



The University of Sheffield, Department of Chemistry

Athena SWAN submission 2015



Abbreviations Used:

AS	Athena SWAN	PD	Postdoctoral
E&D	Equality and Diversity	PDRA	Postdoctoral Research Associate
E&DC	Equality and Diversity Committee	PGR	Postgraduate Research(er)
CICS	Corporate Information and Computing Services	PGT	Postgraduate Taught
CIIT	Certificate in Teaching and Learning	PVC	Pro-Vice Chancellor
CRS	Chemistry Researchers society	R&IS	Research and Innovation Services
DoS	Director of Studies	SAT	Self-assessment team
		SRDS	Staff Review and Development Scheme
GTA	Graduate Teaching Assistant	SURE	Sheffield Undergraduate Research Experience
HoD	Head of Department	TUoS	The University of Sheffield
HR	Human Resources	T&R	Teaching and Research
IRF	Independent Research Fellow	UG	Undergraduate
NJTech	Nanjing University of Technology	WAM	Workload Allocation Model



Athena SWAN Silver department award application

Name of university: University of Sheffield

Department: Chemistry

Date of application: November 2015

Date of university Bronze and/or Silver Athena SWAN award: 2009

Contact for application: Dr Sarah S Staniland

Email: s.s.staniland@sheffield.ac.uk

Telephone: 0114 2229539

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

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

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

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

Sections to be included

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

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



The
University
Of
Sheffield.

To
Discover
And
Understand.

Sarah Dickinson
Athena SWAN Charter
Equality Challenge Unit
7th Floor, Queen's House
55-56 Lincoln's Inn Fields
London
WC2A 3LJ

Prof. Michael D Ward
Head of Department
Department of Chemistry
Dainton Building
The University of Sheffield
Sheffield
S3 7HF UK
Email ch-hod@sheffield.ac.uk
Tel. +44 (0)114 2229484

24/11/2015

Dear Ms Dickinson,

I am very pleased to write in support of our Department's Athena Swan 'Silver' award application. We were awarded 'Bronze' status in 2013 (with some valuable feedback). Since then we have implemented a vigorous programme to improve the representation of, and support for, female staff and students at all levels, and I am delighted to report clear signs of its success. The work of our 'Equality and Diversity' committee in close collaboration with the all the staff in the department have made clear progress in many areas. The E&D group reports to our quarterly full staff meetings, so issues that they raise are regularly discussed by all staff: this has helped to ensure that E&D issues are routinely embedded in our thinking, discussions and procedures. Some specific recent highlights are as follows.

(i) We have substantially increased representation of women at all levels from PhD students to professors. Our first two female professors (out of 14 professoriate) were appointed in 2013 and 2014, and this is ongoing with another female staff member currently being considered for promotion. We routinely consider all staff for promotion every year whether they apply or not.

(ii) Appointment of a group of female Graduate Teaching Assistants – PhD students who have a commitment to laboratory teaching – has made a remarkable difference to our recruitment of female PhD students, as the GTAs act as highly visible role models to undergraduates *via* their work in the teaching labs. Our first two groups of GTAs were all male, so for the third cohort we explicitly encouraged female applicants and recruited four female GTAs. Over two years the proportion of female PGR students, many of whom who were recruited from our own



The
University
Of
Sheffield.

To
Discover
And
Understand.

undergraduate population, has nearly doubled from 23% to 43%. The effect of this has been so striking that we will ensure that it continues.

(iii) Our support for early career researchers (particularly PDRAs) has substantially strengthened to try and fix the 'leaky pipeline' of female progression. We have provided financial support for a Chemistry Researchers Society that is now thriving; worked to increase the uptake of annual SRDS reviews which now includes a careers-focussed discussion; and encouraged participation in the award-winning faculty-wide training programme 'Think Ahead' for ECRs.

Other improvements that have occurred over the last two years are summarised on page 36 of the submission document. There is clearly more to do but I hope that recent progress – which has involved a change in the way we operate that is becoming embedded in the department's culture – will be apparent. We are currently participating in a pilot of a university-wide scheme called 'Narrative Goals' which will encourage the department to look critically at its staff complement and ask what staff profile would we ideally like and what can we do to ensure that this is achieved as opportunities arise. This process will involve consultation with all staff in January 2016. We look forward to the result of this and to the execution of our Athena Swan action plan.

Yours sincerely

Professor Michael D. Ward

[word count 500]

2. The self-assessment process: maximum 1000 words

The self-assessment team (SAT) is the Department's Equality and Diversity Committee (E&DC) established in 2012. This includes male and female staff and students representing different roles within the department. The Committee meets quarterly examining all aspects of E&D. Minutes and actions are circulated at all levels. The remit with respect to Athena SWAN (AS) is to analyse the Department's achievements, practices and data to produce an action plan. The action plan aims to ensure that all staff and students reach their potential, with particular focus on the recruitment, retention, and career progression and development of women. This work is embedded within the E&DC's general objective and so the SAT will continue to meet in the same way in the future, with a standing agenda item to monitor implementation of the action plan.

Preparation of this document has required more frequent meetings as well as smaller working/task-and-finish sub-groups. Overall, the SAT has met 7 times over the year and subgroups have met twice. HEIDI/HESA, staff and student data were provided to us to analyse. E&D is a standing item on Staff and Management Committee meetings and the progress of the AS submission as well as actions and queries have been discussed throughout the year in these forums. All staff were asked to participate in a departmental gender equality survey, to compare with previous results, and with the broader TUoS Staff Surveys from 2012 and 2014. Informed by the data, two focus groups have been held with postdoctoral research associates (PDRAs) and students, while the Chemistry Researchers Society (CRS) has facilitated discussions at their monthly coffee mornings. The application and action plan were circulated to all staff for input.

Harry Adams is a member of the technical staff and began working here in 1974. Harry has seen many changes over his time in Sheffield, and offers the team a long-term perspective. He recently served as Departmental Technical Manager and currently works part-time.

Michelle A Bates is a member of the secretarial staff and has worked in the Department for over 11 years. She works full time and is a single mother and offers a support staff perspective.

Jennifer Burnham is a Senior University Teacher (0.6 FTE). She is a member of the Departmental Laboratory and E&D as well as two University-Level committees. She also leads the Faculty of Science Teaching Network. Jenny is married and has a son and a daughter. Although not eligible for the University WARP (Women Academic Returners Program) scheme, Jenny is benefitting from departmental financial support at an equivalent level to restart her Scholarship of Learning and Teaching following her return from maternity leave in January 2015.

Sarah Canning came to the department in 2007 to study for an MChem with a year in America, stayed to complete a PhD and has recently taken up a PDRA post. She provides a female student's perspective to the team, and is well placed to observe how the department has changed over the last 8 years.

Jane Grasby is a Professor. She joined the department as a lecturer in 1994. She serves on the Management, Executive, E&D and Research Committees and is a member of Senate. She is also chair of the Faculty of Science E&DC, a member of the University Gender Equality Committee and

the White Rose Women in Leadership Group and was the inaugural Chair of Women@TUoS NET. She is married to an academic and balances her working life with twin daughters, which included working part-time for 7 years. Jane brings a Faculty and Departmental Executive perspective to the team as well as experience of maternity leave and part-time working.

Richard F W Jackson is a Professor, moving to Sheffield from University of Newcastle in 2001. He has served as Head of Department (HoD) for two terms (2003-2007; 2011-2014), and has served on the Council of the University of Sheffield, is a member of the University's Finance Committee, Health and Safety Committee, and chairs the Senate Budget Committee. He has a special interest in supporting the career development of postdoctoral staff, something that was highlighted in the letter of support he wrote for the last Athena Swan submission by the Department. He brings experience of many aspects of the workings of the University to the committee.

Rosie Jarrauld is a 3rd year undergraduate (UG) and provides input from a UG student's point of view.

Natalia Martsinovich is a Lecturer, joining the Department in 2013. She does research, teaching and is a member of the Departmental E&D committee. She is married with a one-year-old daughter. She worked part-time at 0.8 FTE for a year after her return from maternity leave and benefitted from WARP, which enabled her to have a reduced teaching and administration load. She also provides an international staff perspective.

Andrea Rawlings is a PDRA with experience of working in several different departments at various Universities that had each achieved different levels of Athena Swan award. She sits on the CRS committee, allowing her to liaise directly between the E&D committee and the wider research staff.

Sebastian G Spain is a Lecturer. He joined the Department in 2014 and provides the perspective of an early career researcher developing an independent research group and embarking on the other responsibilities associated with an academic post.

Sarah S Staniland is a Senior Lecturer. She is the Chair of the Departmental E&DC and serves on the Departmental Management, Faculty and University E&D Committees as well as serving as UCU secretary and Committee Member. She was UCU Officer for Equality and Diversity from 2014-15. She joined the Department in Oct 2013 directly after a period of maternity leave with her second child, and benefitted from the WARP scheme to extend her PDRA staff contracts. Her husband was one of the first men to utilise the new paternity leave laws, taking 2 months paternity leave from Oct 2013.

[Word count section 2: 974]

3. A picture of the department: maximum 2000 words

a)

Chemistry at TUoS is a thriving teaching and research community, ranked 1st in THE student satisfaction survey 2014 and first in the Russell group for overall student

satisfaction (NSS 2015) and in the top 5 for 3/4* research outputs (REF 2014). Our department was one of the founding departments of TUoS, begun in 1905 with penny donations from the people of Sheffield to create a University that would benefit the economy, their health and education, and that had international reach. Today, our teaching and research strives to meet these inspirational goals. Staff and students come from a diverse range of backgrounds and nationalities.

Chemistry at Sheffield has a friendly and collegiate culture. Our staff include 38 academics and 39 post-doctoral researchers supported by 30 technical and administrative staff. Approximately 40-50 PGR, 30 PGT (joint with engineering) and up to 200 UG students join the department each year. We have a collaborative programme with Nanjing University of Technology (NJTech) in China admitting 60 undergraduate students annually in China. After completing a curriculum delivered by our staff in Nanjing, approximately 2/3 come to Sheffield for their final year.

TUoS is committed to “Excellence through Inclusion”, is a Bronze AS award holder (submitting for Silver in November 2015), and has a number of positive action initiatives designed to enhance the recruitment, retention and progression of women in STEMM subjects. Chemistry is committed to these values and aims to embed E&D within its policies and culture, recognised by a Bronze AS award in 2013. Our staff play active roles in Faculty and University E&D boards and the University Gender Equality Committee. Athena Swan activities are a standing item at departmental committees and in student forums, demonstrating how E&D is mainstream and established in the department.

[Word count section 3a: 291]

b)

Student data

(i) **Numbers of males and females on access or foundation courses**

Not applicable

(ii) **Undergraduate male and female numbers.**

The Department offers full-time courses in “Chemistry” (BSc, MChem), “Chemistry with Biological and Medicinal Chemistry” (MChem), and “Chemical Physics” (MPhys). Our portfolio of MChem courses include years in Industry or overseas, and we offer a joint BSc with NJTech. The department does not run any part-time UG courses.

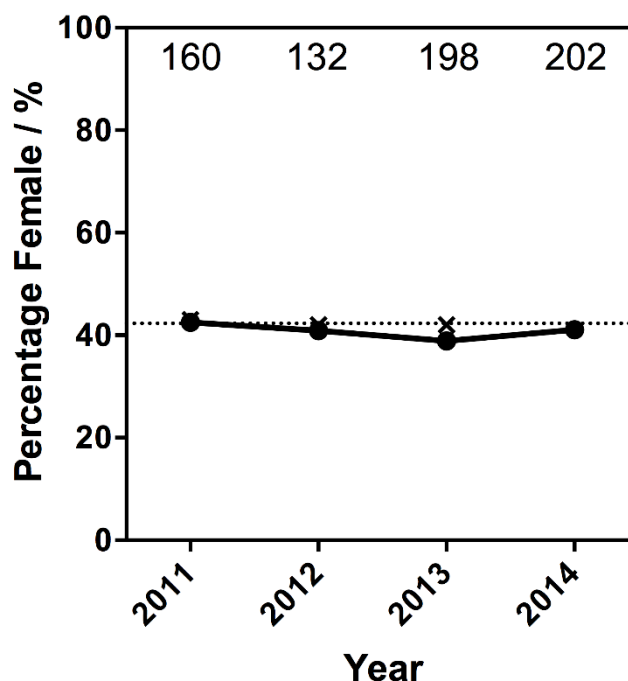


Figure 1. Proportion of female students starting an undergraduate course (combined all BSc and MChem/MPhys) in chemistry at Sheffield (● and solid line) compared with the average for the Russell Group chemistry departments (■, HESA Data). Horizontal dotted line is the benchmark supplied by Athena Swan for 2012/13. Total student numbers per annum are overlaid.

Figure 1 shows the admission gender profile for Sheffield-based undergraduate courses. Females are 40% of our cohort, consistent for 8 years. This is comparable to both the Russell Group and the national average (42%). Figure 2 shows the gender profile on BSc and MChem/MPhys separately. It is encouraging that female representation on MChem/MPhys courses is increasing as these are intended for those interested in pursuing a STEMM career. The first cohort of 22 TUoS/NJTech students graduated in 2014-15 (27% female).

Figure 3 shows the proportions of female and male students admitted to BSc and MChem/MPhys courses split by gender. There was a decrease in the MChem/MPhys proportion over 2012-2014 for both female and male cohorts, and the proportion of female students admitted for an MChem/MPhys compared to BSc currently exceeds that of male students.

In addition to the initiatives launched in our last AS submission [Action plan highlights (1)], our new UG brochure includes more female role models and images. We aim to increase the number of females at undergraduate level to match, or exceed the national average [Actions 2a].

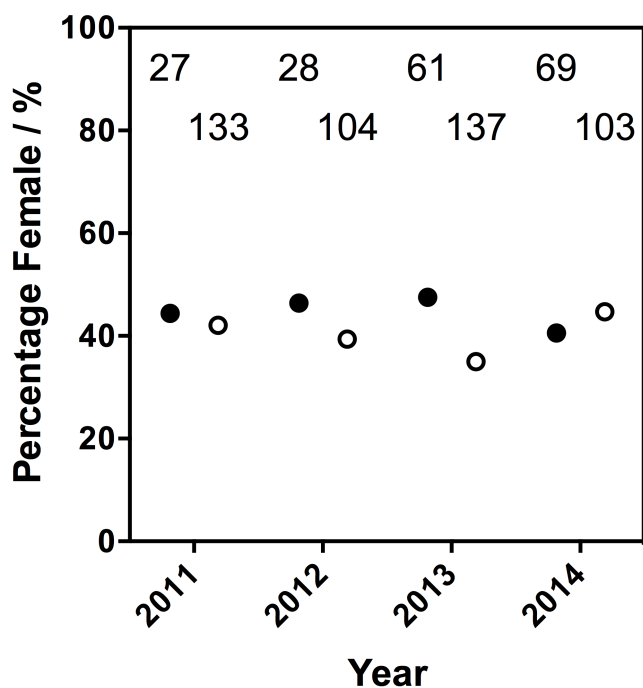


Figure 2. Proportion of female students starting undergraduate chemistry BSc (●) and MChem/MPhys (○) courses in Sheffield. Total student numbers per year are overlaid (BSc top, MChem/MPhys bottom)

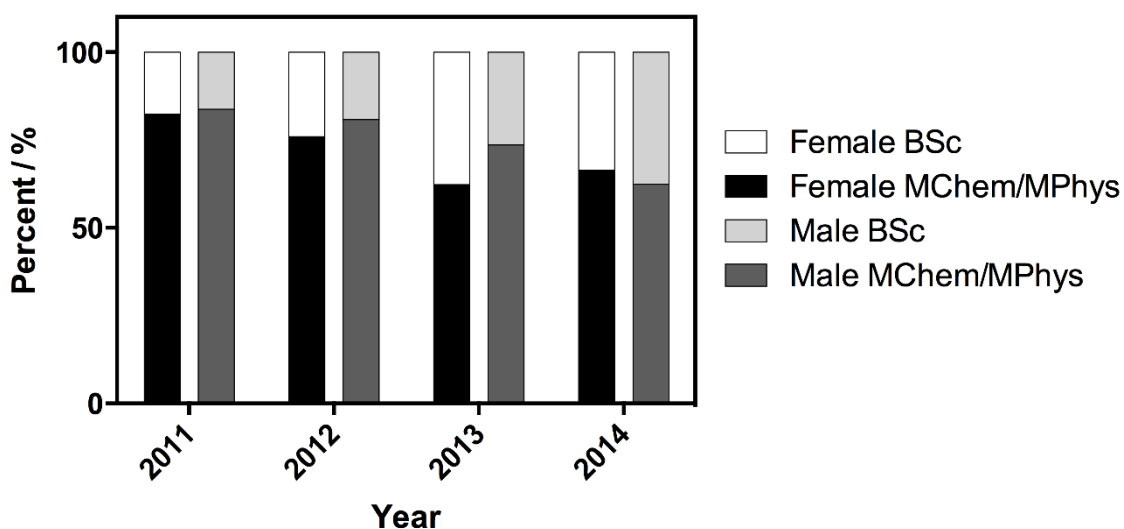


Figure 3. Proportion of female and male students admitted to BSc and MChem/MPhys courses in chemistry at Sheffield compared to total for respective gender.

(iii) **Postgraduate male and female numbers completing taught (PGT) courses**

The Department offers a specialist PGT course in “Polymers for Advanced Technologies” that mainly attracts applicants from overseas, with no part-time applications. The cohort’s female proportion has increased from 35% to 43% between 2011 and 2014 and is now comparable to the national PGT average (45%). However, with the small cohort sizes, both in Sheffield and nationally, we are cautious to interpret this as a success until further data is available. We will

continue to monitor admissions [Action 1.1], with reference to application data (Section v).

Our previous application detailed plans to introduce a general “Chemistry” MSc course. Although outside the census of this submission, 60% of the first cohort (admitted 2015) are female.

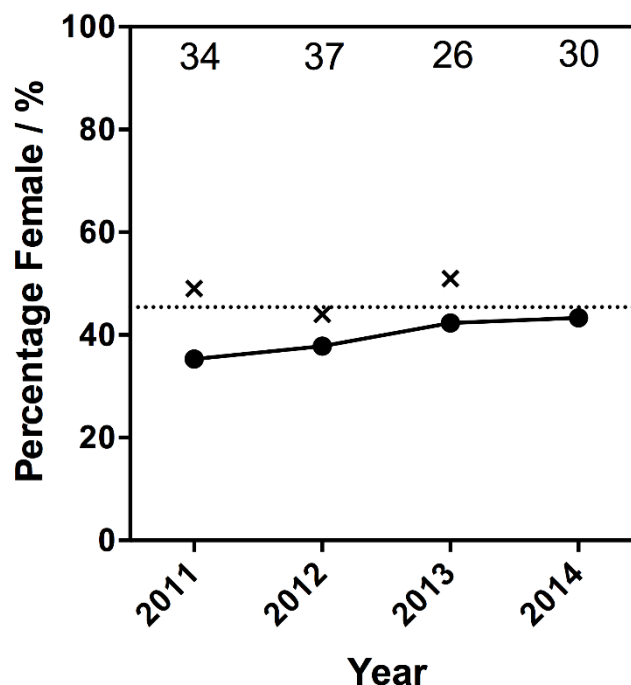


Figure 4. Proportion of female students starting a postgraduate taught course in chemistry at Sheffield (● and solid line) compared with the average for the Russell Group chemistry departments (x, HESA Data). Horizontal dotted line is the benchmark supplied by Athena Swan for 2012/13. Total student numbers per annum are overlaid.

(iv) **Postgraduate male and female numbers on research degrees**

Chemistry has approximately 150 PGR students, with around 40-50 starting each year. We had one female part-time application, offer and acceptance onto the degree in 2013, and one application with no offer in 2014. Our previous application noted PGR offer and acceptance rates were comparable for both genders, but with a lower number of applications from females. Further investigation using focus groups identified lack of information regarding PGR study and careers, inadequate numbers of visible female role models, and the need for earlier application/acceptance for PGR study as contributing factors. As a result, the relevance of PG study is introduced to UGs at all levels, and those performing at 1st class level are individually invited to consider PGR study. PhD studentships are allocated (to staff) earlier in the year allowing earlier application deadlines and offers.

Fig. 5 shows the representation of females is still lower than males, but has increased significantly from 26% to 43% between 2012-2014. Our proportion of female PGRs is now above the national average (40%) and that of the Russell Group.

Female representation in publicity materials (see Fig. 11) has been increased and the number of female GTAs (PGRs heavily involved in UG teaching, so highly visible to UGs) has significantly increased from none in 2013 to 43% in 2015 (Fig. 6). This was achieved by the HoD explicitly inviting females to apply for GTA posts (arising from the 2013 action plan). Our female PGR representation now reflects our UG figures, indicating repairs to the “leaky pipeline”. We will continue these initiatives, monitoring PGR application rates to ensure this promising start is built upon [Action 1.1 & 2a.5].

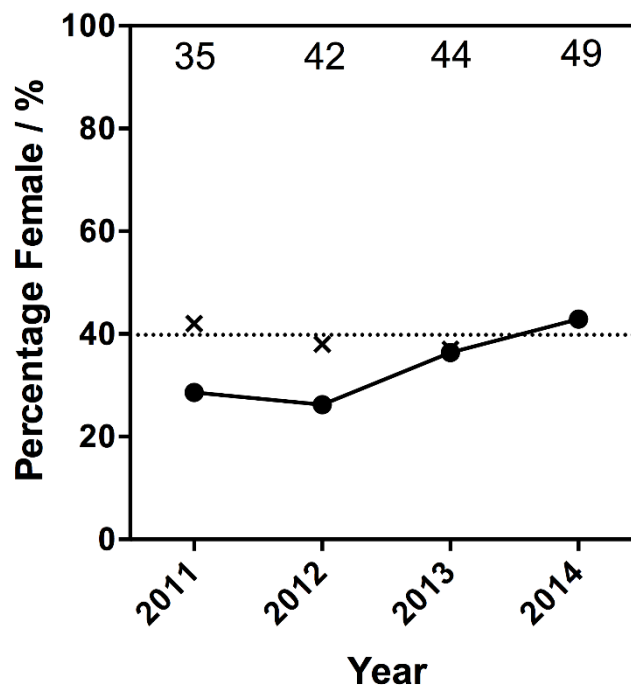


Figure 5. Proportion of female students starting a postgraduate research degree in chemistry at Sheffield (● and solid line) compared with the average for the Russell Group chemistry departments (x, HESA Data). Horizontal dotted line is the benchmark supplied by Athena Swan for 2012/13. Total student numbers per annum are overlaid.

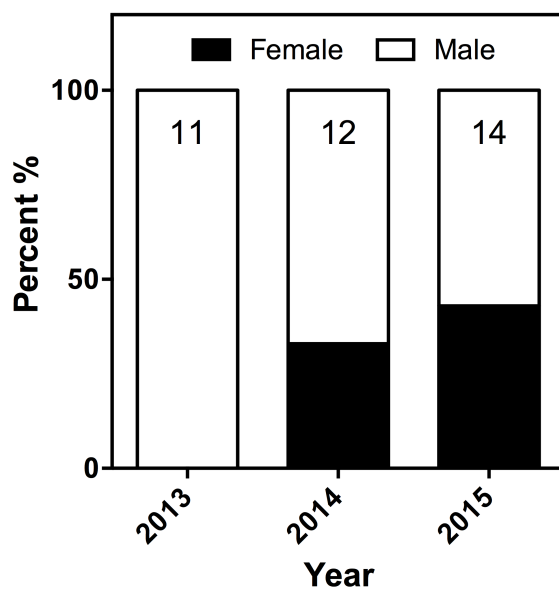
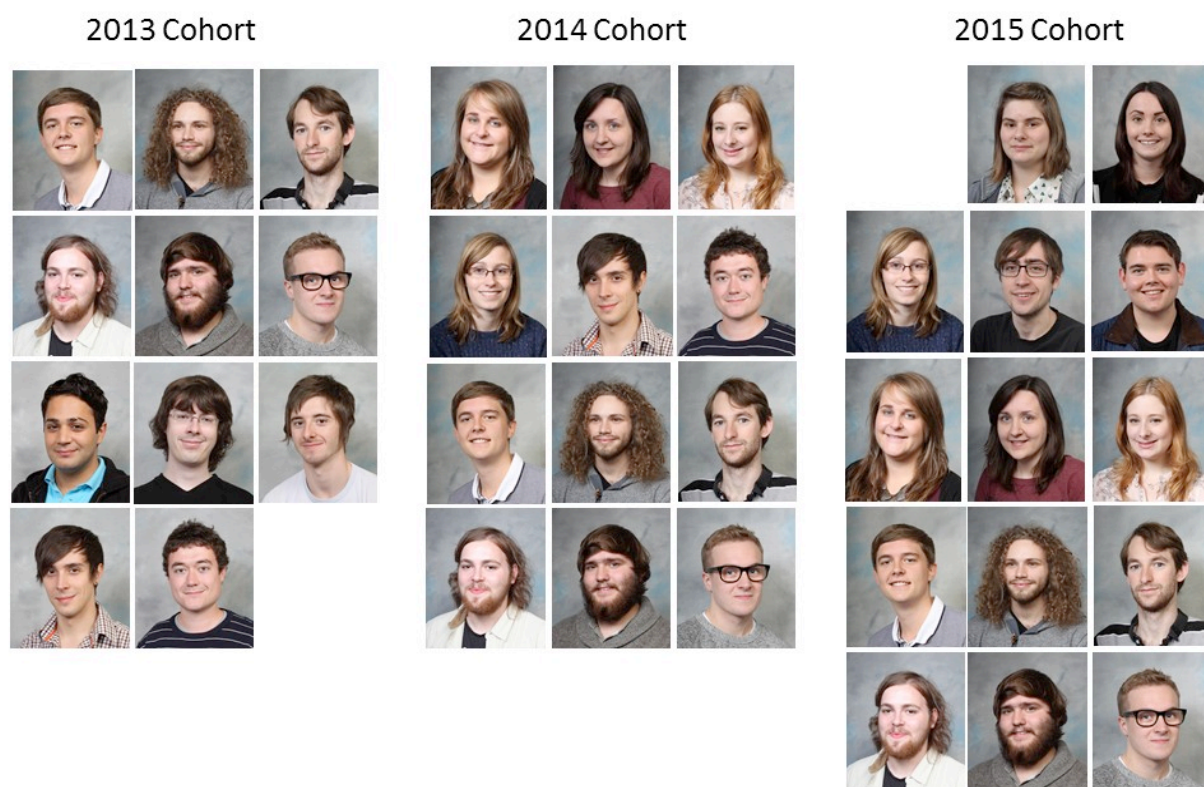


Figure 6. Images of GTA for each cohort and the gender split of GTs by year. Total numbers per annum are overlaid.

(v) **Ratio of course applications to offers and acceptances by gender for undergraduate, postgraduate taught and postgraduate research degrees.**

Our UG courses require ABB (BSc) or AAB (MChem), or equivalent. We make offers to all candidates predicted to achieve these qualifications. Fig. 7 shows that female applicants are more likely to receive an offer than males, while the acceptance ratio is similar. We make 80-90% of female applicants an offer, so there is little scope to significantly increase female UG representation by making more offers, and alternative strategies are required to increase female applications (see section 3b).

We have recently introduced a requirement for Biology, Maths or Physics, in addition to Chemistry. This is to ensure the best education for our students and increase retention to completion. We were concerned this change might influence our gender balance, as females are under-represented in A-level Maths and Physics, but the 2015 intake shows a slight increase in female applications (43%). We will continue to monitor the process for any negative effects.

Our “conversion rate”, (percentage of offers resulting in acceptances) averages ~25% with little gender difference, so the main barrier to increased female representation is the initial application numbers. Feedback from the University “decliners’ survey” indicates that a lack of female representation on open/interview days is a factor. Although we endeavour to increase the visibility of female role models on these occasions we recognise that, due to smaller number of female staff, this places an unfair burden upon them. In addition, the increased number of open days at weekends is problematic for staff with caring commitments. We are currently petitioning TUoS to provide child care facilities on these occasions to allow more staff to participate, and to reducing the burden on staff without caring commitments [Action 2a.2-3]. Our admissions officer ensures that applicants’ tour groups are gender balanced, with a good gender mix of tour guides.

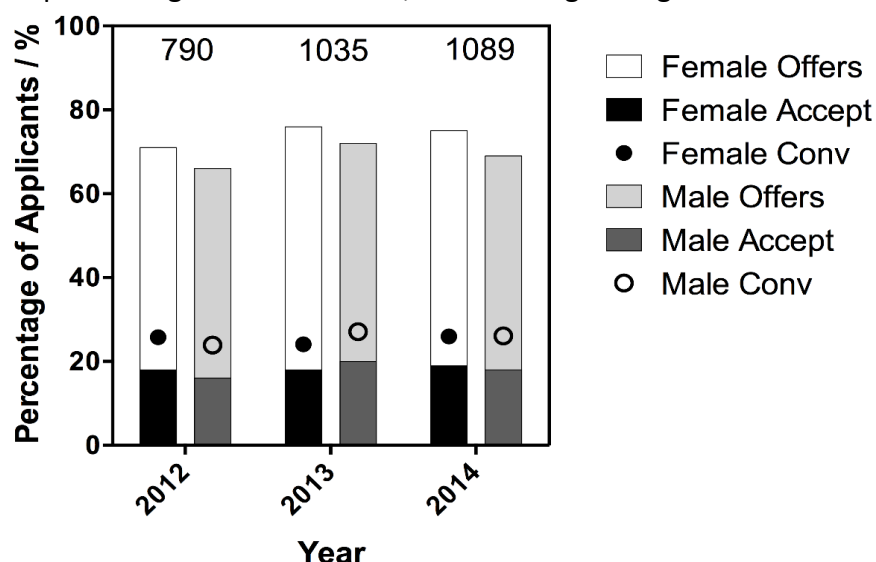


Figure 7. Offers and acceptances for undergraduate degrees for females as a proportion of total female applicants and males as a proportion of total male applicants. Percentage of acceptances from offers (conversion rate) for female (●) and male students (○). Total applicants per annum are overlaid.

The numbers of students applying for our PGT course are small. Applications from female students average 40%, comparable to our UG and PGR numbers. Female applicants are more likely to be made an offer than male applicants and the take up is similar for both (Fig. 8).

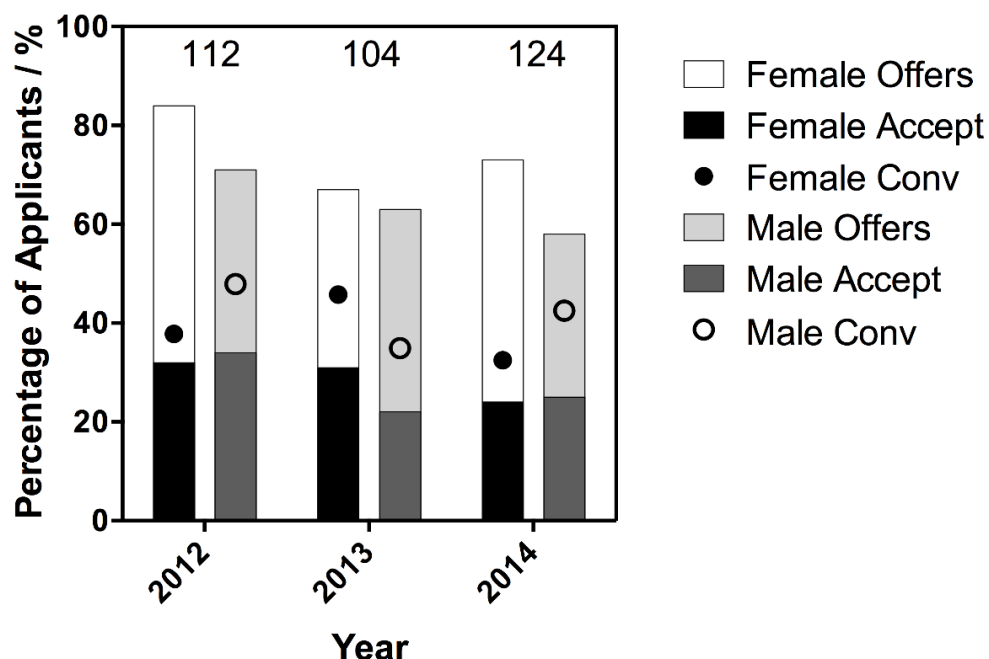


Figure 8. Offers and acceptances for postgraduate taught degrees for females as a proportion of total female applicants and males as a proportion of total male applicants. Percentage of acceptances from offers (conversion rate) for female (●) and male students (○). Total applicants per annum are overlaid.

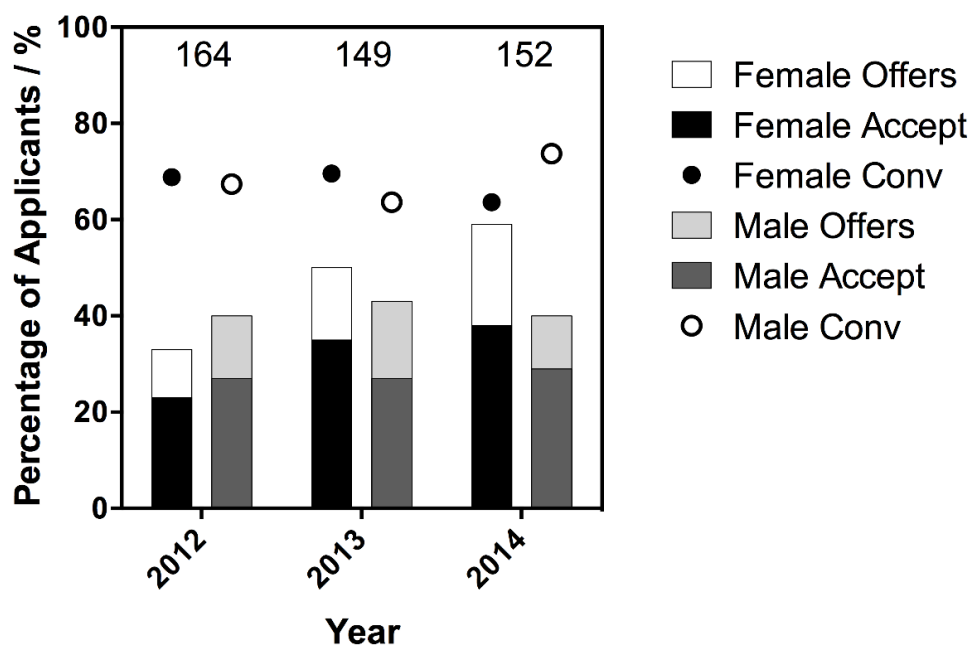


Figure 9. Offers and acceptances for postgraduate research degrees for females as a proportion of total female applicants and males as a proportion of total male applicants. Percentage of acceptances from offers (conversion rate) for female (●) and male students (○). Total applicants per annum are overlaid.

The number of offers and acceptances to female PGR applicants has increased (Fig. 9), with female applicants now being more likely to be offered and accept a PGR position compared to their male peers. The proportion of female applicants has increased from 28% to 37% from 2011-2014, which we attribute to the initiatives outlined above in section 3b(iv). One concern is that our conversion rate dropped last year, indicating that although we are attracting more female applicants this may not lead to increased numbers. The numbers are small and will be monitored over time to judge their statistical significance, alongside research to identify any issues we can address [Action 1.1].

(vi) **Degree classification by gender**

There is some annual variation in degree classification but overall there appears to be no gender bias. Grade distributions are more consistent year-on-year for female cohorts, with between 32-34% and 39-43% achieving 1st and 2.1 degrees, respectively. In future, we will measure our impact on attainment by comparing degree classification by gender with incoming A-level results by gender (to identify any gender attainment gap) [Action 1.2]

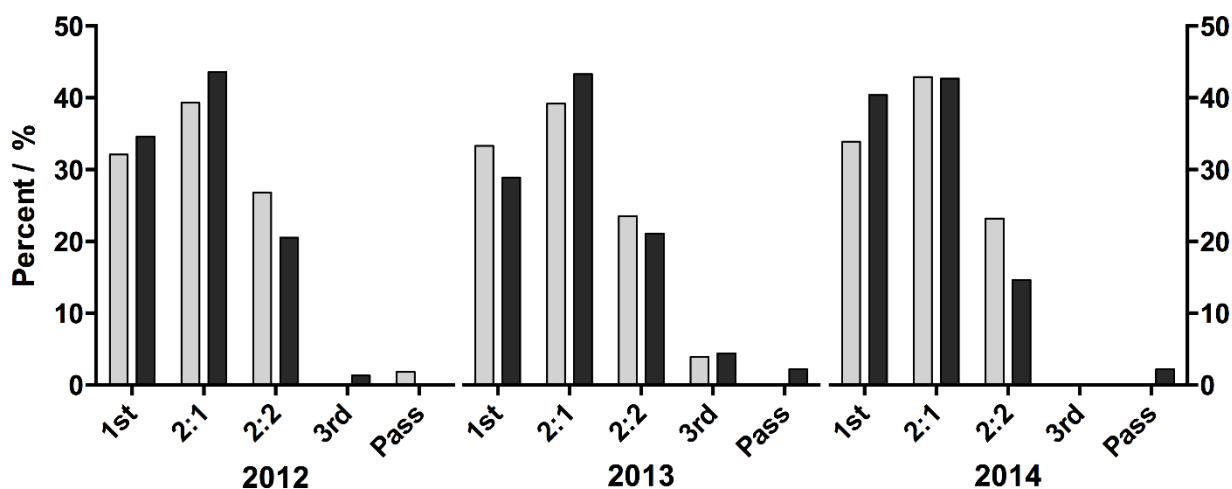


Figure 10. Distribution of degree classifications for MChem/MPhys and BSc undergraduate chemistry courses. Data for female students plotted as a proportion of the total number of female students (pale grey), and male students plotted as a proportion of the total number of male students (dark grey).



Figure 11. A selection of imagery found in departmental publicity materials and *Resonance*, a magazine produced by students in the department.

[Word count for Section 3b student data: 1131]

Staff data

(vii) Female:male ratio of academic staff and research staff

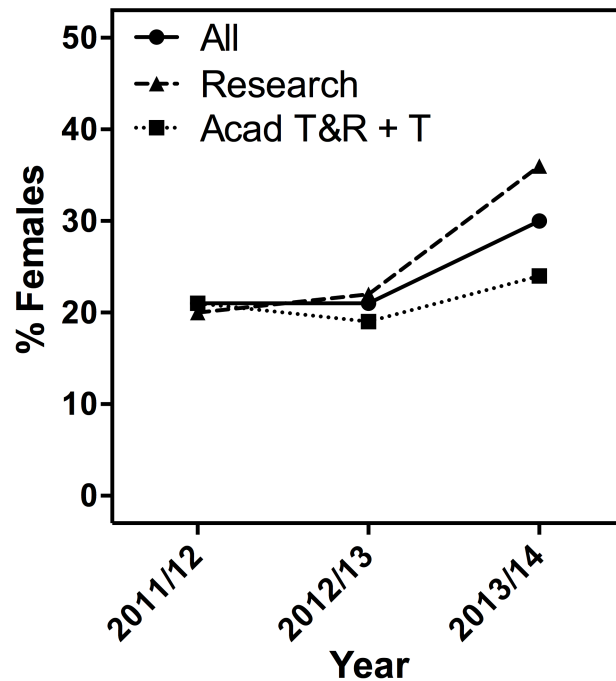


Figure 12. Trends in female representation in the last three years for all teaching and research staff (filled circles), researchers (R) (triangles) and academic teaching (T) and teaching and research (T&R) staff (squares). A more detailed analysis of academic staff by job role and level and the numbers of staff at each grade/role by gender is shown below for each year in Figures 13 and 14 respectively.

Although women remain underrepresented in staff positions, the proportion of female staff (researchers and academics) increased from 19 to 30% (Fig. 12). In part this is due to an increase in women academics (9 out of 38). In addition, a dramatic increase in the representation of females at the PDRA level occurred in 2013-14. Prior to the AS process, underrepresentation of females at the PDRA level in Sheffield was evident (2011-12 20% cf. 28.4% nationally, Fig. 12 & 13). The proportion of female researchers is now 36%, significantly above the national average (29.9% in 2012-13). This increase is due both to an increased proportion of female applicants for posts, and an increased success rate upon application (see section 4a). We tentatively ascribe this to the shift in culture and raised awareness since our last AS application, and we are investigating the causes through a focus group [Action 2b.6].

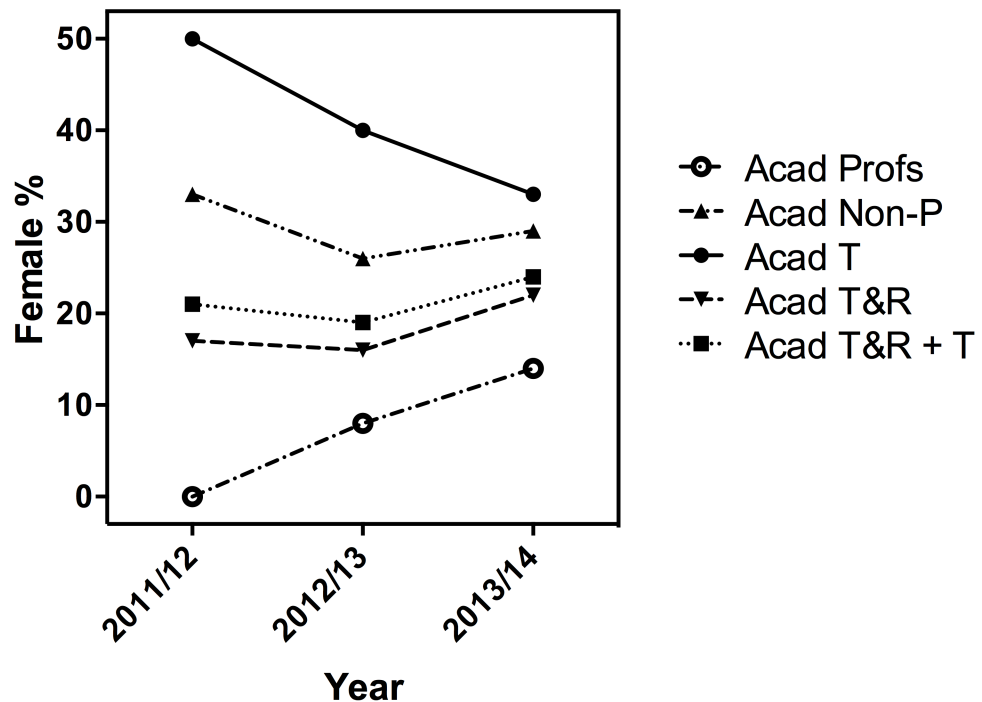


Figure 13. Trends in female academic staff representation analysed by job role (teaching (T) or teaching and research (T&R)) and level (professorial (P) or non-professorial (NP)) over the last three years.

The percentage of female T&R academics in Sheffield has risen modestly (from 17 to 22%), and is comparable to the national average of 18.9%. Two new female T&R staff were appointed. Female teaching staff decreased from 50 to 33% and are currently lower than national averages (43.5%), due to the appointment of two male teaching associates. One of these was maternity leave cover for a female teacher. Females made up between 26 and 33% of the non-Professorial academic staff, similar to national averages (29.8%, 2012-13). Approximately 40% of academic staff are Professors and in 2011-12 these were exclusively male. By 2013-14 the representation of women in the Professoriate (14%) compared favourably with national values (8.5%, Figure 13).

The distribution of staff by role and level shown in Figure 14 illustrates the career progression of women, with the department achieving two notable firsts: our first two senior university teachers (both female) and our first two women professors. The number of female lecturers and senior lecturers has increased although, following promotions, the number of female Readers has decreased. One female was promoted to Reader in the latest promotions round, sustaining the pipeline to Professor. Actions to support the progression of female academics and to increase the proportion of female PDRAs are discussed in section 4. Recently we have begun piloting a HR initiative to develop Departmental narrative goals for diversity and inclusion within workforce planning (see Section 5 & Action 5.5).

■ 2011-12 ▨ 2012-13 ▩ 2013-14

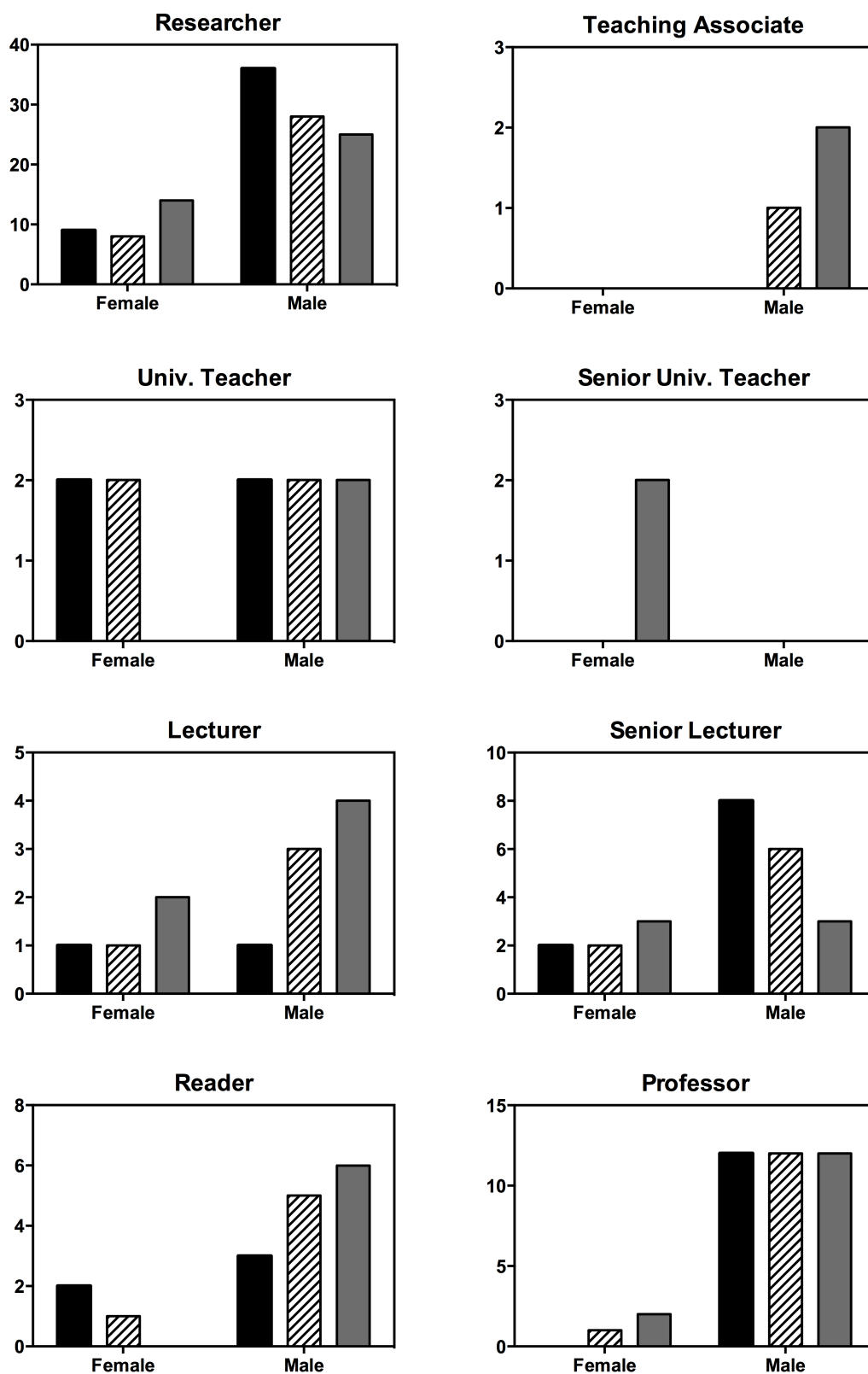


Figure 14. Numbers of academic staff in chemistry analysed by staff group for the last three years. Our university and senior university teacher titles are the equivalent grade to lecturer and senior lecturer for teaching and research staff.

Combining staff and student data allows a measure of our impact to be explored (Fig. 15). In academic years 2011/12 and 2012/13, the decrease in the Sheffield pipeline from undergraduate to researcher (Δ_{UG-R}) was -23% and -18%, but only -3% in 2013/14. This figure compares favourably with national averages where $\Delta_{UG-R} = -14.4$ and -12.4 in 2011/12 and 2012/13 respectively (Fig. 15). A high priority is to sustain and build upon this progress [Action 2a.5, 2b.1-5, 3.3, 3.7 & 3.8].

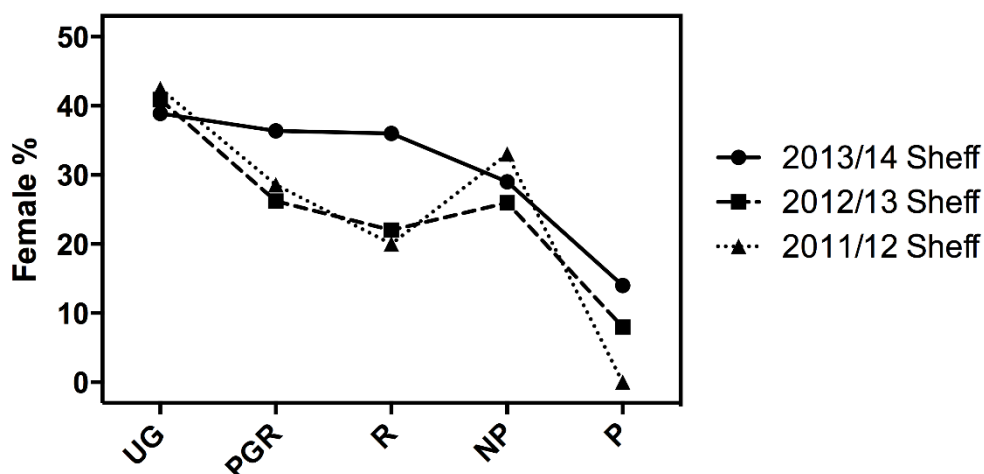


Figure 15. Trends in female representation for undergraduate starters (UG), postgraduate starters (PGR), post-doctoral researchers (R), non-professional academic staff (NP) and professorial staff (P) in Sheffield over the last three years. In 2013/14 these data show a substantial difference post-Athena Swan.

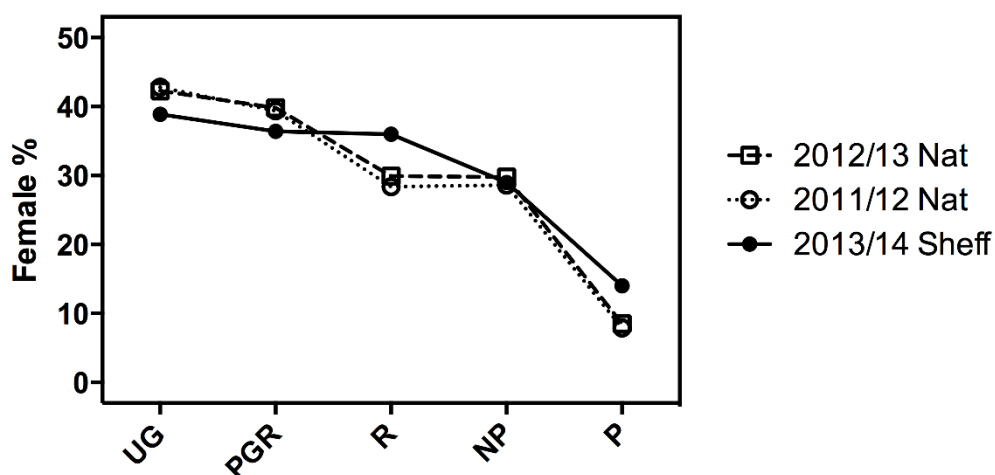


Figure 16. Trends in female representation for undergraduate starters (UG), postgraduate starters (PG), post-doctoral researchers (R), non-professional academic staff (NP) and professorial staff (P) in Sheffield in 2013/14 and nationally in 2011/12 and 2012/13.

(viii) Turnover by grade and gender

The turnover of female researchers 2011/12 to 2013/14 (18%, 25%, 20%) is comparable to the number of female researchers in post (20%, 22%, 36%) except in 2013/14 when a larger number of females were appointed to posts that presumably extend longer than one year. Turnover in other areas is low and no meaningful conclusions can be drawn: 2 male and 1 female academics; 2 male

technicians; 1 female clerical and secretarial staff member; 1 female and 2 male management and professional staff members. The academics who left were 2 university teaching staff (1 female maternity leave cover, 1 male who completed a secondment and returned to teaching) and 1 professor (retirement).

[Word count for section 3b Staff data: 578]

[Total Word count for section 3: 2000]

4. Supporting and advancing women's careers: maximum 5000 words

Key career transition points

a)

(i) Job application and success rates by gender and grade

44 PDRA's were appointed over the census period. In successive years 25%, 24% and 33% of the applicants, and 18%, 39% and 56% of the successful applicants were female. Annual success rates for men (9%, 5% and 3%) and women (6%, 10% and 7%), with the average (over the three year period) success rate for women (8%) slightly greater than that for men (6%).

Seven academic staff were appointed, including two male teaching associates, one female and three male lecturers and one female senior lecturer. For the T&R posts only 12% of applicants were female, but the success rate for women (5%) was higher than for men (3%). For teaching posts, which were fixed-term when advertised, 22% of the applicants were women, although none were appointed.

Eight management and professional appointments were made, one male and seven females. 57% of applicants were female, and the success rate for women (12%) was significantly higher than for men (3%). Three technician appointments were made, one male and two female. 37% of the applicants were female and women (5%) were more likely to be successful than men (1.5%). One female clerical and secretarial appointment was made.

In general, success rates for females are higher than those for males. Therefore increasing the number of females appointed requires an increase in female applications [Actions 2b.1-5].

Currently this data is provided to the SAT as applications and success rates for each staff grouping in each census year. This does not allow the direct linking of applications and outcomes, hindering valuable learning opportunities. We plan to improve this data set [Action 1.4].

(ii) Applications for promotion and success rates by gender and grade

Five female and seven male academics applied for promotion in the last four years (Table 1). All were ultimately successful. Of non-professorial staff in 2011-2012, 71% of female academics (5/7) and 54% of males (7/13) were promoted over the last four years. Three female clerical and secretarial staff, one male management and professional, and one male technician were also promoted.

Year	Promotion to	Gender
2011/12	Professor	Male
2012/13	Reader	Male
	Reader	Male
	Professor	Female
2013/14	Reader	Male
	Reader	Male
	Professor	Female
	Professor	Male
	Senior University Teacher	Female
	Senior University Teacher	Female
2014/15	Professor	Male
	Reader	Female

Table 1. Academic Promotions 2011-2015

Since it is recognized that females (and some males) may be reluctant to put themselves forward for promotion, **all** academic staff are invited to submit a CV annually. This has been a departmental procedure since 2012 but is not normal policy in TUoS. Thus every eligible member of the department is considered by the promotions panel (executive committee) each year without them specifically having to ask. Staff who want advice/feedback on CVs and promotion are invited to discuss this with the HoD and through the annual Staff Review and Development Scheme (SRDS).

b)

(i) Recruitment of staff

Academic posts are advertised widely. Recruitment materials include a positive action statement detailing our E&D and family-friendly policies, is particularly aimed at encouraging female and ethnic minority applicants. For academic posts, the HoD invites academic staff to contribute to longlisting, and longlisted applications are assessed independently by selection panel members, who subsequently meet to agree the final shortlist that is invited for interview. Where possible, interview dates are arranged around the availability of the applicants, and they are informed of the schedule well in advance. Alternative arrangements are made (e.g. Skype) if necessary. The schedule for the interview day(s) includes an informal dinner with the HoD and relevant staff, a tour of the Department, an open research talk, a teaching meeting, an informal lunch with staff not on the interview panel and the formal interview. This schedule allows candidates to speak to staff not on the selection panel. Inability to attend the dinner (e.g. because of childcare issues) would not affect prospects of appointment.

Interviews for academic staff are chaired by the Faculty PVC, who is a member of the Chemistry Department and Chair of the University E&D Board. The panel comprises the HoD, 3-5 academics (at least one from a different department), and a representative from HR. Chairs of all selection panels have completed equal opportunities and diversity training; seven members of the department, including the HoD, currently have this training. The faculty PVC, HR representative and seven departmental members have been trained in how to avoid unconscious bias. Panels in Chemistry typically contain at least two females and at least three members trained in E&D and avoidance of unconscious bias. We intend to increase the number of staff who have been trained. We are working with HR to improve our recruitment and selection materials and procedures, and to further develop our talent attraction strategy [Actions 2.2 & 2b.1-4].

At the PDRA level, applicants are shortlisted and interviewed by the lead academic and at least one other staff member, one of whom has been trained to chair panels, although access to this training has been limited over the last year [Action 2.2]. Typically, an interview day would additionally include a tour of the department and meeting with the research group.

(ii) Support for staff at key career transition points

Our “leaky pipeline” (Fig. 14) shows that our current key transition points are (1) PDRA to permanent academic staff and (2) progression to Professor. The support afforded to female academic staff for preparation of promotion cases, and for all staff surrounding maternity/paternity and maintaining work-life balance (flexible working), are detailed subsequently. We therefore focus on additional support here.

Supporting and Developing Research Staff. To support PDRAs and PGR students, the Department supported the establishment of a Chemistry Researchers Society (CRS) in 2013. The CRS aims to facilitate social interactions and mutual support, promote professional development, and represent researchers within the department. The society is self-run, with support from the department. The CRS is thriving and hosts a well-attended monthly coffee morning with discussion themes (e.g. developing researcher induction materials, E&D), that is supplemented by events such as career talks from visiting industrialists. We have encouraged staff interaction with the society to ensure support is increased for female PDRAs [Actions 3.8].

Researchers are encouraged to participate in a wide range of career development opportunities available university-wide through the award-winning “Think Ahead” programme. In our gender survey, 100% of PDRAs indicated they were encouraged to take up career development opportunities. The “Think Ahead” provision includes an induction event “Getting the most out of your postdoc”, and a range of courses including writing skills (for manuscripts and fellowship applications), research management, management of others, and media training. Additionally, PDRAs can apply with UGs to the Sheffield Undergraduate Research Experience scheme to supervise a UG student on the PDRA’s project.

The faculty runs a mentoring programme for PDRAs and independent research fellows (IRFs). Several of our PDRAs have participated and our male and female academic staff act as cross-departmental mentors. In our gender survey 73% of PDRA staff reported that they were provided with useful mentoring opportunities, with 18% of responders choosing the ‘don’t know’ option, implying that increasing the profile of this provision is required [Action 3.3]. Furthermore, Springboard, a women-only personal and professional development programme, is run for female PGRs, PDRAs, IRFs and early career academics. Female Chemistry staff support the delivery of Springboard by sharing their career experiences, and female staff and students have participated. In our gender survey, 90% of all PDRAs and 100% of female PDRAs ‘agreed’ or ‘strongly agreed’ that the department is a great place for women to work.

University Networks. Female researchers, IRFs and academics are members of Women@TUoS NET, the University of Sheffield’s Women’s Staff Network, which offers a monthly programme of events and development courses. Recent events have included a programme of workshops such as leadership ladder; visiting and internal speakers, alongside practical initiatives such as CV+ (a CV mentoring scheme) and a writing club. Through this one of our female technicians, a part-time PhD candidate, was able to find undisturbed thesis writing time, accelerating the completion of her PhD. Also of note are the popular ‘Speed Networking’ events aimed at female PDRAs, where female academic staff, HR and career advisors give advice related to progression of research careers, interviews and the challenge of work-life balance. A similar PGR targeted event also runs. Male and female staff use other staff networks such as the LGBT network and Parents@TUoS, which provides support through a quarterly coffee morning and information for all parents within

the University. TUoS has a Women Professors' network that aims to influence within the University and provide peer support. Both the Department's female Professors are members.

[Word count for Section 4 Key career transition points: 1362]

Career development

a)

(i) Promotion and career development

The Staff Review and Development scheme (SRDS)

SRDS is an opportunity for all staff to reflect on the highs and lows of the previous year and agree objectives for the next. SRDS reviewers are senior academic colleagues, or in the case of PDRA and support staff, generally their line manager; SRDS reviewers undergo training, including in E&D. At the start of the 2015 SRDS process, reviewees were given the opportunity to request a change in their reviewer, before that reviewer had been approached, so as to ensure that reviewees were comfortable with the appropriateness of their reviewer. During the SRDS meeting targets are set for the next year and training/development needs are identified. As a result of careful reflection, TUoS has agreed (2015) that a numerical assessment of contribution is no longer to be made, since this was felt to distract from the developmental goals of the process. For academic staff, the full remit of the Sheffield Academic i.e., teaching, research (or scholarly activity for teaching staff), leadership and administration, and impact activities (e.g. outreach) is considered. In the departmental staff survey, academic staff responses to questions about whether all aspects of the job are taken into account in SRDS (82% positive) and promotions (67% positive) are each more positive than in 2013 (66% and 59%, respectively). New academic staff have regular meetings with their probationary advisor during their probation period (generally three years), in place of SRDS.

The uptake of SRDS within the Department has increased from 52% to 81% over the last four years (Fig. 17). Prior to the 2014 SRDS round, we organised a Departmental refresher briefing for all staff. From 2013-2014 SRDS uptake from academic staff rose from 61% to 75%. Of those staff who participated in SRDS, 66% report that it was useful, with 15% 'don't know' and 19% disagreeing. This is a small decrease from 2013 positive figures (72%). Amongst academic staff, positive answers have declined from 79% to 62%, despite (or perhaps because of) an increase in academic participation over this period. The staff groups that were least positive about SRDS were technical and administrative staff (positive 56% and 40%, respectively). However, 15 staff (including males and females from all staff groups) chose SRDS as the most useful career development opportunity, so clearly experiences are very variable. Our conclusion is that encouraging participation in SRDS is only part of the

solution, and that an action for all staff, SRDS reviewers and reviewees alike, is to reflect on how they can make the process more useful [Action 3.2].

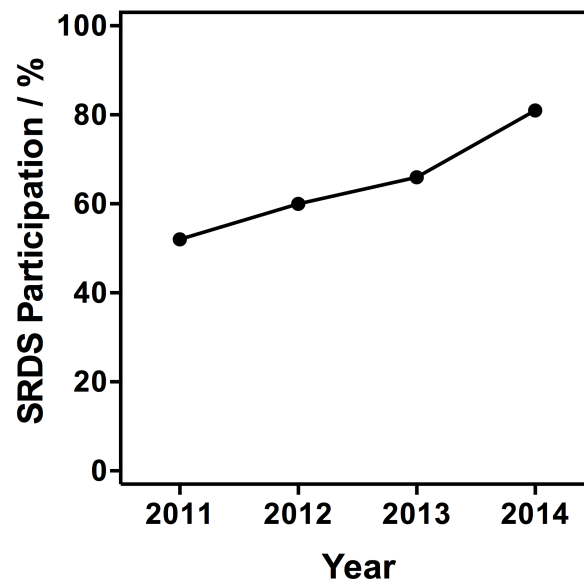


Figure 17. SRDS participation rates for all staff in the Department over the last four years.

A particular issue with PDRA participation in SRDS (14%) was identified in 2011. Explicit encouragement of both reviewers and reviewees by the HoD, from 2011 onwards, had a significant impact, but the combination in 2014 of specific training for reviewers related to the needs of PDRA, and a bespoke SRDS form for researchers that emphasises career development, have clearly had a major impact. Consequently current PDRA participation rates are now 87% (Fig. 17), and all (100%) PDRA reported that they had been encouraged to take up career development opportunities. This is arguably the greatest impact that we have seen.

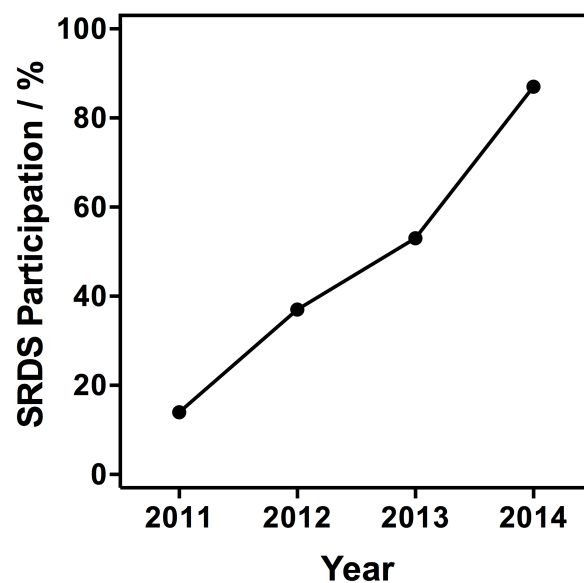


Figure 18. SRDS participation rates for research staff (PDRA) over the last four years in the department.

Promotions

The department places emphasis on well-rounded promotion cases that include all aspects of the “Sheffield Academic”. In assessment of research publications, both quality and quantity are considered, with the differing publication practices of the sub-disciplines of chemistry taken into account, as well as adjustments for special circumstances and factors such as maternity leave and part-time working. The department recommends cases to the Faculty panel for further consideration. Throughout the promotion procedure, those involved in recommending, assessing and confirming promotions take particular note of the special circumstances of staff who are, or who have been, on part-time contracts.

Specific promotion criteria exist for research-only, teaching-only and T&R cases. The Science Teaching Network, led by Dr. Jenny Burnham from Chemistry, matched specific teaching-based activities to the relevant promotion criteria for teaching staff. This document was agreed by the Faculty Executive Board, is publicly available, and assists with preparing and developing promotion cases for teaching and T&R staff. This work formed the basis of the University “Expectations of Teaching Pathway Roles”.

Staff are supported to develop promotion cases through (i) SRDS; (ii) advice from the HoD on request, and feedback to candidates in unsuccessful cases; (iii) annual research meetings with the HoD and research cluster heads. These meetings are supportive discussions with senior colleagues, during which research plans for the following year are discussed.

TUoS Development opportunities

A wide range of staff development activities are available within TUoS. These include courses provided by HR (e.g. networking, project management, work-life balance), training related to preparation of funding applications from Research and Innovation Services (R&IS) and specific women-only development options through Women@TUoS NET. Staff can develop their teaching through participation in the Science Teaching Network and through staff development provision led by Learning and Teaching, and Student Services. Each year the department nominates staff to participate in the “Sheffield Leader” programme, available at four different levels to develop junior and senior staff. 5 women and 9 men from Chemistry have completed, or are currently taking, Sheffield Leader since it was introduced in 2010 [Action 1.3]

Two cross-university mentoring schemes cover (i) female lecturers paired with senior male and female mentors (“Impact”) and (ii) senior female academics paired with PVCs (“Futures”). Members of the department have participated in both of these schemes as mentors and mentees. The objective of both schemes is to increase the University’s key performance indicator of the proportion of women in professorial posts and in leadership and governance.

(ii) Induction and training

All new academic staff starting in the Department receive practical support including start-up funding, departmental studentships and a gradual increase in teaching and administrative duties. All new academic staff have a mentor (a senior academic) particularly for research activities, and teaching development is supported centrally by our HEA-accredited Certificate in Learning and Teaching (CiLT). Furthermore, all staff can access the TUoS on-line induction pack and attend an induction event. Additional training opportunities are available via specific central departments (e.g. funding workshops run by R&IS).

However, feedback from recently appointed academic staff suggested that, although strategic mentoring for career development was very good, more practical day-to-day support (who is responsible for X?) was lacking. Consequently, a focus group of recent appointees across all grades and job roles assessed induction. Induction of staff was variable across the Department, with technical staff reporting a highly structured process, whereas researchers and academic staff found the process variable and prone to assumptions of prior knowledge. It was noted that much of the information that new staff needed was available but finding it was difficult.

The focus group recommended two actions, which were acted upon immediately. 1. Learn from the technical staff induction process and develop a formal process for all new staff joining the Department. 2. Development of a new staff intranet to act as a single central repository of all information staff need including training and additional university support available (both practical like purchasing procedures and managerial like E&D training). Once the induction process is formalised this will be deposited here too [Action 3.5 and 5.1]. Furthermore, the chairs of the E&DC and the CRS are working together to ensure research staff receive this information as well as any additional information they need. In prototype form our new processes have been trialled on two new academics with positive feedback.

"My first day was very well organised. Everyone was very welcoming and friendly"

Dr. Robert Dawson, New academic started beginning of November 2015

(iii) Support for female students

UGs are assigned a personal tutor who provides pastoral support; this provision was 'highly commended' in a recent teaching review, and the 2015 NSS Survey revealed our students rate the support they receive more highly than those of any other Russell group Chemistry Department. Students can request a female tutor. Sprint (a

UG orientated form of Springboard) is offered to female UG students and is advertised within the Department.

PGRs are assigned an independent advisor who monitors their progress. Formal meetings with the independent advisor (at 1, 6, 12-18 and 24 months) provide an opportunity to review progress and discuss future plans. Additionally, the student may contact the independent advisor at any time for support. The Department encourages regular meetings with the supervisor, both formal and informal, to plan and provide feedback on student progress. This combination provides a well-structured network for provision of both academic and pastoral support.

PGRs are enrolled in the Doctoral Development Program, through which opportunities for personal development are identified. These training opportunities include advanced subject-specific training and craft skills, broad scholarship training and wider engagement in the scholar community, and generic research skills. An annual personal Training Needs Analysis is carried out with input from both supervisor and independent advisor to identify the most relevant training for each student, and review progress. A wide range of training courses is provided by the "Think Ahead" researcher development program and the Women's Network offers PG student-targeted events which are well attended by female chemists. Female PGRs are encouraged to attend the Springboard personal and professional development program for women.

The CRS caters for both PGRs and PDRAs, offering a mixed program of coffee mornings to discuss issues relevant to researchers, lunchtime seminars allowing researchers to present their work, and outside events such as careers seminars. This provides a valuable opportunity for informal networking between PGRs and PDRAs.

The Department offers a regular lunchtime seminar program where external academics speak. As a result of the department's AS Bronze award Action Plan, more female speakers are being invited to increase visibility of female role models [Action 5.8].

Mentoring is available at all levels of study: UG students can enrol on a mentoring program where experienced students are assigned to share their experience, whilst PGR students and early career researchers can receive both thesis and career mentoring through the Think Ahead program.

Career support is widely available for all students, from UG to PG, through the University Careers Service including one-to-one careers consultations, CV surgeries and a ShefChemCareers Twitter account which highlights relevant opportunities. Moreover, career support and employability skills are embedded within the UG curriculum (e.g. modules like "Skills for Success"), including raising possibilities for PGR study. Additionally, there is a lunchtime seminar program within the Faculty of Science where ex-PGR students present their personal experience of career options.

[Word count for section 4 career development: 1698]

Organisation and culture

a)

(i) Male and female representation on committees

Female representation on departmental committees is shown in Fig. 19. In some cases the membership of committees depends on departmental roles (e.g. the Director of Studies (DoS) chairs the teaching committee), but other committee vacancies are advertised in the Department and volunteers are sought. In 2012, the E&DC reviewed older data (2009-10, 2010-11) and found that women were significantly under-represented (11% of total committee members). The E&DC suggested that the then HoD consider this issue. Representation of women on departmental committees has increased from 11% to 26% over the four-year period. The current proportion of female committee members (26%, Fig. 20) is now in line with the proportion of female academic staff (24%).

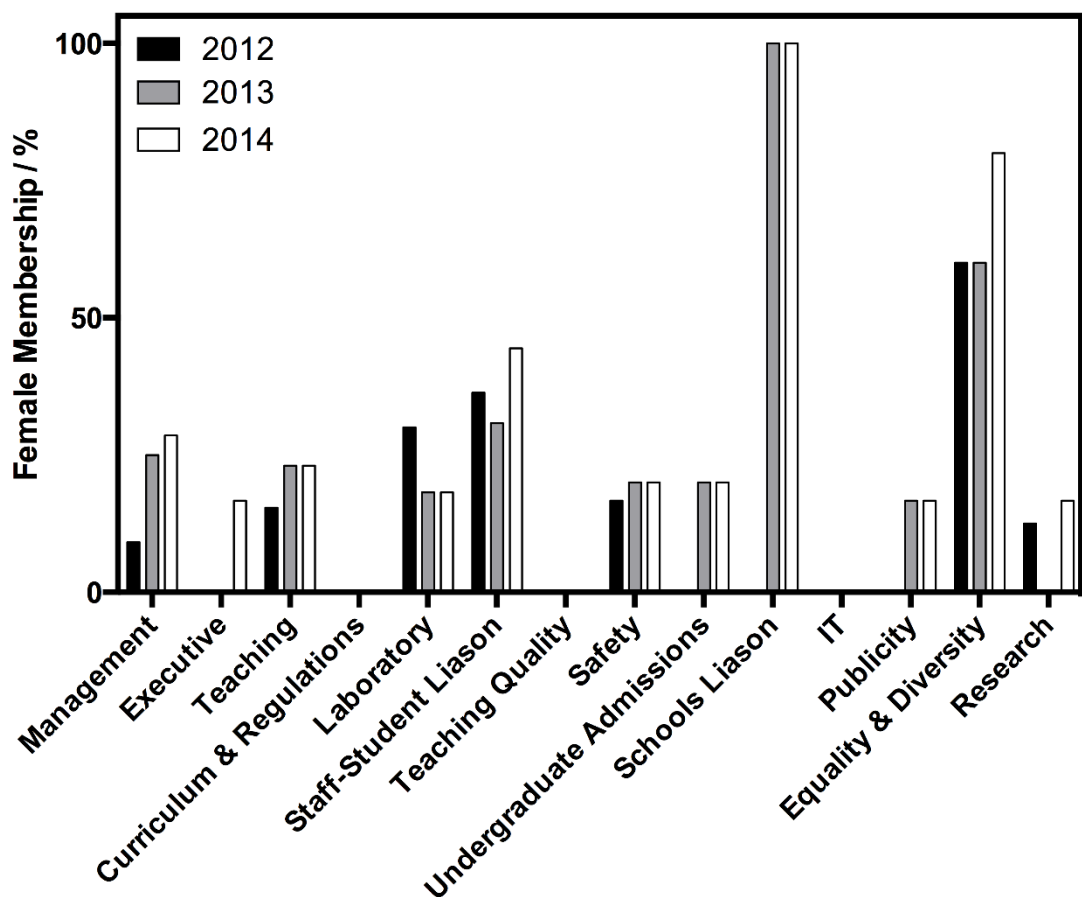


Figure 19. Female representation on departmental committees 2012-2014.

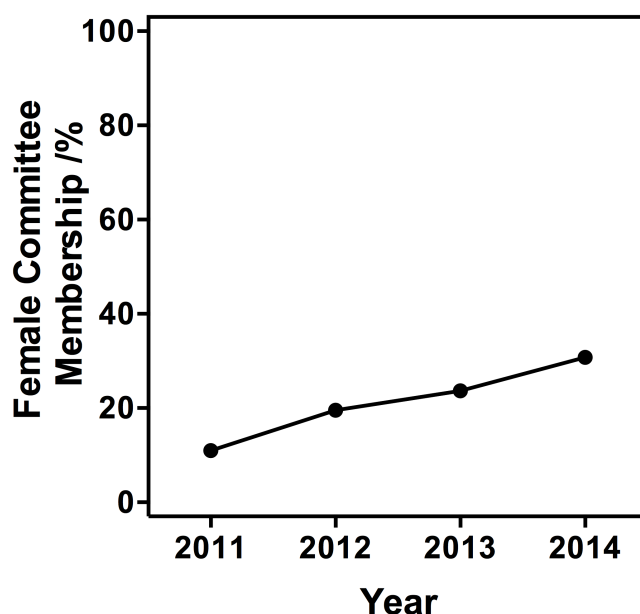


Figure 20. Female representation across all committees in the Department.

(ii) Female: male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts

Almost all academic staff, and all women on the academic staff, are on open-ended contracts. During the census period two male teaching associates have had fixed term contracts. There is one male research staff member with an open-ended contract. All other researchers are on fixed-term contracts. Thus, 37% of the fixed term contracts and 22% of the open-ended contracts are held by women. This reflects the current proportions of female research and academic staff. The open-ended figure (22%) is very similar to the national average of 21.6%. The figure for fixed (37%) is higher than the national figure (33.3%) likely reflecting higher female representation than average at the PDRA level.

b)

(i) Representation on decision-making committees

When positions become available on Departmental committees, the HoD invites applications, based on the competencies, interests and current workload of prospective members, not their gender. The department recognises the benefits of diversity; female staff are deployed strategically (including as members of the Executive and Management Committees) to maximise the impact of their contribution and to prevent overload. We will continue to monitor gender balance [Action 5.6]. Information about opportunities on University committees is distributed via central email through the department and we plan for the executive committee to strategically assess and invite membership [Action 5.7].

(ii) Workload model

The Department balances teaching, pastoral, research, and administrative duties. Academic administrative loads differ, with the HoD, DoS, and the undergraduate admissions tutor (currently all posts held by men) carrying the heaviest workload, and each have dedicated administrative support. The HoD role rotates on a four-yearly basis. The administrative duties of the undergraduate admissions tutor have been shared between three members of staff to avoid overloading a single individual. Junior non-probationary members of staff are given administrative duties such as undergraduate year directors, who sit on the teaching committee. One of the four UG year tutors is female. Such roles contribute to the well-rounded case for promotion that the department likes to put forward in keeping with the tenets of the “Sheffield Academic”. We have software for work allocation and are working to make it reflect our values. The position of individual staff in the work allocation model (WAM) was made transparent to staff last year; staff were shown their data in the context of anonymised departmental data and some staff found this data useful [Action 5.3]. However, the staff resource required to enter the large amounts of data required to sustain the WAM have proved difficult this year and will continue with the current manual system. The department will reflect on how to make the WAM workable in the future [Action 5.3].

(iii) Timing of departmental meetings and social gatherings

As a Faculty we have agreed that core hours are 9.30 am to 4.00 pm and that departmental meetings will take place between these hours. In addition, teaching responsibilities are scheduled to accommodate flexible working patterns, absences, and caring responsibilities [Action 4.3]. Informal swaps and covering for colleagues is a common feature of our collegiate culture. When social gatherings are “out of hours” we encourage families to attend. For example, last year’s Department Social was Sunday lunch in the University pub and whole families attended.

(iv) Culture

“Working here is actually amazing. Everyone in the group works very hard and supports each other to work towards a common research focus. Also the regular and friendly communication within the group is a very good support during my PhD”

Overseas PGR Student (Female)

We run a bi-annual gender culture survey and the results (and some quotes) from this are reported here and to the department [Action 1.6]. We aim to be the place of choice for women (and men) to work and study. We make sure our environment is welcoming, friendly, collegiate and supportive for all staff and students.

Therefore, we do not tolerate any type of harassment. This policy is unambiguous to staff as evidenced the fact that 87% of our staff were confident that harassment would be dealt with effectively.

89% of all Departmental staff, 95% of academic staff and 100% of female academics agree that work related social activities are welcoming to both women and men. Social events held by the department are inclusive and children are welcome [Action 5.9].

We celebrate the diverse achievements of our staff and students. 96% of academic staff agree that the Department recognizes and celebrates the work achievements of staff irrespective of gender. Regular events are run for charity by staff and PGRs. These, alongside our student achievements and outreach events, are as likely to be celebrated on our Departmental News pages as our academic successes [Action 5.10].

In my opinion they are very supportive of gender equality and give excellent leadership on these issues.

Research Staff Member (Female)

The Athena Swan Award is a source of pride in the Department.

Research Staff Member (Male)

In our gender survey 73% of all our Departmental staff were aware of the Athena Swan Charter, 94% agree they understand the Department's reason for engaging with gender equality and 88% understand why positive action may be required.

(v) Outreach activities

The Department offers a range of outreach events in a dedicated laboratory. Schools may book this laboratory free of charge, and teachers bring up to 15 students to perform experiments which may be impossible at their school. The students also get the opportunity to see the Department and experience a day at University. During the academic year, we host schools' competitions, such as the Salters Festival, Reactiv8, SOAMS, and the Kroto events, using the main undergraduate laboratories, where we can accommodate up to 45 students at a time. We participate in Discovering STEM aimed at female Y9-11 pupils and a University options event for female Y12 students of maths, physics and chemistry to publicise options in the physical sciences and engineering. Currently, the staff leading outreach are all female, but a mix of female and male UGs and PGRs deliver these events. Many staff are involved in schools lectures, and two of our staff

members have delivered the Royal Institution Christmas lectures. We share our university and our research with our city twice-yearly on “Researchers Night”, with the involvement of chemistry staff and students. Outreach is included in the workload allocation model, is discussed in SRDS and considered in promotion.

[Word count for section 4 Organisation and culture: 1060]

Flexibility and managing career breaks

a)

(i) Maternity return rate

Over the census period, six women took maternity leave (2 researchers, a lecturer, a senior university teacher and 2 clerical and secretarial staff members), and all have returned to work. These numbers are very similar to the previous period (five women, with the return rate also 100%), showing the sustained positive attitude in the Department. All academics concerned returned to part-time employment, with the opportunity to go back to full-time in the future. 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.

(ii) Paternity, adoption and parental leave uptake

Over the census period, three men have taken paternity leave (a researcher, a technician and a management and professional staff member), again similar to the previous census period (four men). To promote the uptake of paternity leave, relevant information was included in the E&D update sent by the head of the E&D committee to all staff and is also available through the Departmental E&D page.

(iii) Numbers of applications and success rates for flexible working by gender and grade

All applications for flexible working over the census period were successful, including both men (2 in 2011 and 1 in 2013) and women (3 in 2011, 3 in 2012 and 2 in 2013). Notably, this involves staff in a range of different roles including 3 researchers, 2 academics, 3 technicians, 1 clerical and secretarial, and 1 management and professional staff member. For academics “flexible” working is also accommodated informally, so these numbers are underestimates.

b)

(i) Flexible working

Flexible working is an integral part of our culture. In our staff survey, 91% of staff agreed they could approach their line manager to talk openly about flexible working

if they needed to (+5% compared with the rest of TUoS). Both male and female staff use this flexibility to balance the demands of work and family. Effectively 100% of academic staff are flexible workers who are able to organise their time and work/life balance. To support informal flexible working, teaching duties are scheduled around school drop-off/pick-up times where possible, and departmental meetings are held during the core hours.

TUoS also has specific policies that allow altered working patterns and part-time working to be formally agreed. The department responds to requests under these schemes constructively and these opportunities are used by all staff groups. Currently, 11 staff are formally working flexibly with less than 100% hours (8 female and 3 male): 3 academic staff (all female), 4 clerical and secretarial (all female), 3 technicians (2 male, 1 female), 1 researcher (male).

According to the gender survey, 73% of staff agree that their manager is supportive of requests for flexible working but only 55% of all staff agree that staff who work part-time or flexibly are offered the same career development opportunities as those who work full-time (36% don't know). However, 100% of staff who work part-time or flexibly think they are given the same career development opportunities, so the response from the 'all staff' group seems to be a genuine "don't know" response.

Female academics take advantage of part-time contracts on return from maternity leave with a guarantee of return to 100% FTE in the future (also see Case Studies). This is an area where Chemistry has led in TUoS, ensuring that our female academics have the right to return to 100% FTE when they wish. The opportunity of part-time contracts is also used by researchers: both female researchers who returned from maternity leave during the census period used these provisions.

(ii) Cover for maternity and adoption leave and support on return

TUoS has a procedure for formal maternity planning and Keeping in Touch days. A maternity plan is agreed upon by the individual and her line manager 3 months before going on maternity leave. Furthermore, a risk assessment is undertaken for all pregnant workers, with assistance of our safety staff, and reallocation of duties is carried out if the working environment presents a risk to the pregnancy. The department also provides facilities for breastfeeding/expression as required.

Female academic researchers preparing to take maternity leave 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 funding for research staff costs while the female academic is away from work, or to kick-start research on return to work, by providing reduced teaching loads or conference attendance costs. Two staff members have benefitted from this scheme during the census period, and two others previously. Furthermore a senior university teacher not eligible for WARP received funding from the Department to sustain scholarship activity.

Following recent changes to paternity leave legislation, our Department raised the issue of a male equivalent to WARP with HR. This proposal is currently under consideration by HR, awaiting information on the uptake of paternity leave and expected costs. More men taking parental leave would be transformational if childcare ceased to be perceived as a female-only issue.

More widely, the Parents@TUOS Network, open to both female and male staff, holds quarterly events and runs a Parent to Parent buddying system for staff pre- and post-maternity leave. Two of our female staff are involved in the buddy network.

[Word count for section 4 Flexibility and managing career breaks: 848]

[Total Word count for section 4: 4968]

5. Any other comments: maximum 500 words

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

Highlights:

- Increased female representation at PGR (23% to 43%), PDRA (20% to 36%), Professorial (0% to 14%) levels.
- Excellent support for career development of PDRAs and PGRs, including thriving CRS and award-winning “Think Ahead”.
- Positive effect of increased female GTAs as role models for undergraduates.
- 100% PDRAs encouraged to take-up career development opportunities.
- All eligible staff considered for promotion (do not explicitly apply).
- Improved female staff progression to senior levels.
- Value placed on well-rounded “Sheffield Academics”.
- Large improvement in uptake of SRDS by researchers (14% to 86%).
- Strong support for flexible working.
- 100% return rate from maternity leave.
- WARP supports female T&R academics who take maternity leave.

Things we need to work on:

- More females applying for academic positions [Action 2b.1-5].
- More females applying for PhD positions [Action 2a.4 & 5].
- More females applying for researcher positions [Action 2b.6].
- Improved monitoring of academic appointment from application to post [Action 1.4].
- Continuing to raise awareness of development/mentoring opportunities to staff and students [Action 3.2 & 3].
- Sustaining support for our Researchers Society [Action 3.8].

- Increased visibility of female role models [Action 2a.1,2,4, 4.1, 5.8, 5.10].
- Sustainable and practical WAM that reflects our values [Action 5.3].
- Grow new staff induction materials and intranet [Action 3.5 & 5.1].

New Initiatives: Narrative goals

The Department of Chemistry is taking part in the pilot of an initiative to develop narrative goals for diversity and inclusion within workforce. The scheme aims to develop and support the attainment of achievable three-year goals for which the HoD will be accountable. Targets are based on assessments of diversity deficits or imbalances in existing staff including the numbers from under-represented backgrounds who have the potential for progression, and recruitment from under-represented groups. Ways of working that can be diversified will also be identified. The process leading towards setting our goals is currently in progress.

Outlook

Analysing our data and surveys has been insightful, at times challenging, and at others a cause for celebration. With strong leadership we have aimed to ensure our Department is a collegiate environment where all staff can thrive and reach their potential. We are now realising the impact of this. Building on decade-long efforts to boost female representation at undergraduate level and support for staff career progression, since formerly beginning the AS process we have also devoted effort towards our pipeline staff (PDRAs, new academics) and PGR students. We have improved representation of females at post-graduate and researcher levels and invested in supporting these groups. Moreover, these efforts have involved raising awareness of AS activities and ambitions among staff and students at all levels, from undergraduates to professors. Even so, we still have much work to do. Looking forward, we need to build on and sustain recent successes. As the department enters a period of increased staff recruitment we need to ensure our mentoring and induction provision is always first rate. We need to increase the numbers of females applying for positions at all levels. We look forward to continuing this process with our action plan.

[Word count section 5: 500]

6. Action plan

Provide an action plan as an appendix.

The plan should cover current initiatives and your aspirations **for the next three years**.

7. Case study: impacting on individuals: maximum 1000 words

Describe how the department's SWAN activities have benefitted **two** individuals (one from the SAT, one other member of staff) working in the department.

Case Study 1. Natalia Martsinovich (on self-assessment team)

I joined the Department as a lecturer in Theoretical Chemistry in 2013. I found the Department very friendly and welcoming, and senior colleagues were happy to answer my questions on how teaching and various support services work here. I much appreciated meeting the colleagues informally over coffee in the common room. I also received start-up funding to purchase equipment and for conference travel, and funding for a PhD student.

My first child was born the following year, in May 2014. My colleagues and the senior departmental management were very supportive, and I received advice from both female and male colleagues, as well as attended University-run "Parents at TUOS" meetings. As my baby was due before the end of the academic year, the teaching schedule was rearranged so that my lecture course finished 2 months before I went on maternity leave, allowing me time to prepare for leave. Risk assessments resulted in a reallocation of laboratory teaching responsibilities; this was not necessary for my research, which is entirely computational.

The HoD suggested that I apply for WARP, a Sheffield scheme that provides up to £10,000 funding for women academics returning from maternity leave. This funding is flexible, and I decided to request £9000 for teaching cover and £1000 for conference travel. This arrangement gave me, as a young academic, an opportunity to focus on research and work towards building a scientific reputation. Before my leave started, I discussed my teaching schedule for the next year with the HoD and the Head of Physical Chemistry section. My teaching hours were reduced, to reflect a part-time working arrangement and the contribution from WARP, and I had a choice over which courses to keep.

After 5 months on leave, I returned in October 2014 to work part-time (80% FTE) with the option to return to full-time later. My lecture courses were scheduled for the second semester; this allowed me to get up to speed with work gradually. In the first semester I was also able to work from home one day a week, by arrangement with the HoD. During this time I prepared and submitted a grant application to EPSRC. My first PhD student (funded as a part of my start-up package) started in December 2014. Using the WARP travel funding, I was able to invite a collaborator to discuss future research plans, and attended the RSC Materials Chemistry conference in summer 2015. Thanks to the time available to spend on research, I submitted 3 papers this year.

This year, I decided to return back to full-time work. My teaching load is now similar to my first year (a probationary load). I use informal flexible working arrangements: for example, I can leave early and catch up on work in the evenings. The length of my probation was extended to include the time when I was away on leave. I am convinced that I was not disadvantaged by taking maternity leave and the period of part-time work. I am very happy to work at Sheffield, both as a scientist and as a young parent.

[Word count 509]

Case Study 2. Elizabeth Baggaley (Researcher)

I joined the Department in 2004 as an undergraduate student. After graduating in 2008 (finishing top in my year) and experiencing working in industry during my undergraduate degree, I decided

to pursue a PhD. I studied for my PhD in Sheffield under the supervision of Dr Julia Weinstein, who was, and continues to be, a supportive mentor who helped me to build networks and encouraged me to attend many conferences.

In 2011 I became a member of the research staff in the department working with Julia and then with Professor Mike Ward. Like Julia, Mike is a very supportive line-manager. He has facilitated my career to develop to my current more senior research and teaching role as Mike recently began a 4 year tenure as Head of Department. My new role (contracted until December 2018) involves managing Mike's research group, as well as undergraduate teaching. During this time I have participated in and benefitted from a number of courses run by the University, such as a Grant and fellowship writing course, CiLT, Think Ahead, SURE (as a project supervisor initially and a review panel member the following year) and mentoring. I also serve as a member of the Faculty Researcher Development Group that helps develop and identify needs and development opportunities for our research staff.

With the help of colleagues and support from the Department I set-up and was the inaugural Chair of the CRS. The CRS facilitates personal and professional development for researchers, acts as a collective voice and provides a forum for networking and collaboration. Two years on, the CRS is thriving and people are keen to use it as a forum for discussion and feedback. As well as supporting staff to make the transition to a permanent academic post the CRS also encourages staff to think about what they are trying to achieve in their postdoc, and provides information about alternative employment opportunities. I was also involved in piloting the new SRDS form for post-doctoral research staff to help facilitate career planning discussions with line managers.

The department as a whole has a good productive culture where research staff are trusted (with no probationary period, unlike some universities). My line managers have been really supportive allowing me to develop my own research independence and flexible working patterns. For example, I recently applied to the Science and Technology Facilities Council, Oxford, for time to perform experiments at their facility as PI, following my own research interests.

The sector-wide culture and funding structure for post-doctoral researchers is one of insecurity and short-term contracts (which is particularly unattractive for women at this point in their lives). While this is a national (if not a global) problem that we alone cannot solve, I am pleased to work in a University and department that are engaged with trying to make these conditions better, and support the development of research staff.

[Word count case studies: 478]

[Total word count for section 7: 987]

Department of Chemistry, University of Sheffield,

ATHENA SWAN ACTION PLAN 2015

Abbreviations

E&D	Equality and Diversity
E&DC	Equality and Diversity Committee
CICS	Corporate Information and Computing services
CRS	Chemistry Researchers society
GTA	Graduate Teaching Assistant
PD	Postdoctoral
PDRA	Postdoctoral Research Associates
HoD	Head of Department
HR	Human Resources
P2P	Parent to Parent (buddy scheme)
PGR	Postgraduate Research(er)
PGT	Postgraduate Taught
R&S	Recruitment & Selection
SRDS	Staff Review and Development Scheme
TUoS	The University of Sheffield
UG	Undergraduate
WAM	Workload Allocation Model

1. Highlights of actions progressed since last submission from the last submission's action plan (Numbers relate to last submission)

Action	Implementation	Measure of Success
<p>1. Data monitoring. Continue to monitor and report by gender: UG, PGT and PGR student population and UG degree classification. All staff applications/acceptance (appointment).</p>	<p>The Department has worked closely with HR and CICS to ensure a monitoring and reporting system is in place. Where there are gaps, we have addressed this Departmentally and at a University level.</p>	<p>Have achieved full data sets for our student and staff data, with the exception of information about some staff appointments due to complexity in the process. (See action 1.4 to address this.)</p>
<p>2. Gender Representation. Maintain or increase the number of female staff:</p> <p>2.1 academics,</p> <p>2.2 researchers (PDRA)</p> <p>2.3 PG students</p> <p>2.4 UG students</p>	<p>Athena SWAN is advertised on our webpages and in recruitment materials. Departmental webpages & brochures have been redesigned to attract females. A focus group of UG students highlighted the timing of applications for PhD places to be an issue thought to influence retention of female students in the Department. In response, PhD application deadlines were revised. Letters were also sent to all high achieving 3rd year UG students encouraging consideration of PhD study. Female applicants to GTA posts were particularly encouraged. The department has continued to ensure female tour guides and interviewers for female UG applicants, when possible.</p>	<p>Since the last submission we have recruited a new female lecturer, a female senior lecturer and 6 female PDRA staff, increasing the female representation from 20 to 23% for academic staff and 20 to 36% for PD staff.</p> <p>Female recruitment to PhD rose from 26 to 43%. Importantly, GTA PhD students (highly visible to the UG population through laboratory demonstrating) rose from 0% women (of 11 GTA) to 43% (6 of 14 GTA).</p> <p>Female UG representation was maintained at 40%.</p>
<p>3. Career Development & Progression.</p> <p>3.1-3.3 Raise awareness of development policies and opportunities, and monitor effectiveness (more specifically those tailored to women).</p> <p>3.4 Raise awareness of the promotions process</p> <p>3.5 Improve PD uptake of SRDS</p> <p>3.6 Ensure that Researchers Society (CRS) continues to deliver career orientated informal support to PGs and PDs, and acts as a voice for researchers in the department.</p>	<p>All staff were offered a refresher briefing on SRDS. All staff were sent information on developmental opportunities by the HoD prior to SRDS and links to these pages have been added to the new staff intranet and via the E&D webpage. Staff could confidentially ask for a change of reviewer this year (importantly without any reviewers being aware of this).</p> <p>Staff were encouraged to participate in SRDS and a particular effort was made with PDRA staff. PDRA SRDS reviewers received a tailored briefing. A committee member of the CRS is also on the E&DC to ensure 2-way interaction and the CRS has</p>	<p>3.1-4 Staff reported a much better response to development opportunity questions in the staff survey compared to previous years (now 85% positive).</p> <p>3.4 Promotion of two female teaching fellows to senior teaching fellows, a senior lecturer to reader and a reader to professor since last submission (4 female promotions and 4 male promotions)</p> <p>3.5 PD uptake for SRDS has risen from 14% to 87%</p> <p>3.6 The CRS is thriving. There is now more participation from academics too while maintaining a PDRA and PGR focus. There was 100%</p>

	received a budget from the Dept.	positive response to the development and support for PDRA staff in the survey.
4. Parental Leave and Flexible Working. 4.1 Raise awareness of parental leave policies and support 4.2 Raise awareness of flexible working policies	WARP and flexible working are openly discussed, and there are several role models in the department. Increased culture of participation in University-wide networks such as Parents@TUoS	Since last submission 2 members of staff have used WARP to return to work after maternity leave, and one returner not eligible for WARP received similar funds from the department. 3 Academics and 8 non-academic staff formally have part-time working hours. Several staff regularly attend Parents@TUoS and participate in P2P.
5. Culture. 5.1 Prepare induction materials. 5.2 Implement an electronic WAM that is in-line with our values 5.3 Monitor the representation of female staff on departmental committees. 5.6 Run a departmental social event on an annual basis	5.1 A task and finish group of new starters (every job type) recommended: 1. A procedure for academics and PD staff for first weeks (+checklist) and 2. Staff intranet for sources of information 5.2 The HoD and Departmental support team have collated data on academic staff workload, which has been checked with each individual staff member. Anonymised data have been shared with all academic staff, so each individual knows how their workload compares with the average workload in the Department.	5.1 Induction procedure has been put in place with a procedure for the first days and a checklist. A Staff intranet is being built and will be a growing and evolving staff resource. 5.2 The WAM was produced for 2013/14. Staff have a clearer idea of how their workload compares to others. Work is ongoing to ensure it can be continually reviewed in a sustainable way. 5.3 A departmental structure & membership of all committees is mapped and formalized 5.6 A departmental Social has become a well-attended family friendly annual event.
6. Equality and Diversity committee. 6.1 Recruit a PDRA member of the E&DC 6.2 Sharing of best Athena Swan practice. 6.3 Athena SWAN activities	E&DC membership was assessed and changed. A PDRA was recruited as were newer members of staff for fresh input and ideas. The Chair of the E&DC is a member of the University E&D board and the Faculty E&DC. Further a member of the E&DC chairs the Faculty E&DC. A departmental E&DC webpage has been designed and is now live. Members of the committee have also attended University-wide Athena Swan networking activities.	The balance of the committee has representatives from all pay grades and staff and student roles of the department, while still being small enough to function. The E&DC has met bimonthly and set tasks for the members between these meetings. Membership of Faculty and University committees from the departmental E&DC ensures sharing of best practice at all levels (e.g. with other departments to contribute to their Athena SWAN submissions). A webpage for the committee is now live.

2. Athena SWAN action plan 2015

1. Data Collection and Monitoring

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.

Action	Progress	Responsibility	Timing	Measure of success
1. Data Collection and Monitoring				
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).	UG data collected for the last 9 years. All remaining data collected for the last 6 years. All student data compared to Russell group for the last 3 years and reported to staff.	UG admission team, Post graduate tutor, HR, CICS, HoD office and E&DC	1. Collection of complete data sets that can be used to evaluate progress and compare to Russell group data. 2. Report findings to relevant decision-making committees.
1.2	Analyze UG performance (degree classification vs. entry grades) by gender	Degree classification data is already analysed and included (see Fig. 10). Modeling this with respect to entry grades is already underway.	UG admissions linking with graduate data overseen by E&DC	System in place by 1/8/16 then ongoing
1.3	Continue to monitor nominations of Chemistry departmental staff for development opportunities such as Sheffield leader.	Current data available. Nominations were gender equitable overall but not by staff group. This has been raised with HoD and action has been taken.	HoD office and E&DC	System in place 1/7/16 ongoing
				Staff of both genders, and in particular female staff are prepared for leadership roles within the Dept. and University.

1.4	To improve monitoring of the recruitment and selection process for staff. Previous evaluation of data has shown that monitoring the staff appointment process is problematic. This is 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. This is complicated further as the data is held on two different systems (applications are different from appointments) so a full process cannot be tracked. Specific action to link the two sets of data and to be able to identify data associated with particular appointments, through the application, long- and short-listing process. As numbers of academic appointments are relatively small, we will monitor them within the department.	Fed-back to CICS and HR issues of how data is linked between systems and over the full process. For the next recruitment round the administrator will keep a file. Over time the files will also be back-dated.	Departmental Administrator, E&DC, HR and CICS	For next appointment and backdating Process complete by Dec 2017	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).
1.5	Some data obtained centrally is currently not broken down by gender. Lobby to have data broken down by gender.	Open day rejection survey has been requested to be gender specific. This request was met.	E&DC	As and when identified	All data broken down by gender as a matter of course
1.6	To continue to survey the Chemistry departmental staff biennially with respect to E&D 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)	We have performed two staff ECU gender surveys (2013 & 2015), compared results and communicated outcomes and actions. Concerns that arose are being addressed and this encourages staff to raise issues as they are taken seriously. We look forward to reporting data concerning support staff more fully on subsequent AS applications.	E&DC + response from appropriate manager e.g. HoD, Administrator etc.	Ongoing	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.

1.7	Monitor the effectiveness of new initiatives in this action plan	Ongoing data collections available (staff and student stats and surveys) and date new initiatives (e.g., on recruitment data) begun.	E&DC	Ongoing	Data available and assessed annually, omissions addressed and process completed for the next Athena SWAN submission.
1.8	In preparation for the new Athena SWAN requirement, a Departmental Equal Pay review will be performed in the department	Initiated discussions on reporting this data	HR, Chair of E&DC	Oct 2016	Obtain salary data broken down by gender to enable assessment of any gender pay gap.

2. Gender Representation (recruitment)

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

2.1	Develop, grow and maintain a dedicated externally facing E&D website for department. Link it to the staff departmental pages and University pages, advertise its content to the department and further afield to encourage hits. Monitor page views.	Website has been built and is now live.	E&DC and webmaster	Ongoing	The commitment of the Dept. to addressing the factors that influence representation, recruitment and retention of women is clearly visible externally.
2.2	Unconscious bias and interview chair training for all staff involved in all recruitment.	Unconscious bias training is being organized by HR. Staff are being signposted to interview training as available and bespoke sessions have recently been held in the Department to fill in gaps in current provision.	HR	Unconscious bias delivered by March 2016. Interview Panel Training ongoing	Training delivered to all staff as required.

2a. Student recruitment

Issue to address: Maintain or increase the number of female students recruited by 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	Increase the visibility of women on the recruitment webpages and materials.	This has been achieved through discussion with our publicity and IT committees as well as the webmaster	E&DC, 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	Increase the visibility of women on UG open days by using female staff more strategically (female staff to do talks as all students attend).	Admission team will ensure talks are > 50:50 female (where possible, see 2a.3)	Admissions committee and E&DC	Ongoing	At least a half of the departmental talks on our open days given by senior female academics
2a.3	Attempt to make it easier for staff with childcare responsibilities on Saturday open days by lobbying for the initiation a wider project with the University to provide childcare for these Saturdays	Discussion initiated between chair of E&DC and relevant stake holders.	University, faculty and departmental E&DC, student services, central UG admission, Nursery	Summer 2017	Nursery service offered for Saturday open days and taken up by staff for an increased participation in Saturday open days
2a.4	Increase visual presence of female staff and students through means of departmental displays during the open days.	Discussion initiated with publicity committee.	E&DC & publicity committee	Summer 2016	Pop-up displays and permanent art and photographs featuring females monitoring the impact on female UG applications.
2a.5	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	Continue to invite female applications, send letters to the best 3 rd year students and promote role models in the department.	HoD, Directors of Studies, CRS, All teaching staff	Ongoing	See the proportion of female PG students rise further (hopefully to 50%).

2b. Staff recruitment

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.

2b.1	Review talent attraction strategy. Set up a working group to investigate this and develop actions. Two initial actions 2b.2-4	Identified an issue with number of female applicants for a recent academic post being too low (<20% female applicants).	E&DC, executive committee and new working group, HR	1/3/17	Develop a feasible talent attraction strategy that increases applications from females.
-------------	---	---	---	--------	---

2b.2	Instigate better staff interactions with the academic community when posts are advertised to encourage good female applicants to apply	Recently advertised 2 new posts and encouraged staff to solicit applications from ideal candidates. Resulted in large increase in number of applications but full analysis still in progress.	HoD to communicate to all staff	Ongoing	More applications from talented females.
2b.3	Ensure a positive action statement inviting underrepresented groups is included in all advertisements for posts for the department	Wording has been decided and is included in all adverts	E&DC, HoD, administrator, HR	Done, needs monitoring	More applications from talented female and minority groups.
2b.4	Highlight the academic achievements of our female staff to external collaborators and networks nationally.	Staff have been encouraged to do this to aid our recruitment.	All Staff, students and PR	Ongoing	Community is 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.5	Ensure a formal mechanism is in place for all applications. long-listing and short-listing is assessed for equality and diversity. Particularly aim that shortlists for permanent academic positions contain 20% females (or equal to the proportion of female applicants, whichever is larger), providing that candidates are available that meet the job requirements.	Recently the Chair of E&DC assessed the applications for a new lecturer post, but there were too few female applications, and none of high enough quality to meet the 20% goal. Hence action 2b.1. Currently designing formal mechanism.	HoD, E&DC	Ongoing	A mechanism whereby a member of the E&DC assess the applications and advises to enable the target female ratio for interview will be put in place for all new appointments where qualified female candidates exist.
2b.6	Review success with PDRA appointments and evaluate the reason for this by holding a focus group to ensure we can formulate best practice	Participants need to be sought and a date set.	E&DC, CRS	1/8/17	Obtain word-of-mouth evidence of what has increased the appeal of PDRA posts in Sheffield for female applicants; use this information to maintain and increase our appeal.

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	Unconscious bias training for all promotions panel members, roll out to all SRDS reviewers	Several senior academic staff members have done this training. Training is being organized by HR.	HR	2/17	Training delivered to all staff required
3.2	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 female focused development, promotion criteria and processes, and ensure all staff participate in and reflect on the process	SRDS and probation briefing and training for all reviewers with emphasis on knowledge of staff development schemes. Reviewers and reviewees were requested to reflect on how to make the SRDS process as useful as possible.	HoD, SRDS reviewers, Women@TUoS	Yearly in July	90-100% participation rate in SRDS and all staff stating in the staff survey that they found the process useful.
3.3	Promote career advancement training such as Sheffield Leader, Futures, Impact and Springboard	E&DC has advertised these development opportunities. SRDS resource will be put on the new departmental intranet site to promote further	E&DC, SRDS reviewers	June 2016	All staff are aware of such development opportunities and are nominated or apply accordingly. Monitor use by staff survey.
3.4	Continue to ensure all academic staff receive an annual research meeting with HoD and research cluster head.	Already an annual process in January.	HoD and Cluster Head	Yearly in January	100% attendance of meeting and positive feedback.
3.5	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.	Site is in the process of being built	Department Computer support, E&DC	Complete 1/1/16, ongoing input	A useful one site resource for all staff which is editable and can be kept up to date by the specific staff member responsible for each issue

3.6	Career development activities to be included in the WAM to encourage participation and demonstrate how our Department values staff development.	WAM allocations are currently being reviewed, however the WAM needs to be made sustainable with minimum staff effort. Sheffield Leader participation was included in first iteration of WAM.	HOD	Nov 2015	Greater uptake of career development opportunities with no negative effect on workload.
3.7	Continue to annually request CVs from all staff to identify candidates for promotion. Ensure promotion planning (promotion criteria and their interpretation, recognising mixed contribution portfolios) is discussed in SRDS. Ensure there is always female representation on the promotions panel and aim for better gender balance	Department already annually requests CVs and encourages staff to apply for promotion on this basis. Promotions panel was all male, now has a female from the E&DC on it	HOD, HR, Promotions panel	Annually	Maintain or increase the level of female progression in the department.
3.8	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.	The CRS is now 2 years old and is thriving. More academic staff are supporting and participating.	CRS, HOD and E&DC	Ongoing	Improved retention of Sheffield trained female chemists in the profession and positive response in the survey from PDRAs.

4. Parental Leave and Flexible Working

Issue to address: Ensuring all forms of flexible working and leave is culturally integrated and workable within the business of the department

4.1	Publicise role models among staff that have taken up any maternity, paternity, extended paternity leave or flexible working arrangements	Integrate into staff meetings and publicize in Departmental magazine, literature and link into the staff intranet.	E&DC	Ongoing	Maternity/paternity (especially the new extended paternity) leave and flexible working is openly considered an integral part of the departmental culture
------------	--	--	------	---------	--

4.2	Partially formalise the process of some currently informal work patterns and arrangements (by means of recording in SRDS) to protect arrangements and review this process.	Many staff have informal flexible working patterns which the HoD is aware of. Consulting staff on whether recording this to ensure suitable working arrangements are in place would be beneficial.	Management committee, HoD	1/10/17	Staff feel confident their work patterns are honored and workable.
4.3	Formalise the process were staff responsible for timetabling seek informal flexible working pattern information from staff with caring responsibilities, aiming to accommodate these if possible.	Currently staff are consulted on a draft schedule and can request changes at this point or can pro-actively make prior requests. Current timetable officer strives to accommodate all requests where possible. Develop mechanism that is understood by all staff that involves consultation before timetabling.	Management committee, HoD, Timetabling staff	1/10/16	Smooth timetabling process that accommodates staff working pattern requests where possible.
4.4	Deliver information on flexible working and maternity and new improved paternity package, including information on support networks such as Parents@TUoS	Integrate into staff meetings and publicise in departmental literature and link into the staff intranet	HR briefing	1/3/16	All staff are briefed and aware of the arrangements and support offered by TUoS
4.5	Increase awareness that working part-time or flexibly should not negatively impact on career development opportunities by briefing staff to this effect (see 3.6 development activities are included in the WAM)	Integrate into staff meetings, provide links to flexible working options via the staff intranet	HoD, E&DC	1/5/16	More uptake of development opportunities by part-time staff

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	Initiate an induction process on our next new staff recruits (particularly academic/research staff). Alert them to development opportunities (e.g. mentoring, E&D training etc.)	Task and finish group identified deficiencies with induction for academics and PDRA staff. An induction mechanism has been formulated	HoD, line manager, Administrator,	In process, mostly completed	All new staff are welcomed, understand their roles, and can quickly become productive.
5.2	Work with TUoS to initiate a formal induction training for academics that includes E&D training and signposting of HR policies and development opportunities.	Chair of E&DC has initiated project with TUoS HR, also raised at Faculty level.	TUoS HR, (collaboration with E&DC)	By 1/4/2016	All new academic staff are fully aware of all TUoS policies, development and support, and are appropriately trained to manage and support staff and research students, especially with respect to E&D
5.3	Develop the WAM to ensure all staff understand how tariffs have been assigned to tasks and have an opportunity to suggest amendments. The current process for data collection is cumbersome, and needs to be made more efficient and effective.	Organize a staff workshop to ensure current tariffs are transparent, and to collect ideas for improvement. Work with software developers to improve methods for data input/collection/checking.	All staff, HoD, departmental HR lead.	2016/7	A WAM that runs smoothly, is easy to implement annually, and that all staff are happy with.
5.4	Ensure all our staff are on our website. Particularly ensure all PDRA staff can be found with contact details	Instigated gathering the data to do this	Dept. Manager and Administrative office, Webmaster	1/1/16	The value of all staff is clear, with them all being present on the website, and a mechanism is in place to keep this up to date.
5.5	Make the chemistry pilot of the University wide E&D "Narrative goals"* initiative a full success and enable it to allow our staff to think differently about E&D and planning	Began the process with series of meeting and development of ideas. Developing with staff in an away day in Jan 2016.	HoD, Chair E&DC, external consultants, HR	Oct 2019	Staff understanding of planning with respect to all aspects of staff qualities leading to a more equal, diverse and balanced staff with a future planning strategy
5.6	Evaluate female influence with regards to committee membership	The committee structure has been constructed and will be made available on the intranet. Review annually.	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.

5.7	Review, encourage and reward the participation of staff, especially female staff, from the Department on wider TUoS committees and in governance roles.	Currently relies on staff revealing their University roles informally. Develop a formal data collection and review by Executive Committee.	HoD and Executive committee	Review 9/2016, see impact by 1/7/2018	Staff are deployed strategically in University governance structures benefiting Department and individual staff development. Increased numbers of female staff become involved in TUoS leadership/ governance roles.
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.	The email requesting suggestions for Departmental speakers sent to all staff this year asked specifically for more female and minority group suggestions. So far this year there have 3/5 female speakers.	Seminar organiser and all staff contributing suggestions	Ongoing	More than 30% female external speakers over the year's programme.
5.9	Continue to run a departmental social event on an annual basis.	Have held a family friendly social event for the past 2 years.	HoD (delegated to appropriate staff)	Annually	Annual inclusive social event takes place.
5.10	Continue celebrating all staff successes. Publicise promotion successes and external successes such as awards and honors.	Encourage staff to tell their news to the Chemistry Webmaster to be put on the Chemistry news website	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.
5.11	Continue to increase the profile and promotion of E&D activities in the department.	Standing agenda item on staff meeting and management committee meetings.	E&DC, HoD All staff	Ongoing	Athena SWAN best practice continues to be an important cultural part of the department. Have an Athena SWAN celebration event.

* Simon Fanshaw and Roy Hutchins of Aster-Fanshaw are working on a consultative basis with TUoS to develop a transformative approach to embedding E&D at the heart of work force planning.