



Athena SWAN Bronze department award application

Name of university: University of Bath

Department: Chemistry

Date of application: April 2015

Date of university Bronze SWAN award: October 2009, and April 2014

Contact for application: Prof K Edler

Email: k.edler@bath.ac.uk

Telephone: 01225 384192

Departmental website address: <http://www.bath.ac.uk/chemistry/>

Athena SWAN **Bronze 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.

1. Letter of endorsement from the head of department: maximum 500 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.

23rd April 2015

Equality Challenge Unit,
Queen's House,
55-56 Lincoln's Inn Fields,
London WC2A 3LJ

**Re: Endorsement of Athena SWAN Bronze Application, Department of Chemistry,
University of Bath**

I'm delighted to endorse the Department's application for an Athena SWAN Bronze award. As Head of Department I have taken an active part in developing the application and action plan.

Chemistry at Bath has an excellent reputation for teaching and research. In the most recent National Student Survey, we were fifth in UK for overall student satisfaction, and in the 2014 REF (for which we returned 87% of eligible staff), 98% of our research was rated world-leading or internationally excellent (ranking us second in the UK).

Establishing and maintaining an inclusive and supportive culture is vital to further strengthen our position as a leading UK chemistry department. Therefore, this application is very timely as our current success presents an opportunity to attract and develop excellent researchers at all levels. Improvements in the numbers of women entering the department as academic staff and achieving promotion are already apparent (for example, since 2012 five out of 8 academic promotions have been to women). However, under-representation at senior levels remains a major concern and it is a priority to ensure that momentum is maintained by taking action in order to accelerate improvement of female representation at senior levels.

Following the disappointment of our unsuccessful submission in 2012, the Athena SWAN assessment group was consolidated into a new Positive Involvement Committee (PIC) whose remit included self-assessment for the current application and implementation of its action plan. The committee Chair, Professor Karen Edler deploys an annual budget for PIC initiatives and is an active member of the department executive committee.

Preparing the previous Athena SWAN application was immensely valuable in identifying priorities and mechanisms by which we could strengthen our activities and we are already making progress. For example, PIC has been effective in supporting 'bottom up' initiatives such as an annual 'Bake-off' event, inviting Lesley Yellowlees to the department to talk to staff and students, initiating a regional Women in Chemistry project, and catalysing a peer-support network for chemistry postdoctoral researchers. As a member of the Department executive, Karen is also closely involved in a number of 'top down' initiatives that have led to improvements in communication and collegiality within the department. For example, we have introduced a regular e-news update for staff and students, we have improved the utilization of our social space and we have enhanced the transparency of departmental committees as well as appraisal, promotions, and workload allocation processes.

However, we are not complacent and we recognize that there remain significant challenges in addressing the current gender balance in the department. My term as Head comes to an end in August 2015 and Chris Frost, the current Deputy Head will begin a 3-year term as Head. Chris has been closely involved in developing the current submission and he is as committed as me to

achieving significant progress in gender issues. We are, therefore, extremely confident of the ongoing personal commitment of the Head of Department to embed Athena SWAN in the culture of our department.

Yours sincerely,



Matthew G. Davidson

[494 words]

List of Acronyms

AP	Action Plan
DAG	Department Advisory Group
DEC	Department Executive Committee
DLTQC	Department Learning, Teaching and Quality Committee
DSAT	Department Self-Assessment Team (named the Positive Involvement Committee in the Department of Chemistry)
FTE	Full Time Equivalent
HoD	Head of Department
PDRA	Post Doctoral Research Associate
PIC	Positive Involvement Committee (fulfils the functions of a DSAT in the Department of Chemistry)
PG	Postgraduate
PGR	Postgraduate Research
PGT	Postgraduate Taught
SDPR	Staff Development and Performance Review
SSLC	Staff-Student Liaison Committee
UG	Undergraduate
WAM	Workload allocation model

2. The self-assessment process: maximum 1000 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.
 - 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.
 - 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.
-

a) Team:

A Departmental Self-Assessment Team (DSAT) was established in 2012 to oversee the preparation of our application for a Bronze Athena SWAN award. Following our unsuccessful submission in 2013, the DSAT was re-launched as the Departmental Positive Involvement Committee (PIC). This committee is responsible to the Department Executive Committee (DEC) and has overseen the production of this submission. It also has ongoing responsibility for implementation of the Athena SWAN Action Plan. Accordingly, the Self-Assessment Team will be referred to as PIC throughout.

Academic, administrative and academic-related staff members of PIC were invited by the Chair and Head of Department, while an open invitation went out to research staff and postgraduate students. The PIC comprises 12 members of staff (7 female, 5 male) and 6 students (5 female, 1 male). (Table 1)

Table 1: Current Membership of PIC in Alphabetical Order.	
Member	Work-Life balance and departmental roles
Gill Bradley (Staff)	Department Coordinator. Her twin daughters are 5 years old and her part time flexible contract ensures a better work/life balance.
Jessica Bristow (Student)	Second year full time PhD student in the DTC for Sustainable Chemical Technologies and Bath alumna.
Emily Craddock (Student)	Second year full time PhD student and Bath alumna.
Prof Matthew Davidson (Staff)	Head of Department. Took paternity leave after the birth of his two children. Children attended both external and University nurseries. His partner is currently on maternity leave from the University.
Shula Dennard (Staff)	Department Coordinator, PIC Secretary - currently works part-time in order to balance work and family life involving two children aged 6 and 9.
Prof Karen Edler (Staff)	Chair of PIC, Head of Physical Chemistry. Formerly a Dorothy Hodgkin Research Fellow. Married, no children, she held a Hedda Andersson

	Visiting Professorship at Lund University, Sweden in 2012 which, in part, required the holder to undertake activities to help attract and support individuals of the underrepresented gender in education and research.
Elyse Gilbert (Student)	Currently a second year MChem undergraduate and an active member of the Student Staff Liaison Committee.
Jennifer Heath (Student)	First year full time PhD research student and Bath alumna.
Sophie Icton (Student)	First year undergraduate MChem student, an academic representative on the Staff Student Liaison Committee.
Prof Saiful Islam (Staff)	Professor in Materials Chemistry. Committee member of the Equality and Diversity Advisory Network (EDAN) of the Royal Society, which focuses on diversity. On the organising committee of the first meeting on Asian Women in Science (Birmingham, 2015). Married with two children, took paternity leave after their birth.
Dr Simon Lewis (Staff)	Senior Lecturer. Postgraduate Director of Studies, PIC Webpage Liaison. Took paternity leave after the birth of his son, now 3 years old who attends an external nursery.
Dr Anneke Lubben (Staff)	Head of the Chemical Characterisation and Analysis Facility. PIC Survey co-coordinator. Currently works part-time, flexible hours to encompass her job and caring for a 5 year old son. She took maternity leave in 2009/10.
Dr Dan Pantos (Staff)	Lecturer. Took paternity leave in 2012 and 2013 and has one child at the university nursery.
Dr Fabienne Pradaux-Caggiano (Staff)	Postdoctoral Research Officer joined University of Bath in the Pharmacy and Pharmacology department in 2005 for a 5 year contract during which she took maternity leave in 2008. She re-joined the University of Bath in 2013 in the Chemistry department for another 5 year contract. Now working full time with flexible hours. Has 2 sons (6.5 and 4.5 years old) who both attended the University nursery and are now at school.
Dr Stephen Roser (Staff)	Senior Lecturer in Chemistry, and Head of Natural Sciences. Married with a teenage daughter, and member of University Equality and Diversity Network.
Dr Asel Sartbaeva (Staff)	PIC Survey co-coordinator. Royal Society University Research Fellow (URF). Transferred from Oxford in 2012 where she had been a member of the Athena SWAN assessment team. Took maternity leave in 2010 and took up her URF on return in January 2011. Short-listed for the L'Oreal-UNESCO award for Women in Science Fellowship in 2013 and 2014. She has a 4-year old daughter who attended the University nursery and is now at school.

Dr Gan Shermer (Staff)	Teaching fellow. Admissions tutor and Schools liaison and outreach coordinator. Took maternity leave in 2013 and now works part-time, flexible hours to look after her 2-year old, who attends an external nursery.
Philippe Wilson (Student)	First Year full time PhD student and Bath alumnus.

b) Self-assessment process

The department initially engaged with the Royal Society of Chemistry's work on good practice on increasing participation of women in Chemistry, in 2004 and 2009. Feedback from the RSC visits led to a number of improvements to departmental practice, for example, scheduling all departmental meetings in core working hours.

A Bronze application was submitted in 2013. Since that submission, our Positive Involvement Committee has met monthly since Feb 2014 and fulfils the function of a DSAT. Undergraduates were consulted about joining PIC and applying for Athena Swan via a presentation at the Staff-Student Liaison Committee (SSLC) at the beginning of the 2015 academic year, resulting in the recruitment of two undergraduates onto PIC. They have been responsible for input to the self-assessment process and for reporting to and consulting the undergraduates through the SSLC on matters discussed at PIC meetings. PIC minutes are published and circulated to the department and PIC business is a standing item on both DEC and departmental meetings leading to regular discussion in these fora of issues such as survey outcomes.

In preparation for this submission two surveys were undertaken in 2014, one for staff and one for postgraduate and undergraduate students. Many questions were common between the two surveys but each also asked more focussed questions (e.g. on admissions experiences for students and on the appraisal process for staff). Informal feedback through social gatherings organised this year, has also been taken into account. These surveys build on a 2013 departmental staff survey conducted for the 2013 submission.

The survey outcomes demonstrated that overall staff and students feel fairly treated, and that appropriate role models for both genders exist within the department. Areas where staff felt improvements could be made included information and advice about promotions, mentoring and flexible working. Although not gender specific attention to these areas is likely to support the career progression of women in particular. **(AP5.4)** Our philosophy driving the self-assessment process has been that while bad practice can disproportionately disadvantage women, good practice benefits everyone so proposed enhancements will be of benefit to all our staff and students.

During preparation of this submission PIC has consulted with Prof Lesley Yellowlees (RSC President 2012 -2014), as well as the chairs of other internal (Pharmacy & Pharmacology) and external (Cardiff Chemistry) DSAT committees. Members of PIC have attended the RSC Athena Swan Discussion day, and seminars held at Bath (e.g. by a representative from Reading Maths & Physical Sciences) to obtain information on best practice. We have also consulted other relevant groups such as representatives from the University's Supporting On-Campus Childcare Group.

The submission and the Action Plan have been endorsed by the DEC.

c) The future

PIC will continue to meet monthly to oversee the implementation of the action plan and drive forward our continual improvement approach. Membership will be for 3-years with overlapping periods of tenure for continuity. This continuity of engagement will give cohesion to our efforts to enhance the pipeline of women into Chemistry and into senior roles within the department.

PIC will monitor the delivery of the action plan and our performance data, and ensure that further opportunities to enhance our practice are identified and incorporated into the action plan on an annual basis. PIC also has a wider remit including departmental induction, communications and other diversity issues.

The PIC Chair is a member of DEC, and the HoD also sits on PIC, as does the departmental representative to the University Equality & Diversity Committee. The current HoD completes his term in August 2015. His successor has confirmed his ongoing commitment to PIC and the Athena Swan process (see HoD letter). PIC will continue to disseminate good practice, raise awareness and monitor relevant issues at University and national level, by reporting to DEC and through standing agenda items at staff meetings, the PG Forum and SSLCs. A prime responsibility will be to ensure that the department moves forward to be in a position to apply for a Silver award by the end of 2018.

[793 words]

3. A picture of the department: maximum 2000 words

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

Chemistry is a very successful department for both research and teaching, and also is widely recognised to have a friendly, inclusive and collegiate culture. It has a strong sense of community as its activities are principally housed in two adjacent buildings, one containing staff offices and research laboratories and the other teaching laboratories. The department was ranked equal fifth out of 46 chemistry departments for overall satisfaction in NSS 2014. All taught programmes were reaccredited by the Royal Society of Chemistry in 2012. Recruitment to first-year undergraduate programmes was 148 in October 2014 (41% female (F)). Research takes place across the range of chemical sciences and was recognised as 98% world-leading or internationally excellent in REF 2014 (ranking us second in the UK on this measure). Our research is underpinned by a Centre for Doctoral Training (CDT) in Sustainable Chemical Technologies, one of the largest EPSRC grant portfolios in UK Chemistry (>£30M) supporting 50 PDRAs and the largest PGR population in the University. In October 2014, 47 (23F) new PGR students registered.

On 01/10/2014, there were 40 academic staff (including teaching and research fellows) on open contracts. These include 17 professors (1 part-time, 1F), 3 Readers (1F), 9 Senior Lecturers (3F) and 4 Lecturers (1F). We have six Research Fellows (4 Royal Society, 2 endowed; 2F), three Teaching Fellows (2F) and 3 instrument specialists (2F).

Human Resources policies are set by the University. Heads of Department (HoDs) are appointed on a 3-year cycle on the recommendation of a Committee chaired by the Vice-Chancellor after the Dean consults the department. The HoD is advised by a Departmental Executive Committee (DEC) which meets weekly, comprising HoD, Deputy HoD, Directors of Research and Teaching and Chair of PIC. The department is establishing an external Scientific Advisory Board, to assist in setting future goals (6 female invitees among 16 total). All academic staff belong to one of three teaching

groups which also facilitates line management by Heads of Group (HoG, 1F). Research themes coordinate departmental research activities, headed by five Theme leaders (1F).

- b) 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.

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 University of Bath does not run any access or foundation courses.

- (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.

We offer MChem (4 yr) and BSc (3 or 4 yr) programmes in Chemistry and Chemistry with Management, Drug Discovery or Education. Transfer from BSc to MChem programmes is offered to all students at the end of year two provided they meet an academic threshold. Optionally, one year may be spent on industrial placement or overseas study (contained within 4-year MChem programmes, adding a year to BSc programmes): 60-70 % of students do this. The data herein are consolidated for all undergraduate programmes. We recognise the need for enhanced data to differentiate between BSc and MChem programmes and to analyse transfer from BSc to MChem and plan to undertake this analysis, particularly to inform the PG pipeline. **(AP1.1)**.

The proportion of full-time students who are female is around 40% (Table 2). Part-time numbers are very low with only 3 (male) students registered in 2013/14 (all sportsmen with training commitments). HESA data for Bath (based on FTE) indicate female students make up 43% of the population. This is lower than the HESA UK average for chemistry (47% in 2011-12¹). Domicile data (Table 3) indicate a greater proportion of women from non-UK locations, reflecting national figures.

In recent years, UCAS days have been modified to improve the conversion rate of female applicants, including use of female PGR role models to deliver short talks about their research. Encouragingly, the proportion of entrants who are female has increased to around 45-46% in the last three years (Table 7). Undergraduate data are now regularly reviewed by PIC and DEC. Actions will continue to ensure that positive female role models are visible at UCAS days, materials reiterating positive aspects of Bath (e.g. safe environment) will be prepared **(AP1.3)**, and increasing presence of senior women leaders at UCAS and open days will all focus on continuing this improvement.

Table 2 Total undergraduate student numbers for the past 3 years in Chemistry based on headcount													
UNDER-GRADUATE STUDENTS	2011/12				2012/13				2013/14				
	Female	Male	Female %	% Male	Female	Male	Female %	% Male	Female	Male	Female %	% Male	
Total	152	234	39%	61%	151	222	40%	60%	165	233	41%	59%	
Full time	152	233	39%	61%	151	220	41%	59%	165	230	42%	58%	
Part time	0	1	0%	100%	0	2	0%	100%	0	3	0%	100%	

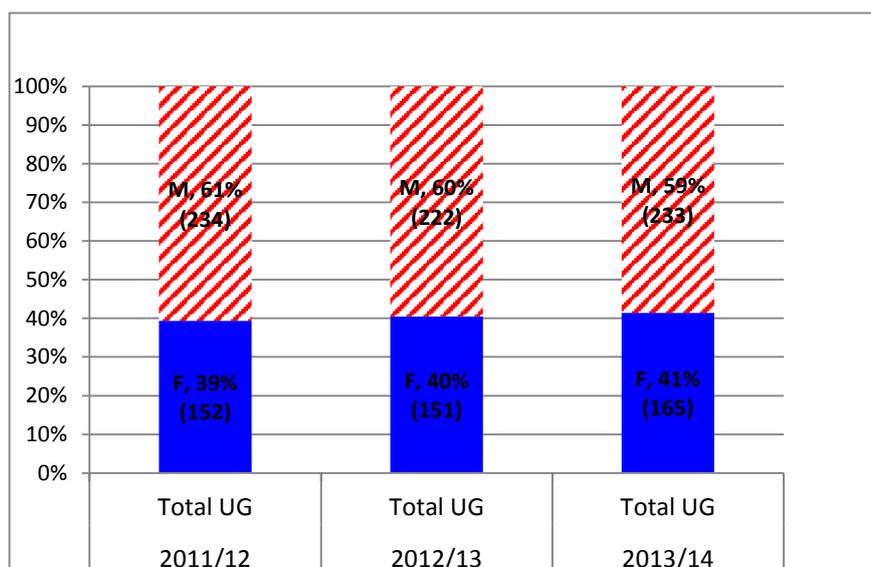


Figure 1: Undergraduate student numbers in the Department of Chemistry by gender for the past 3 years.

Table 3: Undergraduate student numbers (FTE, HESA subject data) in the UK in Chemistry and in Chemistry at the University of Bath (UoB) by gender and domicile for the past 2 years										
FTE UNDERGRADUATE STUDENTS	2011/12				2012/13					
	Female	Male	Female %	% Male	Female	Male	Other	Female %	% Male	
University of Bath										
Total	186	248	43%	57%	185	250	0	43%	57%	
UK	167	234	42%	58%	166	232	0	42%	58%	
Other EU	12	8	60%	40%	9	10	0	47%	53%	
Non-EU	7	6	54%	46%	10	8	0	56%	44%	
UK Overall										
Total	9870	11333	47%	53%	9741	11664	3	46%	54%	
UK	8727	10379	46%	54%	8589	10726	3	44%	56%	
Other EU	497	362	58%	42%	512	358	0	59%	41%	
Non-EU	646	592	52%	48%	640	579	0	53%	47%	

- (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.**

Numbers on PGT programmes in Chemistry are very low at Bath, making analysis difficult. From headcount data (Table 4) the average proportion of female students in the last 3 years is 44%. The UK average for female PGT is 44-50% (HESA data).¹ The number of female PGT students at Bath have typically been slightly lower than male, so improvements can be made. Data monitoring will continue, and best practice developed to encourage recruitment of female undergraduate students will be translated to Masters recruitment. **(AP 1.3)**

POSTGRADUATE TAUGHT STUDENTS	2011/12				2012/13				2013/14			
	Female	Male	Female %	Male %	Female	Male	Female %	Male %	Female	Male	Female %	Male %
Total	3	4	43%	57%	1	2	33%	67%	4	3	57%	43%
Full time	3	4	43%	57%	1	2	33%	67%	4	3	57%	43%
Part time	0	0	-	-	0	0	-	-	0	0	-	-

- (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.**

The department recruits students to PhD programmes in Chemistry and to an integrated PhD in Sustainable Chemical Technologies. The percentage of female PGRs is around 40%, matching undergraduate levels (figure 2, Table 5). We note that 59 of our current 139 PhD students (2014/15) are former Bath undergraduates, indicating strong conversion from undergraduate to postgraduate. However HESA domicile data (Table 6) reveals that the proportion of UK-domiciled female students recruited to PGR programmes is lower than for students from the rest of the EU. The UK average¹ is 40% female PGRs (2012/13) so Bath is not out of line, but our action plan seeks to continue the improvement in recruitment of women seen in 2013/14. Enhanced review of these data, including destination data for all UG students and pipeline analysis for Bath UG students, is part of our action plan. **(AP1.1)** We will continue to ensure that any lessons learned are applied as best practice to all recruitment. **(AP1.3)**

Table 5: Total number of research postgraduate student numbers for the past 3 years in Chemistry based on headcount												
POSTGRADUATE RESEARCH STUDENTS	2011/12				2012/13				2013/14			
	Female	Male	% Female	% Male	Female	Male	% Female	% Male	Female	Male	% Female	% Male
Total	40	57	41%	59%	45	69	39%	61%	47	60	44%	56%
Full time	40	57	41%	59%	45	69	39%	61%	47	59	44%	56%
Part time	0	0	-	-	0	0	-	-	0	1	0%	100%

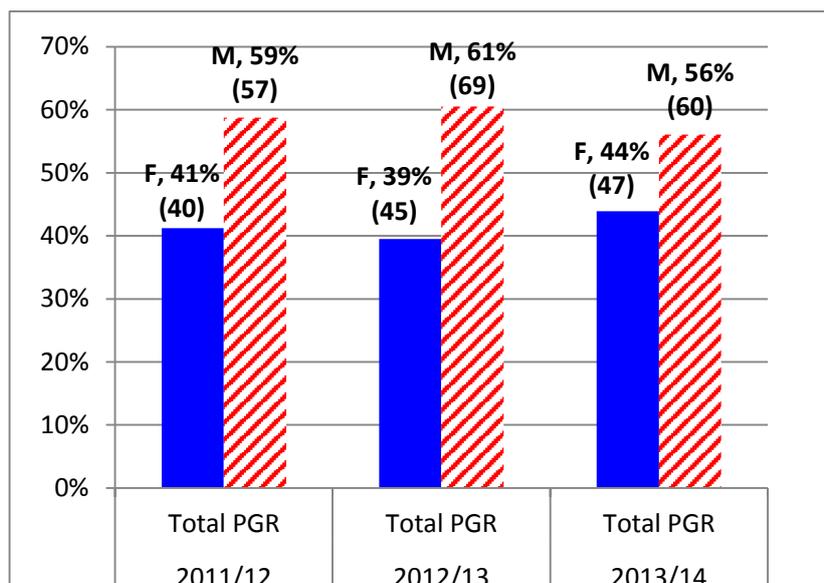


Figure 2: total PGR numbers for the past 3 years.

Table 6: Comparative HESA data including domicile, for postgraduate chemistry students at the University of Bath and for the sector by gender.								
FTE POSTGRADUATE RESEARCH STUDENTS	2011/12				2012/13			
	Female	Male	% Female	% Male	Female	Male	% Female	% Male
University of Bath								
Total	41	60	41%	59%	39	60	39%	61%
UK	34	53	39%	61%	29	50	37%	63%
Other EU	4	3	57%	43%	5	4	56%	44%
Non-EU	3	5	38%	63%	4	6	40%	60%
UK Overall								
Total	1656	2538	39%	61%	1793	2685	40%	60%
UK	991	1671	37%	63%	1086	1789	38%	62%
Other EU	226	285	44%	56%	253	297	46%	54%
Non-EU	439	583	43%	57%	453	599	43%	57%

- (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 on any plans for the future.**

We recruit students to all programmes based on academic excellence. In general, women are more likely to receive and accept offers than men, except for PGT where low numbers make analysis difficult (Table 7, Figures 3-6). However, the number of applications from men is generally higher than those from women. Thus we need to invest greater effort in attracting more women applicants, including from our own UG cohort. **(AP1.3)**

Across the UK from 2007-2011, 43% of entrants to undergraduate chemistry were women,¹ which is in line with the Bath figures. However, chemistry clearly needs to attract more women applicants to achieve equality. We seek to project a friendly and welcoming image at open days; prospective students meet a mix of male and female staff and student guides of both genders talk to potential students. The evidence suggests women are more likely to receive offers and slightly more likely to accept, suggesting that we project an attractive culture. However, more emphasis will be placed on encouraging women to apply to study chemistry through our outreach activities and work with schools [section 6(b)(v)]. **(AP1.3)**

The total number of applications for PGT and PGR is rising steadily (Table 7), reflecting the national profile of the University of Bath and the Department's strong research environment. For PGT, small numbers make further analysis difficult although we note that the acceptance rate is significantly higher for men. We will investigate with current PGT students the reasons for their acceptance, and use this information to modify our recruitment process to attract more women. **(AP1.3)**

For PGR students, acceptances mirror the proportion of offers. Although women are more likely to receive an offer than men, the gender discrepancy in application numbers is a concern, suggesting we need to attract more PGR applications from women. Undergraduates can learn about what research entails during discussions e.g. in laboratory classes where many (male and female) PGR students demonstrate or during MChem projects undertaken alongside PhD students. Recruitment of PGR students takes a variety of forms. Changes will be implemented to ensure that recruitment procedures and practice are robust. **(AP1.2)** For example, final year undergraduates receive a talk on undertaking a PhD and female potential supervisors are highlighted. Training is provided to ensure all potential supervisors are fully aware of E&D issues, particularly any subconscious biases/assumptions made during interview. Online training to raise awareness of unconscious bias has been completed by all supervisors in 2014. All interviews normally involve at least two interviewers and steps will be taken to ensure appropriate gender balance for PGR panels. **(AP1.4)**

Table 7: Applications, offers & acceptances and ratios for undergrads, PGT, PGR for last 3 years

APPLICATIONS, OFFERS, ACCEPTANCES	2011/12						2012/13						2013/14						2011/12 - 2013/14					
	Apps	Offers	Accepts	% Applicants receiving offers	% receiving offers accepting	% applicants accepting offers	Apps	Offers	Accepts	% Applicants receiving offers	% receiving offers accepting	% applicants accepting offers	Apps	Offers	Accepts	% Applicants receiving offers	% receiving offers accepting	% applicants accepting offers	Apps	Offers	Accepts	% Applicants receiving offers	% receiving offers accepting	% applicants accepting offers
Under-graduates	795	688	134	86.5%	19.5%	16.9%	693	583	115	84.1%	19.7%	16.6%	817	707	121	86.5%	17.1%	14.8%	2305	1978	370	85.8%	18.7%	16.1%
Female	335	307	62	91.6%	20.2%	18.5%	299	264	52	88.3%	19.7%	17.4%	349	310	54	88.8%	17.4%	15.5%	983	881	168	89.6%	19.1%	17.1%
Male	460	381	72	82.8%	18.9%	15.7%	394	319	63	81.0%	19.7%	16.0%	468	397	67	84.8%	16.9%	14.3%	1322	1097	202	83.0%	18.4%	15.3%
Postgraduate taught	33	20	7	60.6%	35.0%	21.2%	56	27	3	48.2%	11.1%	5.4%	82	47	9	57.3%	19.1%	11.0%	171	94	19	55.0%	20.2%	11.1%
Female	20	12	2	60.0%	16.7%	10.0%	28	16	1	57.1%	6.3%	3.6%	50	31	6	62.0%	19.4%	12.0%	98	59	9	60.2%	15.3%	9.2%
Male	13	8	5	61.5%	62.5%	38.5%	28	11	2	39.3%	18.2%	7.1%	32	16	3	50.0%	18.8%	9.4%	73	35	10	47.9%	28.6%	13.7%
Postgraduate research*	149	55	46	36.9%	83.6%	30.9%	199	55	49	27.6%	89.1%	24.6%	207	56	47	27.1%	83.9%	22.7%	555	166	142	29.9%	85.5%	25.6%
Female	45	24	20	53.3%	83.3%	44.4%	60	18	17	30.0%	94.4%	28.3%	64	28	23	43.8%	82.1%	35.9%	169	70	60	41.4%	85.7%	35.5%
Male	104	31	26	29.8%	83.9%	25.0%	139	37	32	26.6%	86.5%	23.0%	143	28	24	19.6%	85.7%	16.8%	386	96	82	24.9%	85.4%	21.2%

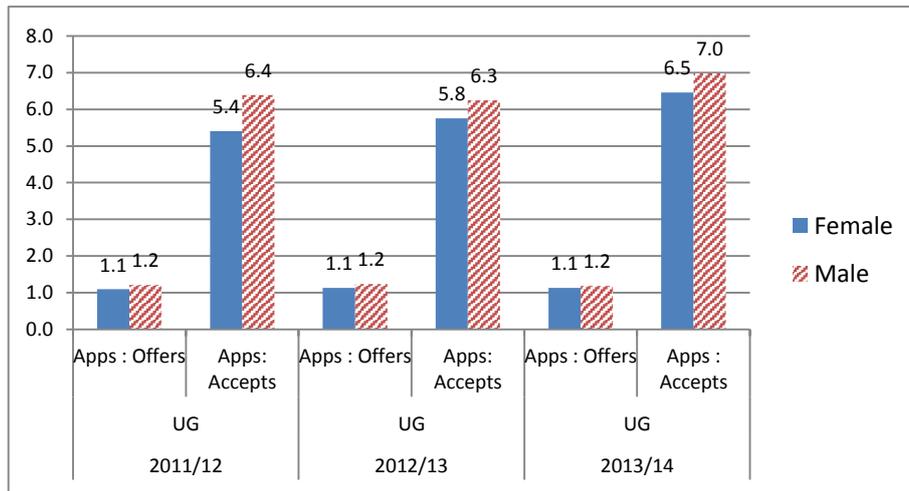


Figure 3: Undergraduate ratios of applications/offers and applications/acceptances for last 3 years.

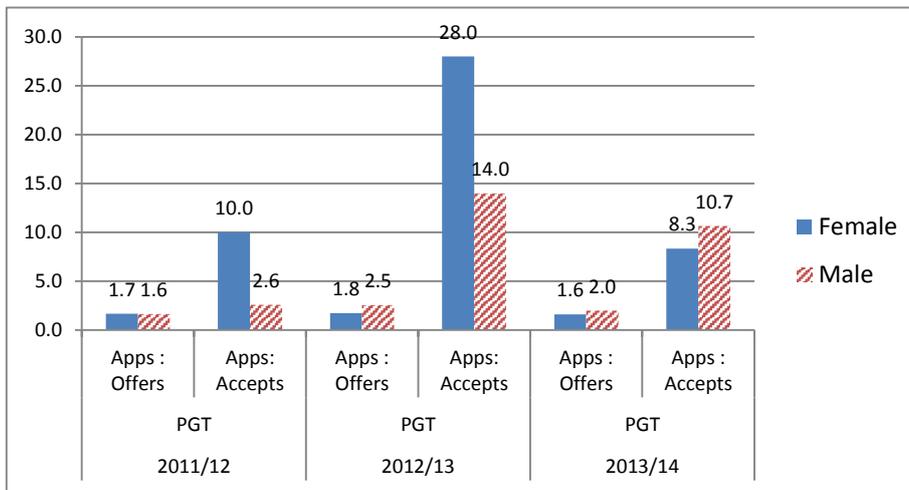


Figure 4: PGT ratios of applications/offers and applications/acceptances for last 3 years (very small total numbers skew the ratios).

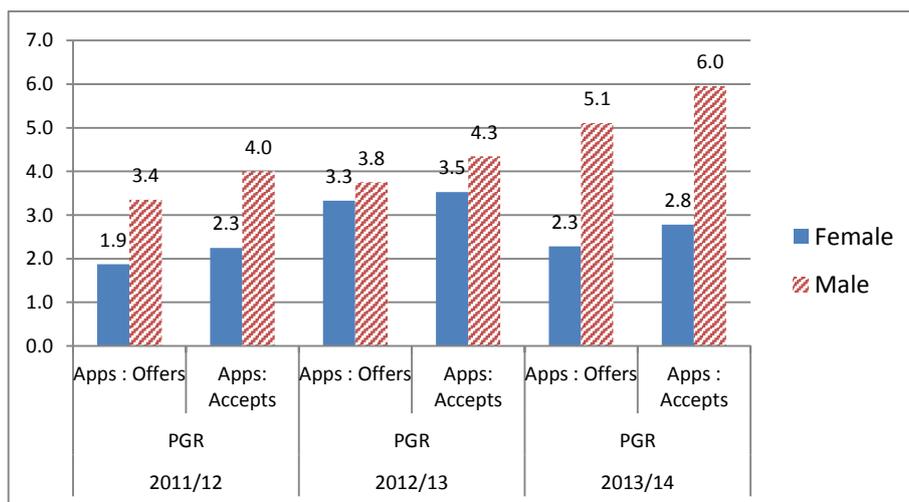


Figure 5: PGR ratios of applications/offers and applications/acceptances for last 3 years.

- (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.

Differences in undergraduate performance (Table 8, Figure 6), are small but over the last three years a higher proportion of female than male students attained 1st or 2.1 degree classification, indicating there are no gender-related barriers to attainment. We aim to maintain a long term balance which reflects the proportion of women entrants.

DEGREE CLASSIFICATION	2011/12				2012/13				2013/14			
	Female	Male	females % of	% of males	Female	Male	females % of	% of males	Female	Male	females % of	% of males
1 st	13	8	33%	14%	7	9	23%	19%	7	13	22%	22%
2.1	20	34	50%	60%	17	21	55%	45%	20	30	63%	51%
2.2	6	11	15%	19%	7	16	23%	34%	5	16	16%	27%
3 rd	1	4	3%	7%	0	1	0%	2%	0	0	0%	0%
Unclassified	0	0	0%	0%	0	0	0%	0%	0	0	0%	0%
Total	40	57	-	-	31	47	-	-	32	59	-	-

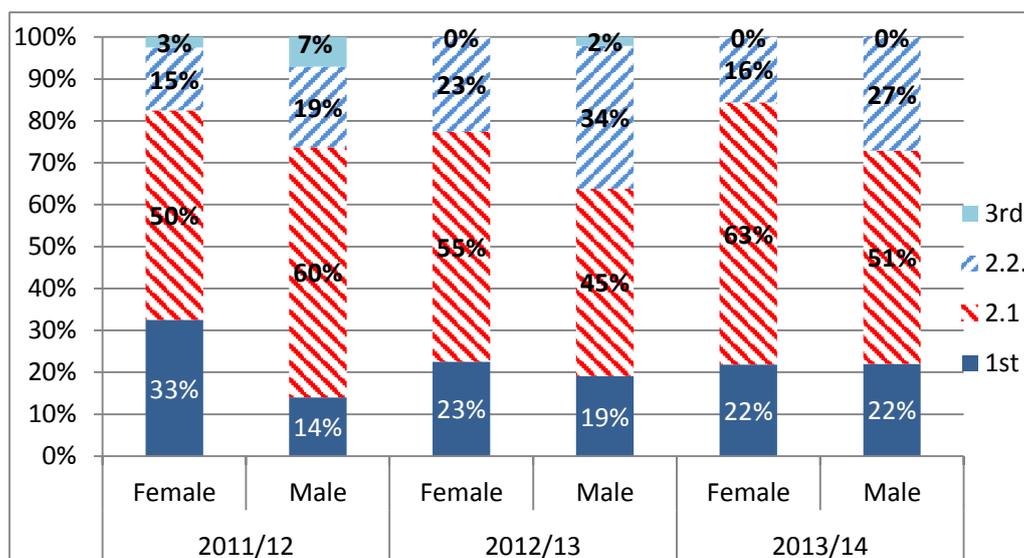


Figure 6: Degree classifications by gender (all undergraduate programmes).

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

Female staff (research and academic) constitute 30% of the department total (Table 9), ahead of the UK chemistry average² of 26%. The percentage of women research staff fluctuates. Ranging between 34% - 50% (6-yr average 40%), it is similar to our proportion of research students and

higher than the UK average³ for this grade. These data include 5 research fellows (3M, 2F) with independent funding, one of whom transitioned to lecturer (F) in 2014/15. There was a sizable increase in total number of research staff in 2013 which did not significantly affect the proportion of women appointed.

ACADEMIC AND RESEARCH STAFF	2011/12				2012/13				2013/14			
	Female	Male	% Female	% Male	Female	Male	% Female	% Male	Female	Male	% Female	% Male
Total	17	42	29%	71%	24	58	29%	71%	26	61	30%	70%
Research	9	15	38%	62%	17	29	37%	63%	17	33	34%	66%
Teaching	2	0	100%	0%	1	1	50%	50%	2	1	67%	33%
Lecturer	3	4	43%	57%	2	3	40%	60%	0	3	0%	100%
Senior Lecturer	1	4	20%	80%	2	5	29%	71%	3	5	38%	63%
Reader	1	3	25%	75%	1	4	20%	80%	1	3	25%	75%
Professor	0	15	0%	100%	0	16	0%	100%	1	16	6%	94%
Other*	2	0	100%	0%	1	0	100%	0%	2	0	100%	0%

* other = KTP associates.

Nationally there is a fall in the proportion of women entering academic careers compared to the proportion of female PhD students and postdoctoral researchers. In 2014, out of 14 PDRAs where destinations are known, two (M) left academia, while the others, including all five female PDRAs went to subsequent PDRAs or fellowships. We will continue to collect and monitor destination data for PhDs and PDRAs to evaluate the effectiveness of our career development programmes, ensure we maintain the current positive pattern, and inform future strategies to progress women in academic careers in the Department. **(AP2.2)** We will initiate a Women in Chemistry day to bring together women PhDs, PDRAs, academics and industrialists, to network and highlight research career progression pathways. **(AP2.1)**

The number of teaching fellows is small. The recent appointment of two 0.5FTE teaching fellows (M) in 2014/15 brings female:male numbers to parity.

The overall proportion of female academic staff (25%) is comparable with the UK average¹ (24%), and the low numbers in senior roles at Bath is common in UK Chemistry Departments (Table 10). The increase in total professor numbers (2011-2014) was largely by internal promotion – few people leave, reflecting the supportive working environment, so replacement posts are rare. One external appointment was a retirement replacement and one additional strategic post was funded by the university. Recognising our lack of female professors, we were proactive in approaching several potential women applicants. However, both appointments were men. Future appointments to all academic posts including professorships will use a search committee with specific responsibility to identify and encourage women applicants. **(AP2.3)** We have recently been successful in recruiting female lecturers and research fellows (Table 9) which will enhance the pipeline for senior positions.

The lack of female senior staff is recognised across the university and has inspired a number of initiatives to promote career development for women. Within Chemistry one woman has been selected for the Aurora programme for Women in Leadership in HE (started Jan 2014). This programme may enhance the number of women in senior positions since it is aimed at women at

Grades 8/9 (equivalent to senior lecturer). We will proactively put forward our junior female staff to such programs. **(AP2.3)** We want to attract excellent women early career academics, who we will mentor appropriately to ensure they aspire to senior roles. Equally, we will ensure that Senior Lecturers/Readers are supported and mentored to enhance their chances of further promotion (Section 5(a)(i)). **(AP2.3)**

Table 10: Comparison of female representation in academic staff reported in recent Athena Swan applications among Chemistry Departments in the UK

Grade	Bath	Southampton ¹	Leeds ²	Birmingham ³	Warwick ⁴	Cardiff ⁵	Nottingham ⁶	St Andrews ⁷
	Female	Female	Female	Female	Female	Female	Female	Female
Professor	1 (6%)	2 (11%)	1 (5%)	0	3 (18%)	0	1	1 (6%)
Reader	1 (25%)	0	2 (40%)	1(25%)	2 (17%)*	1 (17%)	0	2 (25%)
Senior Lecturer	3 (38%)	0	1 (13%)	1 (17%)		0	0	1 (33%)
Lecturer	1 (25%)	4 (27%)	1 (8%)	5 (50%)	3 (19%) [†]	2 (22%)	2	1 (25%)
Overall ⁸	30%	21%	25%	22%	24%	21%	24%	24%

1. From Southampton Chemistry Bronze Application 2012, numbers are for 2011. 2. From Leeds MaPS Silver Application 2011, numbers are for 2011. 3. From Birmingham Chemistry Bronze Application, 2013, numbers are for 2012/13. 4. From Warwick Chemistry Silver Renewal application 2012, numbers are for 2012. *Associate Professor (FA8) † Senior Research fellow/ Assistant Professor (FA7) 5. From Cardiff Chemistry Silver Application 2010, numbers are for 2010. 6. From Nottingham Chemistry Silver application 2013, numbers for 2012. 7. From St Andrews Chemistry Bronze application 2013, numbers are for 2012, overall percentage is that given for “established staff”. 8. Overall percentage refers to the overall percentage of academic and research female staff including PDRA, Research Fellows and Teaching Fellows.

(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.

Table 11: Turnover by grade and gender in the Chemistry Department 2011-2014

LEAVERS	2011/12		2012/13			2013/14			
	Proportion of Total Staff Leaving	Female	Male	Proportion of Total Staff Leaving	% Female	% Male	Proportion of Total Staff Leaving	% Female	% Male
Total	15%	67%	33%	25%	50%	50%	22%	32%	68%
Research	38%	67%	33%	39%	47%	53%	34%	35%	65%
Teaching	0%	-	-	0%	-	-	33%	100%	0%
Lecturer	0%	-	-	0%	-	-	0%	-	-
Senior Lecturer	0%	-	-	0%	-	-	0%	-	-
Reader	0%	-	-	0%	-	-	0%	-	-
Professor	0%	-	-	0%	-	-	0%	0%	100%
Other*	0%	-	-	100%	100%	0%	0%	-	-

* other = KTP associates.

Turnover rates for academic staff on open contracts are very low. Since 2009, two professors (M) retired, one teaching fellow (F) moved to a senior post at another HEI and one lecturer (M) left the UK. Each has been replaced. Given these small numbers, it is difficult to draw any conclusion about effects on women, however monitoring will continue.

The majority of researchers are on fixed-term contracts funded by external grants, usually lasting two or three years, and consequently turnover rates are high. Over 2011-2014, 25 male and 21 female researchers left: in 2009, 83% of leavers were women; the corresponding figure in 2013 was 35%. These large year-to-year fluctuations are not currently understood and will be further investigated. **(AP2.4)**

[1997 words]

4. Supporting and advancing women's careers:

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.

Table 12 compares numbers of applicants shortlisted, interviewed and appointed for departmental posts from 2010-2014. The majority of vacancies were for fixed-term research posts; there was one open-ended academic contract (professorship replacing a retirement); a teaching fellow position and two fixed-term posts covering academics on leave. The low number of female applicants for professorial appointments was discussed in 3(b)(vii). The department has additionally recently recruited to three teaching fellow posts (one FTE in 2013/14 and 2x0.5FTE in early 2014/15). In all cases there were no female applicants which requires further investigation and emphasises the need for such data to be consistently monitored and highlighted in order for necessary actions to be taken. **(AP2.4)**

In researcher appointments, the proportion of women appointed matches or exceeds that of those applying (Table 12). However, the small numbers give no reliable trend (Figure 7). Our data (Table 12) suggest that women are underrepresented in applications compared to the PhD population and to increase the proportion of women at all levels it is necessary to increase the number of female applicants. To do so we will:

- ensure that all future departmental advertisements routinely contain an invitation to under-represented groups, including women, to apply; **(AP2.1)**
- review the language used in the “further information for candidates” documentation sent to those who enquire about advertised positions; **(AP2.1)**
- visibly support initiatives relating to childcare such as expansion of the University's on campus nursery and the convenient provision of breastfeeding facilities; **(AP2.5)**
- ensure at departmental level that appropriate training in unconscious bias, equality & diversity issues, panel composition & appropriate interview technique has been undertaken by all shortlisting and interview panels; **(AP3.1)**
- continue to monitor appointment numbers to judge efficacy of such training. **(AP2.4)**

Table 12: Numbers of applicants, shortlisted, interviewed and appointed candidates for posts in the Chemistry Department for 2010-2014															
		Applications			Shortlisted ^c				Appointments				Success rate		
		Female	Male	% Female	Female	Male	% Female applicants shortlisted	% Male applicants shortlisted	Female	Male	% Female shortlisted candidates appointed	% Male shortlisted candidates appointed	% Female applicants appointed	% Male applicants appointed	Overall % applicants appointed
2010/2011	Total	77	221	26%	17	45	22%	20%	4	9	24%	20%	5%	4%	4%
	Research Professor	76	211	26%	17	43	22%	20%	4	8	24%	19%	5%	4%	4%
2011/2012	Total	119	389	23%	17	43	14%	11%	6	5	35%	12%	5%	1%	4%
	Research Teaching ^a	114	380	23%	16	40	14%	11%	6	5	38%	13%	5%	1%	4%
2012/2013	Total	275	690	28%	36	83	13%	12%	8	22	22%	27%	3%	3%	4%
	Research	245	640	28%	30	73	12%	11%	7	21	23%	29%	3%	3%	4%
	Teaching ^b	10	25	29%	1	6	10%	24%	1	1	100%	17%	10%	4%	4%
2013/2014	Total	99	360	22%	16	34	16%	9%	2	13	13%	38%	2%	4%	4%
	Research	99	357	22%	16	33	16%	9%	2	12	13%	36%	2%	3%	4%
	Teaching	0	3	0%	0	1	-	33%	0	1	-	100%	-	33%	4%

Note: grades where no positions were available have been omitted. Other – KTP associate. ^a FTC to cover colleague on full-time research grant (no appointment made); ^b one FTC for maternity cover, one teaching fellow; ^c includes 'reserve' candidates not invited for interview.

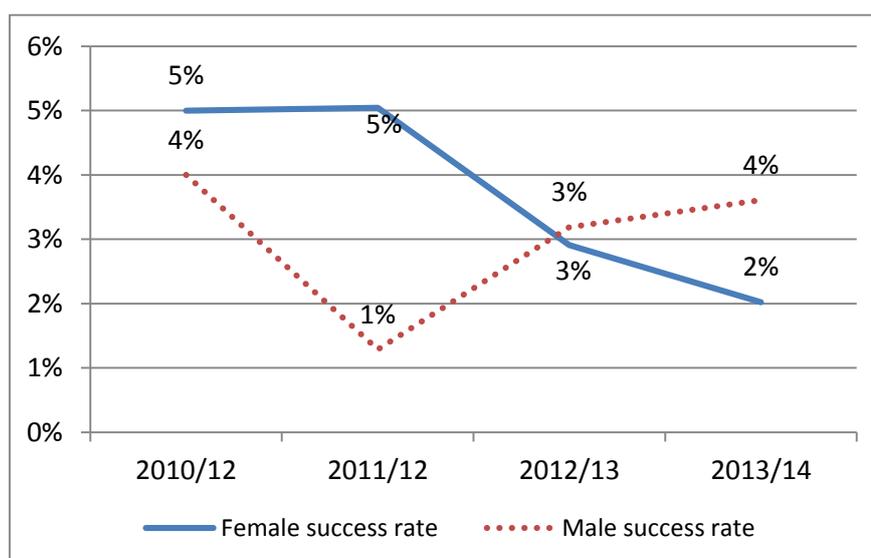


Figure 7: Success rate by gender over last 4 years for research staff positions in the Department of Chemistry

- (ii) **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.

2013-14	1F promoted to L (from fixed-term research fellow), 1F promoted to R, 1F promoted to SL, 1F promoted to P, 1M promoted to P
2012-13	1M promoted to R, 1M promoted to SL, 1F promoted to SL
2011-12	1M promoted to SL, 3M promoted to P
2010-11	1M translated to R, 2M promoted to P, 1M unsuccessful application to P
2009-10	1M translated to R, 1M promoted to P, 2M unsuccessful application to P

L: Lecturer; SL: Senior Lecturer; R: Reader; P: Professor

Promotion to non-professorial grades is overseen at University level by Academic Staff Committee (2013-14: 13 members; 5F). Qualification for promotion is against published criteria covering all aspects of academic activity. The department operates multiple approaches to identify candidates for promotion:

- Biannual call details are circulated to staff with an invitation for individuals to approach the HoD or HoGs in order to be considered and to suggest to the HoD in confidence names of colleagues they feel should be considered.
- The topic is also explicitly considered as part of the Staff Development and Performance Review, SDPR.
- DEC considers all members of staff to identify potential candidates, with particular consideration of potential cases for female staff, after which HoGs will discuss promotion with identified individuals.

Since 2011, all cases put forward from the department have been successful. We recognise that this may be indicative of an over-cautious approach to promotion and DEC have recently taken steps to accelerate cases for promotion following clear discussions with applicants of the risks involved.

Professorial promotions undergo a different route, involving committees chaired by the Vice-Chancellor. The mechanism for identifying potential candidates is identical to that set out above. Candidates submit extensive CVs to demonstrate that they meet the criteria. Three male candidates were unsuccessful (2009-11, Table 13) but with further support and mentoring two have since achieved the promotion.

Departmental survey data indicate a perception that promotion criteria are not clear. We have acted on this by inviting HR to discuss promotion criteria in departmental meetings and we will run annual surgeries for those considering promotion [see 5(a)(i)]. **(AP2.6)** This year's survey also revealed some misconceptions that research income is weighted over other factors, and, amongst some PhD students, that the department shows positive discrimination towards women. Whilst these were only one or two comments, it highlights the need to continue to use presentations, staff meetings, annual surgeries, SDPRs, etc, to communicate that promotions and appointments are always based on merit across teaching, administration and research. **(AP2.6)**

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) **Recruitment of staff** – comment on how the department’s recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university’s equal opportunities policies

Table 12 suggests that approximately 20% of applicants for research positions are female, which is lower than the proportion of PhD students who are female nationally. Given that this proportion is maintained through to appointments, a larger proportion of female applicants is required to increase female appointees. The most recent teaching fellow positions (2x0.5FTE) arose from an urgent need to cover teaching in response to increased intakes. The posts were advertised only within the UK, for a short time. Only a small number of internal applications were received and none were female.

Steps taken to remove imbalances Recruitment of staff is conducted at university level in accordance with approved HR procedures. All vacancies are advertised through HR who assist in drafting job descriptions and person specifications using appropriate language. A statement on all advertisements encouraging women and minorities to apply should be included. **(AP2.1)** All applicants are made aware of policies and procedures relating to work-life balance including job sharing as well as information about onsite nursery provision, childcare voucher scheme and other employee benefits. Survey comments suggest that details can be lost in the information provided. We will review the clarity of information sent to applicants and liaise with HR to make any necessary improvements. **(AP2.1)** All information will also be reiterated in our revised induction pack. **(AP3.2)** Outcomes will be monitored via responses to the annual survey and application statistics. **(AP2.4)**

Training of interviewers In Chemistry, all interview panels for academic staff include:

- at least one woman and one man,
- representatives external to the department
- a chair, usually the Dean of Faculty or their nominee.

All HoDs, senior staff and chairs of interview panels are required to undertake Equality and Diversity training. Additionally, all staff who are in line-management positions, including those supervising researchers, are required to pass an online E&D training module and unconscious bias training. Despite this, recruitment and interviewing of research staff is less well developed than for academic staff and needs to be reviewed and actions implemented. **(AP3.1)** We will extend training requirements to all members of interview panels & all academic staff in the department. **(AP 3.1)** For academic posts, shortlists are reviewed by the Dean, and single gender lists are queried. Professorial appointments involve a search committee chaired by the HoD to ensure the widest possible field of candidates is identified. We will continue and extend this practice of adopting a proactive approach to identifying and attracting potential female applicants to all academic appointments. **(AP2.3)**

- (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.

Nationally, transitions having the highest fall-off in the proportion of women are PhD to researcher and researcher to academic. This is reflected in our data (Table 9). Currently, career advice and guidance to PhD students and PDRAs is provided by individual supervisors/line managers on an *ad-hoc* basis and by central university services. More can be done at departmental level to widen opportunities for informal mentoring of PhD students and researchers with respect to career choices. We will:

- enhance appraisals for PDRAs [see 5(a)(i)]; **(AP4.1)**
- reinforce the role of the Early Career Researcher (ECR) Advisor and re-examine its terms of reference; **(AP3.3)**
- widen invitations to PhD students, researchers and staff to weekly departmental coffee mornings, to enhance informal networking and mentoring opportunities.

The department has been pro-active in supporting PDRAs who apply for research fellowships to begin independent academic careers. We have supported formation of a peer-network proposed by the PDRA community, led by the PDRA representative on PIC. A new initiative within the University, the Bath Science Academy, is run by Academic Staff Development. This programme of career development is for research staff seeking academic careers. We will encourage uptake by Chemistry PDRAs through disseminating information via the departmental email newsletter and the new PDRA network. **(AP3.3)**

Underrepresentation of women at professorial level has been recognised as a university-wide challenge and a network of women at Reader and Professor levels has been initiated, led by the (female) Pro-Vice Chancellor (Research). As a result of the University's Athena SWAN Bronze renewal, a number of events aimed specifically at women's career development such as a series of women's networking seminars as well as the annual Athena SWAN lecture (given at our suggestion in 2014 by Prof Lesley Yellowlees) have been introduced and take-up by chemists is improving. **(AP3.4)**

5 **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?

The annual appraisal (SDPR) process is mandatory and provides an opportunity for staff to receive feedback on their performance, to discuss and set objectives for the coming year, and to explore and support their career aspirations. It explicitly seeks to identify training opportunities and to

include discussion of planning next steps in seeking another job or promotion.

Our internal survey indicated that the SDPR process is sometimes perceived as having limited value. In acting on this, last year we introduced a more focussed approach to ensure that SDPR becomes a more consistent, positive and valued process in the Department. This has included:

- the HoD establishing a core group of reviewers from among senior staff;
- training of these reviewers to maximise the supportive aspects of the process;
- allotting a specific time period for review meetings to take place;
- holding a follow up meeting of reviewers to identify and act on an general issues uncovered by the process, and
- reminding reviewers to initiate mid-year meetings to monitor progress of agreed objectives and to reinforce ongoing support.

This approach will be further developed with the aim of establishing SDPR as a key and valued mechanism for maximising career development opportunities for staff in the department. **(AP4.1)**

Participation in SDPR by researchers has previously been less consistent than for academic staff, although those that did engage found it useful (Dept survey comments, 2013). We will extend the process described above to enhance the SDPR process for research staff. **(AP4.1)** We will also encourage attendance at workshops on effective use of SDPRs, and offer appraisals with someone other than their grant holder, if desired, to improve the experience for this group and we will strengthen the ECR Advisor role **(AP3.3)**, with an additional option of a female mentor if desired.

Promotion criteria for academic staff consider all aspects of academic work and are published on the University website. However, some staff feel uncertain about how the criteria are applied. We will make an explicit offer in the annual promotion round announcement to provide feedback in personal surgeries on promotion cases, from a choice of recently promoted or senior members of staff, especially where staff request advice on whether their CV is ready for consideration. We will make recent successful promotion cases, including from outside the Department, available on the Department wiki along with (for non-academic staff) examples of jobs at grade 6-8 and core criteria to work towards these. The PDRA and PhD student members of PIC also suggested feedback on job applications (PDRAs/staff assist PhDs) or applications for further study (PhD assist undergraduates) would be useful, so we will develop structures to facilitate this. Feedback from people only one level higher was particularly requested, as it was more likely to be informed by recent experience, potentially more relevant to a wider range of STEM jobs and more accessible, so more likely to be used. **(AP2.6)**

Mentoring: All new staff are assigned experienced mentors on appointment [see 5(a)(ii)]. The University is implementing a formal, trained mentor program, at all levels, so we will determine the best way for internal mentoring to complement this scheme, for example, through facilitating and encouraging informal mentoring within the department or through a more formal departmental scheme. **(AP4.2)** Some staff have found mentors informally post-probation but a more formal arrangement may be useful, particularly when approaching key career stages. Social initiatives aimed at enhancing collegiality (see 6b(iv)) have led to improved survey responses around informal mentoring. We will continue such initiatives, especially those giving staff from all grades & roles and students chances to meet informally. Making committee membership lists within the department & university easily available may also help locate informal mentoring opportunities. This information will be added to the Departmental wiki **(AP 4.2)**.

The Researcher Development Unit (RDU) supports ECRs and academic staff, alongside a range of training providers, to promote development aligned to the Researcher Development Framework. RDU facilitates a Research Staff Working Group that represents University research staff. This seeks to improve working practices, skill levels, job satisfaction and career management of researchers, to recruit and retain the best possible research staff. The University is signed up to the Concordat, in 2011 (re-awarded 2013) achieved the European Commission HR Excellence in Research badge, and was shortlisted for the Times Higher Education (THE) award for Outstanding Support for Early Career Researchers. In 2011/12 seven female staff and one male attended RDU courses; 2012/13 the figures were 15F and 21M, while in 2013/14 it grew to 22F and 31M. PGR students report that RDU skills sessions are of high quality, provide useful career advice and their uptake of RDU courses is good (114F, 61M in 2013/14).

Although some researchers take advantage of these schemes and report them as being useful, enhanced communication to all staff will be beneficial. PDRAs report that generic career guidance is available which often refers back to the department, complementing our commitment to informal mentoring. A forum in which PDRAs can explore this, and other issues, with a range of staff, particularly female staff, is now being set up. **(AP3.3)** Communication among PDRAs has been difficult in the past partly due to unreliable email lists, which this year have been upgraded. The PDRA cohort are now developing their own network to assist communication and peer mentoring, to request resources (a budget is available through PIC) to make suggestions for their development via the PDRA representative on PIC, and to define the remit of the ECR Advisor. **(AP3.3)**

- (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?

University induction for all newly-appointed staff introduces the staff development programmes. Policies that underpin employment at Bath such as Flexible Working and Parental Leave Policies are described. Completion of an online learning module "Diversity in the Workplace" is required for all staff, while gender equality training specific to particular situations has been mentioned above (Interviews, SDPR, mentoring, line management).

Department induction is less formal. Safety training is required for all and a handbook with useful information is available to new staff. Induction materials have been revised this year by PIC, and now include a checklist of key staff to meet and procedures to be covered. PIC will gather completed checklists and survey responses from new staff in Sept 2015 to determine efficacy of this new process and to continue improvement of induction materials. **(AP3.2)**

All new academic staff follow a course on academic practice to support their transition to lecturing and they have a reduced teaching load to support the start of their careers. "Start-up" funding and studentship support is offered to support the development of their research and they are allocated an appropriate mentor by the HoD, for their probation period. The university operates developmental internal peer-review for grant applications. This is particularly beneficial for younger and less confident academics since it removes the need to request assistance.

- (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.

Our aim is to provide high quality support for all students, considering their personal circumstances. All Undergraduate and Masters students are assigned a personal tutor, responsible for advising on academic and pastoral matters. Students can request a female personal tutor and this is accommodated. The scheme is overseen by the Senior Tutor and personal tutoring is recognised in the staff workload model. Students often consult other tutors informally. Final year undergraduate students receive formal advice regarding PhD study and female role models are prominently included in this. **(AP1.3)** The University Careers Service provides tailored advice and newsletters for year groups, PGT & international students. To supplement this professional advice, PhD students and PDRA members of PIC have identified that a peer review network for job applications and applications for further study would be valuable within the department. **(AP2.6)** In 2015 two of our three external examiners for undergraduate programmes are female and departmental seminars include female speakers as role models, although we recognise that the proportion of female speakers should be improved. **(AP4.3)**

PhD students are assigned a supervisory team in addition to their primary supervisor, however induction materials may not effectively describe support available, particularly for students arriving from outside Bath, so these will be reviewed. **(AP3.2)** A dedicated postgraduate advisor is provided by the University Careers Service, and annual PGR fora & information sessions will be introduced. **(AP3.3)**

6 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 current committee structure is illustrated in Figure 8. Executive Committee (DEC) comprises five senior staff appointed by HoD. Since Jan 2014 it includes the (female) Chair of PIC (20% female). An external Scientific Advisory Panel is currently being assembled and several women have been invited to join this panel. A Departmental Advisory Group is composed of HoGs and former HoDs (1F, 16%).

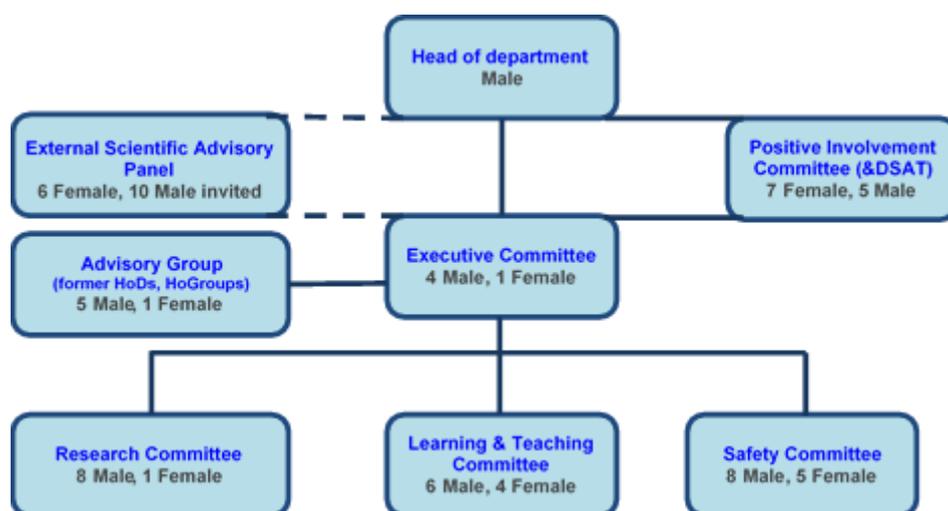


Figure 8. Committee structure and composition in chemistry

Research Committee (9 members) also has only one female (11%). Learning, Teaching and Quality Committee comprises ten members (4F, 40%), while Safety Committee has five female members in thirteen total (38%). These figures are not representative of the proportion of women staff in the department (30%, Table 9), being too high on committees perhaps associated more with roles traditionally considered female strengths, and too low in traditionally more male dominated areas. While these numbers represent a small improvement on last year, there remain issues to address. While being mindful of overloading relatively few female staff with administrative duties, in our internal survey, women did express interest in joining influential departmental committees. Committee attendance as an observer has recently been made open to all departmental staff, with prior notice to the chair. We will review our committee processes with a focus on processes for membership selection, length of tenure, and achieving an appropriate balance. **(AP5.1)**

- (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.

	2008/9			2009/10			2010/11			2011/12			2012/13			2013/14		
	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female	Female	Male	% Female
FTC (Researcher)	10	14	42%	6	10	38%	12	12	50%	8	13	38%	15	26	37%	17	30	36%
FTC (Other)	0	0		0	0		0	0		0	1	0%	0	2	0%	0	0	
'Open' contract	6	26	19%	8	25	24%	7	26	21%	9	28	24%	10	30	25%	9	31	23%
Totals	16	40	29%	14	35	29%	19	38	33%	17	41	29%	25	56	31%	26	61	30%

All staff classified as researchers in Table 14 are on fixed-term contracts, funded by time-limited grants from Research Councils or industry [see 3(a)(vii)]. All academic staff are on open contracts except two FTC staff in 2012-13; one covered a maternity leave, the other covered teaching for a staff member on a Fellowship.

- 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?

As noted in 6(a)(i), the current committee composition does not match departmental demographics. In part this reflects the lack of senior female staff. Changes have recently been made to both DEC and Research Committee and these both now include female members, albeit below desired levels. We recognise the need to manage the danger of ‘committee overload’ for the small number of senior women. Regular turnover of committee members will help bring female members onto committees in a staged manner, avoid them serving on many committees simultaneously, and bring fresh viewpoints into committees as more junior women are promoted.

(AP5.1)

- (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 department operates a comprehensive workload model which has been developed over the last three years to include allocations for all quantifiable research, teaching and administrative activities that academic staff undertake. It also includes significant allocations for individual scholarship, outreach, general research and teaching support as well as taking account of individual circumstances (such as probation, maternity leave, etc). Our internal survey showed that the principles and practice of the model are not yet fully understood. Further dissemination of up to date information has taken place and actions are in place to make the workload model simpler, more transparent and better understood, including invitation for staff to discuss on a 1:1 basis in SDPR meetings. **(AP5.2)**

The SDPR process takes full account of all activities undertaken by a staff member. While activities such as promoting women in science are not explicitly included in promotion criteria, it is open to staff and their HoD to comment on exceptional performance in any aspect of work in making a case for promotion. DEC assigns departmental responsibilities, with advice from HoGs. These are rotated regularly (typically after 3 years) specifically taking account of heavy workloads and career development considerations. However, anticipated regular turnover of committee members will further facilitate rotation of roles. **(AP5.1)**

- (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.

All committee meetings are organised at times to accommodate attendance by all members, and within core-hours (9:15-15:15) if possible. Departmental meetings start at 13.15 and typically last 60-90 minutes. Departmental seminars have been retimed to start at 14.15 pm, although ad-hoc seminars may still take place outside core hours, since booking rooms at short notice can be difficult. This year's survey results suggest seminar and meeting timings have improved but core-hour scheduling is not yet universal. **(AP5.3)**

The University timetable schedules teaching from 8.15 to 19.15. However, staff with caring or other responsibilities can request their personal timetables be kept within acceptable hours. In the department, no such request has been denied although occasionally the university timetable office has been unable to accommodate requests and informal actions within the department have been necessary to accommodate individuals.

- (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.

We are proud of the friendly, inclusive and supportive culture for which the Department is known. Qualitatively, visitors to the department frequently observe these attributes and complement members of the department on the positive atmosphere that we project. More quantitatively, in the University-wide Capita staff survey (2013), 98% of Chemistry respondents agreed that "The University is a good place to work" and 92% M and 83% F agreed "I feel part of my department" and the corresponding scores for "I am satisfied with the support I get from my work colleagues" were 93% and 88% respectively. Overall scores for work-life balance have improved, compared to previous surveys. However, 71% M but only 61% F agreed that they "have a good work-life balance". A gender difference was also found in responses to "The University provides good support to help me balance my work and personal commitments"; 88% M and 61% F agreed, respectively.

In our 2014 internal student survey, 93% of students agreed that the department "treats people the same irrespective of gender" and that they personally "are treated on merit irrespective of gender". However, the survey also revealed that 15% of women student respondents encountered situations where they felt uncomfortable due to their gender. In response, potential causes were investigated by PIC, and the issue was raised by HoD and discussed at DEC and department meeting to which an HR representative was invited to speak in order to reinforce the University's dignity and respect policy. PIC undergraduate representatives reported back to the SSLC. Ongoing improved awareness of policies and effective management of any issues raised will help to reinforce our female-friendly and inclusive culture. **(AP5.4)**

Our first internal survey (2013) suggested communication of departmental processes and procedures was limited. In response, we introduced a weekly email, to all staff and PGR students, with links to a departmental wiki. This includes minutes/summaries of meetings, grant and fellowship information, seminars and notification of RDU events as well as celebration of grant successes, PhD student papers and departmental events. Similar information is now shown on scrolling screens in the foyer. These initiatives have attracted favourable comments and

enthusiastic contributions from across the department. The internal survey this year (2014) showed improved responses on communication but this will continue to be enhanced. **(AP5.5)**

Traditionally we hold an annual Student Ball, a Christmas lunch and a Graduation reception, all of which are subsidised by the department. Loss of a department tearoom some years ago was perceived to limit opportunities for staff and students to meet informally. However, the department does have a very open architecture ('the pool area') with ample flexible seating space where tea, coffee, lunch, posters (and occasionally champagne) are enjoyed. Our surveys show that when events do occur they are welcoming to all. PIC has a remit and a budget to enhance social events, so we aim to start some new traditions. **(AP5.6)** These include a "bake-off", also during working hours, and a family-friendly pre-semester BBQ, held in a marquee on campus.

To enhance informal networking, we have scheduled a weekly coffee gathering on Friday mornings. Despite initial enthusiasm, attendance is low so we will consider means to improve this, including through enhancing space within the department's current footprint. **(AP5.6)**

- (v) **Outreach activities** – comment on the level of participation by female and male staff in 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.

We undertake a range of activities in outreach, widening participation and work with local schools, led by a senior teaching fellow. These are important strands of our action plan to increase female student applications. **(AP1.3)** These activities are all recognised in the workload model, appraisal and promotion processes. We reach over 2000 school students and teachers per year. Activities include the annual Festivals of Chemistry and Chemistry Camps run with the Salters' company, in which over 150 children enjoy exposure to a university laboratory. We also host visits from 20 schools annually, for curriculum enrichment sessions. Both male and female staff are involved in organising visits and care is taken to ensure that positive female role models are prominent: two thirds of our trained postgraduate ambassadors who help to deliver these events are female. Bath is a hub for the Royal Society of Chemistry 'Spectroscopy in a Suitcase' scheme where PGR students go into schools in the South West of England. Many of participating PGRs are women (and have been for several years) ensuring that girls interested in science in our area have good role models.

7 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 past three years, all staff taking maternity leave (one research officer, two teaching fellows, one lecturer (twice), one reader) have returned. A reader commenced maternity leave in late 2014 and is planning to return.

- (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.

No applications for adoption or parental leave were made in the past 4 years. Five members of staff took statutory paternity leave between 2011-13 (one researcher, one lecturer, one senior lecturer, two readers) for which teaching and supervision commitments were accommodated. Anecdotal evidence suggests other staff have informally worked flexibly to accommodate new parental responsibilities and our staff survey suggested that some male staff felt that requests for paternity leave might not be supported. On this basis, we recognise that better communication of policies for paternity, adoption and parental leave is needed. **(AP5.4)**

- (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.

The Department has responded positively to all requests for flexible working. There have been three requests for formal flexible working arrangements over the past three years, all of which have been accommodated. One female member of staff permanently altered her working hours to accommodate changing childcare arrangements. A second female member of staff changed her part-time hours to suit childcare arrangements and a third female member of staff returned from maternity leave at 0.8FTE to accommodate childcare requirements. Requests for flexible working to allow for other caring responsibilities, (e.g. for elderly parents or ill partners) have been similarly accommodated in the past. Our internal survey highlights that better communication of policies and procedures in this area is needed. **(AP5.4)**

- 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 work allows a good deal of informal flexibility and the department tries to accommodate staff needs in this regard. The flexibility to request and obtain teaching timetable alterations to accommodate caring responsibilities was described above. Policies are published on the HR website and departmental briefings are organised to inform staff when major new policies such as the Flexible Working and Leave Policy are introduced. Survey comments this year however have suggested there is a lack of information about flexible working availability in the department so we will put together a detailed description which will be posted on the Departmental wiki. **(AP5.4)**

- (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.

In preparation for maternity leave, meetings are held with the HoD and HoG to discuss cover arrangements for teaching and research. Teaching cover is normally provided by colleagues and the PhD co-supervisor normally takes on supervision duties. Initial discussions are also held with the HoD on possible arrangements on return to work including the possibility of returning part-time.

One important aspect that is also considered is any Health and Safety implications associated with working in laboratories, and where appropriate, teaching laboratory supervision duties are altered to avoid potential chemical exposure.

While on leave women are encouraged to make use of Keeping in Touch days if they wish to. In general these days are used for keeping in touch with research groups. In addition, those on leave generally keep in touch via email and invitations are also extended to social events and more generally women are welcome to drop in with their babies for informal visits.

When a return date has been agreed returners meet with the HoD to discuss teaching and supervisory issues. Normally a reduced teaching load is agreed for academics in order to allow them to focus on their research. The HoD also arranges regular, usually monthly, meetings with returners in order to monitor their reintegration into work. Should a returner wish to work part-time requests would normally be granted and any requests to return to full-time working at a later date are treated sympathetically.

One issue that has been identified is a lack of breast feeding/milk expression facilities. The department will be raising this with the university and recommending that facilities are provided at convenient locations around the campus. **(AP2.5)**

It is only very recently (past three years) that we have had staff take maternity leave and as such the department is relatively inexperienced in dealing with, in particular, the return to work. The department has agreed to write down its approach to maternity leave to ensure consistency of approach and so that the information is easily available for both current staff and potential new staff. **(AP6.1)** In addition, the department will liaise with other chemistry departments to identify examples of good practice for implementing locally. **(AP6.1)**

Maternity leave for researchers is handled in a similar way to that for academics excepting that teaching cover is not required. Where there are health risks associated with laboratory work, alternative arrangements are made. During maternity leave normally the grant is frozen and the time spent on maternity leave is added onto the end of the contract.

References

1. "A-Level to Professor Pipeline: Gender trends through the talent pipeline" Royal Society of Chemistry report 2013 (based on HESA data).
2. Higher Education Statistics Agency data 2013. Supplied by University of Bath Office of Policy and Planning
3. S. McWhinnie, Oxford Research and Policy. Presentation to AthenaSWAN workshop 2012.

[4942 words]

8 Any other comments: maximum 500 words

Table 15, below, summarises how this submission has responded to the feedback provided by the panel in relation to our previous application.

Table 15. Reference in this re-submission to feedback given by the panel in response to previous application and reference	
“Would like to see”	Reference to the response within this re-submission
Letter of endorsement from Head of Department	
More information on specific initiatives Link to University policy	HoD letter
The self-assessment process	
More senior level buy-in Representation from administrative staff Whole school approach to the issues Better gender balance in SAT Inclusion of UG representative on SAT Clearer definition of what staff are referred to Information on when SAT formed and when it meets	4/8 staff on PIC senior, 2 on DEC (Table 1) Table 1 Sections 2(a), 2(b) and 6(b)(iii) Table 1 Table 1 Table 1 3(b)(vii) Section 2(b), 2(c)
A picture of the department	
Data investigated and analysed further More analysis of pipeline Analysis of UK domicile and non domicile data Graphical/tabular presentation of turnover data More discussion of recruitment to higher levels Mention of promotion of women to professor	Throughout Section 3 Sections 3(b)(ii),(iii) and (iv) Section 3(b)(ii), Table 3 Table 11 Section 3(b)(vii) Section 4(a)(ii) and Table 13
Supporting and advancing women’s careers	
Key career transition points	
More discussion about only 1 woman promoted Unconscious bias training in place Less complacency (about not seeing a gender bias) Why not making adverts more inclusive immediately Job application data broken down by grade Promotions procedure more embedded with SPDR	5 women promoted in last 2 years (Table 13) Section 4(b)(i) Throughout document AP2.1 Table 12 Section 5(a)(i)
Career development	
Actions to improve mailing lists and communal coffee areas More reference to department led initiatives	Completed AP5.4 and 5.5 Proposed AP5.6 Throughout Section 5

More information of the appraisal process Stronger action to allow PGR/PDRAs to attend courses More support for women students	Section 5(a)(i) PGR/PDRA actively encouraged to attend courses: Throughout Section 5 and AP3.3 Throughout Section 5
Organisation and Culture	
Information on core hours Ensuring balance on committees as numbers of women increase More formal policy on workload model More about outreach work gender balance Outreach included in workload model Stronger actions to develop social spaces	Section 6(b)(iii) Section 6(b)(i) Section 6(b)(ii) Section 6(b)(v) Section 6(b)(i) Section 6(b)(iv) AP5.6
Flexibility and managing career breaks	
Consultation of staff around current policies and options More discussion of the culture around these policies Data from staff survey	Section 7(a) Section 7(b) Section 7(a)
Action Plan	
More actions in some areas More detailed actions More engagement with PDRAs Consideration of involving junior staff on committees More formal evaluation of workload model Information on and action to implement core hours	See whole Action Plan See whole Action Plan AP 2.6, 3.2, 3.3, 4.1 AP 5.1 Section 6(b)(ii), AP5.2 Section 6(b)(iii), AP5.3

[468 words]

9 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 action plan does not need to cover all areas at Bronze; however the expectation is that the department will have the organisational structure to move forward, including collecting the necessary data.

University of Bath Department of Chemistry. Athena SWAN Action Plan 2015 - 2018

Key to abbreviations

HoD Head of Department / Deputy
 DEC Departmental Executive Committee
 DoT Director of Teaching (Chair of DLTQC)
 DoR Director of Research (Chair of Research Committee)
 DoS Director of Studies
 Res Comm Research Committee

DLTQC Departmental Learning and Teaching Committee
 PIC Positive Involvement Committee
 AT(UG) Admissions Tutor (Undergraduate)
 AT(PGR) Admissions Tutor (Postgraduate Research)
 AT(PGT) Admissions Tutor (Postgraduate Taught)
 HR Human Resources
 ECR Advisor Early career researcher advisor
 RDU Researcher Development Unit

Items Completed from Previous Action Plan

Category		What issues have been identified?	Proposed action	Success criteria	Responsibility	Date Completed
1 Student Data	1.1	Numbers and proportions of students on taught programmes (including classifications) need to be annually monitored	Collect and collate data annually (e.g. Oct) and report with brief analysis to DEC and staff meetings.	Reports made and, if necessary, action initiated to target a percentage of women in each category that remains above the UK average.	Collating data: UG: AT PGT: DoS(PGT) PGR: DoS(PGR) PIC (reporting) DEC (for action)	1 st report Dec 2013, now annual
	1.2	Data on PhD student recruitment and completions need to be annually monitored and analysed	Start collecting data and report with brief analysis: <ul style="list-style-type: none"> • Applications/ acceptances • Completion rates • Destinations 	Reports made annually.	DoS(PGR) PIC DEC for action	First report Dec. 2013, now annual
4. Career development	4.3	Induction is not always effective and can be improved	Develop induction booklet (hard copy or electronic) and a checklist for new employees.	Increased satisfaction demonstrated during repeat surveys	DEC Admin staff	New booklet & checklist available Q3

						2014
5. Organisation and culture	5.4	Culture of department	Information more accessible and circulated. Consult staff as to how they prefer to receive info	Departmental wiki initiated, weekly email newsletter initiated, information screens in foyer put up and content submitted by staff, students. Content now changes monthly.	PIC, Admin staff	Started Q2 2014
	5.5	Lack of social space and interactions	Seek to provide more opportunities through social events	Weekly coffee mornings started, summer BBQ started, annual chemistry Bake Off started.	PIC, DEC All staff	Started Q2 2014

Action Plan 2015-2018

Category		What issues have been identified?	Proposed action	Success criteria	Responsibility	Timescale
1 Student Data	1.1	UG data currently does not distinguish between BSc and MChem programmes so difficult to tell if gender imbalances exist	Undertake enhanced analysis of UG data (including destination data) to identify and differences in gender balance between BSc and MChem Programmes and for transfer between BSc and MChem	Analysis of data and agreed actions to address any imbalances	PIC DEC	PIC report to DEC, Q4 2015
	1.2	Gender discrepancies in PhD applications (e.g. Female UK domicile PG proportion lower than non-UK)	Review recruitment and interview practices for PhD applicants Collect shortlisting data by gender for PhD interviews & internal studentship allocations.	Reports made and, if necessary, action implemented to improve gender balance in PhD applications.	DoS(PGR) PIC DEC for action PGR AT, report to PIC	Review started Q4 2015, any changes implemented by Q3 2016 First report Q4 2015, then annual.
	1.3	Number of applications to study chemistry from females at all levels is substantially lower than for males.	Prepare materials to reiterate positive aspects of Bath (safe campus, attractive city) during open days/UCAS to persuade higher numbers of women to apply Re-start undergraduate return-to-school visits to promote chemistry at Bath, with visible emphasis on recruiting female	Increase of 3% in proportion of applications from female students. Successfully run at least 5 undergraduate visits before Q4 2017	ATs/ outreach tutor ATs/ outreach tutor	Q3 2015, review Q4 2016 Q3 2016 review Q4 2017

Category		What issues have been identified?	Proposed action	Success criteria	Responsibility	Timescale
			<p>students</p> <p>Access existing University survey results on effectiveness of open days, UCAS days, pre-enrolment interaction with PGT</p> <p>Review external facing webpages, prospectuses, handouts to ensure women role models are well represented</p> <p>Review PGT admissions process in light of UG lessons learnt and implement best practice where appropriate.</p>	<p>Report on survey results</p> <p>New webpage live, showing women role models</p> <p>Improved processes for PGT recruitment in place</p>	<p>Open day coordinator, UCAS coordinator, ATs</p> <p>PIC web liaison, Faculty webpage editors</p> <p>PGT DoS</p>	<p>First report Oct 2015</p> <p>Q3 2015. Review Q2 2016</p> <p>Actions agreed, Q2 2016 Implemented Q1 2017</p>
	1.4	Lack of representation of both genders on interview panels for PhD/PDRA interviews	HoD to sign off on panel membership for interview panels	All interview panels contain at least one representative from each gender	HoD	Q2 2015 Review Q2 2017
2. Staff data	2.1	Lack of applications from women and thus lack of women appointed at researcher (PDRA) & junior academic levels.	Review all job advertisements to ensure they include statement saying appointments are made on merit but welcoming applications from suitably qualified women & other minority groups.	<p>All adverts contain statement. Growth in number of applications from women.</p> <p>More women research staff appointed to reach goal of 40% (ie</p>	HoD	Q2 2015

Category		What issues have been identified?	Proposed action	Success criteria	Responsibility	Timescale
			<p>Review clarity of information provided in applicant information packs and improve if necessary</p> <p>Run Women in Chemistry in the South West day for PhD, PDRA, academic & industrial chemists to highlight career progression routes. If successful, run annually.</p>	<p>same as % of female PhD students)</p> <p>Improved information packs for applicants. Positive feedback via annual survey.</p> <p>Growth in number of PhD, PDRA progressing to chemistry research careers as their next step.</p>	<p>PIC</p> <p>PIC</p>	<p>Q1 2016</p> <p>Q3 2016</p>
	2.2	Destination of all PGR and research staff is not recorded so we cannot judge whether we are more effective in career development.	Conduct exit interviews and record information	Knowledge base established	Individual line managers, Admin staff.	Start Q2 2015 Fully implemented Q4 2016 Review Q1 2018.
	2.3	Low proportion of female senior staff	<p>Propose greater number of female candidates to training schemes for future leaders.</p> <p>Develop an effective mentoring system which provides appropriate career support for mid-career staff.</p>	<p>Each female L/SL/R offered opportunity for such training.</p> <p>Number of female staff increases by: SL/R: +2 Prof: +1</p>	<p>Line managers, DEC</p> <p>University mentoring scheme, PIC DEC</p>	<p>Q3 2015 to Q3 2017 as appropriate for person</p> <p>Q2 2017</p>

Category		What issues have been identified?	Proposed action	Success criteria	Responsibility	Timescale
			Use search committees for all academic appointments with responsibility to identify and encourage women applicants	Application from female candidates for academic positions to at least reach sector average at that time.	DEC	At next recruitment opportunity
	2.4	Consideration of data on recruitment and turnover is limited	Annual report to DEC on turnover, promotions, applicant data etc. for all staff to be formally considered (e.g. during promotions round). Data identified as unusual to be further investigated, reported (to DEC) and acted upon.	Percentage of women in each category reaches / remains above the UK average. Greater understanding of recruitment and turnover data and actions identified where considered necessary	DEC PIC (Chair) PIC (Chair) DEC	First report Sept. 2015 Reviewed annually
	2.5	Expansion of campus nursery provision and breastfeeding facilities may improve numbers of applications from female graduate students, PDRAs and academic staff.	To support initiatives to expand the number of high quality nursery places available To recommend to University that conveniently located breastfeeding facilities are provided.	Expansion of current nursery facilities. Breastfeeding facilities available and potential users are aware of them.	HoD, PIC, supporting nursery parents committee HoD	Ongoing until 2018 Q1 2016
	2.6	Advice and guidance on application for promotion is perceived to be varied and confusing.	Develop guidelines / case studies/ examples of successful applications as to what is needed for each stage	Continued success in promotion applications	PIC (Chair for academic/teaching job family, Admin reps on	By Q1 2016

Category		What issues have been identified?	Proposed action	Success criteria	Responsibility	Timescale
			<p>of promotion (for staff in both academic/teaching and support staff job families) and post on departmental wiki.</p> <p>Run annual surgeries for staff with HR and 1-to-1 surgeries to give feedback on potential promotion documentation.</p> <p>Set up mechanisms for staff, PDRAs, PhD students to review CVs for job applications or applications for further study, in particular PDRA mentoring of PhD and PhD mentoring of undergraduate students.</p>	<p>No survey responses which indicate this to be a problem</p> <p>Positive evaluation by the participants</p>	<p>PIC for support staff)</p> <p>PIC (Chair) to administer, HoG, senior staff to assist with surgeries</p> <p>PIC (PhD student reps, PDRA reps)</p>	<p>Q3 2016 (when promotions call comes out)</p> <p>Trial mechanism in place & first call spring/semester 2 2016 Refine summer 2017</p>
3. Key career transition points	3.1	Applications from women are low & recruitment of women must be maintained or improved to improve numbers of women staff overall	<p>All staff who interview will undertake relevant training and all staff will undertake E&D training.</p> <p>Review and revise practice for preparation of job descriptions, shortlisting procedures and training.</p>	<p>Percentage of staff undertaking E&D training increases to >90%.</p> <p>Continued positive indicators in proportion of female staff and in staff & departmental surveys</p>	<p>HoD, DEC</p> <p>DEC with HR</p>	<p>During 2015</p> <p>Reviews completed Q3 2015 Revised practice</p>

Category		What issues have been identified?	Proposed action	Success criteria	Responsibility	Timescale
			Use of reinforcement phrases during advertisements & improve information on work-life balance sent to applicants by HR.	All adverts contain phrases. Greater number of female applicants	HR, PIC	implemented Q3 2016 Q1 2016
			Promote family-friendly environment within the department in order to increase the number of female applicants in the future	Update Departmental web-site to include family -friendly aspects of the department, university nursery link, examples of short bios of staff with their family members.	PIC (Web liaison), Faculty web editor	Q1 2016
	3.2	Induction is not always effective and can be improved	Monitor effectiveness of new induction booklet and checklist for new employees. Collect a list of useful facts etc for new PDRAs and make available to new research staff Review induction for PhD students, especially those from other universities.	Positive indicators in survey concerning induction activities Increased satisfaction demonstrated during repeat surveys Positive feedback during in repeat surveys	PIC, report to DEC PIC (PDRA rep) Admin staff DoR DoS(PGR)	Aug 2016 (in annual survey). List by Q3 2015 By Q3 2015
	3.3	Support for PhD students and PDRAs can be improved	Introduce annual PGR fora, careers information seminars	More positive indicators from students and	DoS(PGR) ECR advisor	Q4 2015

Category		What issues have been identified?	Proposed action	Success criteria	Responsibility	Timescale
			Consult PDRAs on desired remit of ECR advisor, publicise remit.	researchers in staff & departmental surveys Terms of reference for ECR advisor	PIC (Chair)	Q4 2015
			Support (including financial support) for nascent PDRA network	Active PDRA network	HoD, PIC (Chair, PDRA rep)	Q3 2015
			Encourage wider involvement in Bath Science Academy (A programme of career development for research staff seeking academic careers)	Attendance at BSA Workshops by at least 3 Chemistry PDRAs	ECR Advisor, PIC (Chair, PDRA rep)	Applications due in July annually. success by Q4 2018
			Careers & other development course information made available to PDRAs during PDRA network meetings & on PDRA email list.	Better take-up of RDU courses by PDRAs, more positive indicators in survey	PIC (PDRA rep)	From Q3 2017
	3.4	Some events, schemes not widely known about	Ensure better dissemination of information and more formal work with RDU.	Better take-up and survey responses	Admin staff HoD	Q3 2016

Category		What issues have been identified?	Proposed action	Success criteria	Responsibility	Timescale
			Publicise and encourage attendance at women's network meetings	Better attendance by chemists at these meetings	Admin staff, PIC	Q3 2015
4. Career development	4.1	SDPR sometimes perceived as having limited value.	Reinforce consistent and effective appraisal through continued training of appraisal team in the department	Staff Development Unit delivers training	HoD	Q2 2015
			Increase effectiveness and take-up of SDPRs by further training and publicity.	More effective use of SDPR by staff and PDRA's.	HoD, DEC	Q3 2015 (in line with 2015 SDPR timetable)
			Enhance SDPR for PDRA (e.g. by other than line-manager if wanted), encourage take up of RDU courses on making the most of SDPRs	All PDRA participate in SDPR Increased satisfaction indicated in Staff Survey 2017.	DoR, PIC (PDRA rep) ECR advisor, PDRA network	Q3 2016
4.2	No formal mentoring scheme after probation.	Consider whether departmental mentoring scheme for established staff is needed alongside new University level initiative	Decision made and action initiated.	DEC to instigate PIC	Decision made Q1 2016	
		Publish committee membership on departmental wiki to assist people to find informal mentors, indicating particularly those willing to act as mentors for their	Information on wiki	Admin staff, PIC	Q3 2015	

Category		What issues have been identified?	Proposed action	Success criteria	Responsibility	Timescale
			positions/be shadowed ahead of anticipated replacement			
	4.3	More use of external female role models in the department is needed.	Invite more female speakers and monitor annual statistics	33% female speakers in seminars.	PIC (Chair), Research theme leaders/seminar organisers	From Q3 2015 achieved by Q3 2017
5. Organisation and culture	5.1	Committee membership processes unclear, and not representative of staff demographics	Review committee and make full use of co-options, reviewing processes criteria to achieve better representation	Membership more representative of overall staff proportions	HoD DEC Committee chairs	By start of next academic year (complete Q4 2016)
			Formalise 3 year terms on committees to facilitate turnover	Committee burden shared among different staff.	DEC, PIC	From Q3 2016, then annually
			Introduce observers to allow staff to gain knowledge of committee roles	Observers attend committee meetings	DEC, PIC	From Q1 2017
			Publicise fact committees in chemistry are open to all to attend (subject to notice to chair, & absence of confidential materials)	Notice on wiki, announce in staff meeting	HoD, PIC	From Q3 2015
	5.2	Lack of awareness of issues around workload allocation model	Increase openness in workload allocation policies so all staff understand their allocations including through discussion during SDPR	Higher staff satisfaction in surveys	HoD DEC	From Q3 2015 (during annual SDPR)

Category		What issues have been identified?	Proposed action	Success criteria	Responsibility	Timescale
			Detailed guide to workload model headings placed on departmental wiki	Information on wiki	DEC	Q1 2016
	5.3	Meetings, seminars and social events are not always conveniently timed.	Departmental meetings and seminars to be kept to core University hours.	All meetings & seminars occur within core hours.	Committee chairs Seminar organisers	From Q3 2015
	5.4	University policies on discrimination, appropriate behaviour, paternity leave, flexible working not communicated to staff and students	Improved induction information on policies for undergraduates & postgraduate students Reminders of university policies in staff meetings, links on wiki to appropriate university policies Detailed description of flexible working options available to staff to be placed on departmental wiki.	Improved survey responses Documents on wiki Documents on wiki	DoS, personal tutors, PIC, DEC HoD, PIC (chair), Admin team (wiki links) PIC (Admin rep), Admin team	From beginning academic year 2015 Q2 2015 Q1 2016
	5.5	Culture of department & communication	Follow up analysis of staff surveys for differences in response by gender and plan actions Monitor effectiveness of new information sources (department wiki, screens in foyer etc)	Higher student and staff satisfaction in surveys Higher student and staff satisfaction in surveys	PIC to report on annual surveys DEC for action PIC, to report annually on annual survey	Q1 2016 Q1 2016

Category		What issues have been identified?	Proposed action	Success criteria	Responsibility	Timescale
	5.6	Lack of high quality social space and interactions	Continue with newly introduced social events, & seek ways to improve interactions and quality of available space Feasibility study into enhancing social utilization of current space (e.g. in existing seminar room and 'pool area')	Higher staff satisfaction & participation in social events	PIC All staff PIC, HoD, DEC, Estates	Q3 2015 to Q4 2018 Review done Q1 2016. Implemented by Q2 2018
	5.7	Need to monitor the effectiveness of the measures taken	Conduct an internal survey of staff and PGR students in 2 years and monitor effectiveness of measures, to modify these where ineffective	Action plan updated and used as basis of next Athena SWAN application.	HoD PIC	Q3 2017
6. Flexibility and managing career breaks	6.1	No formal departmental mechanism for managing maternity and other leave.	Hold focus group of returnees to inform documented departmental approach regarding teaching relief, research cover etc. building on experience in other departments and locally	Informed approach to maternity leave and career breaks.	DEC, PIC Chair	Q3 2016
			Document departmental approach to maternity leave	Consistency of approach to maternity leave	HoD	Q1 2017

