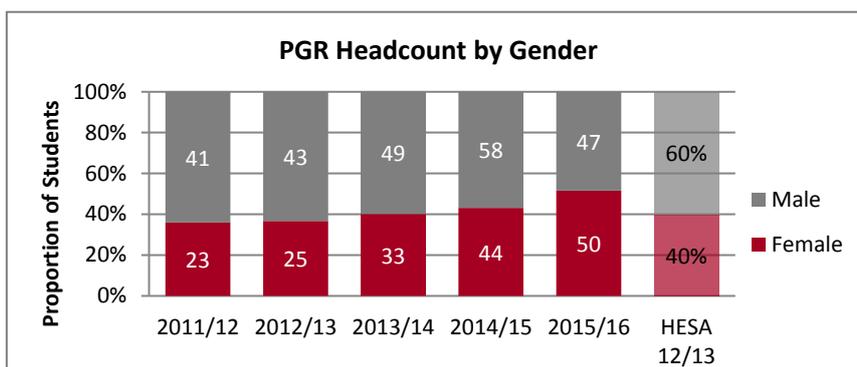


Figure 4. Postgraduate research degrees (PhD): percentage of female students and the total number of each gender of registered students.

- (v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees** – comment on the differences between male and female application and success rates and describe any initiatives taken to address any imbalance and their effect to date. Comment upon any plans for the future.

At undergraduate level the percentage of female offers has been consistently similar to the percentage of female applications over the last 5 years and there is no obvious bias in the process of course advertising or student selection (**Figure 5**). The admissions team has also observed that since 2012/13, the percentage of female acceptances tended to be slightly higher than the percentage of female applications and so the strong female presence at UCAS Open Days may be helping with our recruitment of female undergraduates.

A sub-group of the SAT designed a new leaflet to highlight successful careers by 3 female and 2 male graduates from the Department. The leaflet also contains a strong female presence in the pictures and a statement from our recent female Head of Department. This leaflet is available to our visitors on UCAS and Open Days.

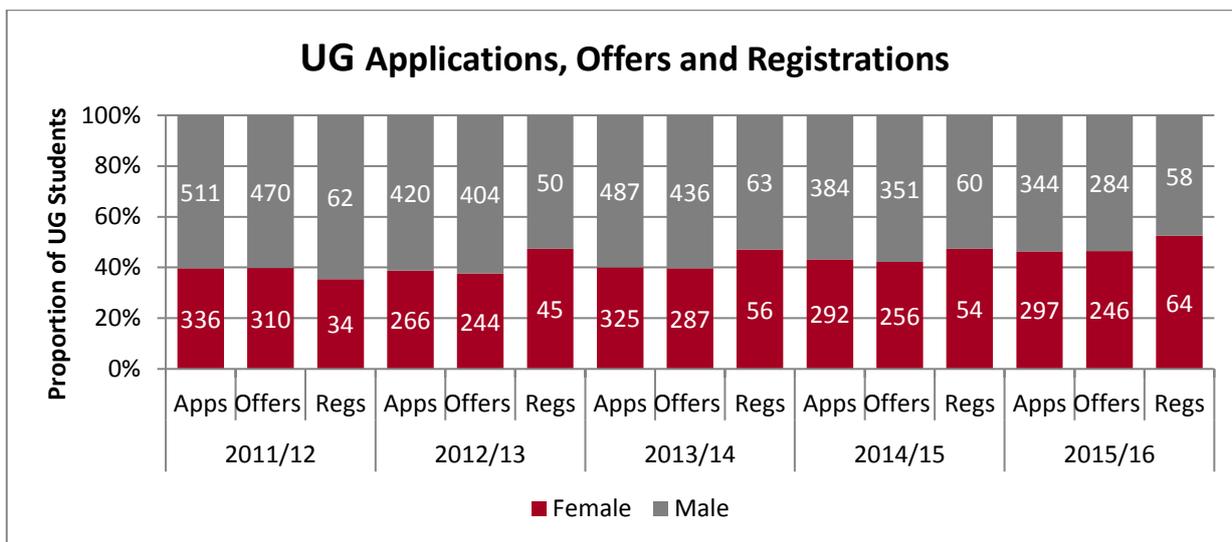


Figure 5. Number of undergraduate applications, offers and acceptances by gender.

For taught, full-time MSc courses (**Figure 6**) the percentage of female applicants has averaged 43% in the last 5 academic years. The percentage of female offers (44%) has been consistently similar to the percentage of female applications and there is no evidence for gender bias in student selection. The percentage of female acceptances, however, tends to be lower than the percentage of female offers. Since 50% of the PGT cohort is from overseas, it is difficult to understand the different factors (visas, funding and cultural) that affect decisions on whether to accept an offer. Focus groups of female international students will be held in order to develop a better understanding of the specific needs of this group and potential reasons for the lower uptake (**Action 3.3**).

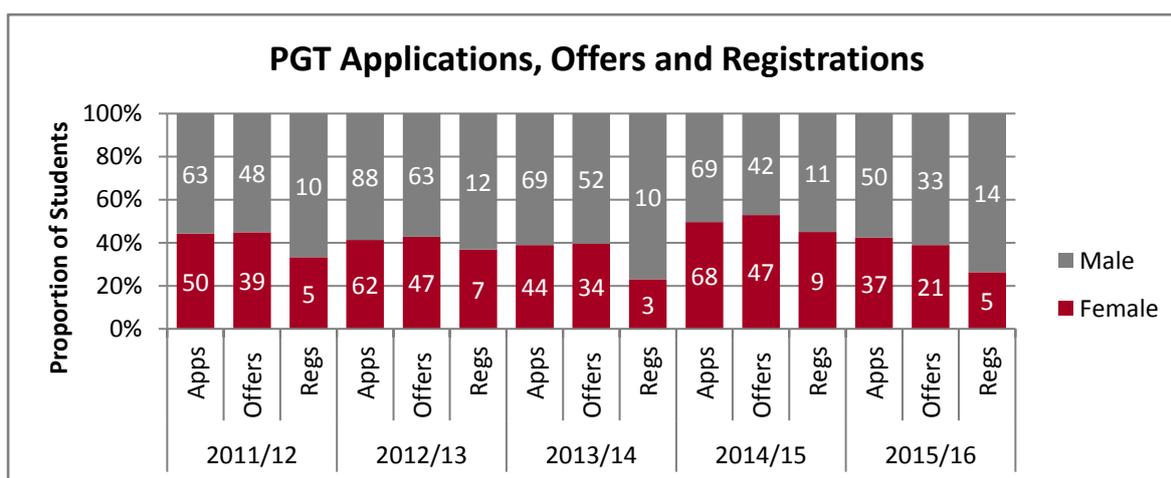


Figure 6. Number of PGT (MSc Chem) applications, offers and acceptances by gender.

The flexibility offered by the part-time, distance-learning course in Forensic Science and Criminal Justice has proved attractive to female graduates. **Figure 7** shows that there is consistency across

the applications (69% average), offers (72% average) and acceptances (69% average) in each academic year.

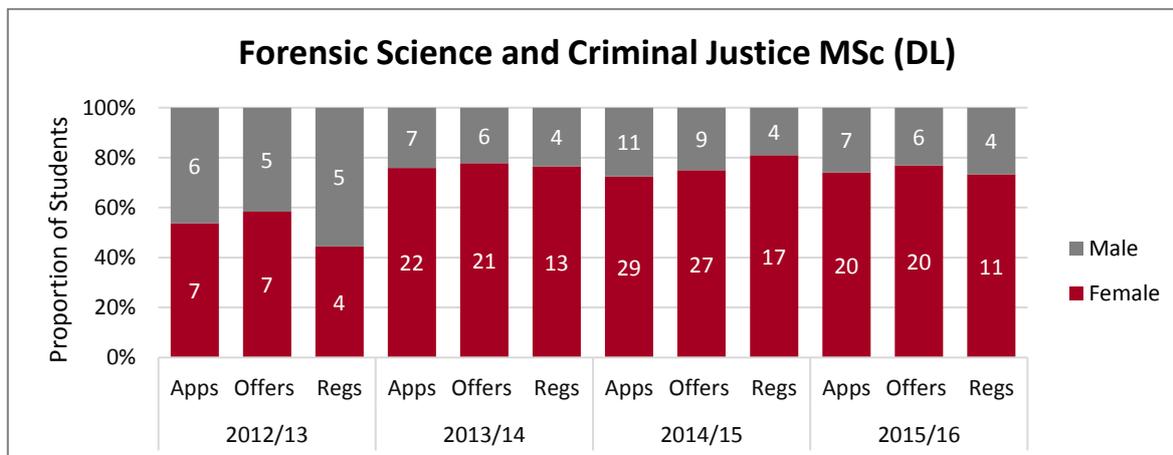


Figure 7. Number of PGT (MSc Forensic) applications, offers and acceptances by gender.

Figure 8 shows the gender ratio of applications, offers and acceptances at PhD level. Over the last 5 years the proportion of female applicants averaged 38%, while 42% of offers were made to females and 52% of the acceptances were female. The Department has made a concerted effort to increase the percentage of female seminar speakers (up from 14% in 2011/12 to an average of 22% over the last three academic years) in order to increase the number of female role models seen by final year MChem and PhD students.

Action 3.4: The percentage of female seminar speakers will be increased further to a minimum of 30% and the successful careers of recent graduates, particularly females, from the Department will be highlighted on the Athena SWAN webpages.

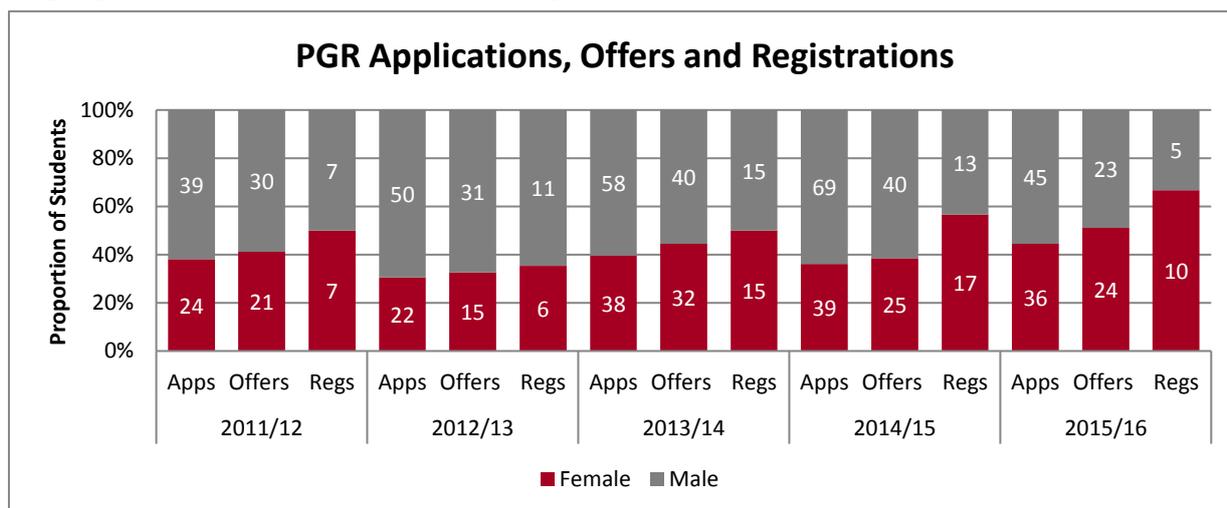


Figure 8. Number of PGR applications, offers and acceptances by gender.

- (vi) **Degree classification by gender** – comment on any differences in degree attainment between males and females and describe what actions are being taken to address any imbalance.

Figure 9 reflects degree classifications for all of our undergraduate degree programmes, including BSc and MChem degrees. On average 72% of our female students and 74% of our male students achieved either a 1st or 2(i) degree between 2012 and 2016. These figures are in line with the UK figures reported by the Royal Society of Chemistry in 2011/12 of 72% and 65%, respectively. The Teaching & Learning Committee is pleased that both male and female undergraduates perform well in our Department and there does not seem to be a gender bias.

Although the number of students involved is small, there is no significant difference in the achievements of the male and female postgraduate students on the Department’s MSc courses (**Figure 10**).

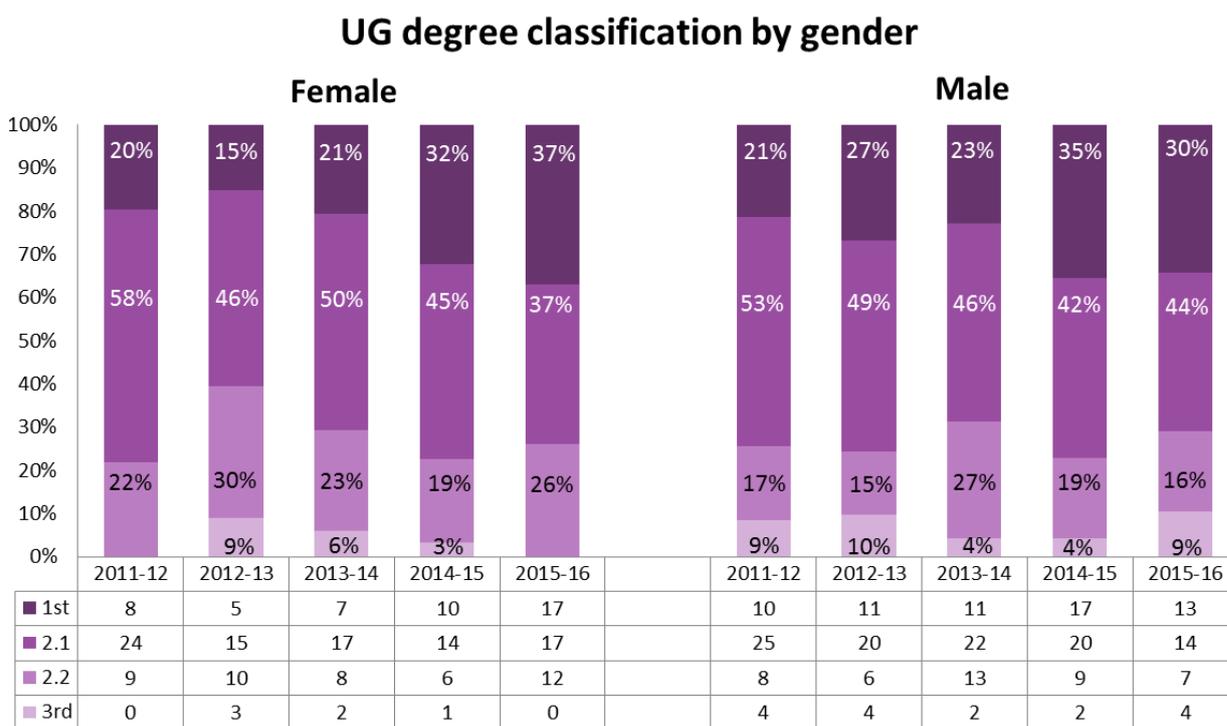


Figure 9. Undergraduate degree classification by number and percentage of each gender

PGT degree classification by gender

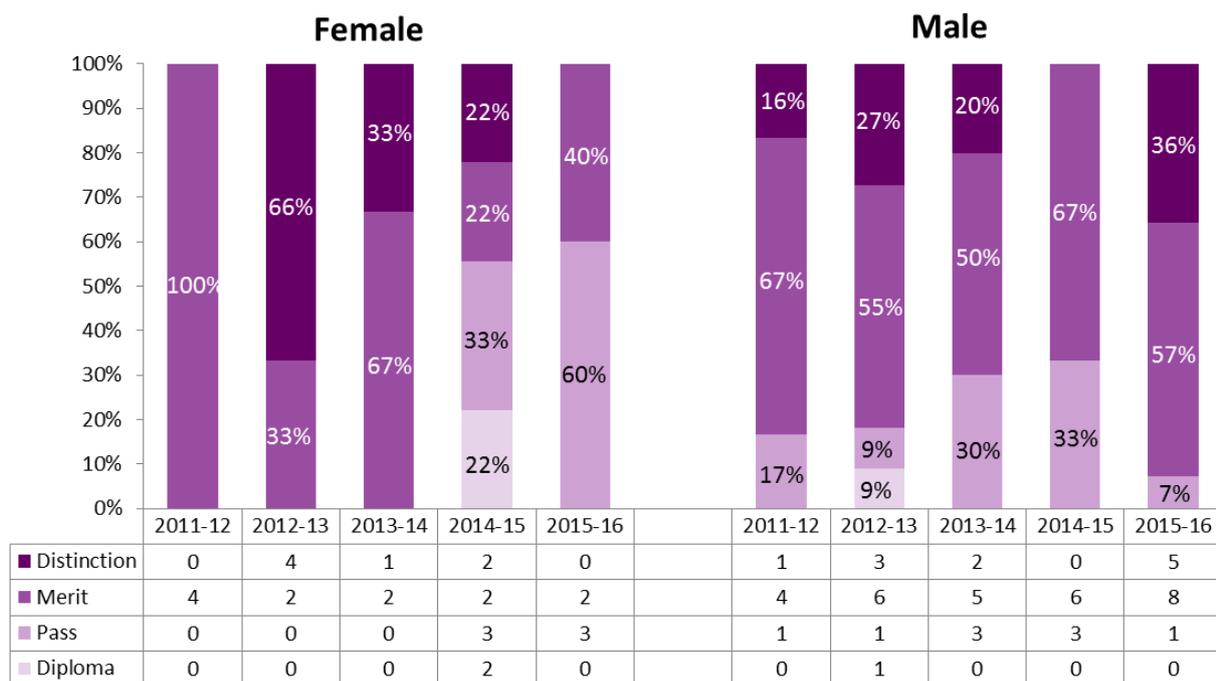


Figure 10. Postgraduate degree classification by number and percentage of each gender

Staff data

- (vii) **Female:male ratio of academic staff and research staff** – researcher, lecturer, senior lecturer, reader, professor (or equivalent). comment on any differences in numbers between males and females and say what action is being taken to address any underrepresentation at particular grades/levels

The proportion of female research and academic staff has increased from 19% in 2011/12 to 33% in 2015/16 (**Table 3**) and we are now in line with the HESA benchmark (33% female in 2012/13). The number (and percentage) of female research staff improved dramatically from 4 (33%) in 2011 to 10 (50%) in 2015. We think that the evident cultural change in our Department has impacted upon the recruitment of PDRAs.

“Annual increase in the percentage of female PDRAs from 33% in 2011 to 50% in 2015”

A comparison of the numbers of female research with female academic staff in **Table 3** demonstrates that the key attrition point for females in our Department occurs in the movement from the research to academic staff grades. The academic staff gender balance is slow to improve because there is a much lower turnover of academic staff and only 6 academic appointments have been made in the last 5 years.

We will continue to ensure that our job profiles (including our inclusive friendly culture and opportunities for flexible working) and recruitment processes (including training in unconscious bias and gender balance of recruitment panels) encourage women to apply and to be appointed.

Action 3.5: A new Departmental Staffing Group will be set up and will be responsible for identifying suitably qualified female academic staff candidates ahead of the advertising process and encouraging them to apply. They will also draft, review and approve job specifications and advertising strategies.

Table 2. Overview of research and academic staff grades and roles in the Department

Job Role	Grades
Research Assistant	6
Research Associate	7
Teaching Fellow	7
Research Fellow	8
Lecturer	8
Senior Lecturer	9
Reader	9
Professor	10

Table 3. Academic and research staff by gender and role

Year	Role	No. of Female	No. of Male	% Female
2011/12	Research Assistant	2	1	67
	Research Associate	2	7	22
	Teaching Fellow	1	2	33
	Research Fellow	0	0	0
	Lecturer	1	5	17
	Senior Lecturer	0	5	0
	Reader	0	2	0
	Professor	1	6	14
	Total	7	29	19
2012/13	Research Assistant	1	0	100
	Research Associate	3	7	30
	Teaching Fellow	0	2	0
	Research Fellow	1	0	100
	Lecturer	0	6	0
	Senior Lecturer	1	4	20
	Reader	0	2	0
	Professor	1	6	14
	Total	7	27	21
2013/14	Research Assistant	2	0	100
	Research Associate	4	11	27
	Teaching Fellow	0	2	0

	Research Fellow	2	1	67
	Lecturer	0	4	0
	Senior Lecturer	1	7	13
	Reader	0	0	0
	Professor	1	9	10
	Total	10	34	23
2014/15	Research Assistant	2	2	50
	Research Associate	10	11	48
	Teaching Fellow	0	1	100
	Research Fellow	2	1	67
	Lecturer	0	4	0
	Senior Lecturer	1	5	17
	Reader	0	1	0
	Professor	1	9	10
	Total	16	34	32
2015/16	Research Assistant	2	0	100
	Research Associate	7	9	45
	Teaching Fellow	1	1	50
	Research Fellow	1	1	50
	Lecturer	1	5	17
	Senior Lecturer	1	4	20
	Reader	0	1	0
	Professor	1	9	10
	Total	14	29	33

- (viii) **Turnover by grade and gender** – comment on any differences between men and women in turnover and say what is being done to address this. Where the number of staff leaving is small, comment on the reasons why particular individuals left.

In the past five years 36 members of staff (15 female) left the Department of Chemistry (**Table 4**). Thirty-one of these (14 female) were PDRAs on fixed-term contracts. The turnover of academic staff is very low with only two retirements (two male senior lecturers). One lecturer on a fixed term contract left for a lectureship position at Nottingham Trent University, whilst two Teaching Fellows (1 female and 1 male) both left to take up lectureship positions at different institutions after a successful mentoring scheme within our Department. The leave rate for academics is therefore zero and shows that our academic staff are content with our working environment.

“94% of research and academic staff think that my Department is a great place to work”
2016 Departmental staff survey

Table 4. Staff turnover by gender

Academic Year	Female	Male
2011/12	2 Research Associates 1 Teaching Fellow	2 Research Associates 1 Senior Lecturer (retirement)

2012/13	2 Research Associates	1 Research Associate 1 Teaching Fellow
2013/14	1 Research Assistant 2 Research Associates	1 Lecturer (fixed term contract) 6 Research Associates
2014/15	3 Research Assistant 2 Research Associates	2 Research Assistant 3 Research Associates 1 Senior Lecturer (retirement)
2015/16	2 Research Associates	3 Research Associates

In order to understand the leaky pipeline in our Department and the experiences of PDRAs, the SAT introduced a staff exit questionnaire in 2014. The initial response rate has been around 50% but we are now putting in measures to increase the response rate to >80% (**Action 3.6**).

Action 3.6.1: The new staff induction pack will highlight on day one that all staff are expected to complete the staff exit questionnaire at the end of their contract and that it will be used to inform the policies and procedures in our Department.

Action 3.6.2: A final mentoring meeting will be held for all staff before they leave the Department with a clear expectation to hand in the staff exit questionnaire.

Action 3.6.3: Dr Fleming, who is in charge of analysing our staff exit questionnaires, will set up a new destination survey database to investigate the types of employment that our PDRAs enter when they leave the Department.

Action 3.6.4: Focus groups of PDRAs and PGRs will be held to discuss career opportunities and the reasons for leaving HEI, particularly for women.

4. **Supporting and advancing women's careers:** maximum 5000 words (4977 words)

Key career transition points

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
 - (i) **Job application and success rates by gender and grade** – comment on any differences in recruitment between men and women at any level and say what action is being taken to address this.

Since the turnover of academic staff in our Department is relatively low, there have only been few appointments over the last 5 years. In 2013 we recruited a new research group into the Department consisting of a Professor, a Senior Lecturer, a Lecturer and two Research Fellows (4 Male and 1 Female). The female Research Fellow was subsequently promoted to a Lectureship in 2015. Since

then, the Department has only appointed one temporary Teaching Fellow (Female) and one permanent Teaching Fellow (Male).

The number of female applicants for academic and research positions has been consistently lower (27%) than male applicants (60%) for the last five years (Table 5). However, we have appointed 24 females and 22 males. Therefore, selection does not appear to be biased against women for research and academic positions.

Table 5. Applications and offers made for academic and research position by year

Year	Applications			Offers			Offers as % of Applications		
	Female	Male	Total*	Female	Male	Total	Female	Male	Total
2011/12	41 (27%)	93 (61%)	153	6	2	8	15%	2%	5%
2012/13	26 (23%)	62 (55%)	112	6	8	14	23%	13%	13%
2013/14	46 (28%)	99 (60%)	166	5	4	9	11%	4%	5%
2014/15	29 (29%)	53 (52%)	101	4	6	10	14%	11%	10%
2015/16	39 (26%)	110 (73%)	151	3	2	5	8%	2%	3%

*83 applicants (16%) did not respond to the question on gender from 2011/12 to 2014/15

In order to attract a higher proportion of female applicants, a new Departmental Staffing Group will be set up. This group will identify and encourage applications from suitably qualified female candidates, particularly for academic positions, and will ensure that our job profiles and recruitment process encourage women to apply (**Action 3.5**).

- b) **Applications for promotion and success rates by gender and grade** – comment on whether these differ for men and women and if they do explain what action may be taken. Where the number of women is small applicants may comment on specific examples of where women have been through the promotion process. Explain how potential candidates are identified.

Career progression of all staff is discussed at an annual Professorial meeting in October, since these staff conduct most of the appraisals in the Department. Staff are identified 1-2 years in advance of a possible promotion and the HoD discusses the actions needed to strengthen the case. Each member of staff applying for promotion is now appointed a senior academic to help compile the strongest possible case. If the application is unsuccessful, the same senior academic provides feedback and helps candidates develop a SMART plan for resubmission.

Table 6 summarises the details of the nine academic applications (1 female) for promotion by gender and grade over the last five years. Three of these applications were unsuccessful (3 to Senior Lecturer, all male), making the success rate for females equal to 100% and for males 63%. In the 2016 Departmental survey 97% of research and academic staff thought that “staff are treated on their merits irrespective of gender (e.g. both women and men are actively encouraged to apply for promotion)”.

Action 4.1.1: A new promotion system starts in the University in 2016/17 and a library of successful applications will be compiled with consent of the authors.

Action 4.1.2: The Department will introduce new mentoring opportunities for mid-career academic staff, particularly to help develop good promotion cases from Lecturer to Senior Lecturer, which is now called Associate Professor under the new academic structure.

Staff can also be submitted for merit awards (**Table 7**) and over the last five years 21 applications were made from staff covering all grades (1-9) and 17 were successful - 10/13 female (77%) and 7/8 male (88%).

Table 6. Promotion cases and success rates

Year	No. of Applications	Outcome
██████	████████████████████	██████████ ████████████████
██████	████████████████████	██████████ ████████████████ ██████████
██████	████████████████	██████████
██████	██████	███
██████	████████████████████	████████████████

Table 7. Merit awards and success rates

Year	No. of Applications	Outcome
██████	████████████████	██████████ ████████████████ ██████████

2010 there has been a policy in the Department for having at least one female colleague on the short-listing and interview panels.

Action 3.5: The Departmental Staffing Group will monitor gender balance amongst staff recruitment process and ensure that gender equality is practiced throughout the stages of job specification, advertising, application, interviewing and selection.

- (ii) **Support for staff at key career transition points** – having identified key areas of attrition of female staff in the department, comment on any interventions, programmes and activities that support women at the crucial stages, such as personal development training, opportunities for networking, mentoring programmes and leadership training. Identify which have been found to work best at the different career stages.

The key area of attrition in our Department is the transition from PDRA (50% female) to academic (17% female). Consequently, the SAT has focused on providing more support to PDRAs over the last three years.

- (i) A formal staff induction for PDRAs was introduced in 2014 (**Action 2.2**) to increase their visibility in the Department (see Induction and Training on p27).
- (ii) A number of in-house career training events have been held for PDRAs and positive feedback has been received for these events. We will provide more support for writing papers and grant applications in order to develop the skills required for applying for research funding (**Action 4.2**). In particular, PDRAs will be encouraged to apply for fellowship funding and establish their academic career in our Department (**Action 4.3**).
- (iii) A staff exit questionnaire was introduced in 2014 and there has been a 50% response rate. We will now conduct final mentoring meetings to encourage completion of the staff exit questionnaire (**Action 3.6.2**).
- (iv) A focus group of 11 PDRAs was facilitated by the Research Staff Development Advisor and the Equalities Project Officer in 2015 in order to inform Departmental Practice. Questions were drawn from key findings from the 2015 staff survey around recognition and value, mentoring, appraisal and career development. A number of actions have now been implemented as a result of this focus group (**Action 4.4**):
 - Although there have always been PDRA representatives on the SAT and at staff meetings, this has now been extended to include membership on the Department's Research, Safety and Learning & Teaching Committees.
 - We equip PDRAs for a possible academic career and have always encouraged them to help with teaching. The Department is now offering support to PDRAs interested in applying for Associate HEA fellowships.

- A new mentoring scheme for PDRAs was launched in February 2016. The mentor meetings are held monthly and the mentoring process is being administered by Professor Ryder, the Working Lives Coordinator.
- The appraisal scheme for PDRAs has been improved by conducting an annual appraisal, as opposed to every 2 years, and the appraisal is no longer conducted by the PI since there can be conflicts of interest.
- The University is strongly committed to implementing the UK Concordat to Support the Career Development of Researchers. This is an agreement between funders and employers of research staff to improve the employment and support for researchers in UK higher education. The Department will introduce a formal policy for PDRAs to spend up to 1 day per month on professional development.

Action 2.1.2: A new Research Staff Forum for PGRs and PDRAs, led by a senior academic Research Advisor, will be introduced and held 4 times per year in order to communicate more effectively with the Research School, to provide more networking opportunities, to discuss common issues and to provide advice and guidance.

Action 4.5: A Midlands Women's Chemistry Network will be set up for female PDRAs, with participants from six local Universities, and will meet at least twice a year.

- (v) We have had few opportunities to improve our proportion of female academic staff due to the small turnover, but the Department has put considerable efforts into retaining talented women within the HE sector by supporting their career development and helping with applications for permanent positions at other institutions. Two Teaching Fellows have gone on to lectureships and our previous female Lab Manager gained promotion by successfully applying for a position at Nottingham University. Three female staff employed on an EU business enterprise grant (G-STEP) were redeployed into the University Research and Enterprise Division.

Career development

- a) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
- (i) **Promotion and career development** – comment on the appraisal and career development process, and promotion criteria and whether these take into consideration responsibilities for teaching, research, administration, pastoral work and outreach work; is quality of work emphasised over quantity of work?

We have dramatically refreshed our appraisal system, moving from a two-year system in years gone by to an annual appraisal system starting in 2016. The new system is known as Performance Development Discussion (PDD)

“81% of all staff found the PDD to be a positive experience and useful for my career development”
2016 Departmental staff survey

and all members of staff (academic, postdoctoral, technical, administrative) now have an annual PDD. This provides the opportunity for staff to have a formal, structured and productive conversation with a manager/appraiser about their performance and development needs. The discussion gives time for reflection, reviewing progress against previously set objectives, and achievements are assessed on quality rather than quantity, taking into account individual circumstances. In the 2016 staff survey 81% of research and academic staff felt that “I am encouraged and given opportunities to represent my Department externally and/or internally”.

Promotion is a standard discussion point within PDD. Promotion rounds are advertised in emails from HR and are followed by a second email from the HoD to solicit applications/nominations. This is reinforced by information from PDD, which is fed into a professorial promotions panel that reviews and encourages applications for promotion that have a good chance of success. The Department recognises that some staff lack self-confidence and this multi-layered system encourages staff to submit and/or nominate applications.

- (ii) **Induction and training** – describe the support provided to new staff at all levels, as well as details of any gender equality training. To what extent are good employment practices in the institution, such as opportunities for networking, the flexible working policy, and professional and personal development opportunities promoted to staff from the outset?

Since being awarded a Bronze Athena SWAN award the Department has invested considerable time improving our induction process (**Action 2.2**). Once a member of staff is appointed (academic, support, research), the Department provides a range of support:

- The line manager or PI sends a welcome email about the new member of staff to the whole department, including a photograph and a brief biography;
- There is an induction checklist to be carried out between the new member of staff and their line manager;
- The new member of staff is introduced to key staff within the Department;
- All new academics are given a mentor at the start of their contract; for PDRAs this is optional and they receive information about the new mentoring scheme on arrival and the list of mentors available;
- All staff must complete an online “Equality and Diversity Training Module”;

- As part of our Bronze Action Plan, the SAT developed an “Induction and Resource Pack for Staff and Postgraduate Students” that is available on the Department’s website. This resource was developed by a working group set up in 2014 and includes:
 1. Welcome from the Head of Department, outlining our culture and values;
 2. Information about the Department of Chemistry, including our Dignity at Work Statement;
 3. Key Chemistry and Cluster Staff Contacts
 4. Getting Set Up On Arrival
 5. Health and Safety
 6. Human Resources
 7. Staff and Student Development
 8. Facilities
 9. Finance
 10. Research
 11. University Governance and Committees
 12. Transport and Car Parking
 13. Childcare

We are pleased to report that in the 2016 staff survey 88% of staff felt that “The Department makes new staff feel welcomed”.

- (iii) **Support for female students** – describe the support (formal and informal) provided for female students to enable them to make the transition to a sustainable academic career, particularly from postgraduate to researcher, such as mentoring, seminars and pastoral support and the right to request a female personal tutor. Comment on whether these activities are run by female staff and how this work is formally recognised by the department.

The national profile data from HESA shows that there is a decrease in the number of females as they move from PGRs (40% female) to PDRAs (30% female). An important change in our Department, since Athena SWAN was introduced, is that we are retaining our female/male ratios in the transition from undergraduate (50% female) to PGRs (52% female) and from PGRs (52% female) to PDRAs (50% female). The female role models in our Department include three female academics (one of whom served as Head of Department in 2013-2016 and one who works part-time) and a female Laboratory Manager. To enhance the impact of female role models, we try to maximise exposure to female visitors in leadership roles and the number of female speakers in our seminar program has increased from 14% to 22% (**Action 3.4.2**).

“There are not enough female role models, but the ones that we do have are excellent”
Quote from PGR Survey 2016

The Department also has an active student chemical society that promotes a sense of community and which broadens the undergraduate and postgraduate experience.

The Department has a good record of PGR training; the thesis committee appointed for a student consists of the supervisor(s) and one academic who is not directly involved with the research project. The committee meets monthly and records are kept online. Postgraduate skills training consists of compulsory and optional units that are delivered centrally by the University, College and Leicester Learning Institute. Recent round-table discussions at the 2016 Departmental Athena SWAN event identified that this training could be improved. The SAT will address this issue by creating a Research Forum (**Action 2.1.2**) to collate and disseminate information on useful training sessions. This will include a 'conference round up' identifying what's available, a summary of bursaries/funding for conference attendance and networking opportunities. As the PGRs also highlighted the need for more careers information, they will be invited to the same series of careers workshops that will be set up for the PDRAs (**Action 4.2.2**). The Department also provides financial support for selected female PGRs to attend the Joliot-Curie conference, the annual RSC event dedicated to supporting the aspirations of early career researchers, particularly women, and has sent 3 PGRs and 1 PDRA since 2013 (**Action 4.2.3**).

Action 4.6: Building on the success of our annual Athena SWAN Departmental workshop and in order to raise undergraduate awareness of gender equality issues, an Annual Athena SWAN Event will be held for final year UGs and PGRs.

"92% of all staff who attended a Departmental Athena SWAN event said it was a positive experience"
2016 Departmental staff survey

Organisation and culture

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
 - (i) **Male and female representation on committees** – provide a breakdown by committee and explain any differences between male and female representation. Explain how potential members are identified.

The Department of Chemistry has seven committees which each perform an important function and **Figure 11** provides an overview of the Departmental committee structure. Each of the five main committees feed into both

"92% of all staff think that my Department uses women as well as men as visible role models"
2016 Departmental staff survey

the staff meeting and the Leadership Group. The core decision-making and strategy-making group before 2013 was the Professoriat, but in September 2013 the new HoD, Professor Emma Raven, changed this to a Leadership Group whose membership was determined by the Chairs of the

following Departmental committees; Research Quality, Teaching and Learning, Student Experience, Safety, Admissions, Staff Development and Athena SWAN. Consequently, the new Leadership Group had representatives from Lecturer up to Professor and the number of females increased to two academics from one on the Professoriat. An external advisory group was set up in 2014 and consists of nationally-recognised academic and industrial chemists (3 M/2 F). It meets twice a year and reviews all aspects of Departmental life including Teaching Strategy for both undergraduate and taught postgraduate degrees, Research Quality with a focus on REF and Athena SWAN.

The membership of committees is the responsibility of the HoD, who takes advice from the Leadership Group each year on the composition and gender balance (**Table 8**). This is presented to the staff meeting at the beginning of each academic year. Although the number of female academic staff increased from 2 to 3 in 2013/14, it is not possible for us to heavily influence the representation of female academic staff on Departmental Committees without subjecting the same staff to “Committee overload”. Positive action has been taken to include senior female technical staff and professional services staff onto Committees in order to increase the visibility of women in the Department.

Action 4.7: We will email the Department annually to ask for new volunteers to join the SAT and SAT members will be rotated amongst staff, PGRs and UGs in the Department.

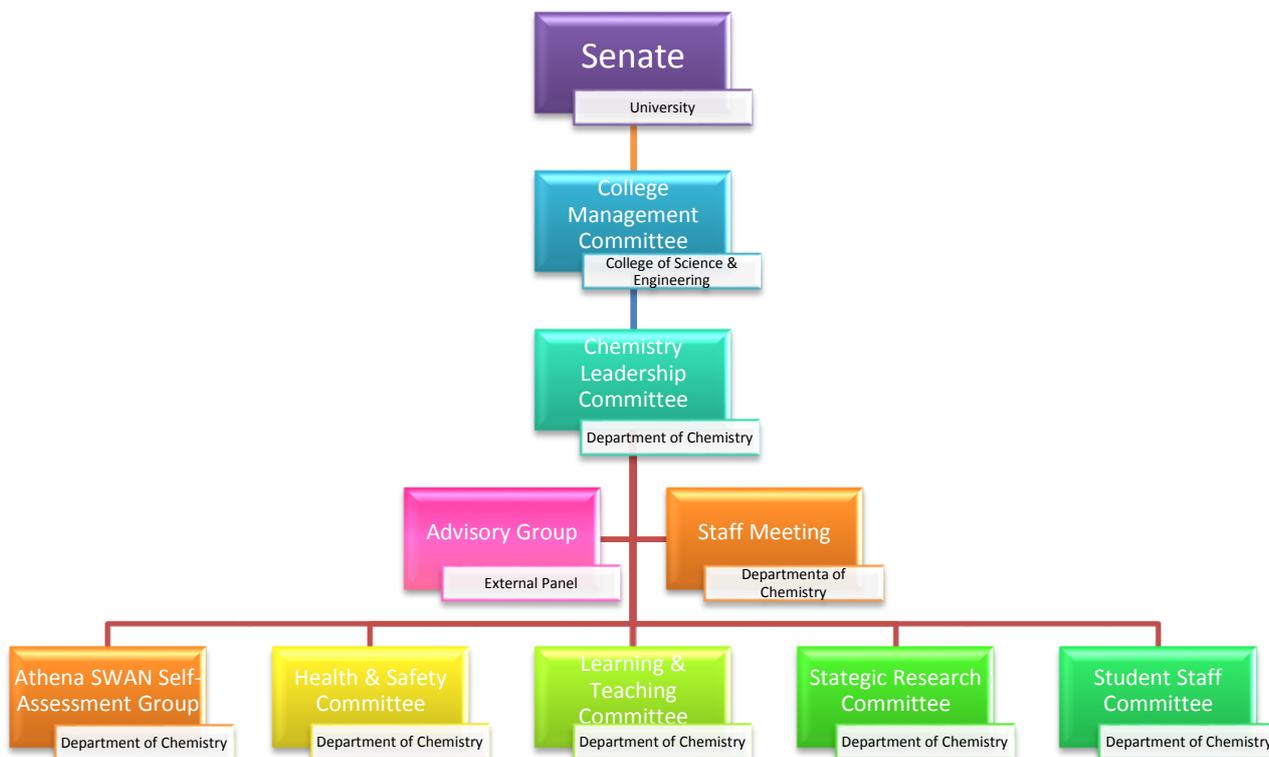


Figure 11. Departmental Committee Structure

Table 8. Male and female representation on Departmental Committees

Committee	2011/12		2012/13		2013/14		2014/15		2015/16	
	Male	Female								
Leadership	6	1	6	1	6	2	6	3	6	3
Teaching	6	1	5	1	8	2	9	2	9	2
Admissions	4	1	4	1	5	2	5	2	6	2
Research	5	2	6	2	6	1	6	1	6	1
Safety	6	1	6	1	7	2	7	2	6	2
Student/Staff	3	2	3	2	3	2	3	2	3	1
Examination	2	1	2	1	2	1	3	0	2	1
Athena SWAN	3	5	3	6	3	6	4	6	4	6

- (ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts** – comment on any differences between male and female staff representation on fixed-term contracts and say what is being done to address them.

Table 9. Numbers of female and male academic and research staff on open-ended and fixed-term contracts

Year	Staff Category	Open-Ended		Fixed-Term	
		Female	Male	Female	Male
2015	Research Assistant	1	0	1	0
	Research Associate	0	5	7	4
	Teaching Fellow	0	1	1	0
	Research Fellow	1	1	0	0
	Lecturer	1	5	0	0
	Senior Lecturer/Reader	1	5	0	0
	Professor	1	8	0	0

2014	Research Assistant	0	0	2	2
	Research Associate	1	7	9	4
	Teaching Fellow	0	1	0	0
	Research Fellow	2	1	0	0
	Lecturer	0	4	0	0
	Senior Lecturer/Reader	1	6	0	0
	Professor	1	9	0	0
2013	Research Assistant	0	0	2	0
	Research Associate	1	4	3	7
	Teaching Fellow	0	1	0	1
	Research Fellow	2	1	0	0
	Lecturer	0	4	0	0
	Senior Lecturer/Reader	1	7	0	0
	Professor	1	9	0	0
2012	Research Assistant	0	0	1	0
	Research Associate	1	4	2	3
	Teaching Fellow	0	1	0	1
	Research Fellow	1	0	0	0
	Lecturer	0	5	0	1
	Senior Lecturer/Reader	1	6	0	0
	Professor	1	6	0	0
2011	Research Assistant	0	0	2	1
	Research Associate	1	4	1	3
	Teaching Fellow	1	1	0	1
	Research Fellow	0	0	0	0
	Lecturer	1	5	0	1
	Senior Lecturer/Reader	0	7	0	0
	Professor	1	6	0	0

Whilst PDRAs are normally on fixed-term positions, we favour the development of long-term careers and generally only resort to fixed term posts to cover for academic staff on fellowships.

Although the number of female PDRAs has increased from 4-5 in 2011-2013 to 10-14 in 2014-2016, there is a higher percentage of male Researchers on open-ended contracts compared to female Researchers. This may reflect the fact that the newly-appointed females are on short fixed term contracts and/or female researchers tend to be more proactive about seeking employment elsewhere, including at other Universities, and we will explore this further through our final mentoring meetings and staff exit questionnaire (**Action 3.6**).

- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.

- (i) **Representation on decision-making committees** – comment on evidence of gender equality in the mechanism for selecting representatives. What evidence is there that women are encouraged to sit on a range of influential committees inside and outside the department? How is the issue of ‘committee overload’ addressed where there are small numbers of female staff?

Over the past few years the Department has taken steps to give high visibility to female chemistry staff through nominations to more senior committees, both inside and outside the University.

Professor Raven was the first female HoD of Chemistry (2013-2016) and she is a member of University Council (2012-18) and University Senate (2013-17). Before this, she was the Director of Research in the College of Science and Engineering (2009-12).

Externally, Professor Raven is President of the Royal Society of Chemistry’s Dalton Division (2016-18), a recent member of the Heads of Chemistry UK standing committee (2015-16) and a member of the European Research Council funding panel for Molecular and Structural Biology and Biochemistry (2011-17). She was also an output assessor for the Chemistry sub-panel of the Research Excellence Framework (2013-14) and a member of the funding awards panel for the Daphne Jackson Trust (2011-14).

Dr Stuart has been on the committee for the RSC Fluorine Subject Group since 2007 and was appointed Chair in January 2016. Dr Fleming is the Chair of the RSC Environmental Chemistry Interest Group and has been a non-executive member of the NCAS (NERC research centre) Executive Committee since 2013, as well as being a member of the NERC peer review college since 2014.

The issue of committee overload has been addressed above in part (a) and since Dr Stuart works part time (0.8 FTE), there is a specific policy of not asking her to join too many committees as a female representative in order to maintain her research profile.

- (ii) **Workload model** – describe the systems in place to ensure that workload allocations, including pastoral and administrative responsibilities (including the responsibility for work on women and science) are taken into account at appraisal and in promotion criteria. Comment on the rotation of responsibilities e.g. responsibilities with a heavy workload and those that are seen as good for an individual’s career.

The Head of Department and the Director of Teaching have responsibility for allocating the teaching and administrative duties. Workloads are reviewed annually and administrative roles are rotated regularly in order to ensure that different people have the opportunity to take on more senior responsibilities, which can be helpful in promotion cases. Since our Bronze application, a detailed Workload Allocation Model (WAM) was developed and introduced in 2014. The WAM takes into

account lectures, the setting and marking of exams, the number of students on each module, personal tutees and pastoral care, tutorials, workshops, laboratory demonstrating, final year project supervision and administrative tasks. The WAM automatically scales the number of hours to 1.0 FTE for any staff that work part-time, so that they can be compared fairly to full-time colleagues.

In 2015 all members of academic staff were invited to review the WAM and the number of hours allocated to project supervision, committee membership (internal and external) and some administrative roles were changed to reflect each task more accurately. A further iteration in 2016 resulted in the addition of outreach activities. In order to promote fairness and transparency, the WAM is published annually on Blackboard.

The Department has also introduced formal policies on the workload allocation for early career staff and staff returning from a career break (**Action 4.8**). In both cases, there is a 50% reduction in teaching and administrative workload initially in order to allow them to prioritise their research activities because of the importance that this has in terms of career progression.

In the 2016 staff survey, 90% of research and academic staff agreed that “work is allocated on a clear and fair basis irrespective of gender in my Department”.

- (iii) **Timing of departmental meetings and social gatherings** – provide evidence of consideration for those with family responsibilities, for example what the department considers to be core hours and whether there is a more flexible system in place.

The Department has always had a flexible policy towards those with family responsibilities, so that all members of academic staff have been able to work flexibly over many years. An example is that the former HoD (2009-2013) had school-aged children during this period and left promptly every evening at 4.45 pm in order to have a family meal. We are proud of this culture and think that this flexible attitude has helped both male and female staff with caring responsibilities.

Since 2012 all Departmental meetings have been held within core hours (9.30-16.30) and staff meetings do not occur on a Friday so that part-time staff are not excluded. Furthermore, the research seminars were moved from 4.00 pm to 3.30 pm in 2013. In the 2015 Department survey, 96% of all staff agreed that “meetings in my Department are completed in core hours to enable those with caring responsibilities to attend”.

Action 4.9: Departmental committee meetings will no longer be held within the Leicester schools half-terms and local school holiday dates will be published on the Department’s website.

Departmental social gatherings, such as the traditional Christmas lunch (which is open to all staff) and retirement parties, are always held in the early afternoon (and not on Fridays) in order to enable all staff to be able to attend. In the 2015 Department survey, 94% of all staff agreed that “work related social activities in my Department such as staff parties, team building or networking events, are likely to be welcoming to both women and men”.

- (iv) **Culture** –demonstrate how the department is female-friendly and inclusive. ‘Culture’ refers to the language, behaviours and other informal interactions that characterise the atmosphere of the department, and includes all staff and students.

Leicester has always been a friendly and supportive Department. All of the senior staff have an open-door culture in which early career staff can grow and thrive. Since October 2013, our HoD has disseminated good news to all staff by email every 2 months; both work-related and personal (**Action 4.10**). The HoD or line manager always circulates a welcoming email about a new member of staff (including a photo and brief biography) when they join the Department.

“That so many of the academic staff are engaged in the Athena SWAN project is admirable.”
Quote from PGR Survey 2016

Since 2015, final year project students, PGRs, PDRAs and academic staff meet for communal coffee and biscuits before all Departmental seminars in order to promote an inclusive and friendly research culture. Furthermore, the PGRs also hold a “Happy Hour” once a month at 4 pm on a Friday afternoon to meet informally over tea/coffee/food (**Action 4.11**).

With the increasing number of staff, PDRAs and PGRs having young children, the Department plans to add to its social activities by launching an annual Family Fun Day (**Action 4.12**). Having an event that includes children and partners has been very successful in our other Departments holding Silver Athena SWAN awards and we plan to adopt this good practice as part of our cultural change programme.

- (v) **Outreach activities** – comment on the level of participation by female and male staff in outreach activities with schools and colleges and other centres. Describe who the programmes are aimed at, and how this activity is formally recognised as part of the workload model and in appraisal and promotion processes.

The Department actively engages in a range of outreach activities within the local community and the East Midlands area. Events such as Salter’s festivals, the East Midlands BBC Stargazing and

Spectroscopy afternoons are hosted in the Department, and many school visits occur throughout the year. One-off public outreach events are regularly organised by individual research groups. Dr Barbara Villa Marcos leads the Department's Outreach Activities and these are well supported by academic and postdoctoral staff, postgraduate and undergraduate students.

RSC Widening Participation Outreach Project - A four year Royal Society of Chemistry funded program of activities has been designed. To date, four series of workshops have been delivered to students in years 8 and 9 in five local secondary schools, one of which is a girls-only school. This project enabled contact with 1100 students in the first year and 1700 students in the second year. Sessions have been delivered by 17 staff and PhD students (59% female), and supported by 41 undergraduate ambassadors (63% female); Dr Villa Marcos has deliberately used slightly more female demonstrators in order to provide good female role models to the school students. The program has had a positive impact and in the girls-only school, 80 students from the first cohort chose triple Science in year 10 compared to 60 in the previous year.

RSC Spectroscopy In A Suitcase (SIAS) - This outreach event is very popular and grows from year to year. Around 50 schools are visited annually across the East Midlands region. Most of the schools visited book SIAS events annually. Sessions are led by Tracy McGhie and supported by a postgraduate ambassador. There are currently 4 postgraduate ambassadors (50% female).

Action 4.13: Outreach activities delivered by staff will be discussed in the appraisal and promotion processes in order to encourage more staff to become involved.

Connecting with Chemistry – Student-led outreach exhibition at a local museum. BSc project students organise Chemistry stands related to their projects for school students between years 7 and 13. More than 500 pupils from local schools visited the last exhibition.

Flexibility and managing career breaks

- a) Provide data for the past three years (where possible with clearly labelled graphical illustrations) on the following with commentary on their significance and how they have affected action planning.
 - (i) **Maternity return rate** – comment on whether maternity return rate in the department has improved or deteriorated and any plans for further improvement. If the department is unable to provide a maternity return rate, please explain why.

Over the last five years, four out of five staff returned to work following maternity leave (**Table 10**). Individual maternity leave periods ranged from 9 to 12 months, with the average being 10 months. All four staff had a phased return to work and one chose to return on a part-time basis. With the increasing numbers of female PDRAs in our Department, a new trend of PDRAs taking maternity leave has emerged and three PDRAs took maternity leave over the last two years. These are the

highest numbers of maternity leave that our Department has ever seen and we are pleased with the high return rate. We will endeavour to maintain the best possible support for women taking maternity leave and returning to work in our Department.

Table 10. Staff taking maternity leave and return rate

Number (and returners)	
2015/16	1 (1)
2014/15	2 (1)
2013/14	1 (1)
2012/13	0
2011/12	1 (1)

- (ii) **Paternity, adoption and parental leave uptake** – comment on the uptake of paternity leave by grade and parental and adoption leave by gender and grade. Has this improved or deteriorated and what plans are there to improve further.

All new fathers in the Department of Chemistry requested the right to take paternity leave over the last 5 years (**Table 11**). Most took the full entitlement of two weeks (one week of full pay followed by one week of half-pay) whilst the ██████ took one week of paid paternity leave, followed by one week of holiday.

Before the baby is born, the fathers-to-be are also entitled to take time off in order to attend scans and ante-natal appointments with their partners. All members of staff help to facilitate this by covering teaching commitments. In addition, a member of staff is nominated to look after the research group of the father-to-be academic in his absence.

Action 4.14: The SAT will continue to publicise the HR policies on paternity, adoption and shared parental leave to all staff in order to encourage staff to take full advantage of these policies.

Table 11. Paternity leave uptake

Year	Position	Length of Leave
2015/16	1 ██████	2 weeks
2014/15	1 ██████	1 week
2013/14	1 ██████	2 weeks
2012/13	1 ██████	1 week
	1 ██████	2 weeks
2011/12	1 ██████	2 weeks

- (iii) **Numbers of applications and success rates for flexible working by gender and grade** – comment on any disparities. Where the number of women in the department is small applicants may wish to comment on specific examples.

There have only been four requests for flexible-working over the last three years and they have all been agreed with the HoD.

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- b) For each of the areas below, explain what the key issues are in the department, what steps have been taken to address any imbalances, what success/impact has been achieved so far and what additional steps may be needed.
 - (i) **Flexible working** – comment on the numbers of staff working flexibly and their grades and gender, whether there is a formal or informal system, the support and training provided for managers in promoting and managing flexible working arrangements, and how the department raises awareness of the options available.

Academic and research staff (grade 6 and above) work indeterminate hours, nominally 37.5 h/per week. At this level, staff are afforded a great deal of flexibility, with the option of working at home on the proviso that agreed targets are met. Online polls are used to arrange timings for meetings in order to ensure that the needs of staff who work flexibly are taken into account.

Table 12. Staff who work part-time

Grade	Gender
Grade 3	1 Male
Grade 5	1 Female
Grade 6	2 Female
Grade 7	2 Male & 2 Female
Grade 9	1 Female

The Department is committed to helping all members of staff align their duties with caring responsibilities for relatives and the flexible working policy is highlighted in our new “Induction and Resource Pack for Staff and Postgraduate Students”. There are currently nine members of staff (3 male and 6 female) who work part-time, ranging from Grade 3 up to Grade 9 (**Table 12**). The SAT will continue to communicate gender equality policies to all staff and postgraduate students (**Action 4.14**). In the 2015 staff survey, 90% of research and academic staff felt that “they are kept informed by my Department about gender equality matters that affect me”.

- (ii) **Cover for maternity and adoption leave and support on return** – explain what the department does, beyond the university maternity policy package, to support female staff before they go on maternity leave, arrangements for covering work during absence, and to help them achieve a suitable work-life balance on their return.

The member of staff should arrange an initial confidential meeting with their line manager to inform the Department that she is pregnant. The line manager should provide support during her pregnancy, undertake a risk assessment with help from the Chair of the Safety Committee and implement any required changes. For example, a pregnant PhD student recently moved laboratories in order to be in a safer working environment by minimising her exposure to chemicals. All pregnant members of staff are encouraged to attend the University’s Maternity Workshop.

Further meetings are held to discuss maternity cover, to agree a preferred method and level of contact during leave, Keeping in Touch days, a phased return to work, flexible working and an adjusted workload. Cover whilst on maternity leave normally takes the form of a temporary appointment. Since our Bronze Athena SWAN award, the Department has introduced two new

formal policies for staff returning from maternity leave. *“For academic staff on a teaching and research contract, their teaching and administrative workload should be reduced substantially (at least 50%) for up to a year after they return to work”* in order to allow them to focus on their research and *“all staff returning from a career break will be offered a mentor”*. Our support for female staff taking maternity leave will be extended to staff taking Shared Parental Leave (**Action 4.8**) because the Department views this policy as a significant step forward towards cultural change.

The University has a Carer’s Conference and Training Fund which staff may apply to for a grant to cover additional childcare costs associated with attending a conference. The SAT has communicated this new funding opportunity to all staff because additional childcare costs can prevent staff from attending national and international conferences, which are important developmental and networking opportunities.

5. Any other comments: maximum 500 words (408 words)

Please comment here on any other elements which are relevant to the application, e.g. other STEM-specific initiatives of special interest that have not been covered in the previous sections. Include any other relevant data (e.g. results from staff surveys), provide a commentary on it and indicate how it is planned to address any gender disparities identified.

Although most of the data presented in this application relate to academics and research-related staff and students, we have always strongly involved all members of staff in our Athena SWAN activities. Members of our technical and administrative staff are represented on the SAT team, have been consulted in both of our Departmental Athena SWAN staff surveys, have attended both of our Departmental Athena SWAN events, as well as our in-house training on “Unconscious Bias” and “Equality and Diversity”. Consequently, the technical and administrative staff have contributed enormously to the overarching culture and success of our Department and they are also able to contribute through our new all-staff meetings held twice a year.

In 2014 UN Women launched **HeForShe**, an ambitious global initiative for gender equality. Its aim is to engage men to take action against the gender inequality which women face across the world. Through the HeForShe campaign, the United Nations is seeking to harness the responsibility of men and boys in the gender equality agenda to spread awareness and inspire action to eliminate discrimination against women and girls. This initiative shares many objectives with the **Athena SWAN charter**. The HeForShe campaign was launched with the appointment of the **10x10x10 IMPACT Champions** from across the globe (10 heads of state, 10 CEOs of major international

companies and 10 University Vice-Chancellors). The University of Leicester has been selected as one of 10 global universities and has woven a number of ambitious objectives into its Athena SWAN networks across the institution:

- Closing the gap between men and women in key academic and career areas, in both directions
- Creating a cultural transformation around gender
- Make public the conversation around gender, provide transparency, and actively monitor progress on these issues

The Department has been very active in delivering our HeForShe pledges locally by, for example, encouraging undergraduates and postgraduates to sign up as HeForShe champions and to undertake training in gender awareness and equality. This is strongly supportive of our Athena SWAN ambitions and has helped us embed gender awareness into the culture of the Department.

We would also like to highlight that the issue of gender action, awareness and fair play are raised routinely in funding applications to both the RC UK and in consortia for European Union funding. The role of the Athena SWAN agenda is made clear in these applications under the heading of "gender issues" and often named candidates have been put forward as potential recipients of support.

6. Action plan

Provide an action plan as an appendix. An action plan template is available on the Athena SWAN website.

The Action Plan should be a table or a spreadsheet comprising actions to address the priorities identified by the analysis of relevant data presented in this application, success/outcome measures, the post holder responsible for each action and a timeline for completion. The plan should cover current initiatives and your aspirations **for the next three years**.

The Silver Action Plan is provided in Appendix 1.

Our Bronze Action Plan with a summary of actions completed since our Bronze award is provided in Appendix 2.