



Department Application Bronze and Silver Award

The University of Sheffield, Department of Chemistry

Athena SWAN application

for Silver Award 2019



ATHENA SWAN SILVER AWARD APPLICATION

Name of institution	The University of Sheffield
Department	Chemistry
Focus of department	STEMM
Date of application	11 December 2019
Award Level	Silver
Institution Athena SWAN award	Date: April 2016 Level: Silver
Contact for application <small>Must be based in the department</small>	Dr Natalia Martsinovich
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Departmental website	www.sheffield.ac.uk/chemistry/index

WORD COUNT

Department application	Words used
Word limit	11,997
<i>Recommended word count</i>	
1. Letter of endorsement	486
2. Description of the department	344
3. Self-assessment process	597
4. Picture of the department	2,282
5. Supporting and advancing women's careers	6,834
6. Case studies	993
7. Further information	461

ABBREVIATIONS USED:

ACP	Academic Careers Pathway
AS	Athena SWAN
BAME	Black, Asian and Other Minority Ethnic
CoSHH	Control of Substances Hazardous to Health
CRS	Chemistry Researchers Society
DRP	Departmental Review Panel
DSO	Departmental Safety Officer
ECR	Early Career Researchers
ED&I	Equality, Diversity and Inclusion
EOIS	Expression of Interest
F	Female
FHEA	Fellow of the Higher Education Academy
FoS	Faculty of Science
G	Grade
GTA	Graduate Teaching Assistant
HE	Higher Education
HEA	Higher Education Academy
HoD	Head of Department
HR	Human Resources
IRF	Independent Research Fellow
IUPAC	International Union of Pure and Applied Chemistry
KIT	Keep in Touch
LMS	Learning Management System
M	Male
NJTech	Nanjing University of Technology
NP	Non-professional
P	Professor
PDRA	Postdoctoral Research Associate
PG	Postgraduate
PGR	Postgraduate Research(er)
PGT	Postgraduate Taught
R	Research
R&D	Research and Development
RSC	Royal Society of Chemistry
SAT	Self-Assessment Team
SFHEA	Senior Fellow of the Higher Education Academy
SMART	Specific, Measurable, Achievable, Relevant and Time-bound
SPL	Shared Parental Leave
SRDS	Staff Review and Development Scheme
SURE	Sheffield Undergraduate Research Experience
UG	Undergraduate
WAM	Workload Allocation Model
WARP	Women Academic Returners Programme

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

Note: Please insert the endorsement letter **immediately after** this cover page.



The
University
Of
Sheffield.

DEPARTMENT OF CHEMISTRY

James Lush
Athena SWAN Charter
Advance HE
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31/10/19

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Dear Mr Lush

Re: Application for an Athena Swan Silver Award

I am pleased to write in support of my Department's application for an Athena Swan Silver Award.

My goal is to place equality, diversity and inclusion at the heart of all that we do. I am committed to creating a Department that celebrates the diversity of all of its members, and where the contributions of all are recognised. The Athena Swan Charter has challenged and inspired us to build a more equal department, and to create a culture of inclusion where everyone is supported and nurtured to fulfil their potential. This application provides evidence of the successes we have achieved in pursuit of this goal.

I am pleased to have been a member of the team that prepared this application, led by my colleague Dr Natalia Martsinovich. My involvement signals my personal commitment to the Athena Swan Charter, and to ensuring that our Action Plan is delivered in full.

The Department of Chemistry was awarded an Athena Swan Bronze Award in 2013 and a Silver Award in 2015. Since then, the number of female staff holding senior positions has increased; the Departmental Director of Equality, Diversity and Inclusion has become a member of the Departmental Executive Committee, recognising the central importance of the role; we have addressed unconscious bias by introducing mandatory training for all staff; and we have formalised our commitment to flexible working and part-time working, enabling staff to achieve the work-life balance that is right for them and allows them to balance all of their different responsibilities. This important

progress has been made through the sustained efforts of many staff, including Dr Sarah Staniland (Director of Equality, Diversity and Inclusion at the time of our 2015 submission) and Professor Jane Grasby, who has been involved in all of our Athena Swan applications and who has been a tireless campaigner for gender equality.

I am delighted that half of the REF-returnable female staff in my Department are professors, and female staff lead two of our four research clusters. Two of our University Teachers are male and two are female; both women have been promoted to Senior University Teacher and both have received external recognition for the excellence of their work. Thus women lead in both research and teaching, and promotion rates for female staff in the Department match those of their male colleagues.

However, promoting equality is a frame of mind rather than a destination; we must continue to challenge ourselves. For example, numbers of female researchers in the Department have been very high but have declined recently, for reasons that are presently not understood; and the fraction of female academic staff in the Department does not reflect the female population at undergraduate level. In the future we will address these and other challenges, striving continually to create a better, more equal Department.

The information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

Yours sincerely



Graham Leggett

[486 words]

2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: Bronze: 500 words | Silver: 500 words

Please provide a brief description of the department including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

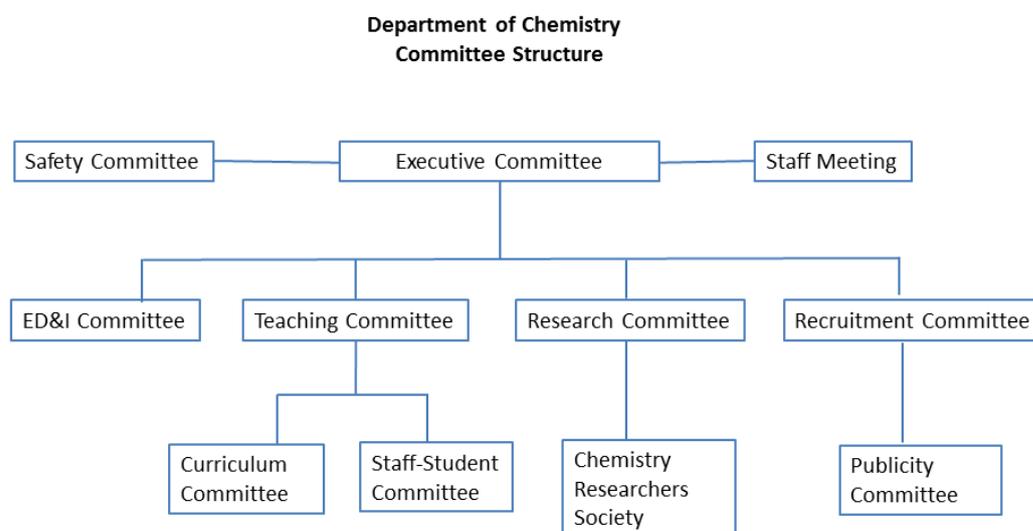
The Department of Chemistry dates back to the foundation of the University in 1905. Although the University is international in its outlook, with partnerships in Europe, North America, Asia and Australasia, it remains firmly rooted in the City of Sheffield.

- Four graduates and former members of departmental staff have won Nobel Prizes.
- Ranked in the top five departments in the UK in REF 2014 for the quality of our research outputs.
- We perform consistently well in National Student Surveys (95% satisfaction 2018).

We have had three changes of Head of Department (HoD) in the last four years, and have been subject to significant financial pressures (like many UK Chemistry departments). This has created a great deal of change and upheaval for staff. At the time of submission, a review of professional services structure is in progress.

The current HoD was appointed in August 2018. He leads the Departmental Executive Committee (the senior management group for the Department). The Executive Committee includes the HoD, the Departmental Manager and Directors of Learning and Teaching, Research, Recruitment, and Equality, Diversity and Inclusion.

Each of the Directors leads a committee that is focussed on work in their respective areas. The Chemistry Researchers Society, representing PhD students and PDRAs, and the Staff-Student Committee, covering undergraduate affairs, are formally adopted into the Departmental structure to ensure that the needs of these key groups are represented explicitly in the Departmental governance.



We are a medium-sized department with 40 academic staff, 33 professional staff, 21 postdoctoral researchers, ca.140 PhD students and ca.500 undergraduates. The proportion of female students is 43±1%, close to the Russell Group (RG) mean (46-47%). The proportion of female PGT students is slightly below the RG mean, while the proportion of female PGR students (43%) exceeded the RG mean last year.

The Department is committed to Athena SWAN values and aims to embed ED&I within its policies and culture, recognised by a Silver AS award in 2016. Athena SWAN activities are a standing item at departmental committees and in student forums, demonstrating how E&D is established in the department.

[344 words]

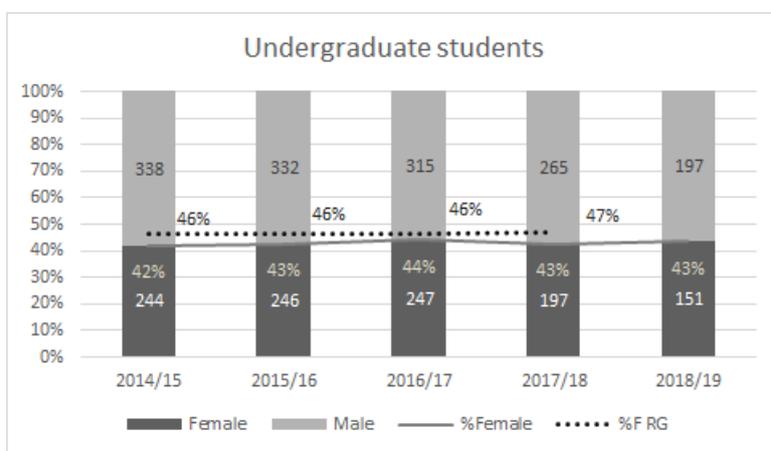


Figure 1 Gender profile of undergraduate students in chemistry at Sheffield compared with the Russell Group mean. Total student numbers are overlaid.

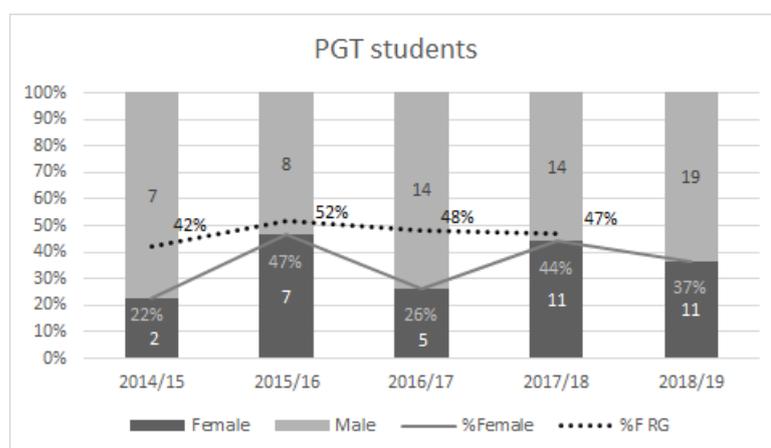


Figure 2 Gender profile of taught Masters (PGT) students in chemistry at Sheffield compared with the Russell Group mean. Total student numbers are overlaid.

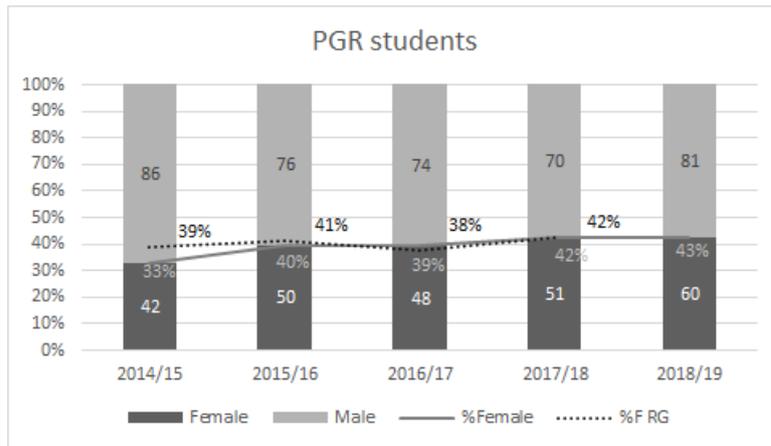


Figure 4 Gender profile of PhD (PGR) students in chemistry at Sheffield compared with the Russell Group mean. Total student numbers are overlaid.

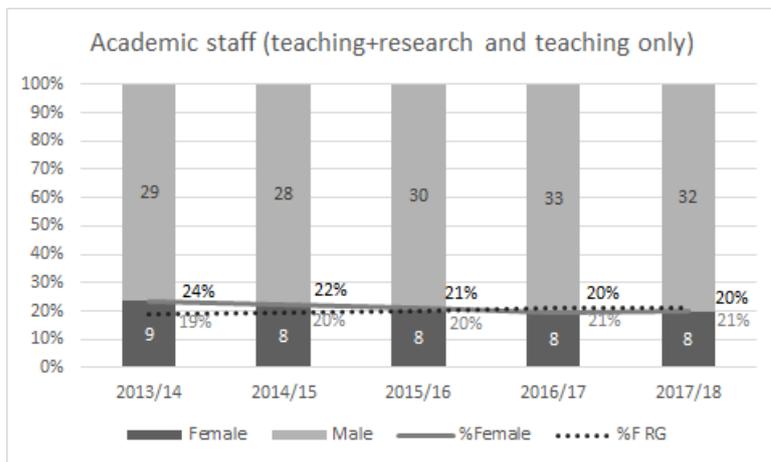


Figure 5 Gender profile of academic (teaching+research, and teaching only) staff in Chemistry at Sheffield compared with the Russell Group mean. Total numbers are overlaid.

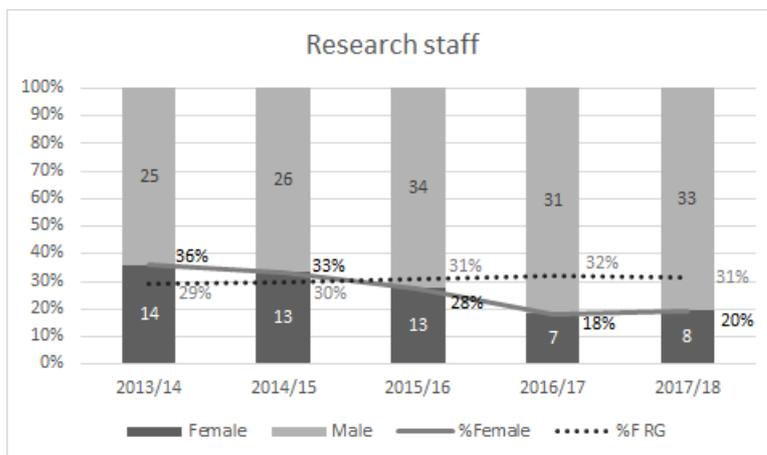


Figure 3 Gender profile of research staff in Chemistry at Sheffield compared with the Russell Group mean. Total numbers are overlaid.

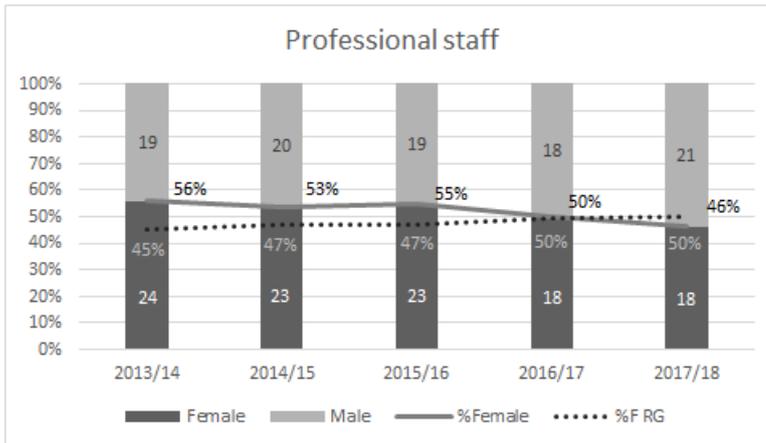


Figure 6 Gender profile of research staff in Chemistry at Sheffield compared with the Russell Group mean. Total numbers are overlaid.

3. THE SELF-ASSESSMENT PROCESS

Recommended word count: Bronze: 1000 words | Silver: 1000 words

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

The self-assessment team (SAT) is the Department’s Equality, Diversity and Inclusion (ED&I) Committee. It is comprised of 13 staff and students (currently 5 male and 8 female). Faculty Athena SWAN Administrator (Elena Hernandez) is also a member of the SAT.

The membership of the committee has been continuously refreshed, to gain new viewpoints and reflect changes in job roles. Dr Sandra van Meurs and Mrs Louise Brown-Leng joined the committee as new representatives of technical staff (in 2017) and administrative staff (in 2019), respectively. Dr Jim Scotson joined as a representative of postdoctoral staff in 2019, and was replaced by Dr Devanshi Singh later this year. Dr Michael Hippler joined as Departmental Disability Liaison Officer in 2019. Dr Tom Anderson joined in his role as the Senior Tutor in 2018, and Prof. Andrew Slark as Wellbeing Advocate in 2019 (new roles in the department). Prof. Graham Leggett joined the committee as the HoD in 2019. UG and PG student representatives change annually and are recruited through the Staff-Student committee and the Chemistry Researchers Society. Dr Natalia Martsinovich has been on the committee since 2015 and became the SAT lead and the Departmental Director of ED&I in 2019.

Member	M /F	Job	Role in the self-assessment team	Experience
Tom Anderson 	M	University Teacher, Senior Tutor	Wrote the section on outreach, feedback on the student data section.	Experienced teacher. Expertise in outreach. Serves on Staff-Student Committee.
Michelle Bates 	F	Secretary Departmental Office	Information on administrative staff induction and training, suggestions for the action plan.	Secretary of the Departmental ED&I Committee.
Louise Brown-Leng	F	Departmental Administrator	Collected and checked staff	Administrative Staff representative on the

		& HR Support	data	Departmental ED&I Committee. Faculty Wellbeing Advocate and Mental Health First Aid Champion.
Jane Grasby 	F	Professor	Feedback on staff survey results and application document.	Chair of the Faculty ED&I Committee (2013-16). Member of the 2013 and 2015 SATs. Balances her working life with twin daughters, which included working part-time for 7 years.
Elena Hernandez 	F	Athena SWAN Administrator	Analysed the data, created graphs and tables.	Works part-time as Athena SWAN Administrator while finishing her PhD in Psychology.
Michael Hippler 	M	Senior Lecturer	Feedback on the student data section, suggestions for the action plan.	Departmental Disability Liaison Officer.
Richard Jackson 	M	Professor	Continuity from 2015 SAT. Feedback on sections 4-5.	Head of Department (2003-2007, 2011-2014). Established the ED&I committee (2012), introducing a number of changes in support of ED&I that are reflected in the 2015 AS submission. Works part-time (0.4 FTE).
Graham Leggett	M	Professor	Wrote parts of section 2 and 5, feedback on all sections.	Head of Department since August 2018. Father of two grown-up children.

				
<p>Natalia Martsinovich</p> 	F	Lecturer	Coordinated the application. Analysed the Chemistry Staff Survey. Wrote sections 3-4,7, parts of sections 2,5.	Departmental Director of ED&I (2019). Member of the 2015 SAT. Maternity leave in 2014, then worked at 0.8 FTE for a year. Uses informal flexible working arrangements.
<p>Manasi Mulay</p> 	F	PGR student	Suggestions for the action plan.	International PGR student. Completed a MSc in Sheffield (Engineering).
<p>Yasmin Rahman</p> 	F	UG student	Discussion of wellbeing and mental health support.	BAME UG student.
<p>James Scotson</p> 	M	Postdoctoral Research Associate	Suggestions for the action plan. Collected images to use in the application.	Postdoctoral researcher. Secretary of the Chemistry Researchers Society.
<p>Devanshi Singh</p>	F	Postdoctoral Research Associate	Suggestions for the action plan. Collages of images.	International staff member. Previously MSc and PhD student in the department.

				
 Andrew Slark	M	Professorial Fellow	Suggestions for the action plan.	Worked in UK Industrial R&D for over 25 years. Wellbeing Advocate and Mental Health First Aid Champion.
 Jennifer Train	F	PhD student (until September 19)	Discussion of students data.	PhD student, previously MChem student in the department.
 Sandra van Meurs	F	NMR Facility Manager	Wrote section 5.4(i), associated actions and Case Study 1.	Technical Staff representative on the ED&I Committee. Works part-time (80%). Previously employed outside academia.

(ii) an account of the self-assessment process

The ED&I Committee meets every 8 weeks; the minutes are circulated in the department and uploaded on the departmental intranet. Five meetings of the ED&I Committee this year had AS planning on the agenda. We had two dedicated meetings of the SAT: one to discuss student data, and another to discuss the Chemistry Gender Equality Survey and resulting actions.

Student and staff data since 2013/14 (for the last six and five years, respectively) were provided by the University HR. Data on promotions, committees and mandatory training were provided by the departmental HR administrator. PGR completion data were provided by the University's Research Services.

We consulted departmental staff via the Chemistry Gender Equality Survey (run every two years). This year's survey was run in July 2019. 68 staff members (72%) responded,

more than in the 2017 and 2015 surveys. 51% respondents identified as male, 33% as female (slightly higher than the 28% women in the department); other respondents did not disclose their gender or identified as “other”. Survey responses informed our application and Action plan.

We also consulted the Postgraduate Research Experience Survey 2017 and the survey of UCAS applicants.

The application was co-written by several staff (see SAT table). All SAT members provided feedback on the application and made suggestions to the Action plan.

Further feedback was obtained from:

- York Chemistry AS contact,
- Faculty Director of ED&I,
- HR,
- departmental colleagues.

(iii) plans for the future of the self-assessment team

The ED&I committee will continue meeting every 8 weeks, with Athena SWAN as a standing item on the agenda to ensure oversight and implementation of the action plan. The action plan will be shared with all staff via the departmental intranet, with progress updated regularly after each ED&I committee meeting and updates disseminated at staff meetings. In the immediate future, we plan to gather focus groups to discuss:

- enhancing recruitment of female research staff,
- support for grant applications,
- PGT recruitment,
- wellbeing and mental health support for students.

We will continue to carry out biennial departmental surveys to ensure that staff opinions inform our initiatives.

[597 words, including 66 excess words in the table]

4. A PICTURE OF THE DEPARTMENT

Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. Student data

If courses in the categories below do not exist, please enter n/a.

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

N/A.

(ii) Numbers of undergraduate students by gender

Full- and part-time by programme. Provide data on course applications, offers, and acceptance rates, and degree attainment by gender.

UG degree programmes offered in 2013-19 (all full-time):

- BSc Chemistry,
- MChem Chemistry,
- MChem Chemistry with Biological and Medicinal Chemistry,
- MChem Chemistry with a Year in Industry,
- MChem Chemistry with Study Abroad,
- MPhys Chemical Physics.
- Joint BSc Chemistry programme with Nanjing University of Technology (NJTech).

Students on UG degree programmes (Figure 7):

- MChem: % females is approximately constant (42-45% and close to the RG average (46-47%).
- BSc: % female increased gradually 39-46%, with a maximum of 50% in 2017/18.
- Joint BSc (NJTech): 25-30%, lower than for the programmes, high variation due to small student numbers. Recruitment was carried out by NJTech. This programme is no longer recruiting students.

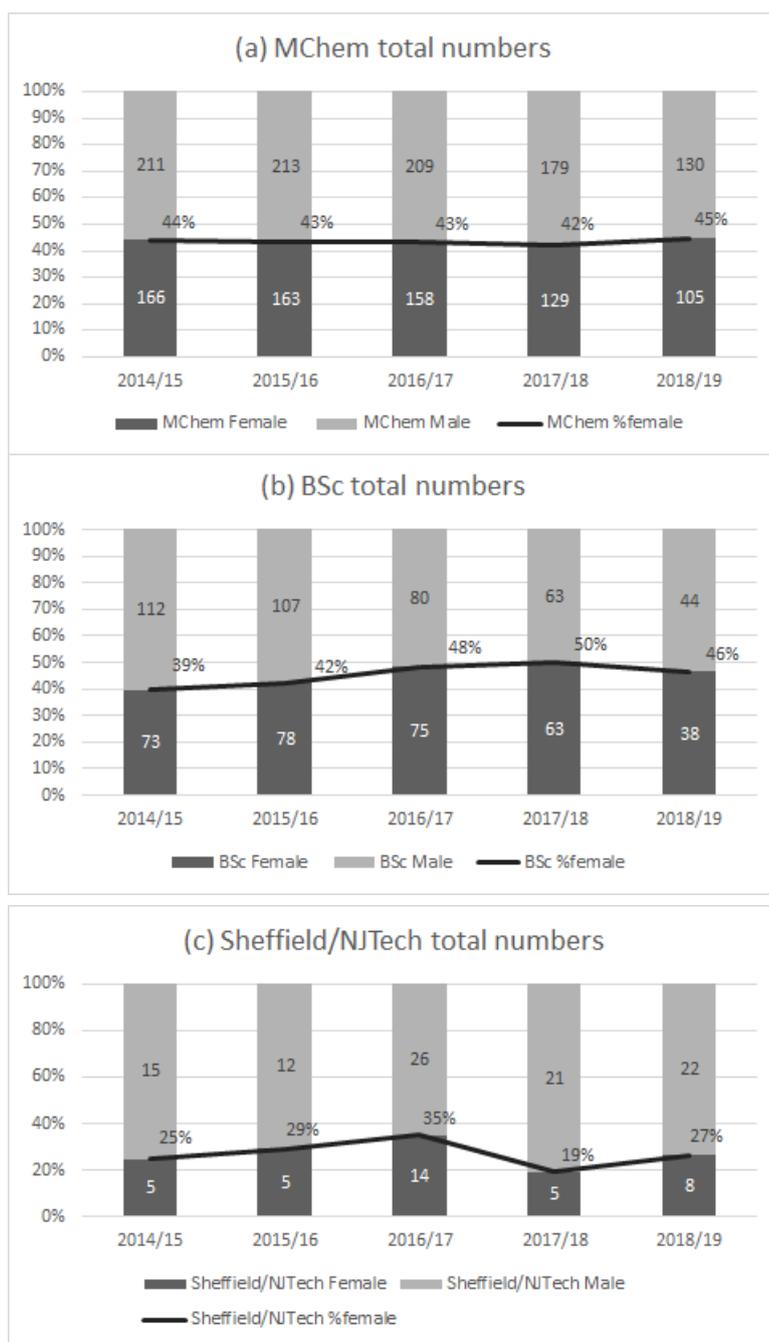


Figure 7 Gender profiles and the total numbers of UG students for the (a) Sheffield MChem programmes, (b) Sheffield BSc programmes and (c) the joint BSc Chemistry programme with NJTech.

Data on new students shows annual variations (Figure 8):

- All UG students, MChem students: % females remained almost constant between 2014-18, with a noticeable increase to 53% in 2018/19, exceeding the RG average of 47%.
- New BSc entrants show a more complex trend, possibly correlating with changes in our Admissions procedure.

% female BSc entrants	Admissions changes
2016/17: increase to 53% female	2015/16: no interviews for BSc applicants (MChem/MPhys applicants were still interviewed)
2017/18: dip to 27%	2016/17: interviews for all applicants; BSc threshold raised to AAB
2018/19 increased to 48%	2017/18: all applicants invited to Open Days, which involved tours and group tutorial activities rather than individual interviews

The latter procedure, which has been successful in increasing % female students, is currently being used.



Figure 8 Gender profiles and the numbers of (a) all new UG students (BSc and MChem), (b) new MChem students (including MPhys Chemical Physics), (c) new BSc students.



Figure 9 Selection of images from departmental UG study pages.

Recruitment: Our offers are determined by predicted A-level grades (ABB for BSc, and AAB for MChem programmes). Applications, offers, and acceptances data shows steady overall increase in the female/male ratio over the last 5 years.

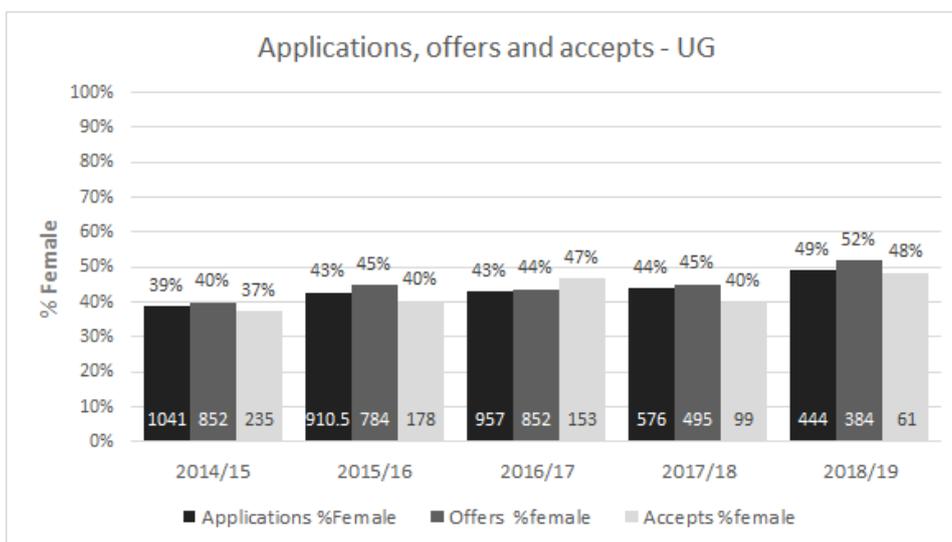


Figure 10 Proportion of females among those who applied, were offered, and who accepted a place to study UG chemistry at Sheffield.

Offer rates (Figure 11) are consistently slightly higher (by 7-10%) for female than male applicants, while acceptances rates by females are slightly lower (by 0-5%). As a result, entry rates are very similar for both genders (within 3%).

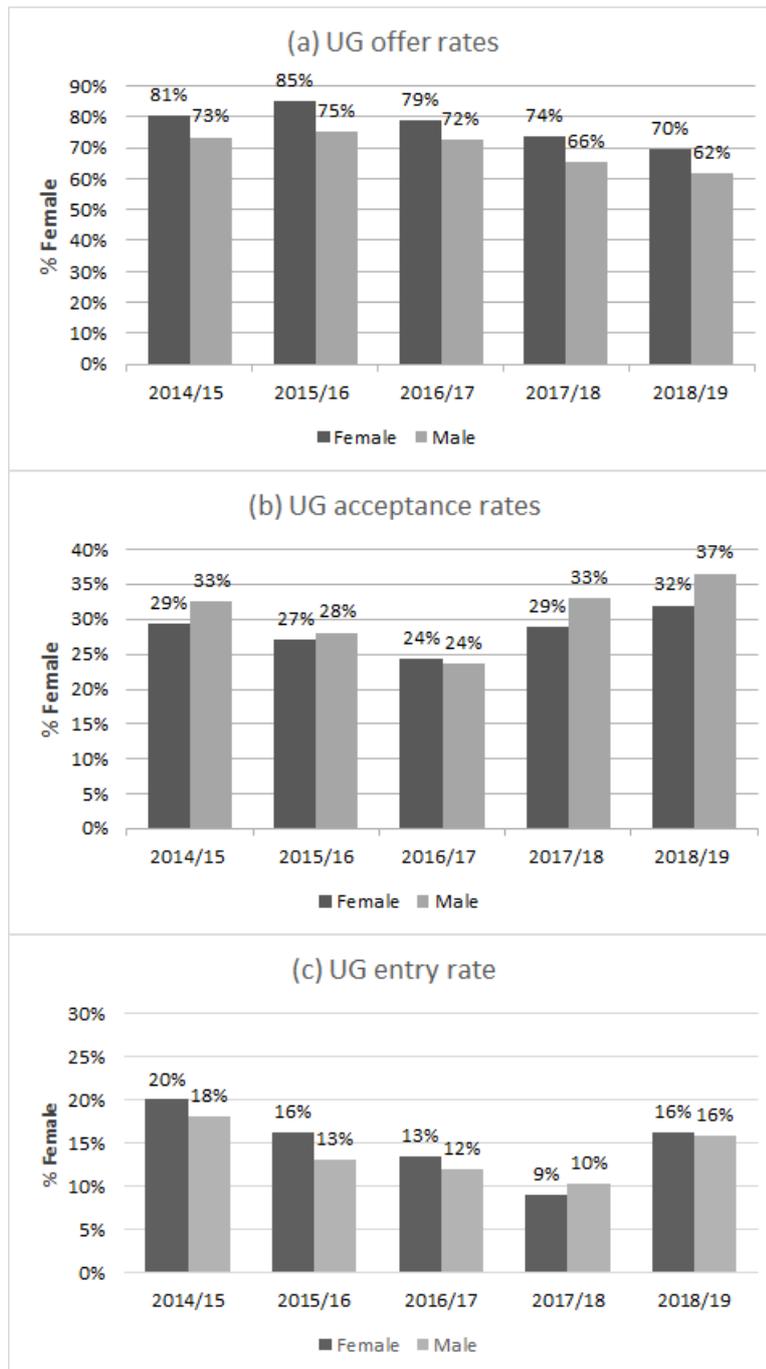


Figure 11 (a) Offer rates (ratio of those who were offered a place to those who applied), (b) accept rates (ratio of those who accepted to those who were offered a place), and (c) entry rates (ratio of those who started the course to those who applied) for female and male UG applicants.

A number of steps were taken over recent years to make the department more attractive to female applicants:

- the UG brochure was redesigned to include more female images and role models;
- images used in the departmental website were reviewed to maintain gender balance;

- both male and female staff and student ambassadors are involved in Open Days.
- We now have a dedicated group of staff and students taking part in Open Days, making it easier to maintain gender balance of presenters and tour guides. To enable all staff groups to participate in Open Days, TUoS provides free child-care facilities.

Action 1.1: Continue to report, monitor and evaluate by gender: UG, PGT and PGR applications, acceptance, degree classification etc.

Action 2a.1: Maintain the visibility of women on the recruitment webpages and materials.

Action 2a.2: Maintain and increase the visibility of women on UG open days.



Figure 12 Open Day student ambassadors team (from Sheffield.chem Instagram).

Degree attainment: On average, around 30% students obtain 1st class degrees, and 70-80% obtain 1st or upper-second class degrees. Female students are at least as likely, or more likely than male students to achieve 1st and 2:1 class degrees. This show that our teaching is effective in enabling all students reach their full potential. We will analyse assessment to investigate the slightly lower degree outcomes for male students.

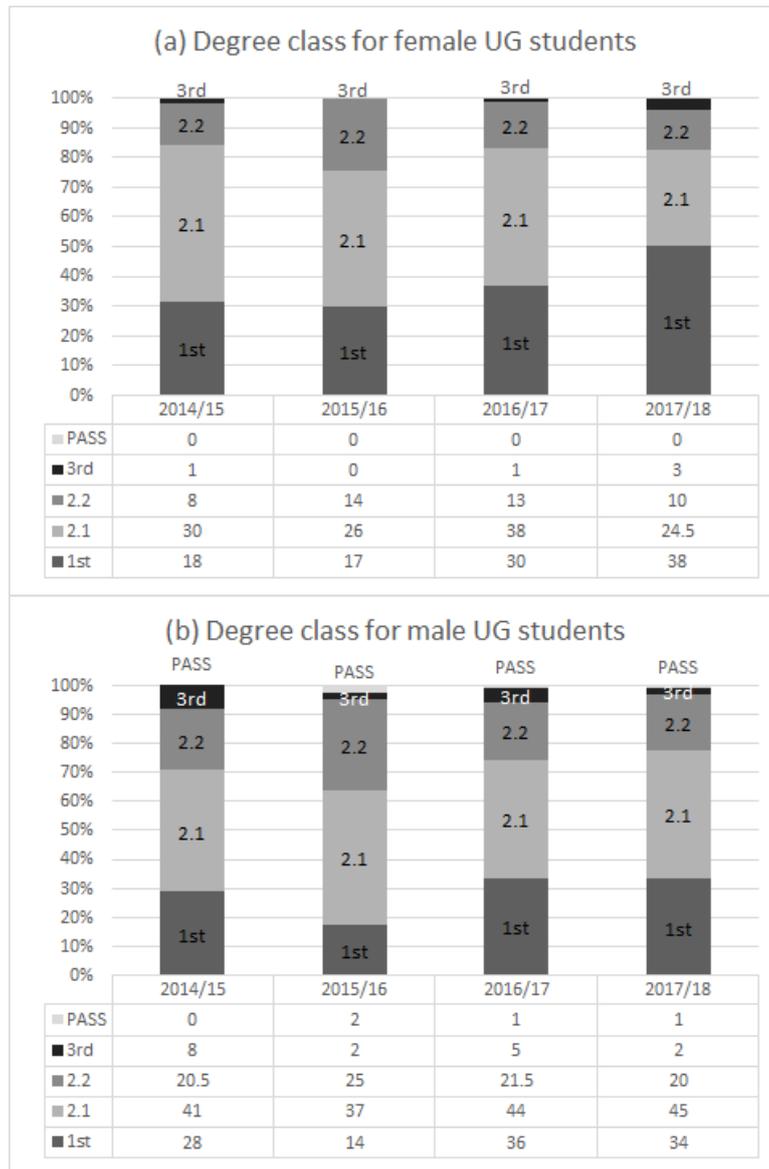


Figure 13 Degree classes for (a) female and (b) male UG students.

Action 1.2: Analyze UG assessment results (exams, coursework) by gender.

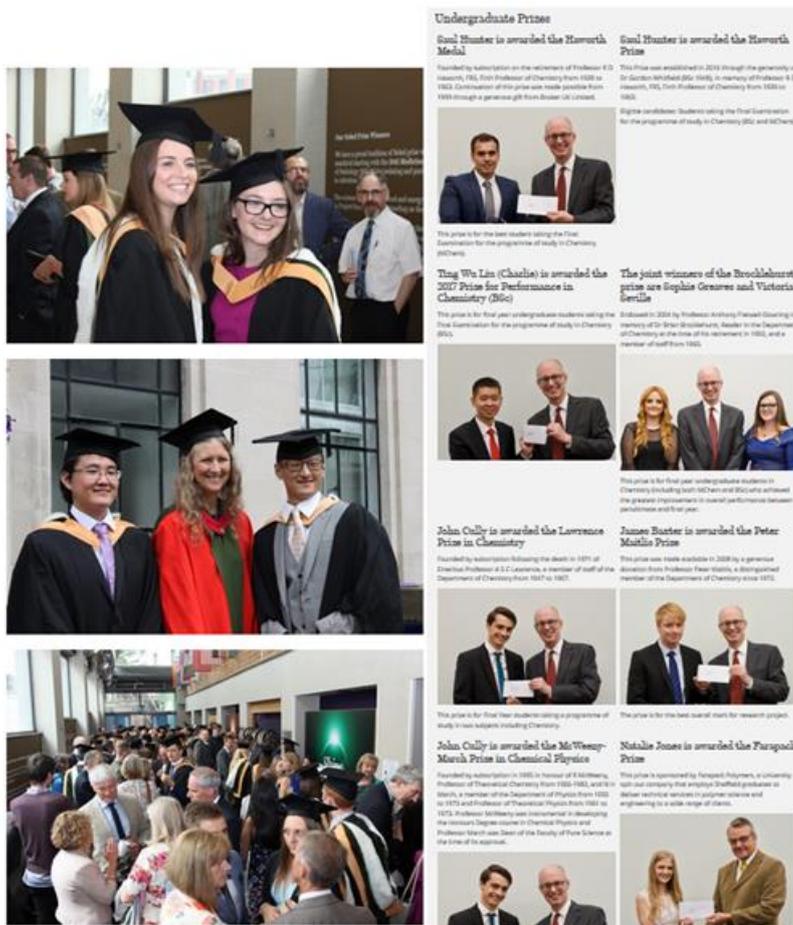


Figure 14 Graduation 2015 (left) and 2017 (right) - from departmental web pages.

(iii) **Numbers of men and women on postgraduate taught degrees**

Full- and part-time. Provide data on course application, offers and acceptance rates and degree completion rates by gender.

PGT degree programmes (all full-time):

- MSc in “Polymers for Advanced Technologies”,
- MSc Chemistry launched in 2015/16,
- MSc(Res) Chemistry launched in 2017/18.

Students on PGT programmes:

- 27-44% female, still below the Russell Group averages of 42-52%.
- Large fluctuations in the female/male ratios, because of the very small cohort sizes. Overall, % female is increasing and heading towards the RG average.

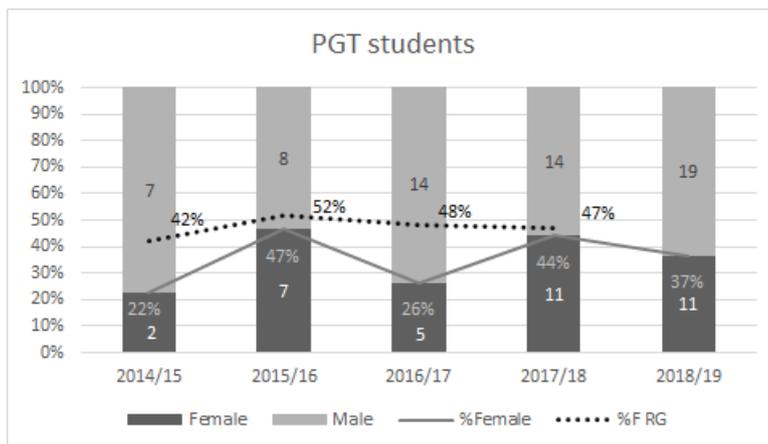


Figure 15 Gender profiles of Chemistry PGT students, compared with the RG average.

- Large differences between the gender profiles of students on the three MSc degrees (Figure 16).
- MSc Chemistry is 33-60% female (similar to or above the RG average), while MSc Polymer and MSc(Res) Chemistry are only 0-40% female.

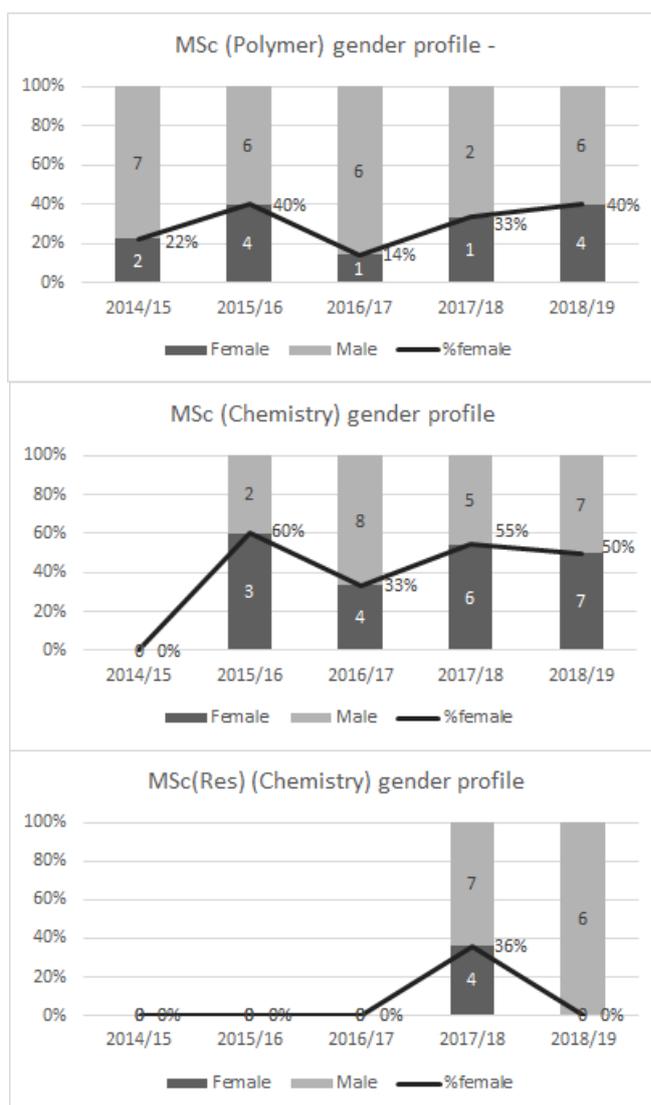


Figure 16 Gender profiles of PGT students on the (a) MSc (polymer), (b) MSc (Chemistry), (c) MSc(Res) (Chemistry) PGT degrees.

These differences in gender profiles are possibly explained by their different character and marketing: MSc Chemistry as a flexible programme for a variety of careers, and MSc(Res) and MSc Polymers as research and industry-oriented programmes. We will review the marketing of these courses, in particular, to make the new MSc(Res) Chemistry programme more attractive to both female and male applicants.

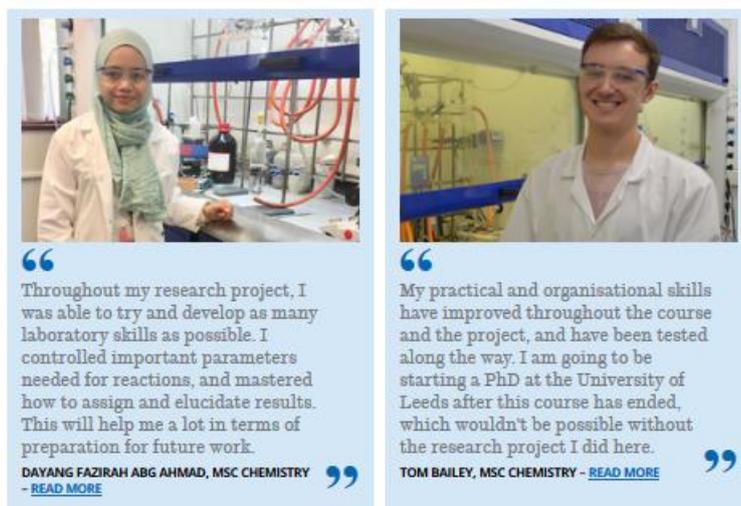


Figure 17. Images from MSc Chemistry admissions web page

Recruitment: Our PGT courses require a 2:1 class or higher BSc degree, or equivalent, in chemistry or a related subject.

Applications, offers, and acceptances data:

- 45±10% female applicants, offers and acceptances;
- % females among those who were offered and those who accepted a place is typically slightly larger (by ~5 %) than % females applicants,

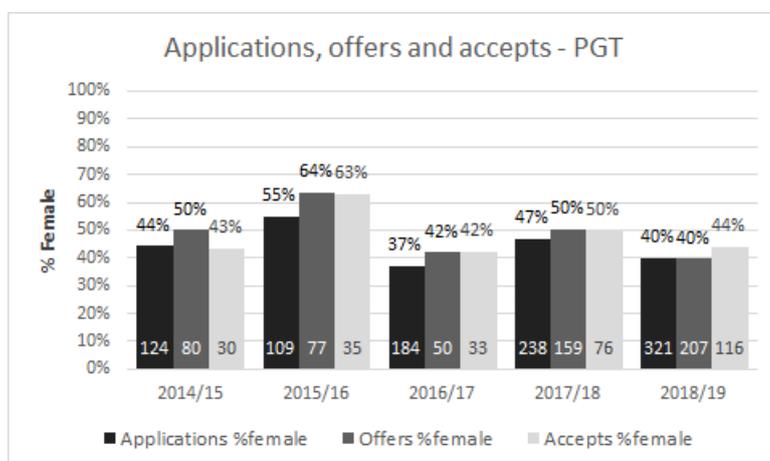


Figure 18 Proportion of females among those who applied, were offered, and who accepted a place to study PGT chemistry courses at Sheffield.

indicating that our admissions procedure does not disadvantage female applicants.

- Offer rates (Figure 19) are somewhat higher for female applicants, while acceptance rates are very similar for both genders.
- Offers rates dropped from 60-70% to ~30% in 2016/17, when applicant numbers almost doubled. However, acceptance rates increased from 45% to 65%. This may be attributable to a calling campaign carried out by our PG recruitment team, who followed up all offers to overseas applicants with a phone call.
- Applicant numbers continued increasing in 2017-19, with offer and acceptance rates similar for both genders.

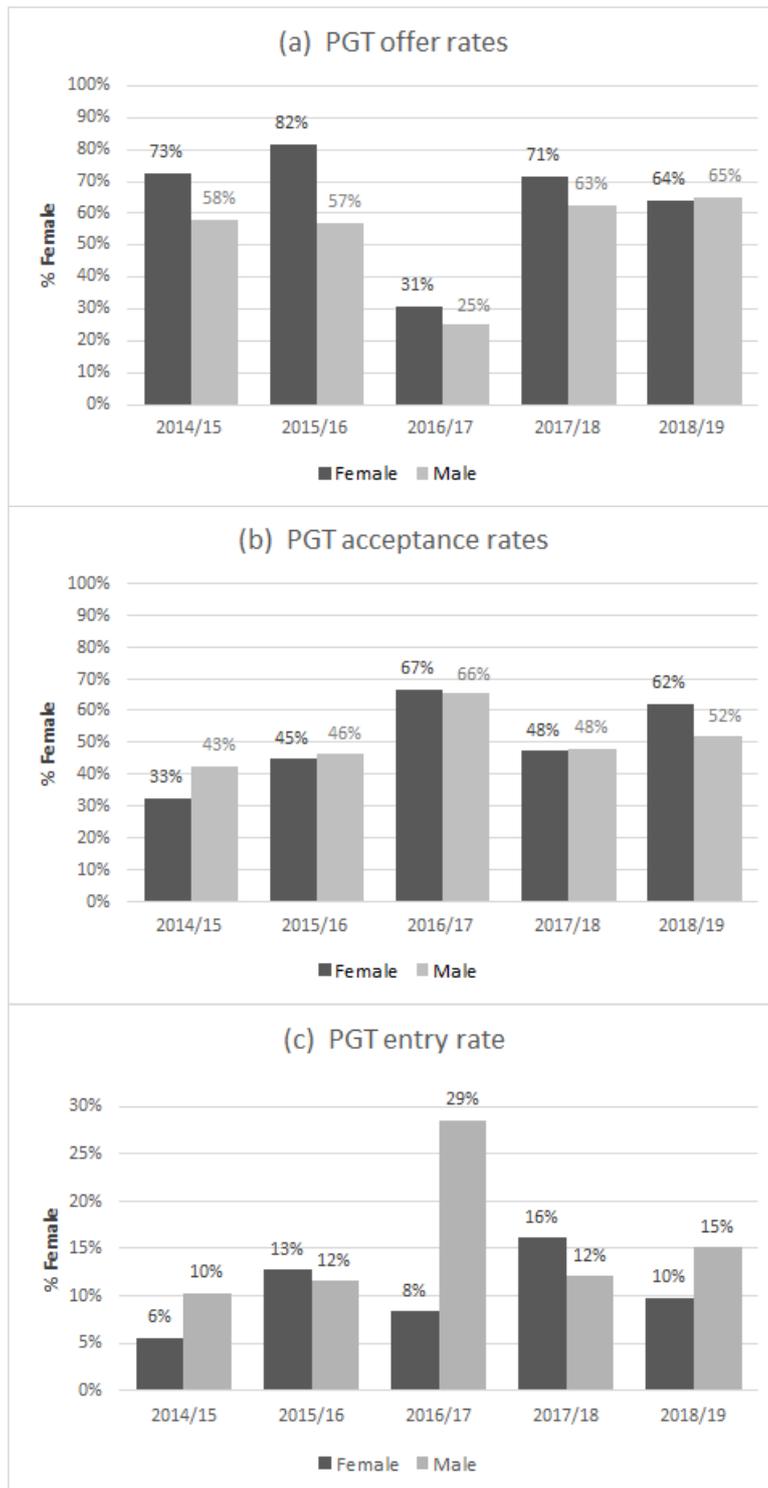


Figure 19 (a) Offer rates, (b) acceptance rates and (c) entry rates for female and male PGT applicants.

Influencing the gender balance of PGT applicants is more difficult than that of UG applicants, since PGT admissions do not involve Open Days and interviews. The information available to PGT applicants is the PGT prospectus and the university and departmental admissions pages. The initiatives aimed at improving the gender balance of UG applicants, such as diversity of staff and students in our departmental web pages and particularly in admissions pages, are expected to

have a positive effect on gender balance of PGT applicants. For example, departmental PGT admissions web pages currently show photographs and case studies of both female and male, UK and overseas students.

Action 2a.3: Identify and address factors that may impact on gender balance in PGT.

There are no systematic differences between genders in rates of attainment of merit and distinction:

- 10-60% of our PGT students obtain a degree with distinction,
- around a half of the PGT students obtain a degree with merit,
- around one quarter obtain a pass degree.

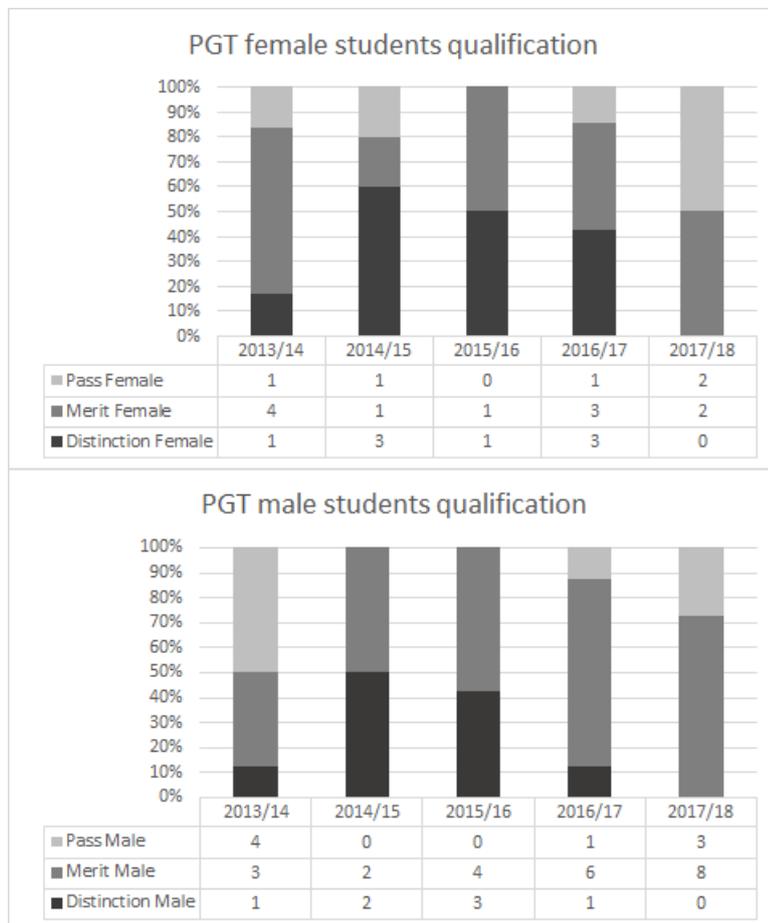


Figure 20 Degree classifications for female and male PGT students.

(iv) **Numbers of men and women on postgraduate research degrees**

Full- and part-time. Provide data on course application, offers, acceptance and degree completion rates by gender.

Students on PGR degree programmes: The Department has ~130 PGR students, 35-40 students are recruited each year, funded through:

- CDT studentships,
- our doctoral training grant,
- industrial and other external sources,
- international scholarships.

Most studentships are full-time. One female part-time remote student started in 2013 and completed her PhD in 2019.

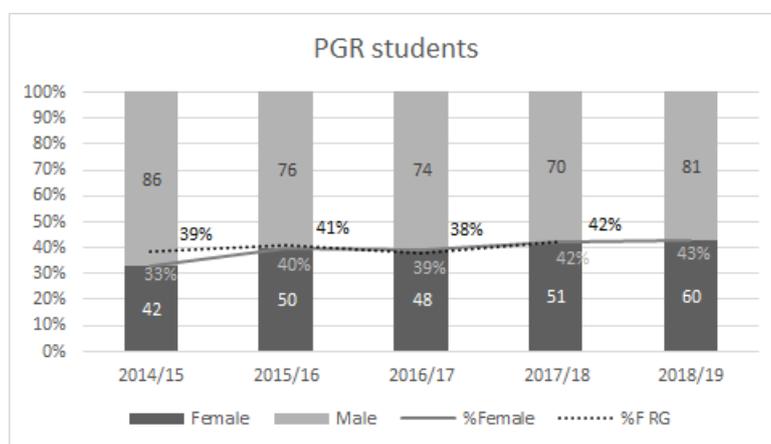


Figure 21 Gender profiles of Chemistry PGR students, compared with the Russell Group average. Since 2016/17, the proportion of female PGR students in Sheffield has been equal or higher than the Russell Group average.

- ~40% PGR students are female (Figure 21).
- Since 2016/17, our % female PGR reached or exceeded the RG average, and is equal to our % female UG students (43%).
- Overseas students: % female stable at 38-44% (Figure 22).
- Home students: increased between 30-43%.

This increase is attributed to initiatives designed to increase gender diversity including:

- early allocation of departmental studentships,
- recruiting Graduate Teaching Assistants (GTAs – PhD students who are heavily involved in teaching, in particular in teaching laboratories, and act as immediate role models to UG students) since 2013,
- Departmental PGR opportunities event every November, aimed at current MChem students.

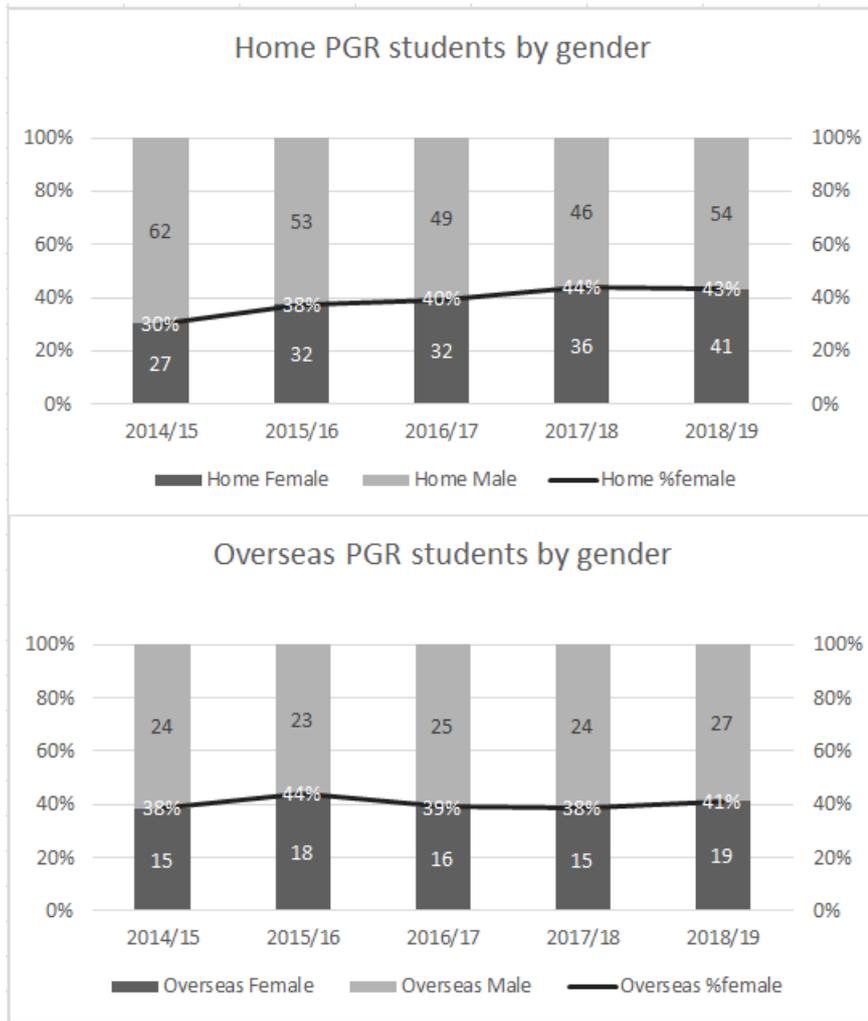


Figure 22 Gender profiles of home and overseas Chemistry PGR students.

Recruitment:

- 45±10% females across applications, offers and acceptances.

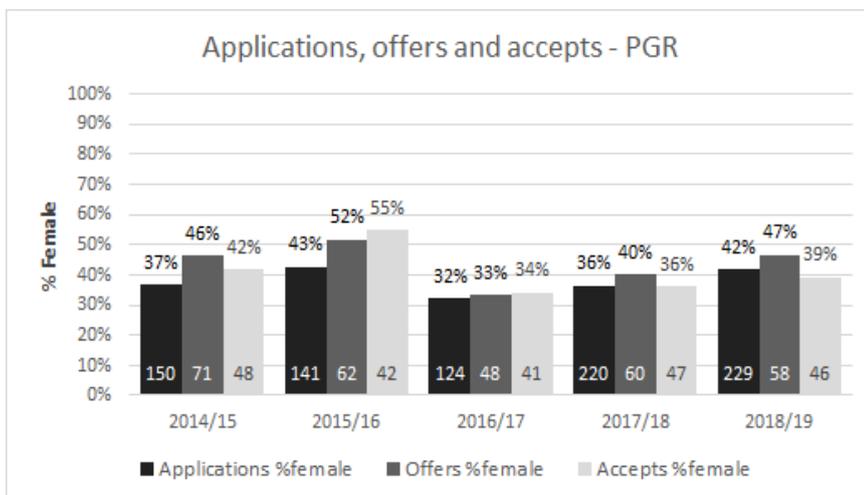


Figure 23 Proportion of females among those who applied, were offered, and who accepted a place to study PGR chemistry courses at Sheffield.

- Offer rates are higher for females (both home and international).
- Acceptance rates for home applicants at or just below 100% (both genders).

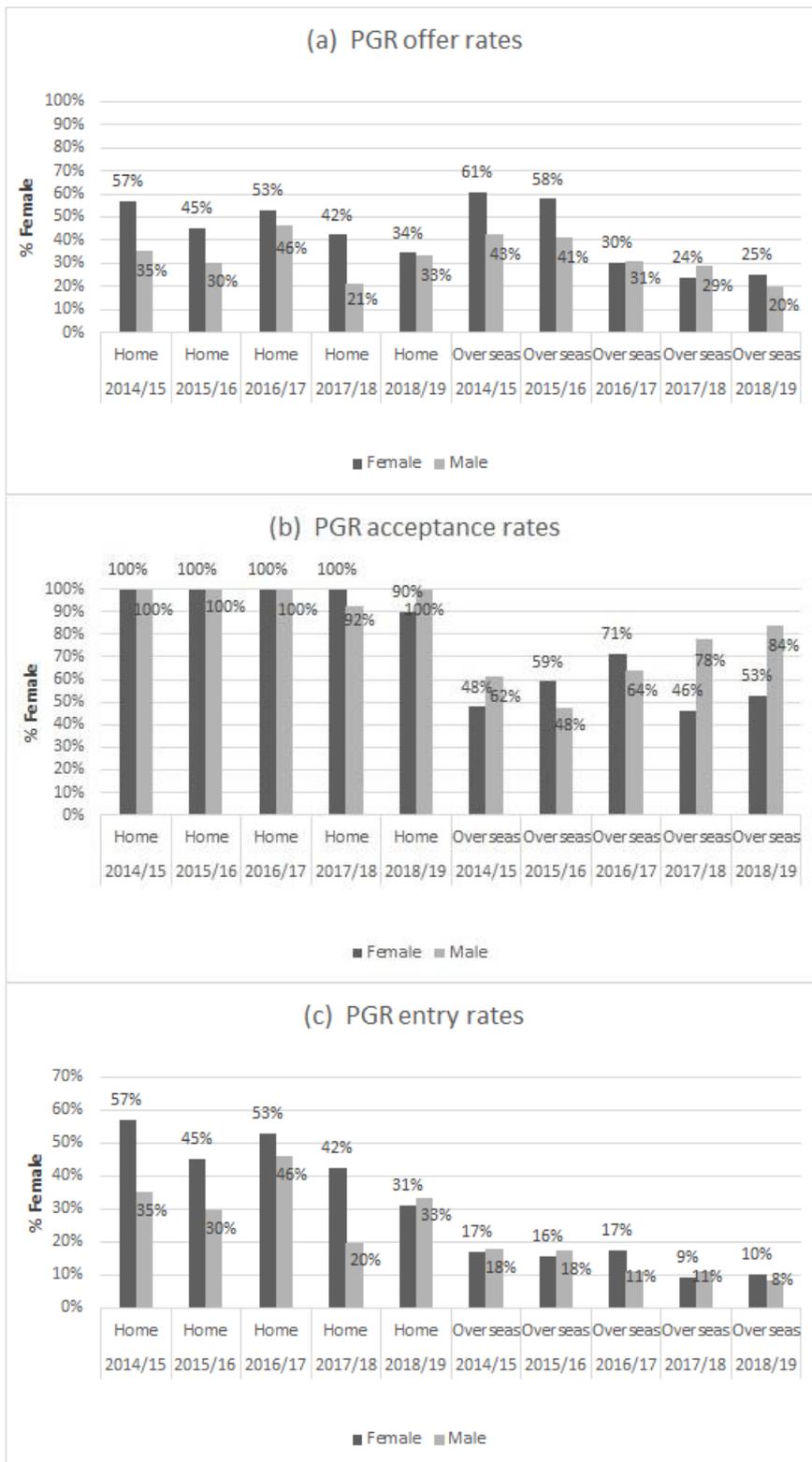


Figure 24 (a) Offer rates, (b) acceptance rates and (c) entry rates for female and male home and overseas PGR applicants.

- Acceptance rates for international applicants are highly variable, with no clear gender trends. Since 2017/18, acceptance rates for females decreased; this may be attributable to a recent drop in scholarship funding in Saudi Arabia, the country of origin of many of our overseas female students.
- Higher entry rates for female home applicants because of the higher offer rates.
- Low entry rates for international applicants (both genders) because of their application patterns. While home applicants typically apply for funded projects or CDTs, international applicants often make speculative applications or require an offer letter to apply for a scholarship. Thus offers rates are fairly high, but they do not necessarily lead to a funded studentship, hence entry rates are low.

Action 2a.4: Maintain/increase our high female PGR numbers by continuing current actions and developing new actions: 1. Highlight female scientists in UG curriculum. 2. Invite UG to PGR student poster presentations.

Completion:

- 23-34% females among students completing their PhDs between 2014-18 (44% in 2013/14).
- This is much lower than % females among current students, because completion data reflect gender profiles of students who started their PhD studies 4 years previously.
- Actions to address the low % female PGR students were part of our 2015 Athena SWAN application: early allocation of studentships, recruitment of GTAs, PGR opportunities event. The much higher % females among our current students (43%) highlights the impact of these actions.

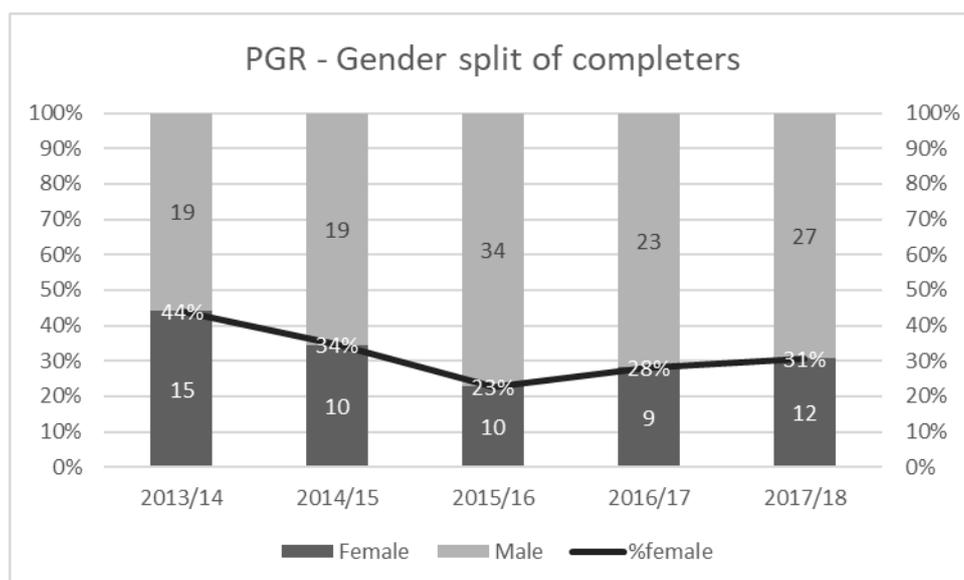


Figure 25 Gender profiles of Chemistry PGR completers

Completion, extensions and withdrawal data (Table 1) are similar for males and females. 89% students complete their PhD studies on time. We are currently working on raising awareness on welfare and mental health support for all students, to help minimise the number of withdrawals.

Table 1 Completion, extensions, leave of absence and withdrawal data for PGR students in Chemistry between 2013-18

	All students		Females		Males		% female
	Numbers	% of all awards	Numbers	% of all awards	Numbers	% of all awards	
PhD awards	177	98%	56	98%	121	98%	32
Non-PhD awards (MPhil)	3	2%	1	2%	2	2%	33
Completion on time	160	89%	50	88%	110	89%	31
Extensions	14	8%	5	9%	9	7%	36
Leave of absence	36	20%	15	26%	21	17%	42
Withdrawals	9	5%	4	7%	5	4%	44

Action 2a.5: Raise awareness on welfare and mental health support for all students (UG, PGT, PGR).

(v) **Progression pipeline between undergraduate and postgraduate student levels**

Identify and comment on any issues in the pipeline between undergraduate and postgraduate degrees.

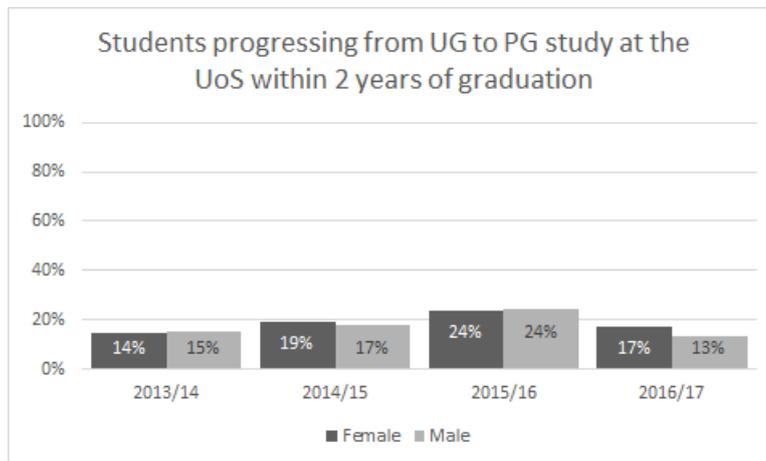


Figure 26 Progression of UG students to PG studies at the University of Sheffield within 2 years of graduation.

13-24% of our UG students progress to PG studies at TUoS within 2 years of graduation (Figure 26). There are small variations, caused by the sizes of the UG cohorts and availabilities of PG studentships, but no significant gender differences.

Progression pipeline from UG to PG students (Figure 27):

- % females on our PGR programmes are rapidly approaching our % UG females (values equal or slightly above the RG PGR values in the last two years);
- our % female PGT are similar to or below our UG and PGR values, unlike the RG value which is notably above both the RG UG and PGR values.

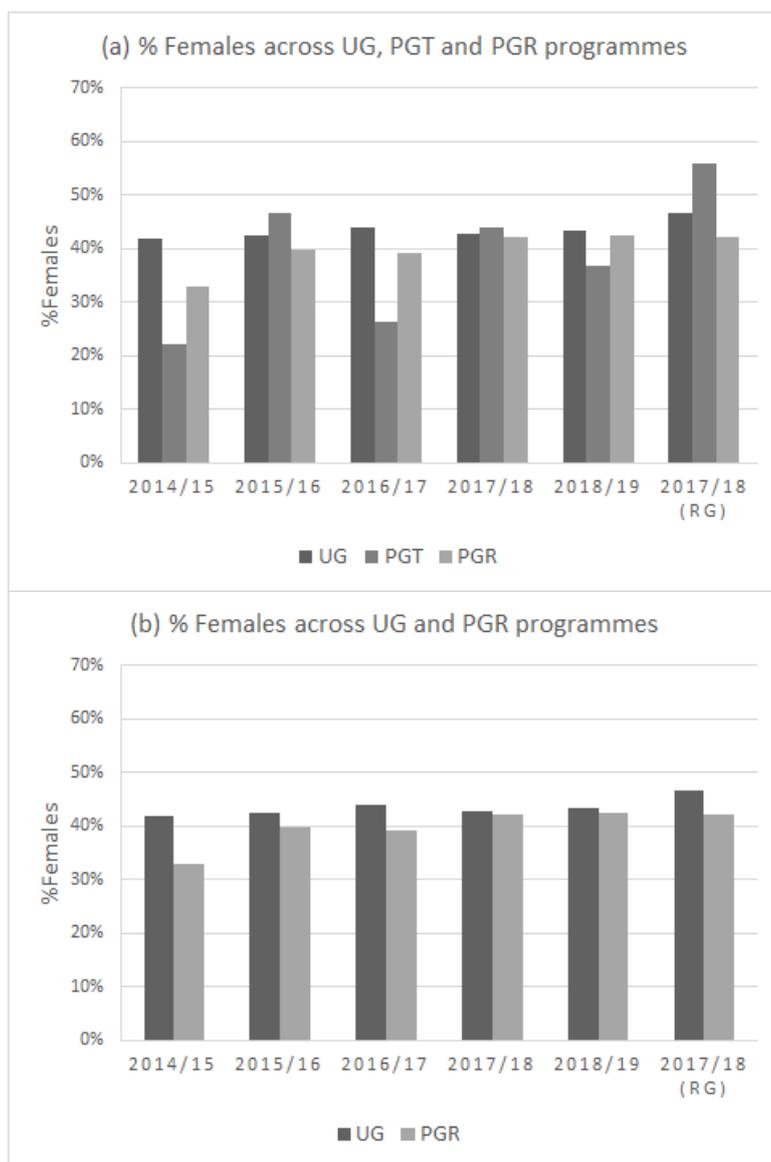


Figure 27 Proportion of female students on Chemistry degree programmes at the University of Sheffield: (a) UG, PGT and PGR, (b) only UG and PGR, compared to the latest available Russell Group values (2017/18).

Overview:

- excellent progress in female/male ratios for our UG and PGR programmes, reaching or exceeding RG values, thanks to the actions pursued over the last few years, e.g. gender balance of Open Days presenters, PGR opportunities event and early recruitment of PGR students.
- Female/male ratios for PGT courses vary, but they are approaching our UG and PGR ratios; a new initiative this year was a PGT opportunities event for BSc students.
- One area of concern is decreasing total UG numbers. To address this, we recently re-designed our teaching curriculum. 2019/20 entrants are starting our new course, with focus on sustainability and developing employability skills.

4.2. Academic and research staff data

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

Look at the career pipeline and comment on and explain any differences between men and women. Identify any gender issues in the pipeline at particular grades/job type/academic contract type.

Table 2 Grades corresponding to academic job roles at TUoS.

Grade	T+R	Teaching	Research
Marie Curie	N/A	N/A	Marie Curie Fellow
G6	N/A	N/A	Research Associate (prior to award of PhD)
G7	N/A	Teaching Associate	PDRA
G8	Lecturer	University Teacher	Research Fellow
G9	Senior Lecturer, Reader	Senior University Teacher	Senior Research Fellow
P	Professor	Professor	N/A

Gender data by grade:

- Average over all academic staff: 19-30% female (20% in 2017-18).
- G9 (Senior Lecturers, Readers and Senior University Teachers): 27-33% female, higher than the average over all staff.
- Professorial: 15-20% female (similar to the all staff average).
- G8 (Lecturers, University Teachers): 12-18% female (lower than the average).
- G7 (PDRAs): 13-31% female (large variation).
- G6: all male between 2014-18, very low numbers.
- Marie Curie (MC): 33-100% female (largest variation).

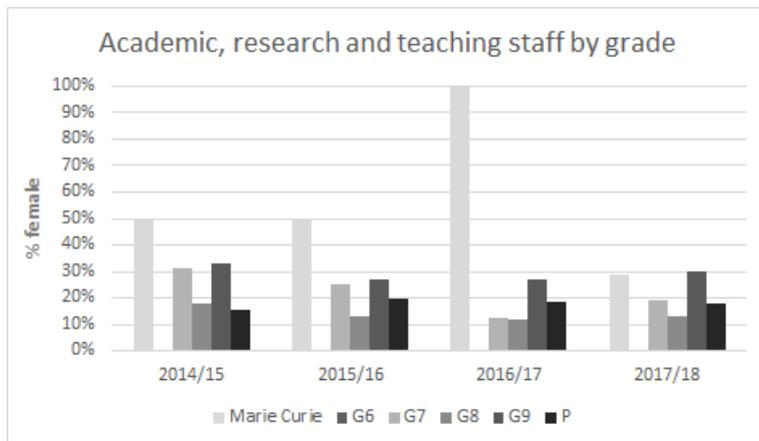


Figure 28 Proportion of female staff by grade

The broad range for G7 reflects the rather high turnover among this group. The numbers are small enough that a change of just a few staff can have a significant impact on the figures.

The MC grade combines several categories: PGR students who are employed as staff, researchers on externally funded MC fellowships, and staff employed on long-term (4-5 years) EU grants who have secondments to work in industry (only aggregated data were available); these contracts clearly attract many women.

Table 3 Academic, research and teaching staff numbers by grade

	2014/15		2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male	Female	Male
Marie Curie	3	3	4	4	3	0	2	5
G6	0	1	0	0	0	0	0	1
G7	10	22	9	27	4	28	6	25
G8	2	9	2	13	2	15	2	13
G9	4	8	3	8	3	8	3	7
P	2	11	3	12	3	13	3	14

Table 4 Staff numbers in the Department of Chemistry by job role and grade in 2017-18.

Grade	T+R		Teaching		Research	
	Female	Male	Female	Male	Female	Male
Marie Curie	N/A	N/A	N/A	N/A	2	5
G6	N/A	N/A	N/A	N/A	0	1
G7	N/A	N/A	0	1	6	24
G8	2	9	0	2	0	2
G9	1	6	2	0	0	1
P	3	14	0	0	N/A	N/A

Gender data by job role: teaching and research (T+R), teaching (T), or research (R):

- T staff: 33-40% female, varied due to turnover in male T staff.
- T+R non-professorial (NP) staff: % female decreased due to appointments of male staff.
- Professors: % female increased to 20% in 2015/16 (promotion of female Reader to Professor), giving a total of 3 female professors in the department (higher than 17% for RG female T+R staff). Thus we have the careers pipeline working well at senior staff levels.
- R staff: sharp decrease 33-20%. One contributing factor is a decrease in the total numbers of researchers over this period; moreover, the number of long-term EU-funded appointments, which attracted female researchers previously, has also decreased.

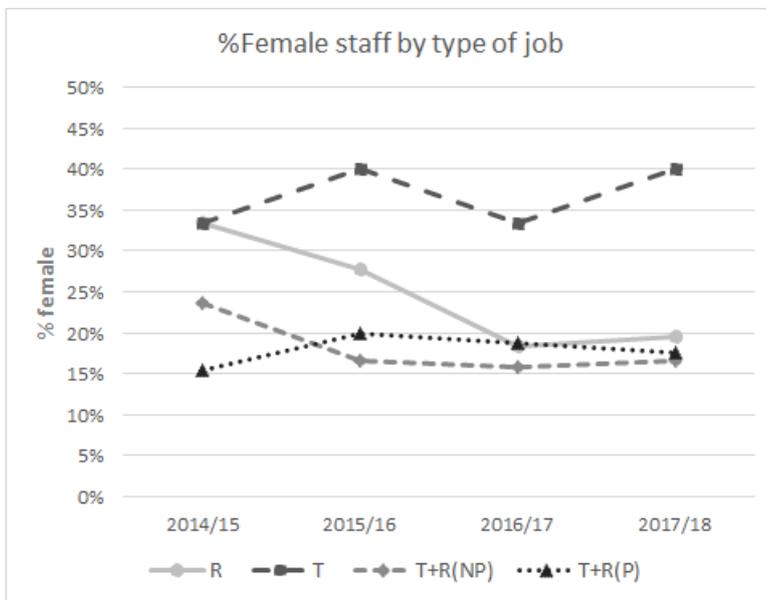


Figure 29 Proportion of women among research, teaching, and teaching+research (professorial (P) and non-professorial (NP)) staff in the department.

Table 5 Staff numbers and proportions of females by type of job.

	Researchers			Teachers			T+R(NP)			T+R(P)		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2014/15	13	26	33%	2	4	33%	4	13	24%	2	11	15%
2015/16	13	34	28%	2	3	40%	3	15	17%	3	12	20%
2016/17	7	31	18%	2	4	33%	3	16	16%	3	13	19%
2017/18	8	33	20%	2	3	40%	3	15	17%	3	14	18%

Figure 30 illustrates the career pipeline in the department compared to RG data. The proportion of women among our UG and PGR students and T+R staff is very close to the RG values. However, the proportion of female researchers was slightly larger than the RG average in 2014/15 but significantly lower in 2016-18, indicating that the “leaky pipeline” in our department is the PGR/Researcher transition.

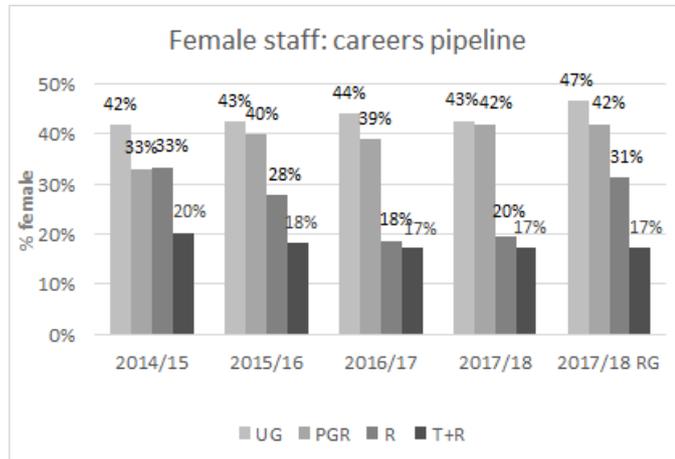


Figure 30 Proportion of female UG students, PGR students, research, and teaching+research staff in the department, compared to the RG data.

Thus the key challenges for the department are:

- increasing the numbers of researchers (both total and female);
- attracting more female T+R staff;
- maintaining our high numbers of senior women academics.

Action 2b.1: Work with the Research committee to formulate a talent attraction strategy.

Further **actions 2b.2-2b.7** on staff recruitment in section 5.1(i)

SILVER APPLICATIONS ONLY

Where relevant, comment on the transition of technical staff to academic roles.

We do not have an established pipeline for transition between technical and academic roles, but there have been several staff transitions during this period:

- female technical staff member took a 4 month secondment as a “Marie Curie Very Experienced Researcher”;
- male researcher took a professional role as a Business Development Manager for 2 months, then transferred to a new researcher contract;
- male researcher transitioned to a teaching position (a direct appointment).

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

Comment on the proportions of men and women on these contracts. Comment on what is being done to ensure continuity of employment and to address any other issues, including redeployment schemes.

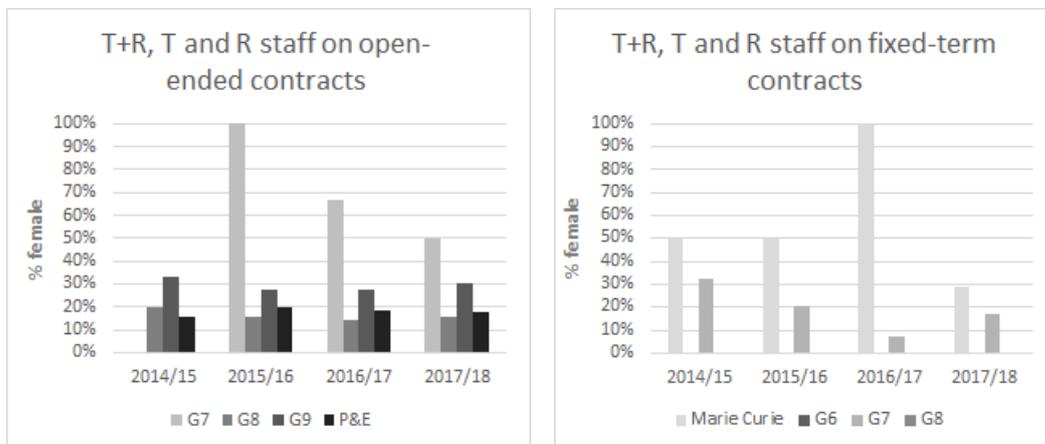


Figure 31 Proportion of female academic staff on open-ended (left) and fixed-term (right) contracts, by grade.

Gender profiles of staff on open-ended and fixed-term contracts are consistent with the gender profiles by job role (section 4.2(i)).

- All our P and G9 contracts are open-ended.
- The majority of G8 contracts (T, T+R) are open-ended, except two fixed-term Research Fellows (both male).
- The majority of G7 contracts (researchers) are fixed-term, except two cases discussed below.
- All MC and G6 contracts are fixed-term.

- We did not have zero-hours staff during this period.

Fixed-term contracts are converted to open-ended ones after four years employment (subject to funds available). Three researchers have transitioned to open-ended contracts in this way: one male Senior Research Fellow (G8, then G9) and two female G7 researchers.

Table 6 Academic staff (R, T and T+R combined) on open-ended contracts.

	2014/15		2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male	Female	Male
Research staff								
G7	0	0	2	0	2	0	1	0
G8	0	1	0	1	0	0	0	0
G9	0	0	0	0	0	1	0	1
Teaching staff								
G7	0	1	0	0	0	1	0	1
G8	0	2	0	3	0	3	0	2
G9	2	0	2	0	2	0	2	0
Teaching and Research staff								
G8	2	5	2	7	2	9	2	9
G9	2	8	1	8	1	7	1	6
P	2	11	3	12	3	13	3	14

Table 7 Academic staff (R, T and T+R combined) on fixed-term contracts.

	2014/15		2015/16		2016/17		2017/18	
	Female	Male	Female	Male	Female	Male	Female	Male
Research staff								
MC	3	3	4	4	3	0	2	5
G6	0	1	0	0	0	0	0	1
G7	10	20	7	27	2	27	5	24
G8	0	1	0	2	0	2	0	2
Teaching staff								
G7	0	1	0	0	0	0	0	0

To support continuity of employment, TUoS has a redeployment policy: all jobs are initially advertised internally for 2 days and are open only to staff on a redeployment list (those who were employed on a fixed-term contract for at least 6 months); staff who engage with the redeployment process but were unsuccessful are entitled to an Enhanced Redundancy Payment. Thus all fixed-term researchers are covered by the redeployment policy. Unfortunately no Chemistry staff found jobs through redeployment in 2013-18, because of the very specialised skill requirements in Chemistry research jobs.

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

Comment on the reasons academic staff leave the department, any differences by gender and the mechanisms for collecting this data.

University HR collect data on all leavers. The departmental HR administrator retains data (subject to the constraints of GDPR) on all staff leavers since 2017, including employment dates, grades, last known address and new position. All leavers have an exit interview either with their supervisor or with the departmental HR administrator, or they may fill an online form.

Researchers typically leave due to end of contract. T+R and T staff (Table 8) typically leave for posts elsewhere; two staff used the Staff Release Scheme offered by TUoS in 2017.

Table 8 Academic T and T+R leavers between 2013-2018.

Year	Gender	Grade	Full or part-time	Job role	Reason for leaving
2013	F	9	PT	T+R	Self-employment
2013	M	8	FT	T+R	Position at another university
2015	M	P	FT	T+R	Position at another university
2015	M	7	FT	T	End of fixed-term contract
2017	M	P	FT	T+R	Staff Release Scheme (SRS), position at another university
2017	M	8	FT	T	Staff Release Scheme (SRS) and pension
2018	M	7	FT	T	Position at another university

[2282 words]

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

(i) Recruitment

Break down data by gender and grade for applications to academic posts including shortlisted candidates, offer and acceptance rates. Comment on how the department's recruitment processes ensure that women (and men where there is an underrepresentation in numbers) are encouraged to apply.

115 academic staff were appointed between 2013-18 (Figure 32): 104 researchers (28 female, 76 male), 2 teaching staff (male) and 9 T+R staff (2 female, 7 male). A male professor was appointed from another department for 2017-18 only.

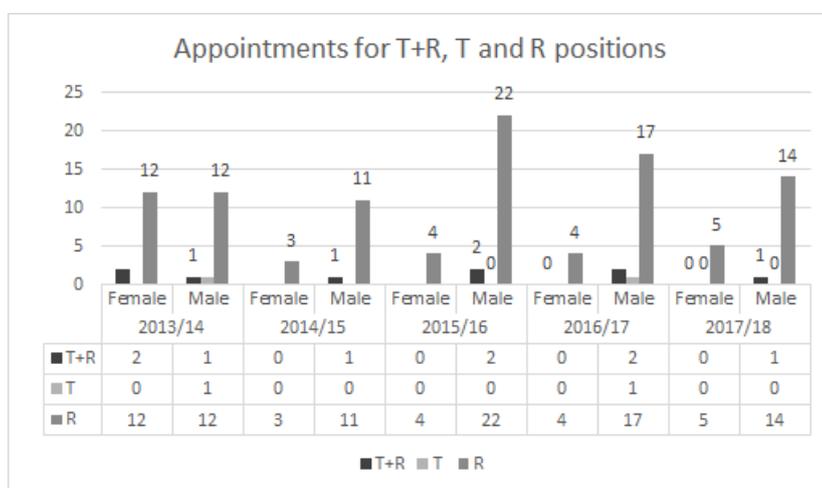


Figure 32 All new staff appointments in the Department of Chemistry between 2013-18.

Figure 33 and Figure 34 show data on applications, shortlisting (where available) and appointments for T+R and R positions (2013-18).

- T+R: applications 16% female, appointments 22% female.
- R: applications 28% female, appointments 27% female.
- T: recruitment not analysed due to small numbers (2 appointments).

These data show no evidence of a gender bias in staff appointments.

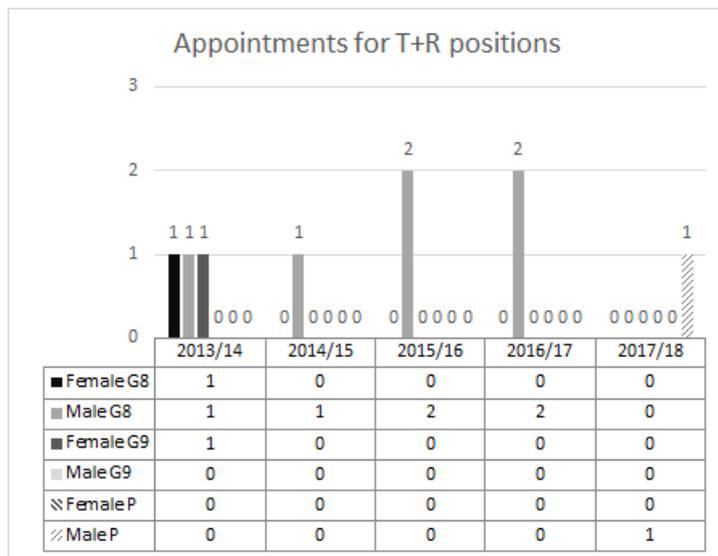
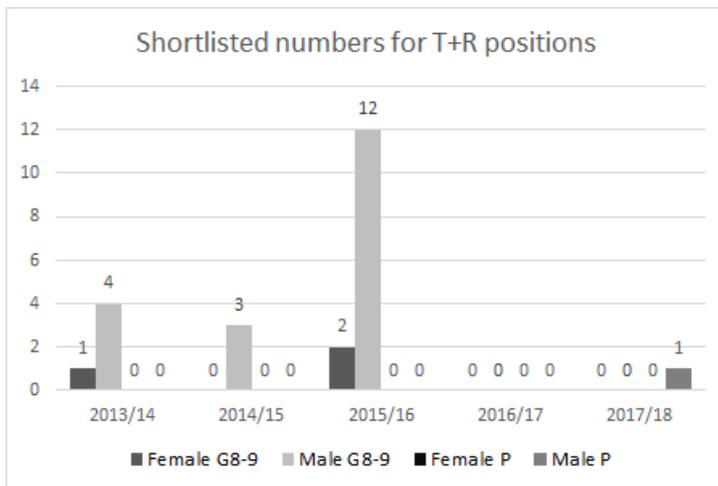
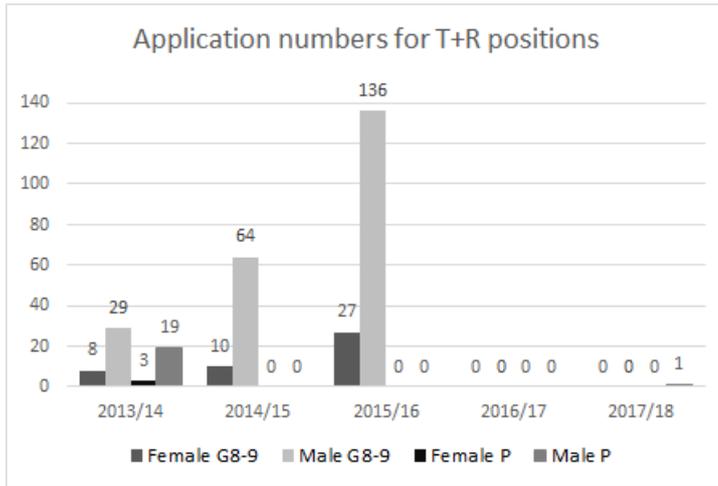


Figure 33 Applications, shortlisting and appointments for T+R positions.

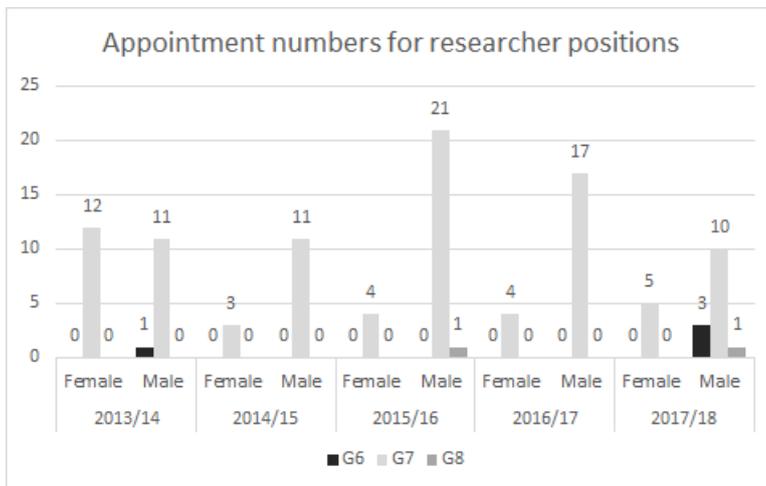
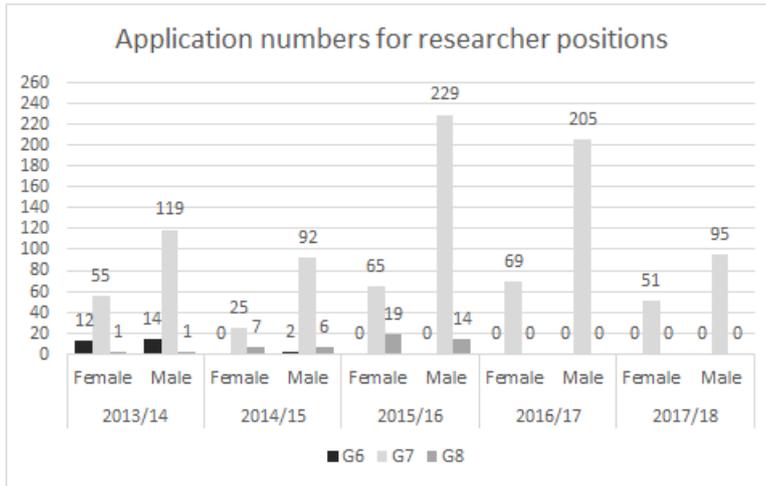
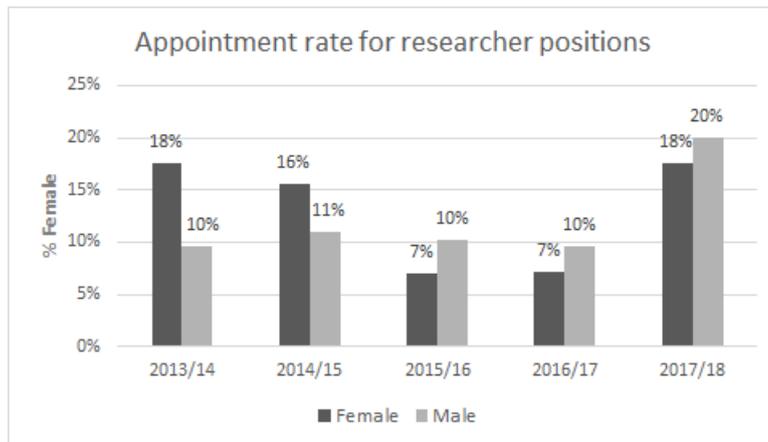


Figure 34 Applications and appointments data for researcher positions (shortlisting data N/A).

The percentage of applicants appointed to posts varies from year to year (Figure 35). In 2013/14 the success rate of female applicants significantly exceeded that for males, but in general the variation is not statistically significant (2-3%) and appointment rates reflect the applicant pool in general.

To improve the gender balance of the Department we must thus expand the pool of applicants. Our current procedures and planned improvements are described below.



Advertising:

- All posts are advertised first internally (open to those on redeployment list), then externally.
- Recruitment materials state the university's commitment to diversity ("We believe diversity in all its forms delivers greater impact through research, teaching and student experience") and its support for staff personal and professional development.
- The department uses Textio, a web-based tool for writing better job advertisements, to identify gender-biased language and replace with more gender-neutral and engaging alternatives. Our goal is to write inclusive advertisements that are appealing to female applicants. Evidence shows that this does not deter male applicants.

Actions 2b.2-8: Ensure that wording in all advertisements is attractive to under-represented groups; remind colleagues at the next Staff Meeting of importance of using gender-neutral and female-friendly language and recruiting gender diverse researchers.

T+R posts: Selection panel members agree the shortlist, in consultation with departmental staff in relevant research fields. Shortlisted applicants are informed of the interview dates well in advance (important for applicants with caring responsibilities).

The interview includes dinner with the HoD and several staff, a tour of the Department, a research presentation to all academic staff, a meeting with the Director of Learning and Teaching, an informal lunch with staff not involved in the selection panel, and the formal interview. Interview panels in Chemistry typically contain at least two females.

Researcher: Applicants are shortlisted and interviewed by the lead academic and at least one other staff member. Typically, an interview day would include a tour

of the department and meeting the research group. Alternative arrangements (e.g. videoconferencing) are made if necessary.

ED&I training: There is mandatory training for all staff who chair interview panels. According to the Chemistry Survey 2019, 64% professors and 55% non-professional T+R staff completed this training.

All staff in Chemistry are required to complete unconscious bias (UB) training, to ensure that all staff are aware of the potential for bias and discrimination in selection processes, and that a conscious effort is made to design recruitment processes to treat all applicants equally. As of October 2019, 98% of Chemistry staff have completed UB training.

To help to mitigate against the effects of UB, FoS has implemented a policy that where a shortlist has low numbers of female candidates, the applications should be re-examined and female candidates who meet the basic criteria added to the shortlist. This policy was followed in the 2015-16 recruitment round, where applications were re-examined and the shortlist was revised to include one more female candidate.

Action 2b.5: Implement a formal mechanism to ensure that for all positions, long-listing and short-listing are assessed for equality and diversity.

Action 2b.9: Have a specialist unconscious bias observer present in all interviews.

At present, 20% T+R and T staff are female, similar to the RG average; % female researchers is also 20%, below the RG average. Our goal is to improve the % female academic staff at all grades. To achieve this we must improve retention of talented female PDRAs and actively recruit female candidates for T+R posts.

In 2018 FoS introduced an initiative to support applicants for independent research fellowships (IRF) at TUoS, with the promise of a permanent post on completion of the fellowship. This presents an important opportunity to increase numbers of female staff, by proactively seeking external female candidates and working with them to ensure high success rates. For all applicants in Chemistry, a quality threshold is applied; the strategic fit to the departmental research areas is considered only for male applicants, to avoid losing strong female applicants. In 2018-19, 9 male and 1 female candidates contacted the department; 3 males and 1 female were supported in their applications. It is currently too early to evaluate the impact of this initiative.

We also support applications for Newton International Fellowships (Royal Society): 2 successful fellows (1 male, 1 female) between 2013-present.

Action 2b.6: Proactively encourage females to apply for independent research fellowships (IRF).

Action 2b.7: Publicise research fellowships internally more effectively.

A focus group on enhancing our recruitment of female staff in 2018 considered two types of issues: procedures and institutional reputation. While our

procedures already follow good practice (e.g. using Textio to check advertisements for gender-neutral language, shortlists containing $\geq 20\%$ females), suggestions included:

- specifically mentioning the working environment in advertisements,
- hosting talks from long-listed candidates for T+R posts, then interviewing short-listed candidates.

Suggestions to raise the departmental reputation included:

- organising conferences for early-career researchers,
- participating in pan-university consortia,
- sending “buzz groups” of PhD students to conferences,
- doing more national public engagement,
- making ED&I pages more prominent and adding case studies.

These suggestions were approved by the HoD.

Action 2b.1: Develop a talent attraction strategy based on the recommendations of the focus group.

Action 2b.7: Highlight the academic achievements of our female staff internally and nationally.

(ii) Induction

Describe the induction and support provided to all new academic staff at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

University-level activities:

- support and guidance via access to the Induction Portal. This includes information on staff networks (e.g.: Women@TUOS, WomenProfessors@TUOS, Parents@TUOS) and ED&I e-learning modules,
- ‘Welcome to the University’ event hosted by the Vice-Chancellor twice a year,
- new starter coffee mornings,
- University induction for new PDRAs across all faculties. Faculty Researcher Development Managers email each new starter individually inviting them to the full-day event.

Departmental Induction for all new staff is in three stages.

1. Induction by the Departmental HR Administrator: general aspects of working in the department (e.g. allocation of office space, access to facilities, ordering systems), a tour of the department, introduction to facilities managers.
2. Role-specific induction by the line-manager: introduction to colleagues, definition of role and objectives, identification of relevant sources of support.
3. Health and safety training provided by the Departmental Safety Officer (DSO): regular Introductory and Out-of-Hours training courses,

mandatory for most staff in the Department; person-specific training covering particular areas (e.g. laser safety).

All new T+R appointees have a mentor (probation advisor, who is a senior academic).

The probation period, with its progressive increase in teaching and admin load, helped me adjust to my new responsibilities. Without it, I would certainly have felt overwhelmed. Departmental colleagues, and my probation mentor in particular, by their collegiality, helped me during this transition period.

Adrien Chauvet, Lecturer (appointed 2016)

The current departmental induction system was introduced in 2016, following feedback from recently appointed academic staff that, although strategic mentoring for career development was very good, more practical day-to-day support was lacking. The induction process described above, based on the existing induction for technical staff, was developed and rolled out to all new staff.

Table 10 Chemistry staff evaluation of induction (2019 departmental survey data)

Question	% staff agree	
	staff appointed 2-5 years ago	staff appointed up to 2 years ago
I was offered induction	67%	100%
I found the induction useful	44% (20% for new T+R staff)	75%

The 2019 Chemistry survey reflects improved satisfaction with induction, showing that the new process is working well. Induction was evaluated more positively by females (by ~20%) than by males. Suggestions made in the survey and in follow-up discussions lead to the actions below.

Action 5.1: Continue offering induction to our next new staff recruits. Enhance the induction to encourage better take-up of development opportunities.

Action 5.2: Include a follow-up meeting after 3 months.

Action 5.3: Develop extended induction for new academic staff and IRFs.

(iii) Promotion

Provide data on staff applying for promotion and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Table 11 Academic T+R and T staff promotions

Year	Promotion to	Grade applied for	Full or part time	Gender
Successful promotions				
2013/14	Professor	P	FT	MALE
2013/14	Professor	P	FT	FEMALE
2013/14	Professor	P	FT	MALE
2013/14	Reader	G9	FT	MALE
2013/14	Reader	G9	FT	MALE
2013/14	Senior University Teacher	G9	FT	FEMALE
2013/14	Senior University Teacher	G9	PT	FEMALE
2014/15	Reader	G9	FT	FEMALE
2014/15	Professor	P	FT	MALE
2015/16	University Teacher	G8	FT	MALE
2015-16	Professor	P	FT	FEMALE
2016/17	Professor	P	FT	MALE
2016/17	Reader	G9	FT	FEMALE
2016/17	Senior Research Fellow	G9	FT	MALE
2017/18	Professor	P	FT	MALE
Unsuccessful applications for promotion				
2016/17	Senior Lecturer	G9	FT	MALE
2017/18	Senior Lecturer	G9	FT	MALE
2017/18	Reader	G9	FT	MALE

83% applications for promotion between 2013-18 were successful (100% women, 75% men). Of 15 academic staff promoted, 6 were female (40%) (one part-time), significantly more than the % female T and T+R staff (20%). Of 7 staff promoted to professor, two were female (28%). These data indicate that female academic staff chances of promotion are at least equal to male staff.

Staff can also be awarded accelerated increments (progression into the exceptional range of pay points, reflecting sustained exceptional contribution by the job holder). Between 2013-18, 3 academic staff were awarded accelerated increments.

Table 12 Academic staff: accelerated increments.

Year	Role	Grade	Full or part-time	Gender
15/16	Senior University Teacher	9	FT	FEMALE
15/16	Reader	9	FT	MALE
16/17	University Teacher	8	FT	MALE

Academic staff promotion is now governed by the University's Academic Career Pathway (ACP), developed in consultation with academic staff by University senior managers and Union representatives. ACP defines the expectations of academic staff as a function of role and grade. It defines the criteria that must be satisfied for promotion, and aims to change behaviour, by placing greater emphasis on academic citizenship and collegial work in leadership that has been traditionally undervalued in research-intensive universities. This is expected to improve gender equality in promotion, as women traditionally take on more academic citizenship duties.

The Department has an inclusive approach to academic staff promotion. There is evidence nationally that women are less likely to be promoted than men in workplaces where staff are considered for promotion only if they put themselves forward for consideration. Since 2012, all staff in Chemistry are automatically considered for promotion each year. An additional benefit is that this procedure is fairer to men, because some men may be reticent about putting themselves forward for promotion. The positive impact of this approach, especially for females, is evidenced by our high success rate of promotions.

Procedure:

- Cases for promotion are identified by the Departmental Review Panel (DRP) (containing both males and females) that follows the annual staff review round. All academic staff are requested to submit a CV, and these are reviewed alongside feedback from line managers.
- Staff whose performance is commensurate with the grade above their current one are asked to prepare a promotion case: a CV and a statement presenting evidence of achievement at the higher grade as defined by ACP. These are submitted with a supporting statement by the HoD.
- Staff who are not recommended for promotion by DRP may self-submit. Their applications are supported by HR and are considered at the Faculty promotion meetings.

In the 2019 Departmental Survey, 92% staff who were promoted in the last 5 years agreed that they were encouraged and supported through the promotion process. This confirms that, once staff have been recommended for promotion, the departmental process works well. However, non-professorial staff reported lack of clarity about promotion (Table 13, no difference between genders). This leads to the actions below.

Table 13 Chemistry staff responses to questions on promotion (2019 departmental survey)

Question	% staff agree		
	all staff	non-professional T+R staff	professional T+R staff
I understand the promotion process in my department	56%	44%	73%
I understand the promotion criteria in my department	54%	44%	82%

Action 3.24: Continue to annually request CVs from all staff.

Action 3.25: Publicise the departmental promotion procedure on the Intranet.
Run a workshop on promotion at an academic staff away day

Action 5.18: Continue celebrating all staff successes, e.g. promotions.

(iv) Department submissions to the Research Excellence Framework (REF)

Provide data on the staff, by gender, submitted to REF versus those that were eligible. Compare this to the data for the Research Assessment Exercise 2008. Comment on any gender imbalances identified.

Of the 33 eligible staff in the 2014 REF exercise, 27 were submitted: 83% eligible female and 81% eligible male staff, showing no gender bias. The accuracy of the preparation process for REF2014 is evidenced by the fact that 98% of submitted papers were graded 3* or 4*.

The similarity in REF submission rates and rates of promotion of females and males to professorships indicates equal opportunities for research development and progression of male and female T+R staff.

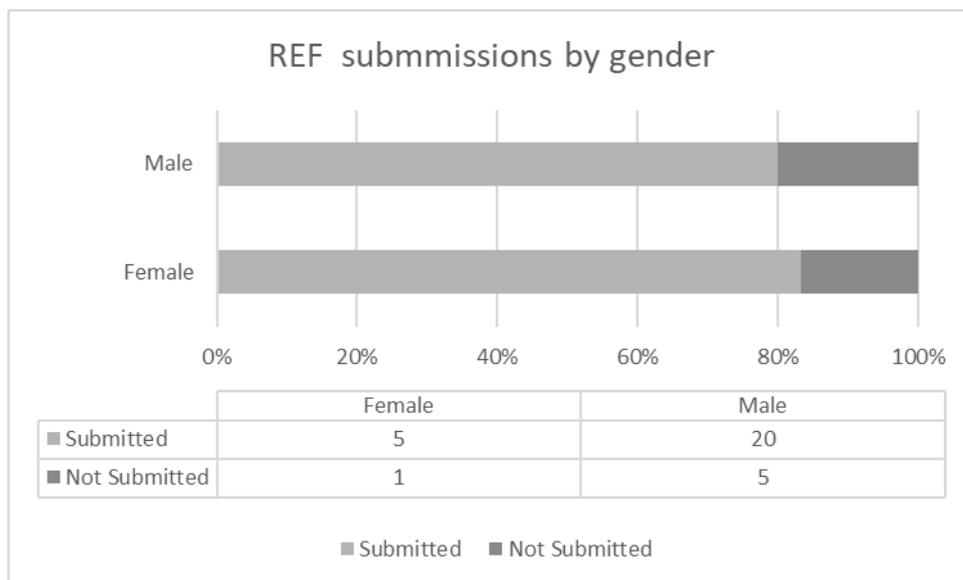


Figure 36 REF2014 submissions by gender.

SILVER APPLICATIONS ONLY

5.2. Key career transition points: professional and support staff

(i) Induction

Describe the induction and support provided to all new professional and support staff, at all levels. Comment on the uptake of this and how its effectiveness is reviewed.

The same induction is offered to professional staff as to academic staff (details in section 5.1.ii).

University activities:

- access to the Induction Portal, including information on staff networks (Women@TUOS, Parents@TUOS) and ED&I e-learning modules;
- ‘Welcome to the University’ events hosted by the Vice-Chancellor;
- new starter informal coffee mornings and campus tours.

Departmental activities:

- induction meeting with the Departmental HR Administrator, covering generic aspects of the role, a tour of the department and introduction to facilities managers;
- role-specific induction by the line-manager;
- Health and safety training provided by the DSO: Introductory and Out-of-Hours training in small groups, person-specific training covering particular areas of work.

Professional staff have a system of induction through on-the-job training.

New administrative staff spend the first few weeks shadowing current staff members. For staff in student-facing roles, a document outlining standard procedures has been developed and is used by new and existing staff.

New technical staff spend time in each of the facilities where they will work. These activities form an extended induction period, helping new staff to become embedded in the team and enabling them to meet other staff members during their first few weeks in the Department.

Special effort is made for the new staff member to be accompanied to the common room for coffee breaks in these first few weeks, where further introductions are made to enable the key working relationships to develop and to anchor the new starter in the Department through active orientation.

A comment from one of the technical staff members:

“On starting in Chemistry as a technician, I was put through the 2-week induction schedule. This was a well-organised and comprehensive introduction to the department that really helped me to get a feel for the breadth and variety of work done by the technical and support staff. I had many documents to read and much online training to complete, but also engaging face-to-face training around safety and ordering systems. For the practical part of the job, I

liked the buddy or apprentice-type system which allowed us to tag along with senior members of staff while they carried out their duties in the induction weeks, and also saw them joining us in the beginnings of our duties where we requested they help out. “ (James Berry, Research Support)

(ii) **Promotion**

Provide data on staff applying for promotion, and comment on applications and success rates by gender, grade and full- and part-time status. Comment on how staff are encouraged and supported through the process.

Professional staff are appointed to specific roles within the Department. Each role is assigned a grade by HR based on a detailed job description. Within each grade, staff advance through a series of incremental points. In exceptional cases, staff may be regraded in recognition of the fact that they are performing at a higher level than their grade, and that the business need has changed. However, it is not possible in general to be promoted to the next grade without changing role; promotion is usually by appointment to a new role at a higher grade. The department supports cases for promotion by preparing a business case to demonstrate the need for re-grading (e.g. staff member taking on a different set of responsibilities). Applications are considered at the Faculty promotion meetings.

Out of 17 applications for promotion by professional staff in 2013-18, 8 were successful (4 women, 4 men); all unsuccessful applicants were female (**Table 14**). Success differed greatly between technical staff (all successful except one, who was successful the following year) and administrative staff (3 successful applications out of 11). Thus success of applications depends on the job role rather than gender; however, this disadvantages women and part-time workers who are over-represented among administrative staff.

Table 14 Professional staff promotions data

Year	Grade applied for	Role	Full or part-time	Gender
Successful promotions				
2013/14	Grade 4	Administrative	FT	FEMALE
2013/14	Grade 7	Technical	FT	MALE
2014/15	Grade 3	Administrative	FT	FEMALE
2014/15	Grade 3	Technical	FT	MALE
2015/16	Grade 4	Technical	FT	MALE
2016/17	Grade 4	Technical	FT	MALE
2017/18	Grade 5	Administrative	PT	FEMALE
2017/18	Grade 4	Technical	FT	FEMALE
Unsuccessful applications for promotions				
2014/15	Grade 5	Administrative	PT	FEMALE
2014/15	Grade 5	Administrative	PT	FEMALE
2014/15	Grade 6	Administrative	FT	FEMALE
2015/16	Grade 5	Administrative	PT	FEMALE
2015/16	Grade 6	Administrative	FT	FEMALE
2016/17	Grade 4	Technical	FT	FEMALE
2016/17	Grade 6	Administrative	FT	FEMALE
2017/18	Grade 4	Administrative	PT	FEMALE
2017/18	Grade 6	Administrative	FT	FEMALE

Action 3.26: Raise the issue of professional staff promotions to the Faculty level, e.g. are promotions analysed by the faculty ED&I, is this just a Chemistry problem or a problem of the Faculty promotion panel.

Staff can also be awarded accelerated increments (progression into the exceptional range of pay points). Between 2013-18, 3 professional staff were awarded accelerated increments.

Table 15 Professional staff: accelerated increments.

Year	Role	Grade	Full or part-time	Gender
15/16	Administrative	7	FT	FEMALE
16/17	Technical	7	FT	MALE
16/17	Administrative	7	FT	MALE

5.3. Career development: academic staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Mandatory training: The Department requires that all staff complete a range of on-line training (Table 16). Completion is monitored by the departmental HR administrator. Since 2018, the mandatory training record is included in SRDS forms.

Table 16 Mandatory training in the Department of Chemistry (data as of October 2019)

Training category	Training name	% completion		
		All staff	Male staff	Female staff
ED&I	Unconscious Bias	98	99	96
Health and Safety	Out of Hours	98	99	96
	Fire Awareness	100	100	100
	Display Screen Equipment	95	95	96
Data Security	Protecting Personal Data	98	100	93
	Protecting Information	97	99	93
	Protecting Research Data	96	97	93
Student Support	Supporting the Supporters	98	99	96

Chemistry-specific safety training is carried out by the DSO:

- Departmental Safety Talk,
- Departmental Introduction to Working Out of Hours,
- Control of Substances Hazardous to Health (COSHH) training.

Training sessions are scheduled regularly (announced by e-mail to all staff), to accommodate new starters.

ED&I training: bespoke courses have been delivered in the Department, covering Support for Disabled Students (2015, all academic staff) and Addressing Unconscious Bias (2016, academic and professional staff).

Teaching training and development:

- Staff are encouraged to work towards Fellow, Senior or Principal Fellow of the Higher Education Academy (HEA) status.
- “Elevate” is the university-wide programme, which provides support and guidance for staff and PG students to develop their teaching practice and gain HEA qualifications. The scheme was developed in consultation with staff, including members of Chemistry teaching staff. 10 Departmental

staff are Fellows of HEA (8 male, 2 female), and three (1 male, 2 female) are Senior Fellows of HEA.

- The Science Teaching Network (founded by a Chemistry teaching staff member, currently co-organised by another Chemistry staff member) organises regular events aimed at stimulating teaching excellence in FoS.

Leadership training: TUoS launched two leadership training programmes in 2019:

- “Sheffield Leader: Impact” programme for staff in leadership roles and for staff identified as having the *potential* to take on leadership roles. Heads of Department work with HR to nominate colleagues for this training.
- “Sheffield Leader: Essentials” for staff at G7 or above who have line management responsibilities. It aims to help staff develop the knowledge, technical skills and leadership behaviours to succeed in their leadership roles. Participants are nominated by their line managers.

They build on the very successful Sheffield Leader programme that ran in 2010-2018. 14 Chemistry staff (5 female, 9 male) completed this programme in the last five years (Table 17).

Table 17 Uptake of Sheffield Leader training by Chemistry staff between 2013-18

Year	Level	Gender	Staff Category
2014	Sheffield Leader 1	Female	Professional
2014	Sheffield Leader 1	Male	Professional
2014	Sheffield Leader 1	Male	Professional
2015	Sheffield Leader 1	Male	Researcher
2015	Sheffield Leader 1	Female	Professional
2017	Sheffield Leader 1	Male	Researcher
2017	Sheffield Leader 1	Female	Professional
2014	Sheffield Leader 2	Female	Professional
2014	Sheffield Leader 2	Male	Professional
2013	Sheffield Leader 3	Male	Academic (T+R)
2013	Sheffield Leader 3	Male	Academic (T+R)
2015	Sheffield Leader 4	Female	Academic (T+R)
2016	Sheffield Leader 4	Male	Academic (T+R)
2017	Sheffield Leader 4	Male	Academic (T+R)

Other training: a wide range of training is available through the University’s Learning Management System (LMS), in areas such as ED&I, Learning and Teaching, Public Engagement, Staff Development, as well as specialist training in Research IT, online learning systems and student administration. In particular, regular e-mails advertise Supporting the Supporters courses (uptake data in Table 18).

Table 18 Uptake of Supporting the Supporters (student support) training by Chemistry staff in 2018-19.

Course	Attendees	
	Female	Male
Introduction to English Language Support Services	1	0
Students with Extenuating Circumstances	2	1
Supporting students experiencing mental health difficulties	2	0
Help with the pronunciation of Chinese names	1	0
Immigration, integration and insight: supporting international students	1	0
Supporting our Chinese Students	1	0
Introduction to Student Administration Service	2	1
Introduction to student registration	1	0
Student complaints: University procedure and good practice	1	1
Total	12	3

Uptake of training: Chemistry survey responses show that the uptake of training by women is higher than by men. Only 6% respondents were unaware of training available. The most common reason for not undertaking training was “lack of time”, followed by “not aware of training available” and “lack of relevant training on offer”. Disappointingly, only 53% staff agreed that they were encouraged to take up career development opportunities. This suggests that greater encouragement by senior managers is essential.

Table 19 Uptake of training in the Department of Chemistry (survey data)

Question	% staff agree		
	All staff	Male	Female
I am aware of training opportunities available at the University	73	78	63
I undertook training in the last 5 years (not including mandatory training)	64	59	74
I was encouraged to take up career development opportunities, such as training courses	53	59	47

Suggestions by survey respondents were:

- Provide management training, especially for early-career academic staff;
- mentoring for promotion for higher grades;
- ethics training;
- financial tools associated with grants;
- dedicated time for staff development;
- more support from senior management.

Action 3.7: Create an online record of training individually for all staff.

Action 3.8: Disseminate information on career development to SRDS reviewers.

Action 3.9: A target of a minimum of 1 day a year dedicated to development.

Action 3.10: Promote career advancement training such as Sheffield Leader.
Nominate staff for these programmes.

Action 3.13: Gather and disseminate information about useful training courses.

Action 3.14: Request the university to develop bespoke training in managing staff.

(ii) **Appraisal/development review**

Describe current appraisal/development review schemes for staff at all levels, including postdoctoral researchers and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake of this, as well as staff feedback about the process.

Under the Staff Review and Development Scheme (SRDS) each member of staff sets objectives in agreement with their line manager (the HoD for T+R and T staff) and reviews progress. They discuss development needs and identify support to reach them. The process is designed to be supportive, with career development, career progression and work-life balance suggested as topics for discussion. SRDS results feed into DRP meetings, where cases for promotion are identified. SRDS reviews are completed annually, with interim reviews for T+R and T staff (quarterly during the last year).

Training is mandatory for all SRDS reviewers. Information on the procedure, training available, departmental priorities, reviewer and reviewee checklists are circulated by the departmental HR administrator before the annual SRDS round.

Table 20 Uptake of SRDS reviewer training by Chemistry staff between 2013-18

Staff groups	Numbers
Total	13
by gender	6 female, 7 male
by job role	6 T+R academics, 1 researcher, 6 professional staff

A bespoke SRDS form and associated guidance documentation is used for Early Career Researchers (ECRs), co-produced between researchers, academics and Professional Services.

The uptake of SRDS is currently 100% among all staff. 70% Chemistry survey respondents agreed that “the department offers me [...] a helpful annual SRDS”. In particular, 100% researchers agreed, demonstrating positive impact from the actions taken at the time of our previous Athena SWAN application to encourage uptake of SRDS by researchers. 67% respondents (73% men, but only 53% women) agreed that the Department values and rewards the full range of their skills and experience, including pastoral work, outreach work, teaching, research and administration. These results suggest that SRDS could be improved by considering a greater range of activities and their connection to promotion. SRDS is currently undergoing university-wide review.

Action 3.1: Enhance SRDS by ensuring all reviewers are aware of TUoS development opportunities.

Action 3.2: Continue signposting training to SRDS reviewers and reviewees.

Action 3.3: Create a short anonymous feedback form for SRDS reviewees.

Action 3.4: Ensure promotion planning is discussed in SRDS.

Action 3.5: SRDS reviewers to support PDRAs in career development.

Action 3.6: Consider the full range of activities in SRDS.

(iii) **Support given to academic staff for career progression**

Comment and reflect on support given to academic staff, especially postdoctoral researchers, to assist in their career progression.

Consideration of career progression is a core element of SRDS for academic staff. In particular, SRDS for ECRs considers their development in key academic areas (research, teaching, administration, leadership, continuing professional development) and for careers outside academia.

Researchers benefit from an extensive training and development programme offered by the University for ECRs. The Think Ahead programme (recognised as "Outstanding" in the Times Higher Education awards 2014) offers workshops, seminars, mentoring, networking opportunities, online resources and job preparation sessions.

TUoS has a number of initiatives designed specifically to support staff development among under-represented or minority groups:

- Springboard for Women – a development programme developed specifically for women, also welcomes anyone who identifies as non-binary.
- Futures Mentoring programme for female and BAME academic staff,
- the TUoS Mentoring Network open to all staff.

Informal networks exist to support women, women professors, parents, adopters, LGBT+ and BAME staff.

In the Department, the Chemistry Researchers Society (CRS, established in 2013) organises monthly coffee mornings, lunchtime or evening seminars. These meetings usually have a theme, e.g. mentoring, academic writing, supervising Master students, careers guidance (with invited speakers, ex-department members who now work outside academia).

The department currently has informal mentoring arrangements, where early-career academics are paired with senior staff.

Action 3.11: Develop an internal mentoring programme for all academic staff.

Action 3.27: Work with CRS to continue to deliver informal support and information on formal support on career development to PGRs and PDRAAs.

Action 3.28: Monitor the career progression of former PDRA staff. Share this information at CRS meetings.

(iv) **Support given to students (at any level) for academic career progression**

Comment and reflect on support given to students at any level to enable them to make informed decisions about their career (including the transition to a sustainable academic career).

UG and PGT students:

- All UG students have personal tutors, who provide pastoral support and academic guidance, including careers advice. Since 2019, we introduced personal tutors for PGT students.
- The department runs an annual Careers Day in November for all UG and PGT students, with dedicated presentations and workshops for each year group. Former Chemistry students attend and give presentations about their current jobs.
- Our successful MChem Chemistry with Year in Industry programme provides students with industrial experience and transferable skills (including a dedicated Transferable Skills course in Year 1). It is popular with female students (43-57% female, higher than the 40-53% average for our UG programmes).

Table 21 Gender profile of students taking a year in industry (MChem Chemistry with Year in Industry course).

Year	Male	Female	% Female
2013/14	10	9	47%
2014/15	9	9	50%
2015/16	9	11	55%
2016/17	10	12	55%
2017/18	8	6	43%
2018/19	4	5	56%

- Careers advice to UG and PG students is also available from the University Careers Service.
- The Sheffield Undergraduate Research Experience (SURE) scheme funds short summer projects carried out by undergraduate students and gives students a taste of research (54 SURE projects in Chemistry between 2013-19, 52% female students). MChem projects give students experience of longer-term research projects, working in research groups alongside PGRs and PDRAs.
- The department runs an annual PhD opportunities event, aimed at current MChem students (this year including PGT opportunities). It involves a presentation by the HoD about opportunities available, followed by a poster session with academic staff, where students can meet prospective supervisors and learn about study for a PhD. The event takes place early in the year (November) particularly to attract female

students, since a focus group before our previous Athena SWAN submission found that females prefer to apply for studentships early. The high % females among our PGR students (increasing 30-43% between 2013-18) demonstrates the sustained impact of this action.

- 96% of our graduates are in work or further study six months after graduation.

PGR students:

- Academic supervisors discuss career progression with PhD students, and support them in identifying appropriate strategies. Annual Training Needs Analysis review is focussed on skills development.
- All PGR students are assigned an independent advisor, who checks the student's progress at annual checkpoints and provides pastoral support.
- Centres for Doctoral Training provide subject-specific and transferable skills training.
- Early career researchers (PhD students and PDRAs) are encouraged to supervise SURE projects. They apply for funds to supervise the project of their choice, and thus gain experience in writing proposals. Proposals are evaluated competitively, and feedback is given. The ECR has responsibility for the budget and for management of the work of the student researcher, and is mentored in this process by an established member of academic staff. In Chemistry, there has been significant uptake of this scheme by ECRs.

Table 22 Uptake of Think Ahead SURE by Chemistry ECRs as supervisors.

Year	Male	Female	% Female
2014	1	3	75%
2015	3	2	40%
2016	4	1	20%
2017	2	2	50%
2018	4	3	43%

- TUoS offers EPSRC Doctoral Prize Fellowships, which are open to final-year doctoral students and recent PhD graduates. These offer 12 months' full-time salary and give graduates an opportunity to develop their independent research skills. There were 3 Doctoral Prize Fellows (1 female, 2 male) in Chemistry since 2016.

Action 2b.7: Publicise internally fellowship opportunities.

Action 3.6: Supervisors of PhD students to support them in career development.

Action 3.29: Advertise available PDRA positions internally.

(v) **Support offered to those applying for research grant applications**

Comment and reflect on support given to staff who apply for funding and what support is offered to those who are unsuccessful.

T+R staff:

- T+R staff are required to seek peer review of research proposals from at least two colleagues. In addition, the HoD and Director of Research provide advice and constructive criticism.
- Staff are supported by their Research Cluster Heads, who provide advice on research strategy and on the preparation of proposals. Research Clusters meet regularly to keep up-to-date with colleagues' research and discuss research strategy.
- We have an internal database of previous successful applications.

ECRs:

- The Department supports ECRs interested in applying for independent research fellowships. The initial step is a review of the researcher's CV by the Executive Committee, with feedback given to the researcher. If the researcher's CV and interests are aligned with Departmental strategy, the researcher is asked to submit a two-page research outline to the Research Committee, which gives detailed feedback and makes a decision on supporting the application. If the application is supported, the applicant receives support from the relevant Research Cluster Head and the Departmental Director of Research in preparing their application.

Success rate of grant applications is similar for female and male academic staff (Table 23), showing no gender disadvantage.

Table 23 Grant applications summary by gender (2013-19).

	Male T+R staff	Female T+R staff
Number of applications per staff member in 2013-2019	12.0	12.7
Success rate of applications	37%	33%
Average value of successful grants	£266k	£259k

64% staff (78% women, 64% men) agreed that they receive appropriate support in the department in applying for grants. The figure was low for non-professorial T+R staff (53%) and slightly higher for postdocs (63%) compared to professors (80%). This suggests that more targeted support is needed.

Action 3.17: Review and improve internal support for grant applications.

Action 3.18: Create a collection of examples of building blocks of applications. Senior staff to provide feedback and advice on writing these sections.

SILVER APPLICATIONS ONLY

5.4. Career development: professional and support staff

(i) Training

Describe the training available to staff at all levels in the department. Provide details of uptake by gender and how existing staff are kept up to date with training. How is its effectiveness monitored and developed in response to levels of uptake and evaluation?

Mandatory training, Chemistry-specific training, leadership training and mentoring (section 5.3.i) are applicable to professional staff. E.g. 7 professional staff (4 female, 3 male) completed Sheffield Leader programme between 2013-18 (Table 17).

A particularly positively received action implemented since the last submission are the regular emails from the DSO advertising of specific training, with timings and enrolment instructions.

Training courses relevant for administrative roles (student support, university procedures, IT systems) are available through LMS, in addition to in-house on-the-job training.

Although professional staff are aware of training opportunities, their take-up could be improved. According to the departmental survey, 57% technical and 25% administrative staff agree that they are encouraged to take up career development opportunities. 75% administrative and 43% technical staff undertook training in the last 5 years (71% females and only 25% males). The main reasons for not undertaking training were “lack of time” and “lack of relevant training on offer” (similar to academic staff responses).

Actions listed in section 5.3.i are relevant to all staff.

Action 3.7: Create an online training record for all staff to be discussed at SRDS.

Action 3.8: Identify development opportunities and disseminate to SRDS reviewers.

Action 3.9: A target of a minimum of 1 day a year dedicated to development.

Action 3.10: Promote career advancement training such as Sheffield Leader. Nominate staff for these programmes.

(ii) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff at all levels and provide data on uptake by gender. Provide details of any appraisal/review training offered and the uptake

of this, as well as staff feedback about the process.

- All professional staff participate in SRDS. The e-mail announcing the annual SRDS round is sent to all staff simultaneously. The participation rate was 100% in 2019.
- Training is mandatory for professional staff reviewers, as for academic staff. 6 professional staff (2 male, 4 female) have received training since 2013.
- Nine senior members of the professional staff reviewed 1-5 staff each (depending on staff responsibilities).

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

Comment and reflect on support given to professional and support staff to assist in their career progression.

Recognising the importance of career progression, the Department encourages staff to take up development opportunities (e.g. training) to improve their delivery of their current role, and to enable them to pursue career progression opportunities within and outside the Department.

- Between 2013-18, 2 professional staff (1 female, 1 male) took secondments and then returned to their roles in the department.
- Professional staff are actively involved in departmental committees (section 5.6(iii) and Case Study 1).
- 7 professional staff (5 female and 2 male) progressed to roles at higher grades elsewhere at the university.

University initiatives:

- TUoS signed the Technician Commitment in 2017, pledging to ensure visibility, recognition, career development, and sustainability for technical staff.
- TUoS nominate staff for the Times Higher Education Outstanding Technician of the Year Award.
- Technicians' Network (TechNet) organises meetings, newsletters and supports applications for national professional registration, e.g. Registered Science Technician - RSciTech, Registered Scientist - RSci, Chartered Scientist - CSci awarded by the Institute of Science and Technology.
- GROW is a dedicated mentoring programme for professional staff.

THE AWARDS Times Higher Education
Outstanding Technician of the
Year award

Come along to network and meet some of the nominees

Wednesday 17th July 2019
12:30 - 13:45

Location - Alfred Denny Conference room
(The event will be live streamed so that anyone can view)

For more information and to register visit -
<https://www.sheffield.ac.uk/technet/events>

FREE LUNCH




RSciTech Registered Science Technician

RSci Registered Scientist

CSci Chartered Scientist

MIScT(Reg) Registered Practitioner

FIScT(Reg) Registered Practitioner

2020 programme

Our 2020 GROW programme will be launching mid November with registration opening on 2 Jan 2020. Attend our workshops in December and January to find out more about the programme.

[Find out more about our workshops](#) →



5.5. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

(i) Cover and support for maternity and adoption leave: before leave

Explain what support the department offers to staff before they go on maternity and adoption leave.

The Department uses the extensive Maternity Leave Toolkit developed by HR, covering all stages of the process.

- Risk assessment is conducted as early as possible, given the potential hazards in a Chemistry Department.
- All pregnant employees are entitled to reasonable time off with pay for antenatal care.
- The staff member and their manager discuss the implications of the anticipated absence for workload planning and agree a maternity plan.

(ii) Cover and support for maternity and adoption leave: during leave

Explain what support the department offers to staff during maternity and adoption leave.

All staff (full-time and part-time) on maternity or adoption leave are entitled to 10 Keep In Touch (KIT) days, agreed with the line manager, when they can work or attend training without bringing the period of the maternity leave to an end or loss of maternity pay. The member of staff normally receives time off in lieu for any work undertaken. T+R staff use these to keep in touch with their research group. There are no teaching or administrative duties during leave.

Cover for teaching is arranged on an individual basis. Examples in Chemistry included:

- cover by a member of T+R staff or senior researcher,
- appointment of a fixed-term teaching associate.

Cover for professional staff duties is typically provided by temporarily re-assigning their duties to other professional staff colleagues.

The manager (usually the HoD) contacts the staff member before return to work:

- to discuss and agree the plans for the return to work, i.e. breastfeeding arrangements, risk assessments, potential training requirements, re-induction and workload;
- to consider flexible working applications (if applicable) and additional support upon their return.

(iii) Cover and support for maternity and adoption leave: returning to work

Explain what support the department offers to staff on return from maternity or adoption leave. Comment on any funding provided to support returning staff.

Female academics are strongly encouraged and supported to apply to Women Academic Returners Programme (WARP). This is an award-winning TUoS scheme, open to T+R staff and IRFs, that provides up to £10,000 funding for research staff costs, or to kick-start research on return to work by providing reduced teaching loads or funding conference attendance. Two Chemistry staff members used this scheme since 2014, to cover:

- additional months of employing a senior PDRA,
- partial teaching cover after return from maternity leave,
- conference attendance.

The staff member may choose to change their contract to part-time after return from maternity or adoption leave, with guaranteed opportunity to return to full-time. This contractual opportunity to return to full-time work was negotiated by the HoD over a decade ago for all female academics in Chemistry who wish to have a period of part-time working after parental leave. One Chemistry academic used this option in 2014, and two others previously (see Case Study 2).

FoS has recently approved funds to create facilities across the Faculty to support breast-feeding women.

The Parents@TUOS Network, open to female and male staff, holds quarterly events and runs a Parent2Parent buddying system for staff pre- and post-maternity leave. Some Chemistry staff attend Parents@TUOS meetings; however attendance is not formally recorded. The Adopters Network supports adoptive parents.

70% Chemistry survey respondents agreed that they felt supported after returning to work after an extended period of absence, e.g. sickness, maternity leave, other caring responsibilities.

(iv) **Maternity return rate**

Provide data and comment on the maternity return rate in the department.

Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

Between 2013-18 eight women took maternity leave (Table 24); all have returned to work. These numbers are very similar to the previous census period (six women, 100% return rate), showing the sustained positive attitude in the Department. All returned to the same contract, except one lecturer who changed to part-time contract and has since then returned to the full-time contract.

Table 24 Staff taking maternity, paternity, adoption and shared parental leave between 2013-18.

Type of leave	Numbers	Staff groups
Maternity	8	3 clerical, 1 academics, 3 researchers, 1 senior teacher
Paternity	7	2 academics, 4 researchers, 1 technician
Adoption	0	None
Shared parental	1	1 academic (female)

SILVER APPLICATIONS ONLY

Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

- 6 staff members (3 professional, 1 teaching, 2 T+R) remained in post beyond 18 months after maternity or shared parental leave.
- Two researchers left within 6 months: one due to end of contract, another resigned.
- One researcher left within 18 months to take up a post elsewhere.

(v) Paternity, shared parental, adoption, and parental leave uptake

Provide data and comment on the uptake of these types of leave by gender and grade. Comment on what the department does to promote and encourage take-up of paternity leave and shared parental leave.

During 2013-18, 7 men took paternity leave (Table 24), more than double the number in the previous census period (three men). To promote the uptake of paternity leave, relevant information is circulated to all staff and is available through the FoS ED&I page and the University HR pages.

One female Reader took shared parental leave (SPL) in 2016/17, and has since then returned.

"This was the best (out of the 3 periods of) maternity leave I have had. I discussed my proposal to employ my postdoc (Andrea) as my maternity cover with the then HoD, he wrote a business case and it was done. It is the first time my work was covered properly over my maternity leave, which gave me enormous piece of mind, ensured my career was not too negatively affected when I came back to work, and as an added bonus it benefitted Andrea's CV too! It was amazing to not worry about work while I was off!" Sarah Staniland, Reader (took SPL)

Action 4.1: Deliver information on flexible working, maternity and paternity package.

Action 4.2: Develop a procedure for support of staff after returning to work after an extended period of absence.

Action 4.3: Publicise role models among staff that have taken up maternity, paternity or parental leave or flexible working arrangements.

Action 4.4: Liaise with FoS to publicise recent examples of staff who have taken up maternity, paternity or parental leave or flexible working across FoS.

(vi) **Flexible working**

Provide information on the flexible working arrangements available.

TUoS supports flexible working, and the Department encourages staff to organise their work flexibly to balance work and family commitments, minimise stress and increase their personal effectiveness.

TUoS recognises a variety of flexible working arrangements: informal or formal, temporary or permanent ones. These arrangements facilitate, for instance, childcare and caring responsibilities, flexible retirement and voluntary activities. The University considers each request based on the needs of both the business and the employee.

Academic staff in Chemistry have significant autonomy in organising their work, and are encouraged to take advantage of this flexibility as long as there is no significant impact upon the department's business needs. The majority of these flexible working patterns are informal, and require no explicit authorisation by the University.

Professional staff are also encouraged to work flexibly. However, because their responsibilities usually require them to be present in the Department, flexible working often means adjustments to working hours, e.g. some staff begin work early and finish early to accommodate childcare commitments. In some cases, working at home is possible, and the Department supports this where feasible.

To facilitate informal flexible working, all meetings and other administrative activities in the Department are confined to the core hours of 9:30 - 16:00. All meetings are organised by Google Calendar; their timing is thus based upon the self-declared availability of staff, so that staff are not excluded from attendance because of their pattern of working.

Recognising that staff may need to plan ahead (e.g. because of childcare commitments), the Department has instituted an annual calendar, which sets out a pattern of regular meetings throughout the academic year.

- Committee meetings are scheduled so that all members, full- and part-time, are able to attend.
- For all-staff meetings, a pattern of alternation of days has been established, so that part-time staff attend at least some of these meetings.

The Departmental calendar protects the main vacation periods (Christmas, Easter and Summer), to be largely free of formal Departmental commitments such as meetings. This is important as a support for flexible working, both because of staff family commitments, to increase staff well-being, and to make space for development activities.

The teaching timetable determines the times in which classes run (9am - 5pm). However, it is recognised that staff may have regular commitments requiring their absence from the department at particular times. In this case, the Department encourages staff to make a request for formal flexible working.

“Flexible working has allowed me to fit work around childcare arrangements, which has been instrumental in ensuring that work commitments are fulfilled, while still making sure my children (now 12 and 14 years old) get the attention they deserve.” Anthony J.H.M. Meijer, Professor

(vii) Transition from part-time back to full-time work after career breaks

Outline what policy and practice exists to support and enable staff who work part-time after a career break to transition back to full-time roles.

The Department recognises that staff need to balance a wide range of responsibilities, which may vary with time, and does its best to accommodate changes in working time. Several staff (female and male) have adopted part-time working for a variety of reasons (Table 25), and some of them subsequently returned to full-time working. Thus far, all requests for changes to working time in the Department have been met.

Table 25 Transitions between full-time and part-time working arrangements. Cases of increases in working hours are highlighted in italics.

Year	Gender	Role	Change in hours	Reason
2015	Female	Academic	reduced hours from 35 to 28 hrs	after maternity
<i>2016</i>	<i>Female</i>	<i>Academic</i>	<i>returned to 35 hrs</i>	<i>1 year after maternity ended</i>
2016	Female	Researcher	reduced from 35 to 28 hrs	secondment opportunity
<i>2016</i>	<i>Female</i>	<i>Professional</i>	<i>increased from 7 hrs to 35 hrs</i>	<i>increased duties and responsibilities</i>
<i>2017</i>	<i>Female</i>	<i>Professional</i>	<i>increased from .5 FTE to .9</i>	<i>development opportunity</i>
2018	Female	Professional	reduced from 35 hrs to 11hr	secondment opportunity
<i>2018</i>	<i>Female</i>	<i>Professional</i>	<i>increased back to 35 hrs from 11hr</i>	<i>end of secondment</i>
<i>2018</i>	<i>Female</i>	<i>Professional</i>	<i>Increased hours 17.5 to 24.5 hrs</i>	<i>increased duties and responsibilities</i>
2015	Male	Professional	reduced from 35 hrs to 21 hrs	preparing for retirement
2015	Male	Professional	reduced from 35 to 30 hrs	caring responsibilities
2017	Male	Professional	reduced from 35 to 28 hrs	secondment opportunity
2017	Male	Academic	reduced hours from 35 to 21 hrs	slowing down
2018	Male	Academic	reduced hours from 21 to 14 hrs	slowing down
2018	Male	Academic	reduced from 35 to 17.5 hrs	preparing for retirement

Action 4.3: Publicise role models among staff that have taken up maternity, paternity or parental leave or flexible working arrangements.

Action 4.4: Liaise with FoS to publicise recent examples of staff who have taken up maternity, paternity or parental leave or flexible working across FoS.

Action 4.5: Publicise the core hours (reminder at the staff meeting).

5.6. Organisation and culture

(i) Culture

Demonstrate how the department actively considers gender equality and inclusivity. Provide details of how the Athena SWAN Charter principles have been, and will continue to be, embedded into the culture and workings of the department.

Supporting and developing a diverse staff is vital to the success of the Department. Our sustained commitment has been recognised through an Athena SWAN Bronze award in 2013 and a Silver award in 2015.

Chemistry Survey responses (Table 26) demonstrate that Athena SWAN and gender equality principles are firmly embedded in the department.

Table 26 Chemistry survey responses on departmental culture

Question	% staff agree		
	All staff	Male	Female
Departmental colleagues are fully aware of the Athena SWAN Charter	78	80	78
I understand the Department's reasons for engaging with gender equality	95	97	94
I understand why positive action may be required to promote gender equality	92	85	100

Survey responses highlighted examples of good practice:

- the use of core hours,
- the wording in job advertisements,
- consideration of women during recruitment,
- visibility of women at Open Days, in promotion materials and as seminar speakers,
- increase in the numbers of female students,
- training (e.g. unconscious bias),
- respect of flexible working patterns.
- the drive to reflect on our practices.

Staff opinions on the most important ED&I issues for the Department were:

- treating everyone equally,
- gender balance (especially among academic staff),
- race (diversity and support), disability and mental health, LGBT+,
- attracting students from non-privileged background,
- flexible working,
- collegiality.

Anonymous response to the survey question "Which Equality, Diversity and Inclusion issues, in your opinion, are the most important for the Department?":
"Being diverse and inclusive. I think that we are equal to a large extent"

(ii) **HR policies**

Describe how the department monitors the consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. Describe actions taken to address any identified differences between policy and practice. Comment on how the department ensures staff with management responsibilities are kept informed and updated on HR policies.

The Departmental Director of ED&I is a member of the Executive Committee, thus embedding consideration of ED&I issues at the heart of departmental governance. The ED&I Committee is tasked with holding the Departmental leadership to account for its effectiveness in implementing ED&I policies. To assist in this, the HoD is a member of the ED&I Committee.

Departmental ED&I Directors are supported by the Faculty ED&I Director, and they meet regularly as a group.

In 2018 FoS consolidated all of its ED&I and HR policies into the online “ED&I Hub”. Following on from successful training on Bullying and Harassment in the Physics Department, there are plans to roll this out across FoS.

FoS recently introduced and trained a network of Wellbeing Advocates. The Wellbeing Advocates in our Department are members of the ED&I Committee. Their role is to assist anyone needing information or support on any issue affecting their wellbeing, by enabling them to identify appropriate sources of specialist support within the University.

In 2019 TUoS rolled out the ‘Report and Support’ system for staff and students who have experienced bullying, harassment, verbal or physical abuse.

Chemistry Survey responses (Table 27) confirm that ED&I policies are followed in the department.

Table 27 Chemistry Survey responses on departmental culture and HR policies

Question	% staff agree		
	all staff	female	male
My Department has made it clear to me that the Department / University policies are in relation to gender equality	75	82	70
My Department makes it clear that unsupportive language and behaviour are not acceptable	77	87	72
Inappropriate images that stereotype women or men are not allowed in my Department	97	100	94
I am confident that my line manager would deal effectively with any complaints about harassment, bullying or offensive behaviour	77	74	79

(iii) Representation of men and women on committees

Provide data for all department committees broken down by gender and staff type. Identify the most influential committees. Explain how potential committee members are identified and comment on any consideration given to gender equality in the selection of representatives and what the department is doing to address any gender imbalances. Comment on how the issue of ‘committee overload’ is addressed where there are small numbers of women or men.

The Terms of Reference of each committee define its role-based membership. The gender mix in the committee membership is thus determined indirectly by the genders of the staff on the specific roles. This approach ensures that committee membership cannot be influenced directly by gender bias.

Most of the Department's committees include members of academic and professional staff and student members (Table 28). We recognise that an effort to increase % females on committees may lead to an unfair administrative workload for female staff. The % female staff on committees (28% average) is equal to % female staff in the Department.

Recognising that direct appointments to roles by the HoD are susceptible to influence by unconscious bias, a new approach to filling roles was introduced in 2018 with the intention of reducing the possibility for unconscious bias. For substantive roles in the Department, an invitation is issued for expressions of interest (EOIs) from members of the Department. These EOIs are discussed by the Executive Committee, and eligible staff invited for interview if required. The normal expectation is that posts are held for three years.

Table 28 Gender and role split of Chemistry Committees

Committee	%F	%F staff	T+R, T		Professional		Researchers		Students	
			F	M	F	M	F	M	F	M
Curriculum Chemistry Researchers Society	11%	11%	1	8	0	0	0	0	0	0
ED&I	38%	38%	0	0	0	0	3	5	0	0
Executive	58%	50%	2	5	2	0	1	0	2	0
Publicity	33%	33%	0	4	1	0	0	0	0	0
Recruitment	30%	33%	2	6	1	0	0	0	0	1
Research	38%	38%	1	5	2	0	0	0	0	0
Safety	27%	30%	2	6	0	1	1	0	0	1
Staff-Student	25%	18%	1	6	1	2	0	1	1	0
Teaching	39%	0%	0	7	0	0	0	0	7	4
Total	30%	22%	2	7	0	0	0	0	1	0
	33%	28%	11	54	7	3	5	6	11	6

(iv) Participation on influential external committees

How are staff encouraged to participate in other influential external committees and what procedures are in place to encourage women (or men if they are underrepresented) to participate in these committees?

Staff are encouraged to participate on influential committees, both within TUoS and externally. Many staff, both female and male, have such responsibilities (Table 29). Under the ACP they contribute to promotion, under the wider professional standing criterion. External activities are recognised in the Work Allocation Model.

65% Chemistry Survey respondents (76% males, 50% females) agree that they are encouraged and given opportunities to represent the Department externally and/or internally.

Table 29 Chemistry staff participation in external committees and groups.

Responses	University Senate	University committees	University advisory groups and forums	Research Institute management panels	Faculty Committees	Faculty Directorships
All	4	9	14	1	4	1
Male	2	7	10	0	3	1
Female	2	2	4	1	1	0

Responses	Faculty advisory groups	Trade union roles	Funders' peer review panels	CDT directors	Director of external company	Outreach
All	11	2	2	2	1	4
Male	8	1	0	2	1	1
Female	3	1	2	0	0	3

(v) Workload model

Describe any workload allocation model in place and what it includes. Comment on ways in which the model is monitored for gender bias and whether it is taken into account at appraisal/development review and in promotion criteria. Comment on the rotation of responsibilities and if staff consider the model to be transparent and fair.

The Department uses the FoS Workload Allocation Model (WAM) to ensure that workload is distributed fairly. WAM provides tariffs for key leadership roles (e.g. Admissions Tutor, Director of Learning and Teaching) and guidelines for estimating the workload for teaching activities. Since 2018, the WAM has been used in the department as a planning tool, to facilitate the allocation of workload for the coming academic year (in contrast to its previous use as a retrospective analysis tool).

Allocations are made by the HoD using a "typical" loading in the Department as the benchmark. Allocations are then discussed with staff by the HoD at SRDS meetings. 20% of annual workload of 1540h (35h/week for 44 weeks) is unallocated, to allow for scholarship and other activities. To achieve transparency and ensure that staff understand the basis for their workload, all staff are given an anonymised list of the workloads in the Department. The HoD monitors the WAM for gender bias. The mean workload in Chemistry this year is 97% (92% F, 98% M).

(vi) Timing of departmental meetings and social gatherings

Describe the consideration given to those with caring responsibilities and part-time staff around the timing of departmental meetings and social gatherings.

To facilitate informal flexible working, departmental meetings (including staff meetings, away-days and social activities) are organised within the core hours of

9:30 - 16:00. All other meetings are organised using Google Calendar based upon the self-declared availability of staff (section 5.5(vi)).

82% Chemistry survey respondents (84% males, 72% females) agreed with the statement: “Meetings in my Department are planned in advance with sufficient notice and are completed in core hours to enable those with caring responsibilities to attend”.

(vii) Visibility of role models

Describe how the institution builds gender equality into organisation of events. Comment on the gender balance of speakers and chairpersons in seminars, workshops and other relevant activities. Comment on publicity materials, including the department’s website and images used.

The Department recognises the importance of role models in promoting gender equality. A target was set two years ago that the gender balance of seminar speakers should at least equal the gender balance of our student population (40% female); this was achieved (Figure 37). During planning of the seminar programme, staff are specifically requested to nominate speakers who belong to underrepresented minorities.

Images used on the Department's website and in publicity materials are chosen to reflect a balance of genders. For undergraduate open days, the Department has appointed an admissions team, composed of a balanced mix of staff of both genders, so that on every open day a balanced mix of genders is maintained.

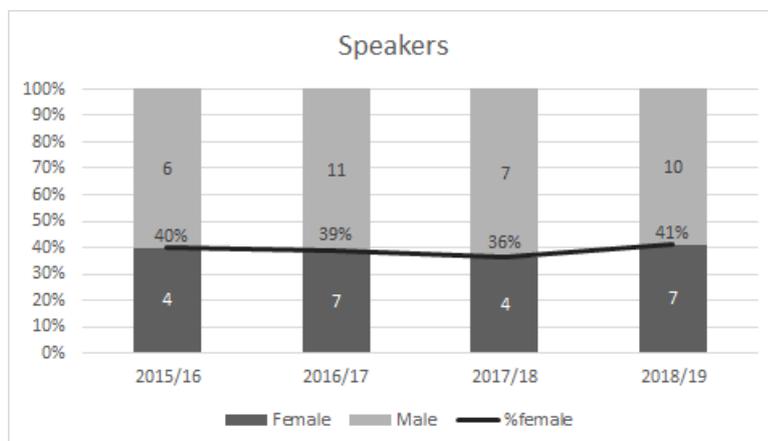


Figure 37 Gender profile of speakers at departmental seminars.

(viii) Outreach activities

Provide data on the staff and students from the department involved in outreach and engagement activities by gender and grade. How is staff and student contribution to outreach and engagement activities formally recognised? Comment on the participant uptake of these activities by gender.

Outreach is a key priority of the Department.

The Kroto Schools Laboratory (named for the late Nobel laureate who was a graduate of this department and was active in outreach at Sheffield) hosts groups of up to 15 schoolchildren in a high-quality environment not found typically in school laboratories. It forms a key part of the University's Widening Participation programme. 49% of student attendees in 2017-2019 were female.

We use our teaching labs to host major school chemistry competition events, e.g. the Salter's Day event, and "taster days" for sixth formers. We also participate in outreach events aimed at the general public.

These activities are led by a gender-diverse staff team (4 females, 1 male). Delivery teams are gender balanced, e.g. a 50-50 male/female team of postgraduate students at a recent Discovery Night event introduced members of the public to forensic chemistry and turning their kitchen into a lab (video: <https://www.linkedin.com/feed/update/urn:li:activity:6516974129143521280/>).

We also highlight female scientific role models (e.g. Caroline Herschel, Dorothy Hodgkin and Stephanie Kwolek) in our outreach content. A number of staff members (both female and male) have delivered the RSC Christmas Lecture. Outreach activities are valued in the Department's culture, and are considered in SRDS and in the ACP promotions criteria.

[6834 words]

SILVER APPLICATIONS ONLY

6. CASE STUDIES: IMPACT ON INDIVIDUALS

Recommended word count: Silver 1000 words

Two individuals working in the department should describe how the department's activities have benefitted them.

The subject of one of these case studies should be a member of the self-assessment team.

The second case study should be related to someone else in the department. More information on case studies is available in the awards handbook.

Case Study 1: Sandra van Meurs, NMR Facility Manager and member of the SAT.

I started as the NMR (Nuclear Magnetic Resonance) Facility Manager in the Department of Chemistry in January 2016, already a parent to a young family. I work part-time, a fixed 4-day week pattern with time on-site on my working days as intensified as possible (just 7.5 hours total) to accommodate my family commitments.

During the recruitment process, the Department demonstrated considerable flexibility in accommodating my existing work and parental commitments whilst scheduling the interview. Subsequent research has indicated that a shortlist of three candidates (two male, and myself) resulted from 13 applications, with an overall 38% female application rate. The Department's commitment (action from previous Athena Swan Award) to 20% female shortlisting was thereby amply achieved. The field of NMR is traditionally heavily male-dominated, which is not reflected in the application rate. In fact, the male/female split in the application rate suggests that the advert was positively encouraging for female applicants. Personally, I didn't find anything in the vacancy description that made me think I would be at a disadvantage or unsuitable due to my gender.

The other two applicants were known to me due to my previous role as a sales representative for one of the major NMR suppliers. Both men have families but their kids are grown-up (whereas my daughter was just 2 when I started my position in the Department). The fact they were shortlisted clearly means their experience and qualifications were relevant to the position on offer. In other words, the interview panel had a choice of employing someone with limited childcare commitments and willing to work a full-time pattern (the vacancy was for a full-time post), or myself who stated from the outset that I would work a maximum of 80% and wished to spend little more than 7 hours a day on site. I think this shows a true commitment on the part of the Department to employ the right candidate for the position, absolutely irrespective of gender and family commitments.

During my employment here, I have never been made to feel that I am somehow less committed due to my part-time status, or indeed due to my compressed

working days. On the few occasions that I have had to leave suddenly or take time off for childcare reasons my management have always been accommodating and understanding. Whenever I have requested to work from home for occasional days, this has always been accommodated too.

Within the Department, I represent the Technical and Support Staff on the Equality and Diversity Committee, a role which has given me a much deeper understanding and appreciation of the efforts to establish a productive and supportive environment for students and staff alike, regardless of gender, ethnicity, disability or sexual orientation. Within the greater University organisation, I take advantage of the childcare voucher scheme for tax-efficient childcare costs and I use the additional holiday purchase scheme to enable me to maximise time with my family, all with the support of my management.

[492 words]

Case Study 2: Julia Weinstein (Professor)

I joined the Chemistry Department in Sheffield as a lecturer in 2005, and was promoted to professor in 2016. From the very beginning, the Department provided a friendly and inclusive environment, which was very important when my husband and I decided to start a family in 2007. On return from maternity leave, I received financial support through the University's "Women Academics Returners Program", which allowed me to keep a highly skilled postdoc in my group to help run the group and eased the transition back enormously.

The Department also gave me an opportunity to work part-time, with a guarantee of return to full-time. In a dual-career family with a young child such freedom was tremendous help for both parents. I worked part-time for several years after returning from maternity leave, whereby my reduced hours were taken into account in allocating a proportional teaching load, a reduced number of project students, and even in arranging the timetable. The nicest part of the workload allocation was that I did not have to ask, but rather I was asked what I would consider a suitable arrangement, and I was never asked to perform any duties outside of my formal working hours.

Thanks to this flexibility and support, my research has progressed well. I also benefitted from supportive and encouraging mentoring on various career-related issues. Senior colleagues in the Department always found time to discuss any questions that I had and offer valuable advice; my views were taken into account when allocating administrative duties. Senior colleagues encouraged me to apply for promotion to Senior Lecturer in 2010, whilst I was still working part-time. Strong support from the Department, the University Research Services and the Faculty led to success of a large Capital Equipment grant from RCUK in 2013, which funded Lord Porter Laser Laboratory at Sheffield, a multi-user facility which I lead and which attracts diverse researchers from all backgrounds. The supportive

environment in terms of culture, support for PhD students, the willingness of academic colleagues and tremendous technical staff nurtured success of our research that led to several important papers including in Science and in Nature group journals. The Department has been proactive in recognising success, with senior management encouraging me to apply for promotion to Reader (2015) and Professor (2016), when I became the 3rd female professor in the Department, and the first female professor of physical chemistry. I have also been encouraged to engage in the running of the department – I am now co-leading one of the four research clusters, and take part in various committees and panels at the departmental and faculty level. I have been a mentor for early career researchers, both female and male.

I am delighted to be part of the environment where women are present at all career stages. My research group is international, and ~40% of the group members are female. I also have strong links with female academics in Engineering and Medicine, which resulted in new exciting science, funded projects, joint PhD students and postdocs.

[501 words]

[993 words total]

7. FURTHER INFORMATION

Recommended word count: Bronze: 500 words | Silver: 500 words

Please comment here on any other elements that are relevant to the application.

Highlights:

- Improved gender balance of UG and PG students. The proportion of female PGR students (43%) exceeds the Russell Group average, thanks to the ongoing actions since the previous Athena SWAN submission.
- Inclusive approach to promotion: all staff are automatically considered for promotion each year.
- Increase in the numbers of female professors (18% professors in the department are now female, one of them BAME).
- Staff who choose to change to a part-time contract have a guaranteed opportunity to return to full-time.
- 98% staff completed unconscious bias training.
- Flexible working is firmly embedded in the departmental culture.

Other Successes:

- **Awards for our staff:**
 - Dr Julie Hyde holds a National Teaching Fellowship (2019), a prestigious national award by Advance HE which celebrates excellence in learning and teaching in HE.
 - Dr Hyde also holds a RSC Award for outstanding service in the promotion of chemistry, locally, nationally and internationally (2018).
 - University teaching awards: Dr Hyde, Dr Jenny Burnham, Prof. Simon Jones and Prof. Mark Winter are University of Sheffield Senate Award winners for Excellence in Learning and Teaching.
 - Prof Julia Weinstein: RSC Chemical Dynamics Award for outstanding innovative research on the dynamics of molecules (2017).
 - Dr Sarah Staniland: RSC Harrison-Meldola Prize for early career academics (2016), the Suffrage Science award recognising the achievements of women in science (2017), the Wain Medal for research in biochemistry (2017).
 - Miss Pauline Boulding, a retired member of professional staff, featured in the Portrait of a Woman 2017 photo exhibition commissioned by TUoS.



Figure 38 Clockwise from top left: Dr Julie Hyde receives the National Teaching award, Dr Sarah Staniland receives the Suffrage Award; Miss Pauline Boulding featured in the Portrait of a Woman 2017 photo exhibition.

Resonance

About

Issues

History

Welcome to **Resonance**, the University of Sheffield department of chemistry's student-run magazine.



Student stories

We asked some of our students and graduates to share their experiences of studying chemistry at the University of Sheffield, and to tell us what they've ended up doing with their degree. Select a category to choose whether you want to read about a chemistry student's experience of their course, or learn about the career path their degree has taken them on.

Amy Cockram

After completing her undergraduate degree and working in industry, Amy decided to return for our department for her PhD. She's now working as a scientist for a contact lens company.

Categorised under: [Graduate careers](#)



Anthony Griffiths

Anthony did a year-long placement at the pharmaceutical company AstraZeneca as part of his course, which helped him work out what he'd like to do after graduation.

Categorised under: [Student experience](#)



Emma Pye

Emma worked at a major pharmaceutical company during her placement year, helping her prepare for her final year and future career.

Categorised under: [Student experience](#)



Mengyuan Qian

Mengyuan came from China to study Chemistry in Sheffield, and spent a year of her degree working for a chemical manufacturer in Belgium.

Categorised under: [Student experience](#) and [International student](#)



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Figure 39 Top: Student-run Resonance magazine; bottom: Student Stories on the departmental Undergraduate study web pages.

- **Student engagement:**
 - Student Stories on the departmental website.
 - *Resonance* magazine produced by students.
- **Other recent activities and events:**
 - Summer School for female students from Saudi Arabia was organised by Dr Adrien Chauvet (July 2019). Six students attended (all female). The next school is planned for summer 2020.
 - A Global Women Breakfast to celebrate IUPAC's 100th anniversary (February 2019) was organised by a postdoc and a PhD student and involved presentations by women in the department and a conference call to Women's Breakfast in Croatia.
 - Chemistry Health Improvement Program (CHIP): 2 hours to unwind and do arts or crafts, runs every month, organised by a Chemistry PhD student.
 - Cake and rainbows to celebrate LGBTQ+ people in STEM (July 2019), organised by a Chemistry PhD student.
 - Community activities: charity bake sales, Secret Santa, Departmental Christmas lunch, overnight Departmental Christmas party, walk in the Peak District in summer.



Figure 40 Clockwise from top left: Global Women's Breakfast; Summer School for Saudi students; Christmas Jumper day; Cake and Rainbow.

Things we need to work on:

- Increase the numbers of UG and PGT students, while maintaining and improving the gender balance.
- Increase the numbers of female postdocs, academics and fellows.
- Raise awareness of training and mentoring opportunities.
- Greater support for career development of academic and professional staff.
- Work on all ED&I issues, including race, disability and mental health.

[461 words]

8. ACTION PLAN

The action plan is enclosed overleaf.

Department of Chemistry, University of Sheffield

ATHENA SWAN ACTION PLAN 2019

Abbreviations

ACP	Academic Careers Pathway
EDI	Equality, Diversity and Inclusion
EDIC	Equality, Diversity and Inclusion Committee
CICS	Corporate Information and Computing services
CRS	Chemistry Researchers society
GTA	Graduate Teaching Assistant
HoD	Head of Department
HR	Human Resources
IRF	Independent Research Fellowship
P2P	Parent to Parent (buddy scheme)
PD	Postdoctoral
PDRA	Postdoctoral Research Associates

PGR	Postgraduate Research(er)
PGT	Postgraduate Taught
R&S	Recruitment & Selection
SRDS	Staff Review and Development Scheme
T+R	Teaching and Research
TUoS	The University of Sheffield
UB	Unconscious bias
UG	Undergraduate
WAM	Workload Allocation Model

Athena SWAN action plan 2019

	Action	Action to date	Responsibility	Timing	Measure of success
<p>1. Data Collection and Monitoring</p> <p><i>Issue to address: Need clear, easy to compare data sets that are easy to obtain (from HR, departmental and national records) for UG, PGT, PGR, and staff broken down by gender in relation to applications received, acceptance, degree classification, staff pay.</i></p>					
1.1	Continue to report, monitor and evaluate by gender: UG (applications, acceptance, degree classification etc.), PGT and PGR (applications, acceptance), students and all staff applications/acceptance (appointment). Report UG and PGT data to the Teaching committee and Recruitment committee, and PGE and staff data to the Research committee. (Continued action)	UG, PGT and PGT data collated since 2012. All student data compared to Russell group for the same period of time.	UG admission team, Postgraduate tutor, HR, HoD office and EDIC.	Ongoing annually	1. Collection of complete data sets that can be used to evaluate progress and compare to Russell group data. 2. Findings inform the activities of the relevant decision-making committees.
1.2	Analyze UG assessment results (exams, coursework) by gender. Report the data to the Teaching committee.	Degree classification data are already analysed, but not by gender.	Teaching committee, Exams officer liaising with EDIC.	System in place by June 2020 then ongoing	The information on any differences in assessment results based on gender is considered when designing new assessment types.

1.3	To improve monitoring of the recruitment and selection process for staff. This has been problematic due to the data being collated on an annual basis with a set census date; consequently, advertisement/applications may fall in a different census period to appointment. A separate issue has been identified with shortlisting data previously not properly recorded on the central HR system. As numbers of academic appointments are relatively small, we will monitor them within the department. (Continued action)	The usability of the data provided by HR have improved since the last submission; however, shortlisting data were incomplete (full data available since 2018/19). Data on shortlisting for academic appointments were kept internally. The departmental administrator has started keeping a file in preparation for the next Athena SWAN application.	Departmental Administrator, EDIC, HR and CiCS	Ongoing	Complete understanding of the data for all appointments of staff by gender for the complete process from application including long list, shortlist, and interview to appointment. Action taken where females are underrepresented (e.g., review R&S materials, long and short listing procedures).
1.4	To continue to survey the Chemistry departmental staff biennially with respect to EDI issues and compare across years and to the University wide staff survey. Respond to issues arising as appropriate (as individual concerns or in future action plans) (Continued action)	We have performed staff ECU gender surveys in 2013, 2015, 2017 and 2019, compared results and communicated outcomes and actions.	EDIC + response from appropriate manager e.g. HoD, Administrator etc.	Ongoing	<ol style="list-style-type: none"> 1. High participation and satisfaction rates in the biennial survey. 2. Constructive analysis of this data and comparison to past departmental and University wide surveys. 3. Outcomes and actions communicated to all staff.
1.5	Monitor the effectiveness of new initiatives in this action plan. Monitor the progress with the action plan by uploading the plan on the intranet to be accessible to all staff; regularly update the status of actions before each EDIC meeting.	The action plan has been reviewed by EDIC. HoD has agreed that he will review the plan regularly with EDIC and undertake to deliver all objectives.	EDIC	December 2019, then ongoing	All actions achieved (monitored via the updates in the action plan).

2. Gender Representation (recruitment)

Issue to address: Maintain or increase female representation in the department; specifically concentrate on attracting more applications

2.1	Maintain a dedicated externally facing EDI website for department. Monitor page views. (Continued action) Link it to the Faculty and University ED&I pages, advertise its content to the department. Display the AS application after assessment.	Website was built in 2015 and is now live.	EDIC and webmaster	Ongoing	The commitment of the Dept. to addressing the factors that influence representation, recruitment and retention of women is clearly visible externally and internally.
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2a. Student recruitment

Issue to address: Maintain or increase the number of female students in the department in line with or above the national average; specifically concentrate on attracting more applications; by 1) increasing viability of women to prospective students (interview and open days) and 2) actively inviting female UG students to apply for PGR positions

2a.1	Maintain the visibility of women on the recruitment webpages and materials. (Continued action)	This has been achieved through discussion with our publicity and IT committees as well as the webmaster	EDIC, IT and publicity committee	Done and is ongoing through inter-committee interaction	Female role models are clearly visible at all levels; applications from females increased.
2a.2	Maintain and increase the visibility of women on UG open days. (Continued action)	Admission team ensure that at least one of the presentations during each open day is given by a female (staff or student ambassadors).	Admissions committee and EDIC	Ongoing	At least 30% of the departmental talks on our open days given by women (staff and/or student ambassadors).

2a.3	Analyse the intake and the marketing of the PGT degrees to identify factors that may impact on gender balance. In particular, highlight transferable skills in MSc(Res) in advertising.	Advertising materials use gender-balanced case studies and photographs.	Recruitment committee		See the proportion of female PGT students rise further to reach RG levels.
2a.4	Following on from our success increasing the number of female PG students, we must strive to maintain/increase these numbers by continuing current actions and adding more exposure in the form of: 1. UG curriculum. 2. Invite UG to PGR student poster presentations. (Continued action)	Early recruitment to studentships. Positive action during recruitment.	HoD, Directors of Studies, CRS, All teaching staff	Ongoing	See the proportion of female PGR students rise further (hopefully to 50%).
<p>2b. Staff recruitment</p> <p>Issue to address: Maintain or increase the number of female staff at lecturer grade and above in the department; specifically concentrate on attracting more female applications.</p>					
2b.1	Work with the Research committee to formulate a talent attraction strategy based on the recommendations of the focus group.	Identified an issue with number of female applicants for recent academic posts being too low (<20% female applicants). A focus group made recommendations	EDIC, Research committee, Executive committee, HR	April 2020	Develop a feasible talent attraction strategy that increases applications from females.

2b.2	Ensure a positive action statement inviting underrepresented groups is included in all advertisements for posts for the department. Additionally suggest wording describing the department as a good working environment and include it in all advertisements. Include a statement on Athena SWAN in applications.	Wording suggested by the university HR is included in all advertisements.	EDIC, HoD, departmental administrator, HR	Ongoing	More applications from talented female and minority groups.
2b.3	Highlight the academic achievements of our female staff to external collaborators and networks nationally. (Continued action)	Staff successes, such as grants and prizes, feature on the departmental News pages.	Publicity committee, all staff.	Ongoing	Community if aware that TUoS Chemistry is a beacon of good practice, where all staff, and in particular female staff, thrive. More applications from talented females.
2b.4	Discuss PDRA recruitment at academic staff meetings, to make sure that all staff consider gender balance during recruitment of PDRAs.	Focus group in 2018 made suggestions on recruitment and advertising with the aim to attract more applicants (in particular female applicants).	All academic staff	Next academic staff meeting – January 2020	More applications and appointments of talented females.
2b.5	Ensure a formal mechanism is in place for all applications, long-listing and short-listing is assessed for equality and diversity. Particularly aim for shortlists for permanent academic positions to contain at least 20% females (or equal to the proportion of female applicants, whichever is larger), providing that candidates are available that meet the job requirements. (Continued action)	The policy has been in place since the previous action plan. However, we need better data to determine whether the policy is being implemented sufficiently consistently and effectively.	HoD, EDIC	Ongoing	A mechanism whereby a member of the EDIC assess applications and advises to enable the target female ratio for interview will be put in place for all new academic appointments where qualified female candidates exist.

2b.6	Proactively encourage females to apply for independent research fellowships (IRF), e.g. by approaching talented female PDRAs at conferences. Support internal IRF applicants.	This has been proposed by EDI. However, there has not yet been a concerted effort, especially be senior staff, to engage with this process.	All academic staff	January 202 and thereafter ongoing	More applications from talented females.
2b.7	Publicise internally fellowship opportunities that are open to internal applicants. Encourage current PhD students to apply for early-career fellowships, e.g. University of Sheffield EPSRC Doctoral Prize Fellowships, and support their applications.	The University of Sheffield EPSRC Doctoral Prize Fellowships has been running for 4 years (3 fellows in Chemistry so far).	All academic staff	Ongoing	More applications from talented females.
2b.8	Discuss the use of Textio at the next academic staff meeting. Illustrate the use of Textio to change the language of job advertisements to more gender-neutral and female-friendly.	All jobs advertisements are required to be checked using Textio	EDIC, all academic staff	Next academic staff meeting – January 2020.	Staff who create job advertisements will revise their advertisements to improve their Textio score.
2b.9	Have a specialist unconscious bias observer present in all interviews.	98% our staff have completed UB training. However, the suggested UB observer will not be addressing the academic side of the interview but purely monitor for absence of bias.	EDIC to propose policy for implementation by Executive Committee	June 2020 (to allow for training of observers)	Applicants are reassured that they are treated fairly. More appointments of talented females and minority staff.

3. Career Development and Progression

Issue to address: retain, develop and promote female staff by developing their potential and career; specifically by uptake of development opportunities and ensuring there are no barriers or bias to their progression

3.1	Continue to provide a valuable SRDS/probation experience for all staff by ensuring all SRDS reviewers are well trained in knowledge of TUoS development opportunities including development, promotion criteria and processes, and ensure all staff participate in and reflect on the process. (Continued action)	SRDS and probation briefing and training is offered by the university for all reviewers.	HoD, SRDS reviewers	Yearly in July	90-100% participation rate in SRDS and all staff stating in the staff survey that they found the process useful.
3.2	Continue signposting training to SRDS reviewers and reviewees. Reviewers to read the reviewees' SRDS forms beforehand.	Guidelines for SRDS reviewers are included in the annual e-mail announcing the SRDS round.	HoD, departmental administrator, SRDS reviewers	Yearly in July	>70% staff satisfied with their SRDS (measured via staff survey and post-SRDS feedback form).
3.3	Create a short anonymous feedback form, for reviewees to evaluate how SRDS went and whether the reviewer addressed all issues. DRP to review responses and make recommendations to reviewers where needed.	HoD, HR and EDIC agree that the action would yield useful information. HoD has agreed to implementation.	HoD, HR, EDIC	July 2020, then ongoing	>70% staff satisfied with their SRDS.
3.4	Ensure promotion planning (promotion criteria and their interpretation, recognising mixed contribution portfolios) is discussed in SRDS.	Advice about promotion is given verbally in meetings. However, detailed guidelines describing Departmental expectations and University policy (especially ACP) will be issued along with the staff review objectives document at each SRDS round.	HoD, SRDS reviewers	Yearly in July	>70% staff satisfied with their SRDS.
3.5	SRDS reviewers of PDRAs to request CVs from reviewees (in addition to the existing form), and review them to see if their experience matches their career intentions.	SRDS currently uses a standard form, where information similar to a CV is entered.	SRDS reviewers	Yearly in July	>70% staff satisfied with their SRDS (measured via staff survey and post-SRDS feedback form).

3.6	Supervisors of PhD students to request CVs from their PhD students as part of Training Needs Analysis (TNA), and review them to see if their experience matches their career intentions.	Currently have a TNA form which is focused on skill development.	Supervisors of PhD students	Annually in October	
3.7	Create an online record of training individually for each staff member, to serve as a written training record which is shared with the staff member to encourage ownership and active engagement. The record to be updated by the staff member and discussed at SRDS.	Currently only mandatory training is recorded formally by departmental HR. Each staff member has an online folder with SRDS records and mandatory training records.	Departmental administrator, then all staff.	July 2020, then ongoing	Staff member to take ownership of their training. Increase in the uptake of training.
3.8	Identify categories of career development opportunities relevant for the different staff groups and disseminate this to SRDS reviewers.	Career development is already discussed, but formal targets are not set. In the current round of mid-year academic staff reviews, a target has been set for all staff to undertake at least one teaching development activity each year.	EDIC, HoD	July 2020, then ongoing	Increase in the uptake of training.
3.9	SRDS reviewers to encourage their reviewees to take up career development opportunities, e.g. training and mentoring, and to discuss the impact training has had on their practice. A target of a minimum of 1 day a year dedicated to training and career development activities for every staff member.	Reviewers may not have ready access to information on suitable development courses. EDIC agreed to assemble information on suitable courses for use by reviewers.	SRDS reviewers	Yearly in July	Increase in the uptake of training.

3.10	Promote career advancement training such as Sheffield Leader and Springboard. HoD, SRDS reviewers and Executive committee to nominate staff for these programmes. SRDS reviewers to suggest it to staff whom they manage (all staff categories). Set an internal annual target of nominations, to make sure that we actively nominate staff.	Information on these development opportunities is on the university website. A number of Chemistry staff have used it over the years (nominated by line managers).	EDIC, SRDS reviewers, HoD, DRP, Executive committee.	June 2020 and ongoing.	All staff are aware of such development opportunities and are nominated or apply accordingly. Staff of all genders, and in particular female staff are prepared for leadership roles within the Dept. and University. Monitor use by staff survey.
3.11	Develop an internal mentoring programme in the department open to all academic staff (not only early-career academics), focused on career development. Develop a description of the roles and expectations of reviewer and reviewee. Include it in the WAM for mentors. Take reviewees' feedback into account to monitor the quality.	Currently have formal mentoring schemes provided by the university and informal mentoring in the department.	Senior academic staff.	September 2020, then ongoing.	Staff are satisfied with the mentoring opportunities and with internal support in the department (measured by departmental staff survey).
3.12	Develop a good staff intranet web resource to ensure all staff are aware of the functioning of the department and have the support and resources they require to work to their optimum and evaluate development and promotional options properly. Review and update annually. (Continued action)	Intranet site is live, however, currently serves a more 'front line' purpose i.e. stores and other departmental services. It is maintained by the departmental administrator.	Departmental administrator, EDIC	Ongoing (to review annually in September).	A useful one site resource for all staff, which is editable and can be kept up to date.

3.13	Gather and disseminate information about useful training courses and university mentoring schemes on the intranet. Annually update the pages, request suggestions of courses from staff.	Training is available through a variety of platforms: LMS (for all staff and PGR students), ThinkAhead (for researchers), university mentoring schemes. This large number of training opportunities makes it difficult to navigate them.	EDIC, departmental administrator	September 2020, then ongoing	Increased uptake of training opportunities by all staff (monitored via staff survey).
3.14	Request the university to provide training in Managing Staff open to all staff.	Currently management training is available to PDRAs taking part in development programmes and to staff taking part in mentoring schemes.	EDIC, HoD, members of UEB.	April 2020	Uptake of management training by staff
3.15	Liaise with the University professional services to improve the presentation of training available, e.g. categorise training available through the ThinkAhead research staff development programme.	A large number of training courses is available to staff through LMS and additionally to research staff through ThinkAhead, but the listings are long and difficult to navigate and find what is relevant.	EDIC, CRS, University IT support, ThinkAhead team	September 2020	Increased uptake of training opportunities by all staff (monitored via staff survey).
3.16	Ensure all academic staff receive an annual research meeting with HoD or research cluster head. (Continued action)	Currently meetings with HoD take place every 3 months, to be revised to every 6 months.	HoD, Cluster Heads	ongoing	100% attendance of meeting and positive feedback.
3.17	Review and improve internal support for grant applications. A focus group to find out what kind of support would be helpful, then the Research committee to consider and enact the suggestions.	Currently senior staff provide feedback on grant applications.	Research committee	April 2020, then ongoing	Increased staff satisfaction with support for grant applications. Improved success rate of grant applications.

3.18	Support for grant applications: create a collection of examples of building blocks of successful applications, e.g. impact statements, dissemination, justifications for resources. Senior staff to provide feedback and advice on writing these sections.	Currently we have an internal database with examples of previous applications.	Research committee	April 2020, then ongoing	Improved success rate of grant applications.
3.19	Ensure that PDRAs and PhD students have regular access to HoD so that development needs and issues can be heard and posed directly.	The first meeting of HoD with all PDRAs meeting took place in July 2019, with a plan to make this biannual.	HoD and CRS	Biannual in July and January	High participation by PDRAs. Satisfaction monitored via staff survey.
3.20	Training and career development activities to be included in the WAM to encourage participation and demonstrate how our Department values staff development.	WAM was reviewed in 2018; the new model is now operational and is used as a planning tool. 20% academic staff is allocated to “academic citizenship”, which includes training and career development.	HoD	July 2020 and ongoing	Greater uptake of career development opportunities with no negative effect on workload.
3.21	Disseminate to those staff members not under the Work Allocation Model that training is available and uptake encouraged. Managers to develop a procedure to manage short term absences from the workplace for staff training and development purposes.	Professional staff reviewers are requested to discuss training and development with reviewees.	HoD, departmental manager.	Immediately and ongoing	Greater uptake of career development opportunities with no negative effect on workload.

3.22	Consider the full range of activities (pastoral work, outreach work, teaching, research and administration) in SRDS and WAM, consistent with the new ACP. Communicate this to staff.	The new ACP has teaching, research, academic citizenship and wider engagement activities as the key priorities. The new WAM also incorporates mechanisms to account for these activities.	HoD	Immediately and ongoing	Greater participation in outreach and pastoral work etc. with no negative effect on workload. Such activities are recognized in SRDS.
3.23	Academic roles to be clearly defined at each level, so that staff understand the dimensions of research, teaching, impact, entrepreneurship depending on the role and the level. Make sure that staff understand the new ACP model in the context of the Chemistry Department.	ACP information is available the university webpages. HoD has circulated ACP information and arranged presentations by HR staff. Information about ACP and promotion to be circulated to staff with SRDS documentation (see 3.4)	HoD	July 2020 and ongoing	Staff understand what is required for their career progression (discussed in SRDS).
3.24	Continue to annually request CVs from all staff to identify candidates for promotion. Ensure there is always female representation on the promotions panel and aim for better gender balance. (Continued action)	Department already annually requests CVs and encourages staff to apply for promotion on this basis. The HoD confirmed in 2019 that this process will continue.	HoD, HR, Promotions panel	Annually	Maintain or increase the level of female progression in the department.

3.25	Publicise the departmental promotion procedure on the Intranet. Provide information on expectations for promotion. Develop a departmental document on promotion criteria to complement and clarify the University guidelines. Run a workshop on promotion at an academic staff open day, with case studies of successful promotions (volunteers).	ACP criteria are publicized on the university web pages.	HoD	July 2020	Staff know what kind of activities to undertake to be nominated for promotion.
3.26	Raise the issue of professional staff promotions to the Faculty level, e.g. are promotions analysed by the faculty ED&I, is this just a Chemistry problem or a problem of the Faculty promotion panel.	The department supports cases for promotion by preparing a business case to demonstrate the need for re-grading. Applications are considered at the Faculty of Science promotion meetings.	EDIC, Faculty of Science EDIC	January 2020	Increased prospects of promotion of professional staff in the department.
3.27	Ensure that CRS continues to deliver career orientated informal support and information on formal support offered (e.g. mentoring etc.) to PGRs and PDs and acts as a voice for researchers in the department. (Continued action)	The CRS is now 6 years old and is thriving. More academic staff are supporting and participating.	CRS, HoD and EDIC	Ongoing	Positive response from PDRAs in the departmental survey. Improved retention of Sheffield trained female chemists in the profession (see monitoring action below).
3.28	Monitor the career progression of former PDRA staff after their fixed-term contracts have ended, by sending an e-mail biannually to recent PDRAs who left within the last 6 months. Collate this information and share with PDRAs and PhDs at CRS meetings.	This is currently done for UG graduates. This can be discussed in exit interviews (requesting consent to be contacted).	Departmental administrator, CRS	June 2020, then biannually.	Understanding of career progression of PDRAs. Current PDRAs and PhDs know what kind of job options are available / taken up by their peers.

3.29	Advertise available PDRA positions internally to current PhD students and PDRAs.	Currently only those on the redeployment list receive advertisements internally and are eligible to apply before posts are advertised externally.	All academic staff, departmental administrator	January 2020, then ongoing.	High retention of trained researchers.
<p>4. Parental Leave and Flexible Working</p> <p>Issue to address: Ensuring all forms of flexible working and leave is culturally integrated and workable within the business of the department</p>					
4.1	Deliver information on flexible working and maternity and paternity package, including information on support networks such as Parents@TUoS. Send an e-mail reminder annually, pointing to the University HR pages on parental leave etc. Integrate into staff meetings and publicise in departmental literature and link into the staff intranet. (Continued action)	Departmental ED&I pages include a link to the Faculty ED&I website, which provides information in maternity, paternity and adoption leave information and links to relevant HR pages. Departmental HR administrator sent a link to all staff in 2018.	EDIC, HR administrator, Chemistry webmaster	Ongoing	All staff are aware of parental leave arrangements and support offered by TUoS
4.2	Develop a procedure for support of staff after returning to work after an extended period of absence (besides maternity/adoption leave), to complement policies for return from maternity leave.	The procedure will be based on existing HR policies and guidelines.	EDIC, HR administrator, University HR	September 2020, then ongoing	Staff feel supported when after returning to work after an extended period of absence.

4.3	Publicise role models among staff that have taken up any maternity, paternity or parental leave or flexible working arrangements. Integrate into staff meetings, publicize in Departmental magazine, ED&I webpage and staff intranet.	Departmental magazine and news pages include news items on staff, including staff interviews and a news item on a part-time PGR student in Chemistry.	EDIC, webmaster	July 2020, then ongoing.	Maternity/paternity (especially the new extended paternity) leave and flexible working is openly considered an integral part of the departmental culture
4.4	Liaise with FoS to publicise recent examples of staff who have taken up maternity, paternity or parental leave or flexible working across FoS, not just Chemistry. Publicise on FoS web pages.	Faculty of Science web pages provide information on maternity, paternity and adoption leave and flexible working (but no case studies so far).	Departmental and Faculty EDIC, departmental webmasters.	July 2020, then ongoing.	1. Web pages of case studies are live, regularly updated and visited (measure the amount of web traffic). 2. Staff made aware of the opportunities and examples in practise.
4.5	Publicise the core hours (reminder at the staff meeting). All departmental meetings to take place during the core hours.	The department operates the core hours between 9:30-16:00.	HoD	November 2019	All staff are aware of the core hours. All departmental meetings take place during the core hours.

5. Culture

Issue to address: Ensuring the culture of the department accepts and promotes the growth and development of all staff and that all staff understand and feel integrated into the culture of the department, especially important for new staff members.

5.1	Continue offering induction to our next new staff recruits. Alert them to development opportunities (e.g. mentoring, EDI training etc.) (Continued action)	An induction mechanism has been formulated in 2015. All new staff now have detailed induction by the HR administrator.	HoD, line manager, Administrator,	Ongoing	All new staff are welcomed, understand their roles, and can quickly become integrated in the department.
5.2	Extend the induction process to include a follow-up meeting 3 months later, to check that the new staff member is fully familiar with the department.	Currently only new T+R (lecturer) appointments have regular meetings with probation advisor after their appointment.	HoD, departmental administrator, line managers.	September 2020	All new staff understand their roles and are integrated in the department.
5.3	Develop extended induction for new academic staff and IRFs, e.g. induction to lab teaching, tutorials, lab marking, grant writing etc.	The current induction system (developed in 2015) deals with aspects relevant to all new staff, not specifically new academics.	HoD, Teaching committee, Research Committee.	September 2020	New academic staff and IRFs feel supported in their transition to academic roles.
5.4	Continue delivering Unconscious Bias training to all staff. Develop UB training for PhD and UG students. Start providing interactive UB workshops.	Unconscious Bias training is currently mandatory for all staff in Chemistry and is available as an online course. Face-to-face training was run in 2016. The University has set up a task and finish group to create new EDI training resources.	Departmental and Faculty ED&IC, HoD.	Ongoing, July 2021 for the new university system.	<ol style="list-style-type: none"> 1. Training delivered to all. 2. Follow up discussions of any issues in the Department.
5.5	Review female participation in committee membership annually. Consider gender balance when recruiting new committee members.	The committee structure has been constructed and is available on the intranet.	HoD	Ongoing	Strategic deployment ensures females are influential within the department and maximizes the benefits of diversity, while not draining all the female staff time.

5.6	Review, encourage and reward the participation of staff, especially female staff, from the Department on wider TUoS committees and in governance roles. Develop a formal data collection and review by Executive Committee. Recognize these activities in SRDS. (Continued action)	Data on University roles are collected by HoD during staff review. However, there is no central repository for this information, A simple database is required.	HoD and Executive committee	Ongoing. Collection of data to be done at SRDS round July 2020.	Staff are deployed strategically in University governance structures benefitting Department and individual staff development. Increased numbers of female staff become involved in TUoS leadership/ governance roles.
5.7	Advertise senior leadership roles in the department. Executive committee will review expressions of interest; HoD will consult with the Faculty director before confirming the appointment. If no applications are received, the HoD will consult with the Faculty Director to determine the next steps.	All senior leadership roles are fixed term for 3 years.	HoD, Executive committee.	Ongoing	Ensuring that we always appoint the best person for the job, and that talented individuals are not overlooked because of unconscious bias.
5.8	Increase the visibility of female role models in our seminar programme (attended by all final year UG and PGR students) by inviting more women. Keep a log of all speakers in all seminars in Chemistry on an annual basis. (Continued action)	This is ongoing. The email requesting suggestions for Departmental speakers sent to all staff asks specifically for more female and minority group suggestions. Log of all speakers in all seminars in Chemistry on an annual basis is already recorded (36-41% women in the last 4 years).	Organisers of the seminar series and all staff contributing suggestions	Ongoing	At least 40% female external speakers over the year's programme.
5.9	Run an annual event for female researchers (presentations on research and on careers), joint with the Faculty of Science.	This will need to be developed in partnership with EDI directors across FoS.	EDIC, CRS, Faculty EDI	2021	Developing a feeling of community of female students and staff

5.10	Promote female role models to students in our teaching activities: e.g. encourage lecturers to give examples of diverse role models of scientists in lectures; develop Skills for Success projects focused on gender and ethnic diversity of scientists.	Some staff already give examples of female scientists in lectures and in outreach talks.	EDIC, Teaching Committee, all staff who teach.	Next academic staff meeting (January 2020), then ongoing	Students are aware of diversity among scientists.
5.11	Design posters showcasing examples of diversity in science and display them in the department (lecture theatre, meeting rooms, lobby).	A similar initiative was implemented in the Department of Physics and was very effective.	EDIC to discuss.	September 2020	Students, staff and visitors are aware of diversity among scientists.
5.12	Stories (case studies) of what is good about working in the department (provisional title "My best day in research").	Currently have "student stories" on our "Undergraduate study" webpages.	EDIC, Publicity Committee	May 2020, then ongoing.	Web pages of case studies are live, regularly updated and visited (measure the amount of web traffic).
5.13	Continue to run an inclusive departmental social event on an annual basis. (Continued action)	Have held departmental social events (Christmas dinner, lunch for all staff in July, walk in the Peak District).	HoD (delegated to appropriate staff)	Biannually (before Christmas, and summer)	Annual inclusive social event takes place.
5.14	Greater use of The Deal to reward staff. EDIC to send a reminder. Recognition awards through the Deal to be recorded in SRDS. Publish a Thank-You list (list of staff nominated for awarded through the Deal) biannually.	The Deal is a TUoS employee benefits scheme, which is used, among other purposes, as reward of recognition of staff. It was noted that PDRAs are not often nominated for recognition awards.	EDIC (information), departmental administrator, all staff.	January 2020, then ongoing	Increased use of The Deal for recognition awards.

5.15	Continue celebrating all staff successes. Publicise promotion successes and external successes such as awards and honours. (Continued action)	Chemistry news team was set up in 2019, they send a monthly newsletter and solicit news from staff. News (e.g. prizes, important publications) are announced on the Chemistry news website. HoD weekly bulletin highlights staff and student successes.	Heads of Research Clusters, HoD and All Staff members	Ongoing	All staff are aware of and celebrate their colleague's successes and in turn can publicise the successes of the Department externally.
5.16	Continue to increase the profile and promote EDI activities in the department. (Continued action) Have an Athena SWAN celebration event.	Standing agenda item on staff meeting and management committee meetings.	EDIC, HoD, All staff	Ongoing	Athena SWAN best practice continues to be an important cultural part of the department.
5.17	Develop activities concerning other protected characteristics, e.g. race, disability & mental health, LGBT+, etc. Encourage wider uptake of excellent relevant training that is provided by UoS.	Actions on raising awareness on welfare and mental health are currently being developed.	EDIC, HoD, All staff	Ongoing	We want to create a department where all staff are valued and where there are no barriers to full integration into the life of the Department.
5.18	Publicise the availability of gender-neutral toilets on campus, e.g. include in UG and PG handbooks, post on the Faculty EDI web pages.	There are several gender-neutral toilets on campus. Discussions with FEM regarding a gender neutral toilet in the department took place. Information is provided on the FoS EDI Hub, and information about this has been circulated by HoD.	EDIC, HoD	Ongoing	These are important facilities and staff who need them should be aware of their existence so they can benefit from them.

5.19	Publicise the availability of prayer rooms on campus, e.g. include in UG and PG handbooks.	Editors of handbooks will be asked to ensure that relevant information is provided.	EDIC	April 2020 (for Ramadan), then biannually in October and before Ramadan.	It is important that students and staff are aware of these facilities so they can e from them.
5.20	Publicise student societies, e.g. international students' societies.	These will be advertised through student handbooks. A link to the Student Union Societies web pages will be created in the Departmental Intranet	DLT, PGT and PGR leads	Annually in October	Students benefit greatly from involvement in societies. Such activities can greatly enhance their mental health and wellbeing.