Department Application
Bronze and Silver Award

ATHENA SWAN BRONZE DEPARTMENT AWARDS

Recognise that in addition to institution-wide policies, the department is working to promote gender equality and to identify and address challenges particular to the department and discipline.

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented. Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

DO NOT ATTEMPT TO COMPLETE THIS APPLICATION FORM WITHOUT READING THE ATHENA SWAN AWARDS HANDBOOK.

This form should be used for applications for Bronze and Silver department awards. You should complete each section of the application applicable to the award level you are applying for.

Additional areas for Silver applications are highlighted throughout the form: 5.2, 5.4, 5.5(iv)

If you need to insert a landscape page in your application, please copy and paste the template page at the end of the document, as per the instructions on that page. Please do not insert any section breaks as to do so will disrupt the page numbers.

WORD COUNT

The overall word limit for applications are shown in the following table. There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section. We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	**10,500**	**12,000**
Recommended word count		
1.Letter of endorsement	500	500
2.Description of the department	500	500
3. Self-assessment process	1,000	1,000
4. Picture of the department	2,000	2,000
5. Supporting and advancing women's careers	6,000	6,500
6. Case studies	n/a	1,000
7. Further information	500	500

Name of institution	University of Glasgow
Department	School of Chemistry
Focus of department	**STEMM** ~~AHSSBL~~
Date of application	November 2018
Award Level	**Bronze** ~~Silver~~
Institution Athena SWAN award	**Date: April 2016** **Level: Bronze**
Contact for application Must be based in the department	Dr Ross Forgan
Email	ross.forgan@glasgow.ac.uk
Telephone	0141 330 5166
Departmental website	www.gla.ac.uk/schools/chemistry

1. **LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT**
   Recommended word count: Bronze: 500 words | Silver: 500 words
   An accompanying letter of endorsement from the head of department should be included. If the head of department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement from the incoming head.

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

University of Glasgow | School of Chemistry

Dr Ruth Gilligan
Athena SWAN Manager
Equality Challenge Unit
55-56 Lincoln's Inn Fields
London
WC2A 3LJ

29/11/2018

Dear Dr Gilligan,

I am delighted to give my full support to the School of Chemistry's resubmission for a Post-May 2015 Bronze Award. I confirm the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the School.

The School originally achieved Athena SWAN Bronze in November 2014. I have been an active member of the SAT since becoming Head of School in 2016, attending meetings, and supporting the work of the SAT, including contributing significantly during the drafting our unsuccessful November 2017 submission.

We were encouraged by assessment panel feedback that the submission "*just fell short of a Bronze award*" and further motivated to address our approach to issues surrounding female recruitment, promotion, and visibility of role models.

Following the scheduled rotation of former SAT Chair Dr Joëlle Prunet, I decided to approach a male academic, Dr Ross Forgan, to lead our Athena SWAN efforts. This avoids overburdening women chemists and has allowed Ross (a new parent) to bring his insights to bear on the revised self- assessment, Action Plan, and application, which include newer data indicating progress on key issues:

- 49% of new PhD students are women, our highest ever cohort.
- Our female PDR cohort is the highest in >6 years at 22%.
- We have appointed our first female Professor in Chemistry, via internal promotion.

The School reap the benefits of highly talented female colleagues. Dr Ciorsdaidh Watts was awarded the 2017 College of Science and Engineering Teaching Excellence Award; Dr Emily Draper secured a prestigious Early Career Leverhulme Trust Fellowship in 2017; and Dr Holly Yu, Teaching Technician, won the 2018 Kagi-Alexander Prize for a paper based on her PhD research. As well as contributing to the work of the SAT, they actively serve as strong role models.

Nevertheless, we still have much work to do.

We have a low proportion of female academic (22%F) and research staff (40%F); attrition starts at the PGR (~45%F) to PDR (~25%F) transition. Our Action Plan will address this through actions targeted at PGRs and PDRs, including:

- Piloting a new job design process for PDR positions to attract more female applicants (Action 3.7).
- 'Meet the Postdoc' events to improve PGR networking and dispel myths about postdoctoral research roles (Action 1.9).
- Formalised career planning during PGR annual review (Action 1.12).
- Sustaining PDR Network activities, with events also open to PGRs (Action 4.1).

I have set aside £4k/annum to support activities within the Action Plan.

Our challenges mirror those facing the discipline, emphasised through the Royal Society of Chemistry's report, "*Breaking the Barriers: Women's retention and progression in the chemical sciences*", launched while we finalised this submission. Discussion of the report in light of our Action Plan will form the basis of a dedicated SAT meeting in January 2019.

We have made gradual progress since our previous award, yet recognise that specific and pressing challenges remain. I am personally committed to ensuring advances are made and believe the initiatives and activities in our Action Plan will deliver this.

Yours sincerely,
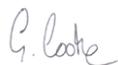
Professor Graeme Cooke

(500 words)

Table 1. Abbreviations and Acronyms.

Abbreviation	Meaning
ARS	Academic & Research Staff
BAME	Black Asian and Minority Ethnic
CoSE	College of Science and Engineering
E&D	Equality and Diversity
ECDP	Early Career Development Program
ECR	Early Career Researcher
EPSRC	Engineering and Physical Science Research Council
GEC	Gender Equality Committee
GEO	Gender Equality Officer
GESG	Gender Equality Steering Group
HoHR	Head of HR
HoS	Head of School
HoSA	Head of School Administration
HoT	Head of Teaching
HR	Human Resources
JBB	Joseph Black Building
LGBT+	Lesbian, Gay, Bisexual, Transgender Plus
LTS	Learning, Teaching and Scholarship
P&DR	Performance and Development Review
PDR	Post-doctoral Researcher
PSS	Professional & Support Staff
PG	Postgraduate
PGR	Post-Graduate Research
PGT	Post-Graduate Taught
R&T	Research and Teaching
REF	Research Excellence Framework
RF	Research Fellow
RG	Russell Group
RO	Research-Only
RSC	Royal Society of Chemistry
SAT	Athena SWAN Self-Assessment Team
SMG	School Management Group
UG	Undergraduate
UoG	University of Glasgow
WLM	Workload Model

A NOTE ON DATA:
We conducted the bulk of our self-assessment process throughout the academic session 2017/18. As such, the most up-to-date data provided to us by HR, MaRIO (who deal with student admissions), and Planning and Business Intelligence (student registrations and attainment data) was for the academic session 2016/17. Our analysis and action planning is based on this data. We have had early sight of some of this data for 2017/18 and have sought to incorporate this into the narrative, where possible. For Schools within the College of Science and Engineering the University Gender Equality Officer co-ordinates the collation and provision of the Athena SWAN Data. The GEO has advised us we will be updated with 2017/18 data in early 2019. We will continue to analyse and use that data to evaluate our actions. Benchmarking throughout the application is drawn from HESA data and the JACS Principal Subject Code Chemistry (F1).

2. DESCRIPTION OF THE DEPARTMENT
**Recommended word count: Bronze: 500 words | Silver: 500 words**

The School of Chemistry ('the School') is one of seven that form the College of Science and Engineering (CoSE, Figure 1), and is housed within the Joseph Black Building (JBB), which has benefitted from extensive refurbishment of both teaching areas and research laboratories since the inception of WestCHEM (the joint research School of Chemistry for the West of Scotland) in 2005. JBB is currently undergoing significant (£34m) further restoration as part of the £1bn Gilmorehill campus redevelopment at the University. The School's research and teaching laboratories are well equipped and there is substantial support from dedicated technical, administrative and support staff.

College of Medical, Veterinary & Life Sciences
School of Life Sciences
School of Medicine
School of Veterinary Medicine
Research Institutes:
Cancer Sciences; Biodiversity, Animal Health and Comparative Medicine; Cardiovascular and Medical Sciences; Molecular, Cell and Systems Biology; Neuroscience and Psychology; Infection, Immunity and Inflammation; Institute of Health and Well-Being.

College of Science and Engineering
School of Engineering
School of Chemistry
School of Computing Science
School of Geographical and Earth Sciences
School of Maths and Statistics
School of Physics and Astronomy
School of Psychology
Scottish Universities Environment Research Centre

College of Social Sciences
School of Education
School of Interdisciplinary Studies
School of Law
School of Social and Political Sciences
Adam Smith Business School

College of Arts
School of Critical Studies
School of Culture and Creative Arts
School of Humanities
School of Modern Languages and Cultures

Figure 1. How the School of Chemistry sits within the University of Glasgow Structure.

The School is managed by the School Management Group (SMG, 12, 17%F), which comprises Head of School (HoS, 1M), Research Group Leaders (6M), Directors of Research, (1M) Learning and Teaching (1F), and Internationalisation (1M), Head of School Administration (HoSA, 1F) and the Laboratory Superintendent (1M). As of October 2018, the School (Figure 2) comprises 37 academic research staff (ARS, 22%F), 5 independent research fellows (RFs, 40%F), 50 postdoctoral researchers (PDRs, 22%F), 34 professional and support staff (PSS, 50%F), 10 postgraduate taught (PGT, 40%F) and 135 postgraduate research (PGR, 47%F), and 394 undergraduate (UG) students registered as chemists (54%F).

The Graduate School is flourishing, growing to now ~150 PhD students at any given time with an intake of 40–50 students each year (49%F in 2016/17). Over the past five years the proportion of female PhD students has varied from 36-40% and is currently 47%.
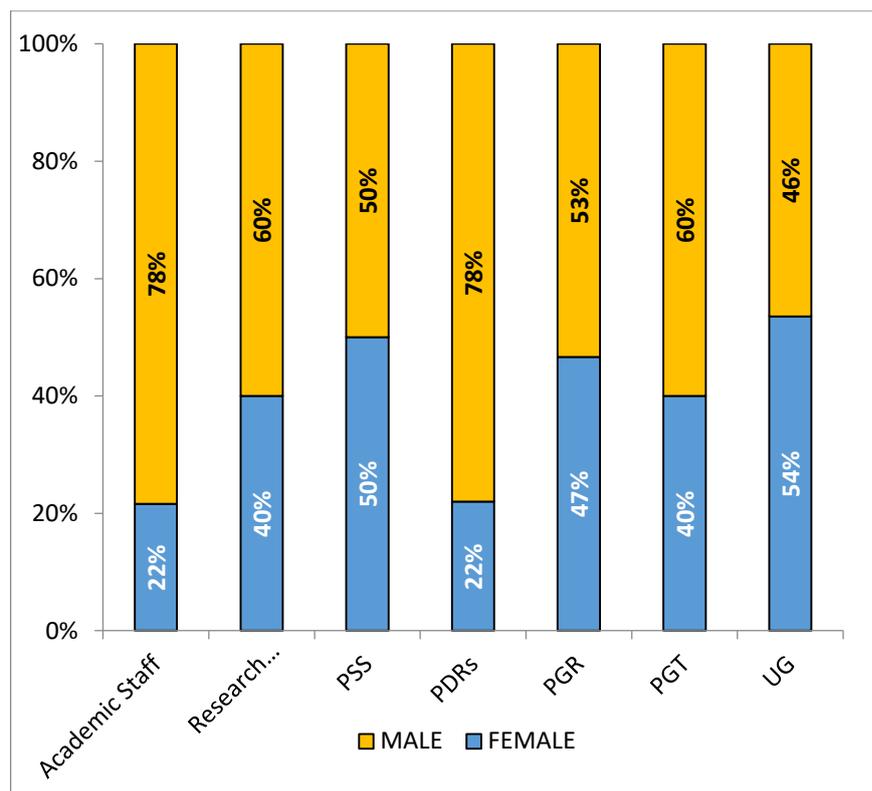
Figure 2. Current gender distribution of the School

Research within the School is streamlined into six areas of activity which complement research activity being undertaken by our WestCHEM partners: Complex Chemistry; Heterogeneous Catalysis; Chemical Biology and Precision Synthesis; Chemical Photonics; Supramolecular, Electronic and Magnetic Systems; and Energy Conversion and Storage. In the Research Excellence Framework (REF) exercise in 2014, WestCHEM further built on 2008 RAE (15th research excellence) by rising to 3rd in the UK for number of staff judged to be internationally excellent or world leading.

The School's teaching programmes underpin its core activities. The School offers undergraduate programmes in: Chemistry; Chemistry with Medicinal Chemistry; Chemical Physics; Chemistry and Mathematics (joint degree), each available as a BSc or MSci, with new specialisations planned for the near future. All admissions are managed centrally, with policies, processes and procedures designed and implemented by the Admissions team within External Relations.

The University operates a "faculty" entry scheme in which students undertake three subjects in first year, reducing to two in the second year, before focussing on a single subject in the third and final years. The annual intake on our two one-year taught masters (MSc) courses is 6–10 students with the majority of students coming from outside the UK.

(445 words)

3. THE SELF-ASSESSMENT PROCESS
Recommended word count: Bronze: 1000 words | Silver: 1000 words

(i) a description of the self-assessment team

After submission of our unsuccessful Bronze Application in November 2017, many SAT members had served for 4-5 years, completing two self-assessment and submission processes, and so were given the option to rotate off.

The new team, recruited from volunteers following a call for interest, has a balance of academics at varying career stages, increased student representation (at the suggestion of the panel) and Professional and Support staff members, while maintaining gender balance and continuity (Table 2 and Figure 3).

Table 2. School of Chemistry SAT at time of submission.

| Name	Position	Experience and Motivation
Dr Ross Forgan (RF, M) SAT Chair	Royal Society University Research Fellow and Reader	Parent of one year old, long distance commuter. Led revised application as SAT chair
Professor Graeme Cooke (GC, M)	HoS since 2016	Experience of recruitment and promotion at UoG.
Dr Emily Draper (ED, F)	Leverhulme Trust Early Career and Lord Kelvin Adam Smith Fellow	Previously a PDR in the School. Part of a dual-academic couple, expecting first child.
Dr Katie Farrell (KF, F)	UoG Gender Equality Officer (GEO)	Part of dual-career couple. Experience of UG-PGR study at UoG, promotes healthy work-life balance in University-wide role. Advised on AS process.
Dr Joy Farnaby (JF, F)	Lecturer	Early Career Researcher (ECR) representative within Chemistry to School Research Committee and to CoSE
Dr Neil Findlay (NF, M)	PDR	Experienced PDR with two young children. PDR representative.
Professor David Jackson (DJ, M)	Former HoS. Disability coordinator	Experience of recruitment and promotion at UoG
Mrs Lynn Kearns (LK, F)	HoSA	Parent of two school age children. Administrative staff representative. Works less than full-time hours.
Mr Jake McGuire (JM, M)	PhD Student (Year 3)	PhD student representative.
Ms Lucy Smythe (LS, F)	PhD Student (Year 2)	PhD student representative.
Dr Drew Thomson (DT, M)	Lecturer	ECR. Parent of two school-age children.
Dr Ciorsdaidh Watts (CW, F)	University Lecturer	Interested in the use of new technologies within HE. On maternity leave since 06/2018.
Mr Simon Wilson (SW, M)	College Head of Human Resources (HoHR)	Member of University SAT. Experience of a dual-career household. Advised on HR policies.
Dr Holly Yu (HY, F)	Teaching Technician	Previous experience of working in a number of Athena SWAN accredited institutions. Technical staff representative.
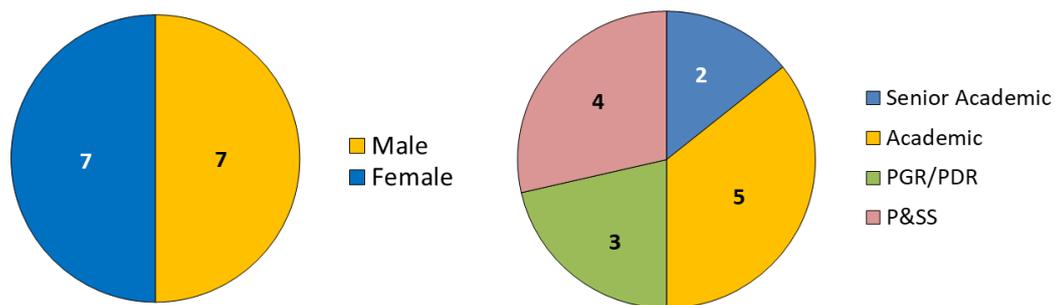
Figure 3. SAT composition by gender and role.

The change has lessened the administrative burden on senior female academics who opted to rotate off to focus on research. HoS and HoSA sit on the SAT, aiding communication of Athena SWAN activity to the School Management Group (SMG) and the wider School. To address challenges in specific areas and aid dissemination, we have:

- formed a PGR subgroup (JM, LS, DT)
- formed a PDR subgroup (ED, NF; CW to join on return from maternity leave)
- appointed a technical staff representative (HY)
- appointed an administrative staff representative (LK)

(ii)   an account of the self-assessment process

Our November 2017 submission received useful panel feedback on issues that had been identified by the SAT surrounding female recruitment, promotion, culture, and visibility of role models. We have therefore taken the "*strong work*" that was commended by the panel and further developed the action plan and priorities to tackle the highlighted issues. The new SAT now meets every two months, with additional informal meetings between individuals and sub-groups to achieve tasks between meetings. Minutes and action lists taken at each meeting are circulated to the SAT by email and on shared secure cloud space to help maintain focus and momentum.

Internal Staff and Student Consultation:

Tailored on-line surveys for ARS and PSS staff, and PGR students (supplemented by a PGR focus group, S4.1(v)), were conducted in 2017 as part of the self-assessment process. The overall staff response rate was 74% (n=90/121), disaggregated to 86%F (n=31/36), 69%M (n=59/85), and 69% ARS (n=63/91), 90% PSS (n=27/30). The PGR survey response rate was 58% (64%F, 54%M).

The main areas identified for action from the full self-assessment were:
- the significant drop in female representation across the progression pipeline from UG (~45%F) and PGR (~40%F) to PDR (~25%F)
- mentoring and promotion to ensure that female staff reach the professorial level
- visibility of female role models
- support for PGRs and staff members, especially the creation of suitable support networks and activity.

We will address these throughout our application. We plan to run staff and PGR student surveys every two years, so each PGR can participate twice. This also allows us to run surveys in line with the University-wide staff survey, so that staff are surveyed annually but survey fatigue is avoided.

Action 1.5	Continue to conduct surveys of current PGR students to identify gender issues
Action 2.1	Collect and analyse academic staff profile by gender and grade, staff applications and appointments by gender and grade, staff turnover by gender, and grade and gender balance with respect to staff on different contract types
Action 2.5	Continue to conduct surveys of staff to identify gender issues and utilise data from University-wide staff survey

External Consultation and learning from best practice:

Previously, one of the co-chairs attended meetings with other SAT Chairs within CoSE, which enabled all to contribute to, and benefit from, shared learning around common challenges and actions. This arrangement was formalised in February 2018 as the CoSE Gender Equality Committee (GEC), of which SAT Chair RF is a member. Former SAT member Dr Linnea Soler attends the University's Gender Equality Steering Group (GESG, serves as the University SAT), which has helped us maintain our understanding of AS issues, the new charter principles and University-level gender equality initiatives. Dr Soler will continue to represent the School and report to the SAT (with RF as deputy), to maintain existing links and ensure continuity in the running of the School PDR Network which she founded (see S4.2(i)). The SAT also engaged with critical readers from GESG and GEC in preparation of this submission.

Two SAT members attended an internal University workshop on the Athena SWAN Charter and principles, run by the University GEO (23/03/2018). Several members attended a presentation by Professor Paul Walton on Diversity in Science (11/05/2018) and were able to ask him a number of questions about his experience of successfully embedding Athena SWAN within Chemistry at York. University of Edinburgh has acted as a critical friend to help enhance our Action Plan.

The Royal Society of Chemistry released their report, "*Breaking the Barriers: Women's retention and progression in the chemical sciences*" on 6/11/2018. Whilst this was very close to the submission deadline, the problem areas identified in the report resonated with those that our self-assessment uncovered. The report will help shape developing actions, and will be digested in detail at our first SAT meeting of 2019 (22/01/2019) in the context of our action plan.

Similarly included on our Agenda for that meeting is a review of our Action Plan in light of the University's newly launched Technician Commitment Action Plan. UoG has only recently signed up to the UK-wide Technician Commitment, to promote visibility, recognition, career development and sustainability of technical staff. This commitment has been promoted within the School and communicated by the SAT Technical staff representative (HY).

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

The SAT will continue to meet every two months and report quarterly to the SMG on the progress and implementation of the action plan. Athena SWAN (issues, actions, etc) is a standing item on the SMG and Academic Staff meeting agendas. Staff and student data will be collected annually and inform a report on diversity and inclusivity prepared by the SAT chair

and delivered to SMG. Decisions taken by the SMG will be communicated directly to the SAT. Progress will be shared at academic staff meetings and disseminated to PSS by the technical (HY) and administrative (LK) reps.

The SAT intends to review its remit, expanding it to wider equality, diversity and inclusion issues including, but not limited to, gender. One year after submission, we will review and revise the remit and action plan in light of broader focus on equality and diversity issues.

RF will continue to chair the SAT over the course of the Action Plan. Membership will be reviewed on an annual basis to ensure involvement of a variety of staff members, while maintaining an appropriate gender and working role balance.

Action 5.5	Expand and review membership of SAT to take into account future expansion of remit to encompass broader equality and diversity focus

(972 words)

4. A PICTURE OF THE DEPARTMENT
Recommended word count: Bronze: 2000 words | Silver: 2000 words

4.1. Student data
(i) Numbers of men and women on access or foundation courses

Students take two academic subjects plus an academic skills module at the UoG Summer School (Table 3).

Table 3. Summer School participants taking Chemistry.

Summer School Participants				
	F	M	Total	% F
2014	18	15	33	55%
2015	29	21	50	58%
2016	21	21	42	50%
2017	36	17	53	68%
4 year ave.	104	78	178	58%

Not all participants subsequently enter undergraduate Chemistry; Life Sciences students also take the Chemistry course. UG entrants who participated in UoG Summer School as well as the Top-Up Programme and SWAP West for adult returners are shown in Table 4.

Table 4. Entrants to UG Chemistry from Summer School, Top-up Programme and SWAP West.

| Entrants from Summer School			Entrants from Top Up Programme			Entrants from SWAP West Entrants		
	F	M	% F	F	M	% F	F	M	% F
2014	0	4	0%	2	3	40%	0	2	0%
2015	0	1	0%	1	0	100%	1	0	100%
2016	0	0	-	1	1	50%	2	1	67%
2017	2	7	22%	3	2	60%	0	0	-
4 year ave:	2	12	14%	7	6	54%	3	3	50%

In the past four years, 36% of our UG entrants from widening access programs have been female, with a smaller percentage from the Summer School from a small sample.

(ii) Numbers of undergraduate students by gender

Data in Table 5 and Figure 4 represent student cohorts undertaking BSc/MSci degrees in the School. Female applicants have risen from 43%F in 2012/13 to 49%F in 2016/17 and are trending to equality; overall female applications have risen by 15% while male applications have risen by 4%. Female applicants are slightly more successful at securing offers (77% of applications generate offers vs 70% male) and accepting them (32% offers accepted vs 28% male), but differences are not large.

Table 5. Applications, offers and acceptance numbers and percentages, broken down by gender, for undergraduate courses to the School of Chemistry.

| UG ADMISSIONS		APPLICATIONS		OFFERS		ACCEPTS		Success Rate APPS to OFFERS	Acceptance Rate OFFERS to ACCEPTS
	FEMALE	285	**43%**	210	**48%**	61	**50%**	**74%**	**29%**
	MALE	381	57%	230	52%	62	50%	60%	27%
2012/13	TOTAL	666	100%	440	100%	123	100%	67%	28%
	FEMALE	365	**44%**	249	**45%**	99	**56%**	**68%**	**40%**
	MALE	470	56%	301	55%	78	44%	64%	26%
2013/14	TOTAL	835	100%	550	100%	177	100%	66%	32%
	FEMALE	327	**45%**	263	**47%**	80	**46%**	**80%**	**30%**
	MALE	397	55%	299	53%	95	54%	75%	32%
2014/15	TOTAL	724	100%	562	100%	175	100%	78%	31%
	FEMALE	334	**46%**	296	**49%**	85	**50%**	**89%**	**29%**
	MALE	395	54%	306	51%	86	50%	78%	28%
2015/16	TOTAL	729	100%	602	100%	171	100%	83%	28%
	FEMALE	328	**49%**	246	**51%**	83	**57%**	**75%**	**34%**
	MALE	335	51%	241	49%	63	43%	72%	26%
2016/17	TOTAL	663	100%	487	100%	146	100%	73%	30%
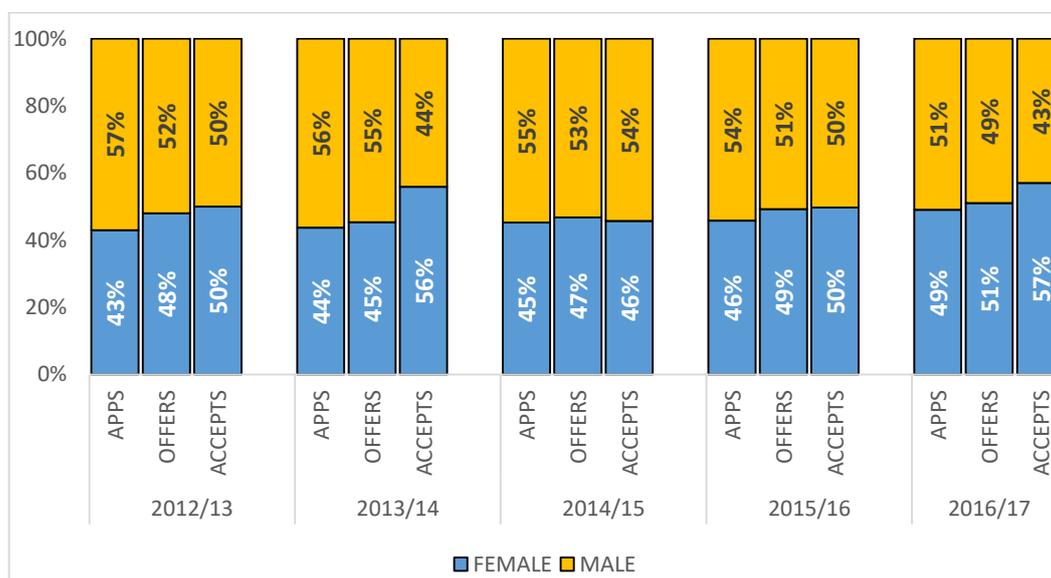
Figure 4. Gender distribution of applications, offers and acceptances to undergraduate courses in the School.

UG representation has increased from 40%F to 47%F (Table 6 and Figure 5) and emerging data at time of writing indicate 54%F, which is consistent with our five-year average acceptance rate (50%F) and shows a positive gender balance slightly higher than Russell Group (RG) benchmarks.

Table 6. Undergraduate numbers of female and male students, benchmarked against the Russell Group average in 2016/2017.

UG	Female		Male		Total
2012/13	139	**40%**	205	60%	344
2013/14	150	**43%**	202	57%	352
2014/15	165	**44%**	214	56%	379
2015/16	186	**45%**	229	55%	415
2016/17	195	**47%**	219	53%	414
Russell Group Benchmark[1]	4815	**44%**	5970	56%	10875
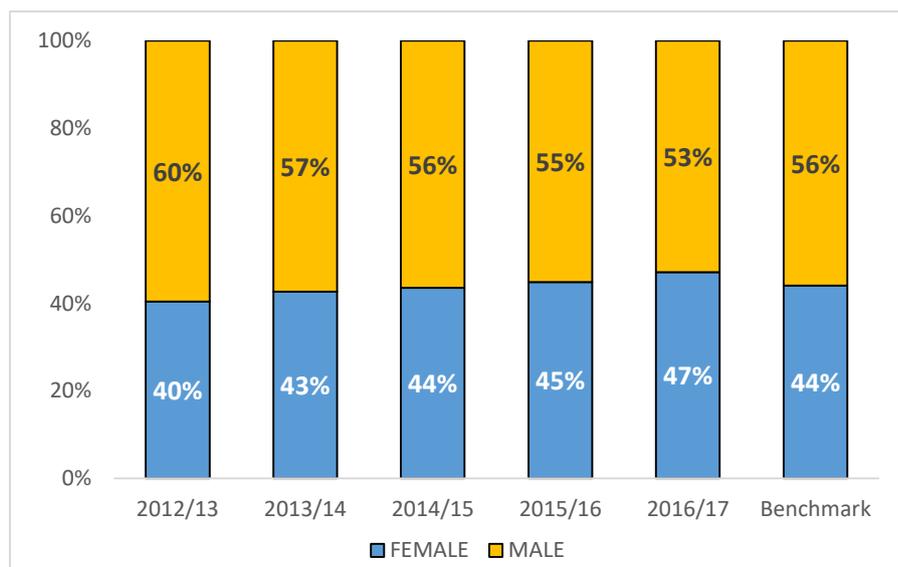
Figure 5. Gender distribution of undergraduate students, benchmarked against the Russell Group average (2016/17).

Five or less students registered for part-time Chemistry degrees in recent years (Table 7). While monitoring these figures is important, it would be unhelpful to use these very low numbers as any indication of gender (im)balance.

Table 7. Undergraduate student numbers taking part-time degree programmes in chemistry.

UG		Female		Male		Total
2012/13	**Full-Time**	136	40%	203	60%	339
	Part-Time	3	60%	2	40%	5
2013/14	**Full-Time**	148	43%	200	57%	348
	Part-Time	2	50%	2	50%	4
2014/15	**Full-Time**	165	44%	212	56%	377
	Part-Time	0	0%	2	100%	2
2015/16	**Full-Time**	185	45%	227	55%	412
	Part-Time	1	33%	2	67%	3
2016/17	**Full-Time**	194	47%	219	53%	413
	Part-Time	1	100%	0	0%	1
Russell Group Benchmark	**Full-Time**	4790	45%	5915	55%	10705
	Part-Time	30	35%	55	65%	85

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[1] HESA Data Accessed via HEIDI PLUS System for UG Students in (F1) Chemistry for 2016/17; all benchmarking data are drawn from HESA data, unless otherwise stated.

Aside from minor year-to-year variations, there appear to be no trends in degree classification towards one gender (Table 8) and the figures are comparable to RG averages.

Table 8. UG degree attainment across male/female cohorts by degree award.

UG Degree Outcomes by Gender		FEMALE[a]			MALE			TOTAL	
		no.	%↓	%→	no.	%↓	%→	no.	%↓
2012/13	FIRST CLASS	1	5%	14%	6	14%	86%	7	11%
	UPPER SECOND	9	47%	32%	19	45%	68%	28	46%
	LOWER SECOND	6	32%	30%	14	33%	70%	20	33%
	THIRD CLASS	3	16%	50%	3	7%	50%	6	10%
	ORDINARY / UNCLASSIFIED	0	0%	-	0	0%	-	0	0%
2013/14	FIRST CLASS	4	15%	40%	6	21%	60%	10	18%
	UPPER SECOND	14	52%	56%	11	39%	44%	25	45%
	LOWER SECOND	8	30%	47%	9	32%	53%	17	31%
	THIRD CLASS	1	4%	50%	1	4%	50%	2	4%
	ORDINARY / UNCLASSIFIED	0	0%	0%	1	4%	100%	1	2%
2014/15	FIRST CLASS	10	40%	48%	11	33%	52%	21	36%
	UPPER SECOND	10	40%	50%	10	30%	50%	20	34%
	LOWER SECOND	3	12%	30%	7	21%	70%	10	17%
	THIRD CLASS	2	8%	29%	5	15%	71%	7	12%
	ORDINARY / UNCLASSIFIED	0	0%	-	0	0%	-	0	0%
2015/16	FIRST CLASS	9	39%	56%	7	24%	44%	16	31%
	UPPER SECOND	9	39%	36%	16	55%	64%	25	48%
	LOWER SECOND	4	17%	50%	4	14%	50%	8	15%
	THIRD CLASS	1	4%	33%	2	7%	67%	3	6%
	ORDINARY / UNCLASSIFIED	0	0%	-	0	0%	-	0	0%
2016/17	FIRST CLASS	8	36%	33%	16	41%	67%	24	39%
	UPPER SECOND	7	32%	35%	13	33%	65%	20	33%
	LOWER SECOND	6	27%	40%	9	23%	60%	15	25%
	THIRD CLASS	1	5%	50%	1	3%	50%	2	3%
	ORDINARY / UNCLASSIFIED	0	0%	-	0	0%	-	0	0%
Russell Group Benchmark	FIRST CLASS	445	40%	44%	575	40%	56%	1020	40%
	UPPER SECOND	490	44%	46%	570	39%	54%	1060	41%
	LOWER SECOND	150	13%	39%	230	16%	61%	380	15%
	THIRD CLASS	25	2%	29%	60	4%	71%	85	3%
	ORDINARY / UNCLASSIFIED	15	1%	60%	10	1%	40%	25	1%

[a]The percentages are total percentages (i.e. in 2016/17, 36% of the chemistry degrees awarded to female students were first class degrees, and these comprised 33% of first class degrees awarded in the School).

There is little disparity between male and female allocation of all grades awarded (Figure 6). In the review period, 28%F received a first class degree compared to 27%M, with a gradual

increase in this classification across the board, while 42%F and 40%M received a 2:1, indicating our teaching practices successfully do not favour one gender.
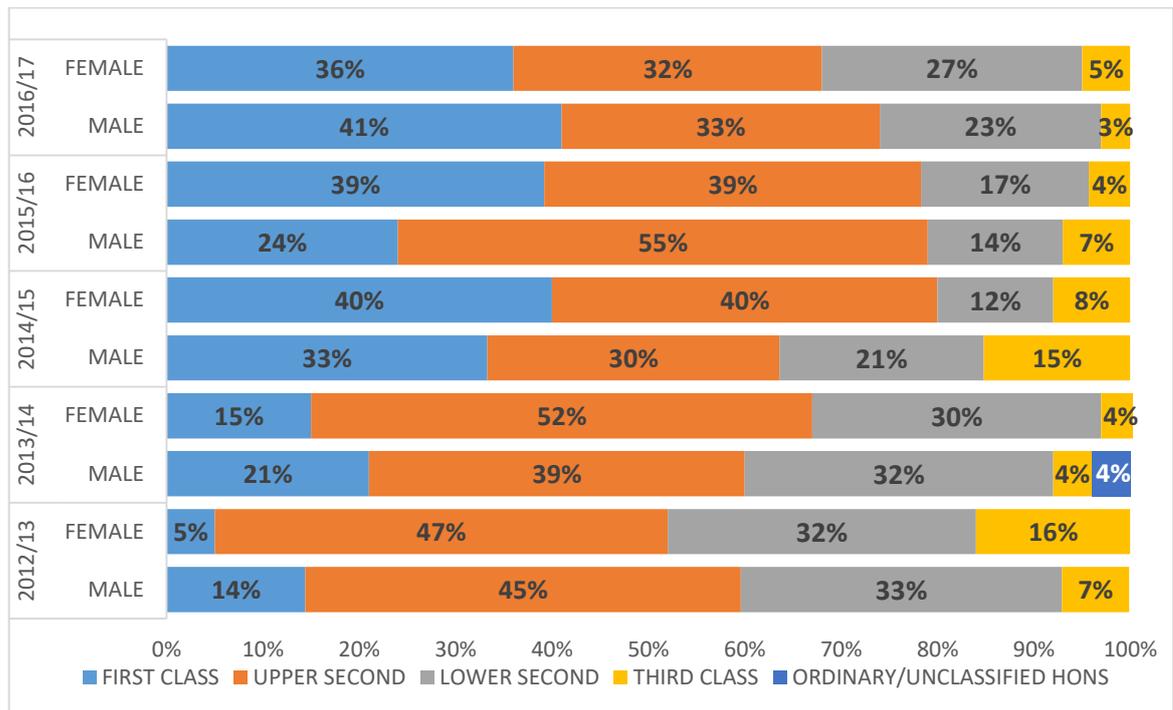
Figure 6. Gender distribution of undergraduate degree classification.

Designated degrees are typically for students who leave after 3rd year, either by choice or because they do not meet Honours requirements; of degrees awarded, 22%F and 19%M received designated degrees. After 2012/13, numbers are generally low (Table 9 and Figure 7) and it is difficult to make any general observations on emerging trends amongst designated degree outcomes, as they are reasonably matched. The 2015/16 results are anomalous as there were no females on this course.

Table 9. Undergraduate designated degrees.

| UG Designated Degrees		FEMALE			MALE			TOTAL
		no.	%F ↓	%F →	no.	%M ↓	% M →	no.
2012/13	DISTINCTION	0	0%	0%	1	5.0%	100%	1
	MERIT	5	39%	26%	14	70%	74%	19
	QUALIFIED	8	61%	62%	5	25%	38%	13
	TOTAL	**13**	100%	39%	**20**	100%	61%	**33**
2013/14	DISTINCTION	0	0%	0%	0	0%	0%	0
	MERIT	2	33%	67%	1	33%	33%	3
	QUALIFIED	4	67%	67%	2	67%	33%	6
	TOTAL	**6**	100%	67%	**3**	100%	33%	**9**
2014/15	DISTINCTION	0	0%	0%	1	20%	100%	1
	MERIT	3	50%	60%	2	40%	40%	5
	QUALIFIED	3	50%	60%	2	40%	40%	5
	TOTAL	**6**	100%	55%	**5**	100%	45%	**11**
2015/16	DISTINCTION	0	-	0%	1	12.5%	100%	1
	MERIT	0	-	0%	5	62.5%	100%	5
	QUALIFIED	0	-	0%	2	25%	100%	2
	TOTAL	**0**	-	0%	**8**	100%	100%	**8**
2016/17	DISTINCTION	0	0%	-	0	0%	-	0
	MERIT	4	50%	57%	3	75%	43%	7
	QUALIFIED	4	50%	80%	1	25%	20%	5
	TOTAL	**8**	100%	67%	**4**	100%	33%	**12**
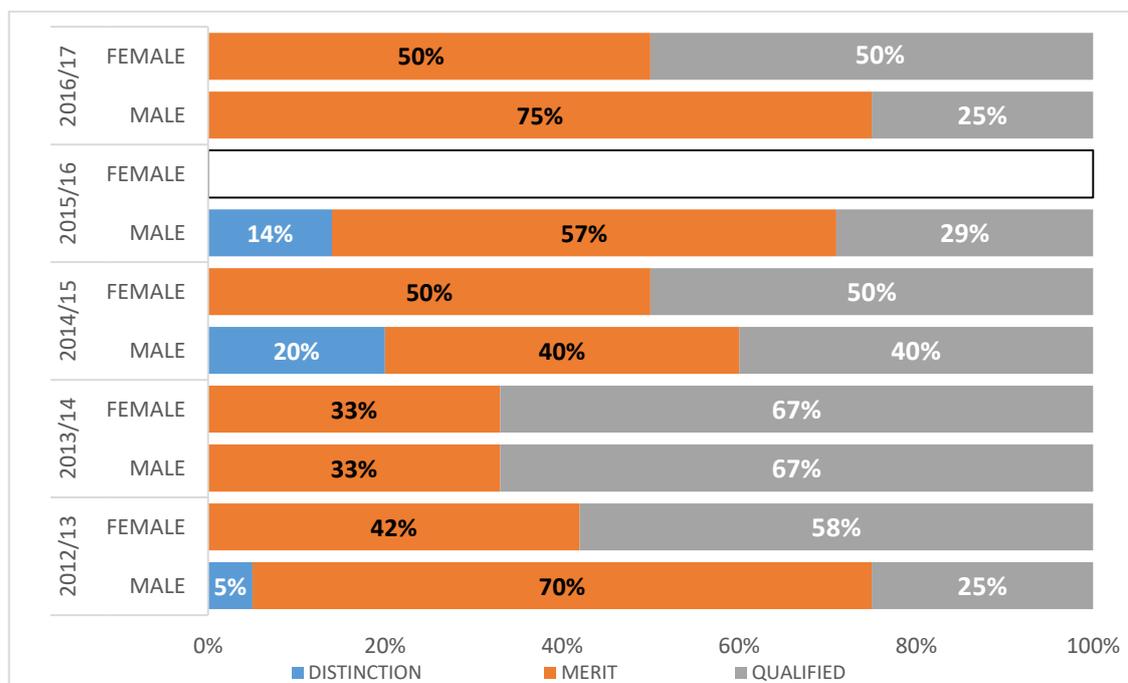
Figure 7. Gender distribution of undergraduate designated degrees.

Numbers of men and women on postgraduate taught degrees

PGT courses were introduced in 2010 and application numbers have increased in recent years (Table 10, Figure 8). From 2013 onwards, we have a greater proportion of female applicants (from 34%F to 52%F), which is mirrored in applications/offers/acceptances.

Table 10. Gender distribution of PGT applications, offers and acceptances.

PGT ADMISSIONS		APPS		OFFERS		ACCEPTS		Success Rate APPS/ OFFERS	Accept Rate OFFERS/ ACCEPTS
2012/13	FEMALE	34	34%	17	40%	7	41%	**50%**	**41%**
	MALE	67	66%	25	60%	10	59%	**37%**	**40%**
	TOTAL	**101**	**100%**	**42**	**100%**	**17**	**100%**	**42%**	**40%**
2013/14	FEMALE	70	58%	45	62%	18	55%	**64%**	**40%**
	MALE	51	42%	28	38%	15	45%	**55%**	**54%**
	TOTAL	**121**	**100%**	**73**	**100%**	**33**	**100%**	**60%**	**45%**
2014/15	FEMALE	84	54%	53	64%	26	62%	**63%**	**49%**
	MALE	71	46%	30	36%	16	38%	**42%**	**53%**
	TOTAL	**155**	**100%**	**83**	**100%**	**42**	**100%**	**54%**	**51%**
2015/16	FEMALE	78	55%	37	54%	22	59%	**47%**	**59%**
	MALE	63	45%	31	46%	15	41%	**49%**	**48%**
	TOTAL	**141**	**100%**	**68**	**100%**	**37**	**100%**	**48%**	**54%**
2016/17	FEMALE	85	52%	40	66%	22	65%	**47%**	**55%**
	MALE	77	48%	21	34%	12	35%	**27%**	**57%**
	TOTAL	**162**	**100%**	**61**	**100%**	**37**	**100%**	**38%**	**56%**
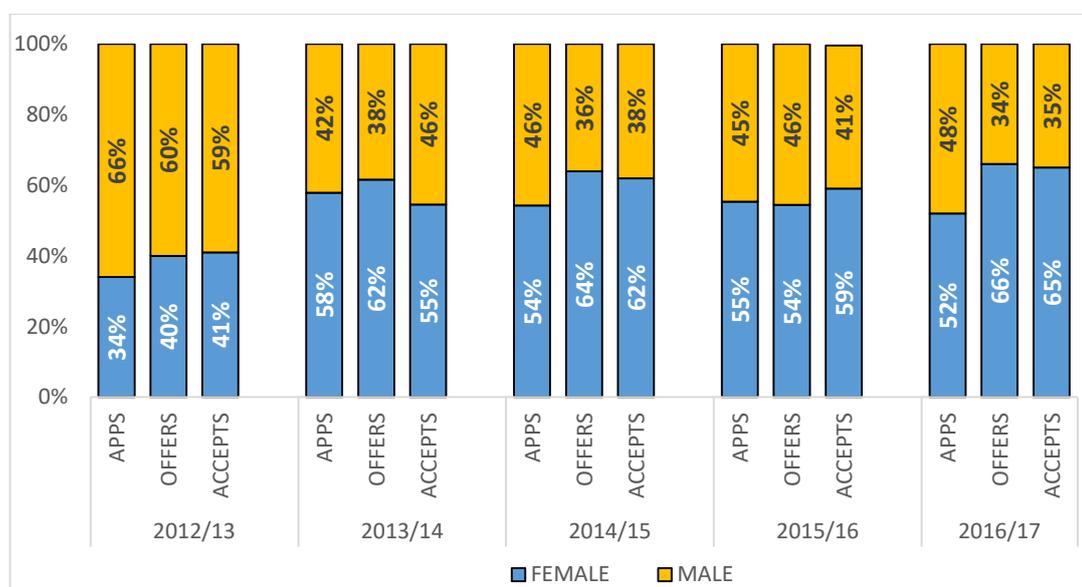
Figure 8. Gender distribution of PGT applications, offers and acceptances.

Offers do not necessarily translate into registrations (Table 11) as offers are made to overseas students whose funding we are unable to confirm at the time; by accepting an offer, there is

no obligation to commit. Nevertheless, our small cohorts show reasonable gender balance (62%F overall).

Table 11. Gender distribution of registered students on PGT courses.

PGT (All Full-Time)	Female		Male		Total
2012/13	2	**29%**	5	71%	7
2013/14	4	**67%**	2	33%	6
2014/15	4	**67%**	2	33%	6
2015/16	4	**100%**	0	0%	4
2016/17	2	**67%**	1	33%	3
Russell Group Benchmark	145	**46%**	170	54%	315

We tend to see (Table 12) minor year-on-year variations in the gender distribution of PGT outcomes, with only females achieving distinction/merit grades (4 out of the 19 degrees awarded) and equal numbers (4F, 4M) not pursuing the degree to completion.

Table 12. PGT attainment data including sub-division of final grades.

PGT Degree Outcomes by Gender		FEMALE			MALE			TOTAL	
		no.	%↓	%→	no.	%↓	%→	no.	%
2012/13	QUALIFIED	2	100%	40%	3	100%	60%	5	100%
	TOTAL	2	100%	40%	3	100%	60%	5	100%
2013/14	MERIT	1	25%	100%	0	0%	0%	1	17%
	QUALIFIED	3	75%	0%	2	100%	0%	5	83%
	TOTAL	4	100%	67%	2	100%	33%	6	100%
2014/15	MERIT	1	50%	100%	0	0%	0%	1	33%
	QUALIFIED	1	50%	50%	1	100%	50%	2	67%
	TOTAL	2	100%	67%	1	100%	33%	3	100%
2015/16	DISTINCTION	1	25%	100%	0	-	0%	1	25%
	MERIT	1	25%	100%	0	-	0%	1	25%
	QUALIFIED	2	50%	100%	0	-	0%	2	50%
	TOTAL	4	100%	100%	0	-	0%	4	100%
2016/17	QUALIFIED	0	-	0%	1	100%	100%	1	100%
	TOTAL	0	-	0%	1	100%	100%	1	100%

The School recognises that PGT numbers are low, although increasing (10 registered for next academic year, 40%F). As such, we are developing our course content further; in 2019-2020 we will introduce specific PGT (MSc) courses in Heterogeneous Catalysis and Materials and Energy, with further expansion planned.

Action 1.14	Creation of new PGT taught MSc programmes to attract more PGT students

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

PGR admissions have increased significantly in the last five years, from 20 in 2012/13 to 39 in 2016/17, with improving gender balance across applications and acceptances driving some of this increase; in 2016-17, PGR intake was 49%F (Table 13 and Figure 9), mirroring UG recruitment (Table 5).

Table 13. Admissions data for PGR degrees.

PGR ADMISSIONS PhD		APPS		OFFERS		ACCEPTS		Success Rate APPS to OFFERS	Acceptance Rate OFFERS to ACCEPTS
2012/13	FEMALE	12	29%	10	37%	6	30%	83%	60%
	MALE	29	71%	17	63%	14	70%	59%	82%
	TOTAL	41	100%	27	100%	20	100%	66%	74%
2013/14	FEMALE	32	37%	12	31%	9	31%	38%	75%
	MALE	54	63%	27	69%	20	69%	50%	74%
	TOTAL	86	100%	39	100%	29	100%	45%	74%
2014/15	FEMALE	49	38%	15	29%	14	33%	31%	93%
	MALE	80	62%	36	71%	29	67%	45%	81%
	TOTAL	129	100%	51	100%	43	100%	40%	84%
2015/16	FEMALE	42	37%	19	33%	15	36%	45%	79%
	MALE	71	63%	38	67%	27	64%	54%	71%
	TOTAL	113	100%	57	100%	42	100%	50%	74%
2016/17	FEMALE	41	40%	22	42%	19	49%	54%	86%
	MALE	62	60%	31	58%	20	51%	50%	65%
	TOTAL	103	100%	53	100%	39	100%	51%	74%
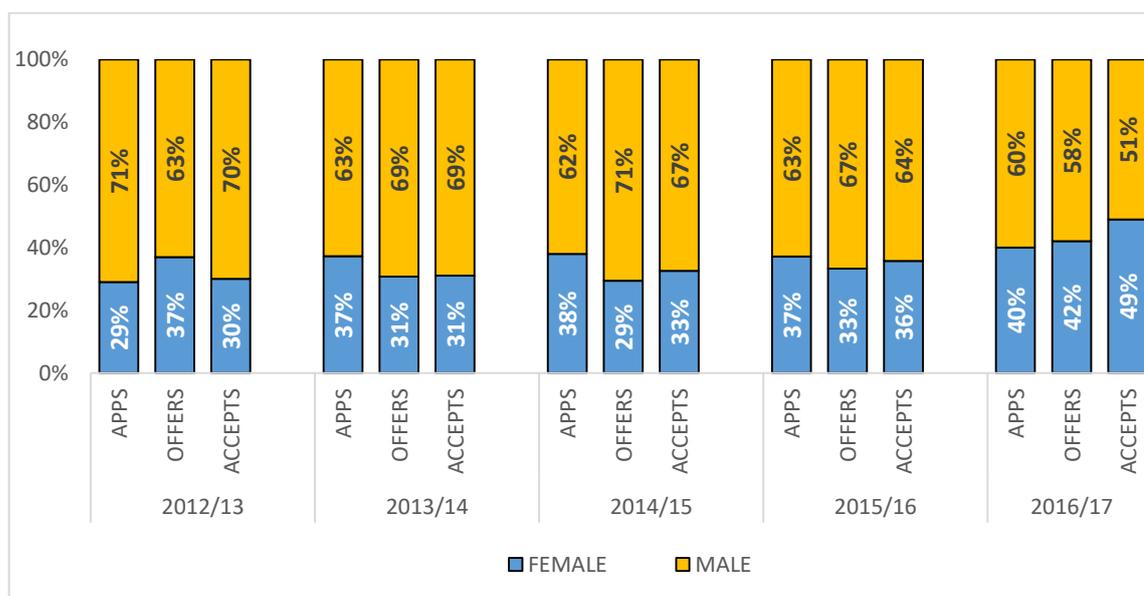
Figure 9. Applicants, offers and acceptances for PGR degrees.

The five-year average PGR gender distribution (Table 14 and Figure 10) is 38.5%F, which is slightly above the RG benchmark (37.7%F) and in proportion with our undergraduate graduation numbers (see Table 8). Early sight of the most recent data suggests that the gender distribution has risen to 47%F, in line with increased recruitment of female PGRs.

Table 14 PGR students by gender and academic load (e.g. Full-time, part-time and thesis-pending status)

		Full-Time	Part-Time	Thesis-Pending	Total
2012/13	Female	35 (37%)	0 (-)	10 (32%)	45 (39%)
	Male	48 (63%)	0 (-)	21 (68%)	69 (60%)
	Total	**83 (100%)**	**0 (-)**	**31 (100%)**	**114 (100%)**
2013/14	Female	34 (42%)	0 (-)	15 (54%)	49 (41%)
	Male	58 (58%)	1 (100%)	13 (46%)	72 (59%)
	Total	**92 (100%)**	**1 (100%)**	**28 (100%)**	**121 (100%)**
2014/15	Female	34 (36%)	0 (0%)	18 (49%)	52 (39%)
	Male	61 (64%)	3 (100%)	19 (51%)	83 (61%)
	Total	**95 (100%)**	**3 (100%)**	**37 (100%)**	**135 (100%)**
2015/16	Female	37 (35%)	0 (0%)	18 (39%)	55 (36%)
	Male	68 (65%)	2 (100%)	28 (61%)	98 (64%)
	Total	**105 (100%)**	**2 (100%)**	**46 (100%)**	**153 (100%)**
2016/17	Female	44 (41%)	0 (-)	15 (33%)	59 (38%)
	Male	63 (59%)	2 (100%)	31 (67%)	96 (62%)
	Total	**107 (100)**	**2 (100%)**	**46 (100%)**	**155 (100%)**
Russell Group Benchmark[2]	Female	-	-	-	1075 (38%)
	Male	-	-	-	2855 (62%)
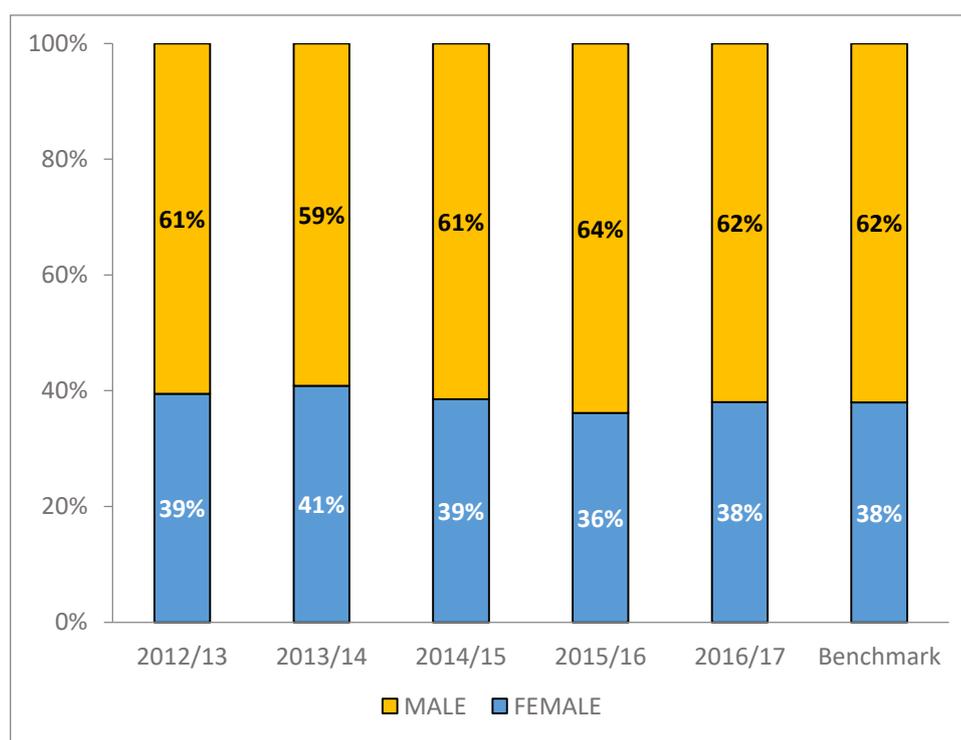
Figure 10. Gender distribution of PGR students.

[2] HEIDI Data- 2014/15 'Doctorate' Level Chemistry Students within Russell Group – Royal Society of Chemistry Statistics Dashboard available at
https://public.tableau.com/profile/rsc.ict#!/vizhome/HigherEducationstatistics2015/Highereducationstatistics
Last Accessed 12 October 2018; mirrors overall PGR (PhD and others) HESA (Heidi) Data for F1 Chemistry 2016/17 at 38% Female.

Completion rates for those eligible to submit their soft-bound thesis (Table 15) show persistent improvement, with no overall trends by gender, and all students in the 2013 cohort submitting within set time limits.

Table 15 PGR completion rates by gender

Admit Term	Completing PGR Students	PGR Thesis-S Completing within Time Limits	% of PGR Thesis-S Completing within Time Limits
Female Students			
2008	9	8	89%
2009	9	5	56%
2010	13	12	92%
2011	10	9	90%
2012	8	8	100%
2013	12	12	100%
Male Students			
2008	20	16	80%
2009	18	16	89%
2010	12	7	58%
2011	14	12	86%
2012	14	13	93%
2013	20	20	100%

Five-year visiting PGR numbers are 52%F (Table 16 and Figure 11), indicating that the School provides an attractive and welcoming environment. Numbers of visitors are increasing; this is thought to reflect the increasing degree of internationalisation within the School.

Table 16. Visiting PGR students by gender.

PGR – Visiting Researchers	Female		Male		Total
2012/13	10	**50%**	10	50%	20
2013/14	7	**50%**	7	50%	14
2014/15	14	**44%**	18	56%	32
2015/16	18	**55%**	15	45%	33
2016/17	26	**59%**	18	41%	44
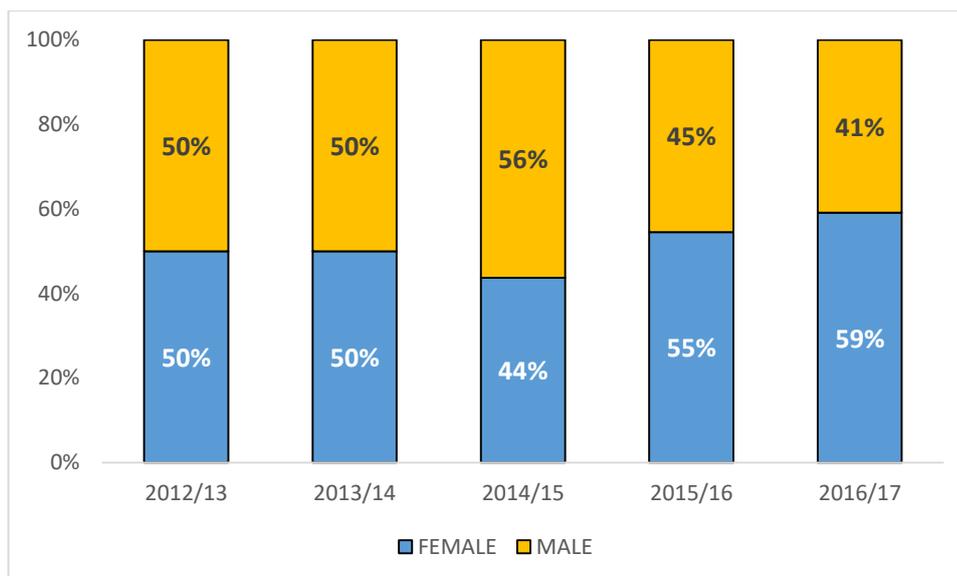
Figure 10. Gender distribution of PGR visitors.

PGR gender balance is consistent with the RG average, although numbers are continuing to improve as we recruit more female students. We will remain vigilant to ensure this improvement is retained.

The School already profiles both male and female PGRs at appropriate events, through electronic screens in JBB, a dedicated PGR noticeboard, and on social media (Figure 12), to attract female PGR students.

The student-run Alchemists Society publishes regular newsletters to students, highlighting PGR successes such as conference prizes and new publications. SAT PGR reps liaise with the Alchemists to ensure gender equality in their outputs. The School also highlights and promotes recent success stories of students and staff, both within the School and on social media (see S5.4(vii)).
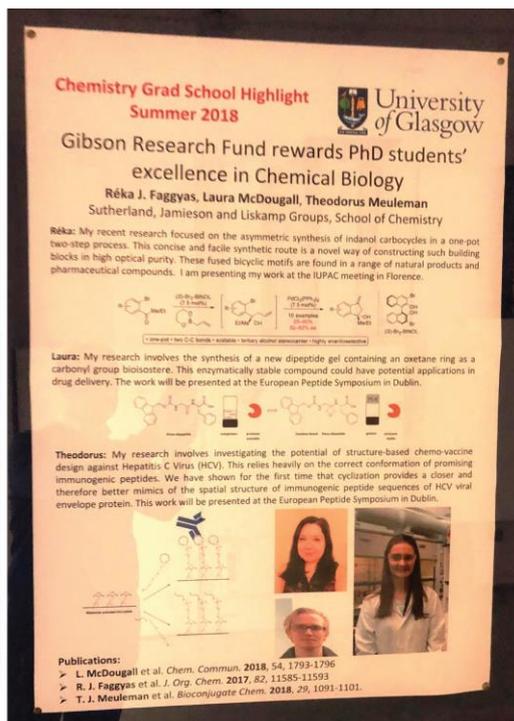
Figure 12. Highlighting PGR success on the school Twitter account (@UofGChem, left) and on dedicated PGR noticeboards (right).

Action 1.6	Celebrate success amongst female and male PGR students
Action 1.7	Continue to highlight and promote research success stories of all staff

(v)   Progression pipeline between undergraduate and postgraduate student levels

Since PGT numbers are low and our PGT degrees are not a necessary preparatory step for PGR study, we focus our analyses on the UG-PGR- PDR pipeline.

We see a slight decrease in the percentage of females between UG (47%F) and PGR (38%F) students (Table 17 and Figure 13) for 2016/17. The transition to PDR (26%F) is the critical tipping point over the last five years (~40-45%F UG and PGR to ~20%F PDR) where gender balance becomes noticeably skewed and male chemists appear in significant excess compared to their female counterparts, despite a recent upturn in PDR numbers. We recognise this as the major stumbling block and a gateway to the deviation then seen at faculty level (S4.2(i)).

Table 17. Progression pipeline from UG to PDR.

	Female		Male		Total
UG					
2012/13	139	**40%**	205	60%	344
2013/14	150	**43%**	202	57%	352
2014/15	165	**43.5%**	214	56.5%	379
2015/16	186	**45%**	229	55%	415
2016/17	195	**47%**	219	53%	414
PGR					
2012/13	45	**39.5%**	69	60.5%	114
2013/14	49	**40.5%**	72	59.5%	121
2014/15	52	**38.5%**	83	61.5%	135
2015/16	55	**36%**	98	64%	153
2016/17	59	**38%**	96	62%	155
PDR					
2012/13	6	**23%**	19	77%	25
2013/14	5	**14%**	33	86%	38
2014/15	7	**17%**	38	83%	45
2015/16	6	**18%**	27	82%	33
2016/17	13	**26%**	37	74%	50
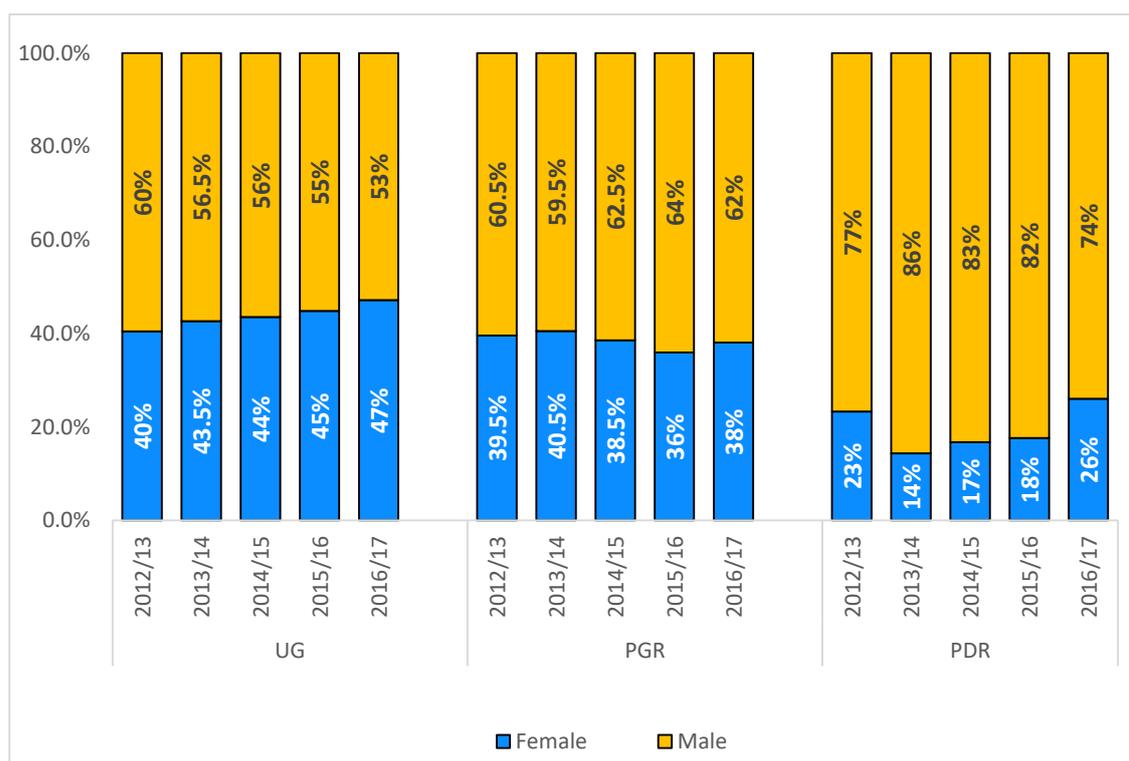
Figure 13. The progression pipeline from UG to PDR.

Our second annual PGR focus group (26/06/2018, 4M:6F) probed this issue, identifying issues surrounding imposter syndrome, mental health concerns, work-life balance, lack of female role models, and misconceptions of postdoctoral and academic workloads as barriers to entering academia.

In order to address this in a meaningful and committed manner, we will:

- improve UG awareness of varying routes to academic careers via academic career information sessions
- facilitate UG/PGR/PDR/academic staff networking at Chemistry coffee sessions and academic career information sessions for first hand advice/discussion of academic life, roles, responsibilities and how they ensure work-life balance
- embed career planning and analysis of personal skills discussions within annual PGR reviews with respect to preparation for PDR opportunities
- ensure female PGRs are financially supported to contribute at conferences/presentations
- inform our PDRs of career opportunities through engagements with staff (e.g. Ask the Academic sessions already run by ECRs) and professional bodies (e.g. the Royal Society of Chemistry (RSC)). PDRs are close role models for PGRs and ensuring they are aware of career prospects and routes is vital, so that they can share this with PGRs. Lack of awareness of opportunities, coupled with myths about requirements for academic progression amongst PDRs could have an impact, not only on that group, but also on the aspirations and motivations of PGRs with whom they work closely.

Whilst the increase in female PDR numbers for 2016/17 is encouraging, we will remain vigilant to ensure it continues. We have established a SAT UG/PGR subgroup (JM, LS, DT) who will drive actions related to this area.

Action 1.1	Create formal survey for final year UG students to understand attitudes on pursuing PGR degrees
Action 1.2	Profile successful female PGR alumna via invited talks to final year UG students to better enthuse UG females towards postgraduate research
Action 1.3	Collect and analyse data on first destinations of PGR students
Action 1.4	Include "Where are they now?" stories about our alumni PGR students in the School newsletter to provide female and male role models for PGRs
Action 1.6	Celebrate success amongst female and male PGR students
Action 1.8	Hold informal coffee meetings regularly for PGR and UG students to improve networking and opportunities to discuss research degrees. Include specific session each December to discuss PhD applications / protocols to encourage progression from UG to PGR
Action 1.9	Hold "meet the postdoc" event to allow PGRs to network and remove misconceptions around work-life balance and other issues perceived to be holding PGRs back from PDR positions
Action 1.10	Hold academic career information sessions where academics discuss their career trajectory and day-to-day details of academic life particularly around balancing work life with family commitments
Action 1.11	Repeat PGR focus groups annually to find out career aspirations of female PGR students and provide a supportive peer environment to discuss this
Action 1.12	Formalise career planning discussions during PGR annual review including preparation of rubric to ensure consistent approach
Action 1.13	Dedicated PGR webpages on School website to increase PGR profiles internally and externally as part of greater overhaul of School website
Action 1.15	Review applications and awards of School PGR travel bursaries to ensure gender representation commensurate with graduate school make up

We must also make the School more attractive to potential female PDRs. We have established a SAT PDR subgroup (ED, NF) to not only help our PDR cohort but to use their knowledge and experience of joining the School to improve recruitment. The recently established PDR network will provide a valuable resource for this aim (S4.1(i)).

4.2. Academic and research staff data

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

> ***University's 3 main career tracks for Research and Teaching ('research' and 'academic' staff):***
>
> - Research-Only **(Research/RO)**
>
> - Learning, Teaching and Scholarship **(LTS)**
>
> - Research & Teaching **(R&T)**

Table 18. Grade and Role Structure for Academic and Research Staff at University of Glasgow.

GRADE	R&T ROLES	LTS ROLES	RESEARCH ROLES
GRADE 6	N/A	TEACHING ASSISTANT	RESEARCH ASSISTANT
GRADE 7	LECTURER	LECTURER	RESEARCH ASSISTANT/ASSOCIATE
GRADE 8	LECTURER	LECTURER	RESEARCH ASSOCIATE/FELLOW
GRADE 9	SENIOR LECTURER/READER	SENIOR LECTURER	SENIOR RESEARCH FELLOW
PROFESSOR	PROFESSOR	PROFESSOR	N/A

> 2016/17 Chemistry academic staff benchmarks[3]:
> **Russell Group: 27% female**

Staff gender distribution improved from 15%F to 24%F between 2012-2017 (Table 19 and Figure 14) and is currently 23%F. This trend is mirrored in academic staff (R&T and LTS), growing from 15%F to 23%F (see Table 20 and Figure 15, currently 22%F), below the RG average of 27%F, although it rises to 24%F if independent RFs are included. We expand on this in S5 and need to improve recruitment of female staff.

Action 3.3	School to maximise communication of posts via staff members' external networks in order to attract applications from female candidates
Action 3.6	Revise recruitment materials to strengthen commitment to the principles of Athena SWAN, highlighting family-friendly support and initiatives to prospective candidates and explicitly encouraging applications from underrepresented groups including women and BAME candidates

Our overall percentages are affected primarily by the variation in our Grade 6/7 RO staff; we have identified a concerning drop in female representation from PGR to PDR (S4.1), which we are taking steps to address.

Action 1.11	Repeat PGR focus group annually to find out career aspirations of female PGR students and provide a supportive peer environment to discuss this
Action 1.12	Formalise career planning discussions during PGR annual review including preparation of rubric to ensure consistent approach
Action 3.7	Run pilot and review impact of revised job description approach for grade Grade 6 and 7 Research-only posts (PDR positions)

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[3] Russell Group benchmarks are taken from HESA HEIDI Dashboard by Mission Group for Cost Centre 113-Chemistry for Academic Year 2016/17

Table 19. All academic staff (R&T; LTS; RO) by grade and gender.

All academics	2012/13 Female	Male	2013/14 Female	Male	2014/15 Female	Male	2015/16 Female	Male	2016/17 Female	Male
GRADE 6	3 (37%)	5	1 (9%)	10	2 (15%)	11	1 (14%)	6	5 (50%)	5
GRADE 7	4 (17%)	20	5 (16%)	27	8 (22%)	29	8 (24%)	25	12 (27%)	33
GRADE 8	1 (10%)	9	1 (8%)	11	2 (14%)	12	2 (15%)	11	2 (14%)	12
GRADE 9	2 (26%)	5	2 (33%)	4	2 (33%)	4	2 (33%)	4	2 (40%)	3
GRADE 9 (READER)[a]	0 (0%)	6	0 (0%)	8	0 (0%)	4	0 (0%)	4	1 (20%)	4
PROFESSOR	0 (0%)	10	0 (0%)	9	0 (0%)	11	0 (0%)	10	0 (0%)	12
TOTAL	10 (15%)	55	9 (12%)	69	14 (16%)	71	13 (18%)	60	22 (24%)	69

[a]Reader is a separate more senior category of Grade 9 (R&T only).
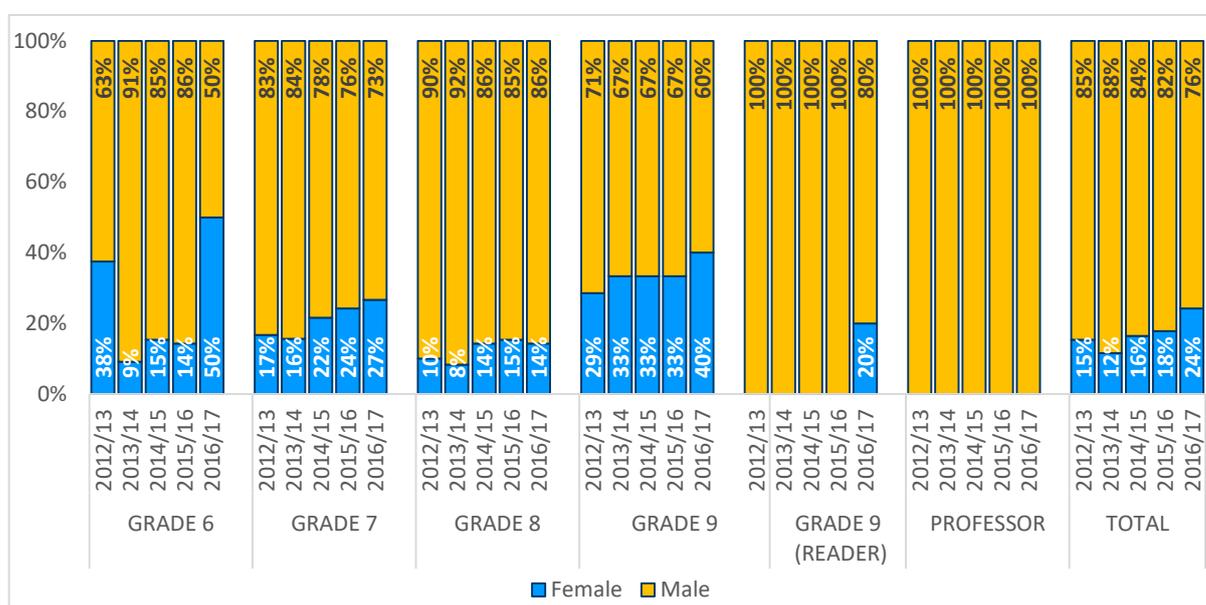
Figure 14. Academic staff (R&T; LTS; RO) by grade and gender.

Research and Teaching Staff:

2016/17 R&T benchmarks: **Russell Group: 16% female**	2014/15 Professor benchmarks: **Russell Group: 14% female**

Nationwide, the pace of change is slow, reflected in RG benchmarks (14%F to 16%F R&T from 2012-2017) and the School; the number of female R&T staff increased from two in 2012/13 to four in 2016/17 (Table 19, Figure 15) while the number of male R&T staff rose from 24 to 25. The 14%F R&T staff in 2016/2017 remains slightly below the RG average (16%F), partly due to low female application numbers for posts at Grades 8-10, which we address in S5.1(i).

Over the assessment period, there were very few female Readers or Professors, however, Prof Serena Corr achieved sequential promotion to Reader (2016) and Professor (2018). We have had a relatively low number of professorial appointments over the five years (6 promotions, 2 hires). We will actively support female staff members to achieve promotion criteria and their

full potential, with particular attention to those close to achieving Grade 9/Professorial levels (S5.1(iii)).

Action 3.8	HoS and Research Group Leaders to identify women eligible for promotion following P&DR and specifically approach them and encourage them to apply

Table 20. All R&T staff by grade and gender.

R&T	2012/13 Female	2012/13 Male	2013/14 Female	2013/14 Male	2014/15 Female	2014/15 Male	2015/16 Female	2015/16 Male	2016/17 Female	2016/17 Male
GRADE 7	0 (0%)	1	0	0	1 (100%)	0	1 (100%)	0	1 (100%)	0
GRADE 8	1 (20%)	4	1 (14%)	6	1 (13%)	7	1 (11%)	8	1 (13%)	7
GRADE 9	1 (20%)	4	1 (25%)	3	1 (25%)	3	1 (25%)	3	1 (25%)	3
GRADE 9 (READER)	0 (0%)	6	0 (0%)	8	0 (0%)	4	0 (0%)	4	1 (25%)	3
PROFESSOR	0 (0%)	9	0 (0%)	8	0 (0%)	10	0 (0%)	9	0 (0%)	12
TOTAL	2 (8%)	24	2 (7%)	25	3 (11%)	24	3 (11%)	24	4 (14%)	25
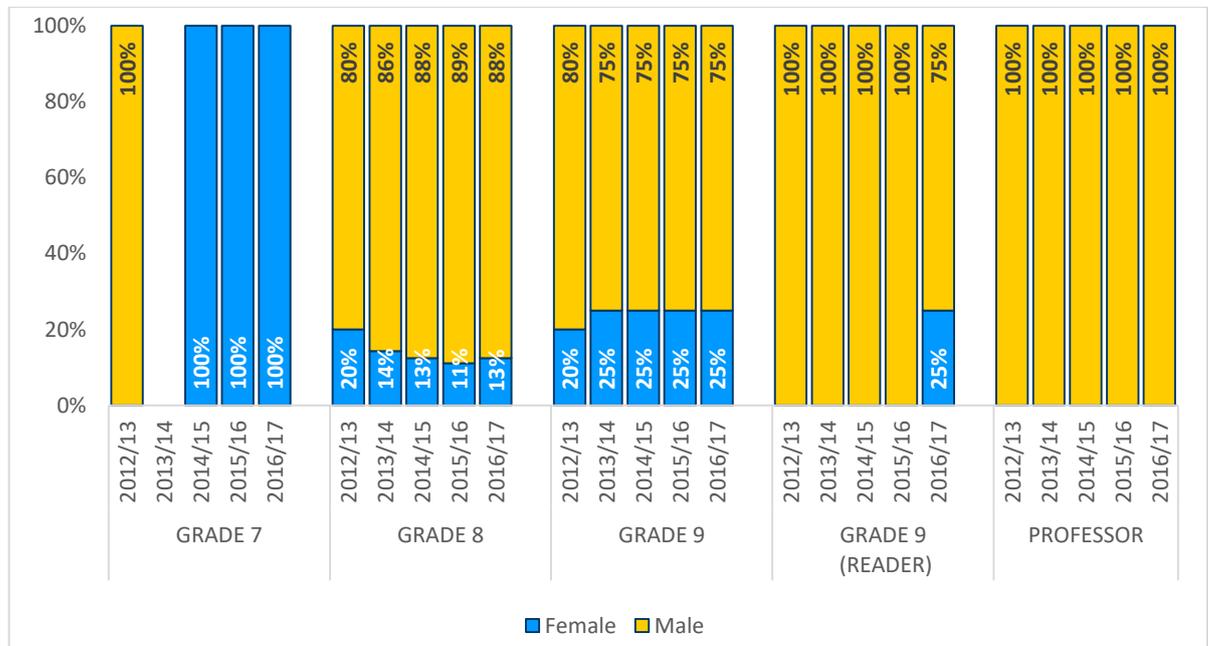
Figure 15. All R&T staff by grade and gender.

Research-only staff:

| 2016/17 Research-only benchmarks: **Russell Group: 32% female** |
|---|

This category of staff at UoG encompasses PDRs, independently funded research fellowship holders (RFs), and a small number of RO staff (Table 21 and Figure 16).

Table 21. Research-only staff by grade and gender.

RO Staff	2012/13		2013/14		2014/15		2015/16		2016/17	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
GRADE 6	3 (38%)	5	1 (9%)	10	2 (15%)	11	1 (14%)	6	5 (50%)	5
GRADE 7	5 (21%)	19	6 (18%)	27	7 (19%)	29	6 (20%)	24	8 (20%)	33
GRADE 8	0 (0%)	4	0 (0%)	4	0 (0%)	4	1 (33%)	2	0 (0%)	4
GRADE 9	0 (0%)	1	0 (0%)	1	0 (0%)	1	0 (0%)	1	0 (0%)	1
TOTAL	8 (22%)	29	7 (14%)	42	9 (17%)	45	8 (20%)	33	13 (23%)	43
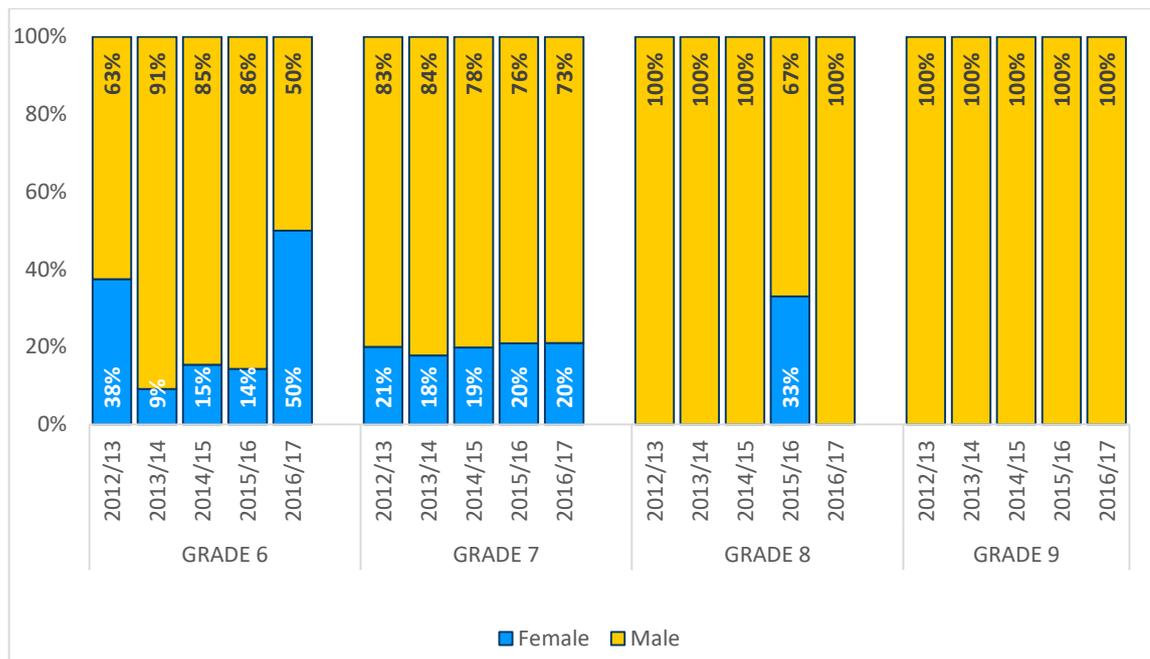
Figure 16. Research-only staff by grade and gender. Note that Grade 9 is represented by a single male staff member throughout the monitoring process.

In our assessment, we have made a distinction between independent researchers and PDRs and have reserved the term "research fellow" for independent RO staff.

PDRs:

This is a fluctuating staff category, with durations varying from a few months to several years and, combined with the fact that PDR posts are usually used as a career stepping-stone, results in the very low number of staff at higher grades (Table 22). The number of female PDR staff remained relatively static (5–7) until a significant increase to 13 in 2016-17, while the percentage has varied from 12%F rising to 26%F in 2016-17 (Figure 17). These percentages are now trending towards the RG average for RO staff (32%F). There is no apparent gender bias in recruitment; the gender distribution of PDR applications from 2012-17 (S5.1(i)) was 22%F.

Table 22. PDRs by grade and gender.

PDRs	2012/13		2013/14		2014/15		2015/16		2016/17	
	Female	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**	**Female**	**Male**
GRADE 6	3 (38%)	5	1 (9%)	10	2 (15%)	11	1 (14%)	6	5 (50%)	5
GRADE 7	3 (14%)	18	4 (13%)	26	5 (15%)	29	5 (19%)	22	8 (20%)	32
GRADE 8	0	0	0	0	0	0	0	0	0	0
GRADE 9	0	0	0	0	0	0	0	0	0	0
TOTAL	**6 (21%)**	**23**	**5 (12%)**	**36**	**7 (15%)**	**40**	**6 (18%)**	**28**	**13 (26%)**	**37**
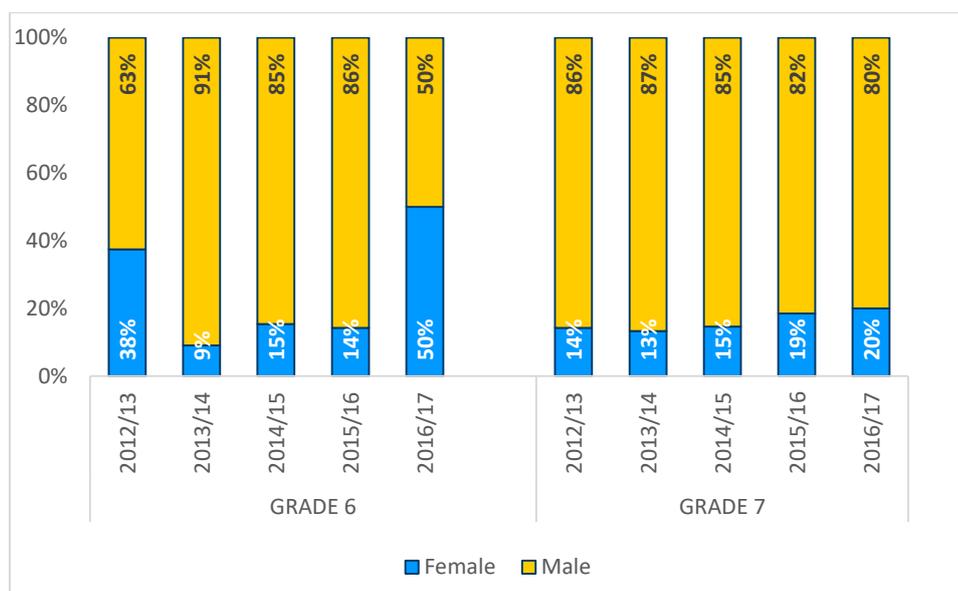
Figure 17. PDRs by grade and gender.

Growing the female PDR pipeline:

We need to do much more to encourage women to apply at PDR level (S5.1(i)), and ensure that we support the career progression of PGR students. Our PGR and PDR subgroups will drive actions in this area.

Action 1.9	Hold "meet the postdoc" event to allow PGRs to network and remove misconceptions around work-life balance and other issues perceived to be holding PGRs back from PDR positions
Action 1.11	Repeat PGR focus group annually to find out career aspirations of female PGR students and provide a supportive peer environment to discuss this
Action 1.12	Formalise career planning discussions during PGR annual review including preparation of rubric to ensure consistent approach
Action 3.7	Run pilot and review impact of revised job description approach for grade Grade 6 and 7 Research-only posts (PDR positions)
Action 4.3	Establish annual event profiling successful female chemists from a range of backgrounds to coincide with International Day of Women and Girls in Science, providing prominent female role models and networking opportunities

Supporting the female PDR pipeline:

A School PDR Network has been organised to help with career progression. Monthly meetings have covered topics such as fellowship applications, paper writing, career paths, job mobility, and provisions for parental leave, with invited guests who have recently transitioned from PDR to RF and/or Lecturer sharing their experiences. Dr Elizabeth Adams (Research Strategy and Innovation Office) who manages professional and career development opportunities for ECRs, also spoke. Allocation of School funds has allowed invitation of distinguished external speakers, most recently, Dr Claire Hansell, Senior Editor, *Nature* (06/11/2018).

At a recent event Katrina Gardner from UoG Careers led a discussion, with PGRs also invited to attend. When future overlaps of interest occur, PGRs will be invited as part of our overall strategy to enhance and support PGR career aspirations. This was highly popular and attended by >50 researchers (Figure 18).

Figure 18. Attendees at a recent PDR Network careers event.

Visibility within the School is achieved through advertisement via Principal Investigators, noticeboards, and e-mail communications, to emphasise to external PDR candidates and internal PhDs that this community and resource supports our PDRs. The Network also engages with visitors (e.g. seminar speakers) for networking and to advertise the School as an attractive destination for PDRs.

Action 3.1	Better promotion of University training opportunities to PDRs to support career transition
Action 3.4	Embed career progression and development discussions as part of annual P&DR process of all staff, including PDRs and RFs
Action 4.1	Formalise the PDR Network and include PGRs when interest overlaps
Action 4.2	Overhaul School Athena SWAN website with a focus on female role models, possible career paths and gender equality, but expanding in future to include equality and diversity, mental health, LGBT+ issues, supporting BAME chemists, etc

Research Fellows:

RFs are typically employed on RO contracts (per the terms of their fellowships) but we ensure they have access to teaching opportunities to prepare them for the transition to permanent R&T positions.

There were no female RFs over the assessment period (Table 23). While the award of research fellowships is beyond our control, two female PDRs – one current and one former – have recently been awarded fellowships and at submission we have five RFs (40%F).

Table 23. Research Fellows by grade and gender (no bar chart given due to low numbers).

RESEARCH FELLOWS	2012/13		2013/14		2014/15		2015/16		2016/17	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
GRADE 7	0 (0%)	1	0 (0%)	1	0 (0%)	0	0 (0%)	2	0 (0%)	1
GRADE 8	0 (0%)	4	0 (0%)	4	0 (0%)	4	0 (0%)	2	0 (0%)	2
GRADE 9	0 (0%)	1	0 (0%)	1	0 (0%)	1	0 (0%)	1	0 (0%)	1
TOTAL	**0 (0%)**	**6**	**0 (0%)**	**6**	**0 (0%)**	**5**	**0 (0%)**	**5**	**0 (0%)**	**4**

We will continue to support and encourage female researchers at the early stages of their academic career to pursue independent research:

Action 2.3	Increase nominations of staff, particularly female staff, for fellowships, external awards and prizes
Action 3.4	Embed career progression and development discussions as part of annual P&DR process of all staff, including PDRs and RFs

Learning, Teaching and Scholarship staff:

> 2016/17 Teaching-only benchmarks:
> **Russell Group: 40% female**

We consistently have higher percentages of female LTS staff compared to RG averages (Table 24). Many of these posts started as part-time or fixed-term positions, including two examples that appealed to women seeking to re-enter the academic work force. Only one staff member (male) has transitioned from R&T to LTS, showing no active bias of funnelling female staff into teaching-track posts.

Table 24. Learning, Teaching and Scholarship staff by grade and gender (no bar chart given due to low numbers).

TEACHING	2012/13		2013/14		2014/15		2015/16		2016/17	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
GRADE 7	1 (100%)	0	1 (100%)	0	2 (100%)	0	2 (67%)	1	3 (100%)	0
GRADE 8	0 (0%)	1	0 (0%)	1	1 (50%)	1	1 (50%)	1	1 (50%)	1
GRADE 9	1 (100%)	0	1 (100%)	0	1 (100%)	0	1 (100%)	0	1 (100%)	0
PROFESSOR	0 (0%)	1	0 (0%)	1	0 (0%)	1	0 (0%)	1	0	0
TOTAL	**2 (50%)**	**2**	**2 (50%)**	**2**	**4 (67%)**	**2**	**4 (57%)**	**3**	**5 (83%)**	**1**

Again, there are no female professors. In 2016-17 there were only 19 LTS professors (5F/14M) across UoG, reflecting the difficulty in attaining this position. However, UoG has developed a specific LTS career progression route, and we actively support our LTS staff to fulfil new promotion criteria towards senior levels and Professorship; one female LTS staff member was promoted to Grade 8 in 2018 (S5(iii)).

Action 3.9	Ensure members of the School on LTS Track understand the new UoG promotion criteria and have opportunities and support towards fulfilment of the criteria – particularly around the Scholarship stream of activity

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

2016/17 Russell Group benchmarks:
Open-ended/permanent chemistry staff: **21% female**
Fixed-term: 33% female

UoG distinguishes 'fixed-term' from 'open-ended with funding end date' (open-ended w/FED) contracts. We try to avoid fixed-term contracts (<6 months) where possible – typically only for parental leave, long-term absence cover, or for short-term PDR positions – as reflected in their very small numbers. Open-ended w/FED contracts are considered to offer more job security than rolling fixed-term contracts and tend to be used for researchers on funded projects of fixed duration. The majority of staff are employed on open-ended w/FED contracts (Table 25 and Figure 19).

Table 25. Academic and Research staff by contracts and gender.

| Academic & Research	2012/13		2013/14		2014/15		2015/16		2016/17	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Open-ended	4 (14%)	25	4 (13%)	27	5 (16%)	26	5 (16%)	27	7 (21%)	26
Open-ended w/FED	5 (14%)	30	4 (9%)	40	8 (16%)	43	8 (26%)	31	13 (25%)	40
Fixed-term	1 (100%)	0	1 (33%)	2	1 (33%)	2	0 (0%)	2	2 (40%)	3
TOTAL	**10 (15%)**	**55**	**9 (12%)**	**69**	**14 (16%)**	**71**	**13 (18%)**	**60**	**22 (24%)**	**69**
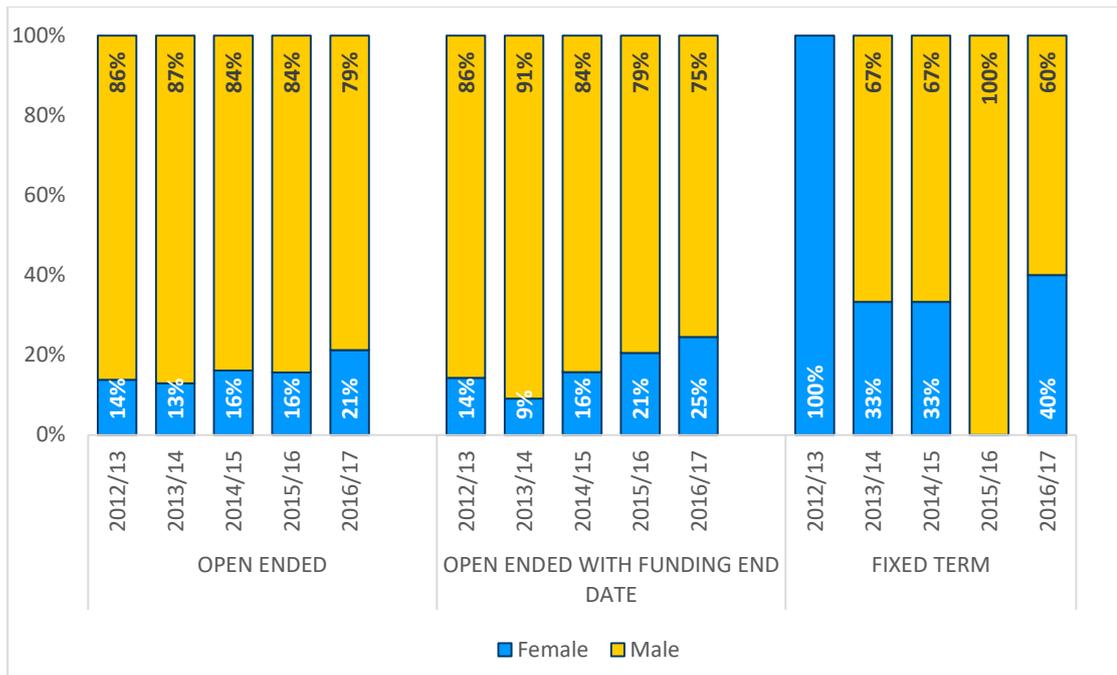
Figure 19. Academic and Research staff by contracts and gender.

Research & Teaching and Teaching-Only by Grade and Contract Type

All R&T staff are on open-ended (permanent) contracts (Tables 26-28) other than one male fellowship holder on an open-ended W/FED contract. Most LTS positions are also open-ended. However, several fixed-term and open-ended W/FED positions have been created for parental leave, for long-term absence cover, and for teaching cover for leavers.

The School actively supports the redeployment of non-permanent employees. One female LTS staff member started with a maternity cover appointment (fixed-term contract 2014/15), followed by a two-year open-ended W/FED position, which led to an open-ended contract.

Table 26. Research & Teaching and Learning, Teaching and Scholarship staff on open-ended contracts by gender.

Open-ended	2012/13		2013/14		2014/15		2015/16		2016/17	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
GRADE 7	1 (100%)	0	1 (100%)	0	1 (100%)	0	1 (100%)	0	2 (100%)	0
GRADE 8	1 (20%)	4	1 (14%)	6	2 (22%)	7	2 (18%)	9	2 (20%)	8
GRADE 9	2 (33%)	4	2 (40%)	3	2 (40%)	3	2 (40%)	3	2 (50%)	2
READER	0 (0%)	6	0 (0%)	8	0 (0%)	4	0 (0%)	4	1 (25%)	3
PROFESSOR	0 (0%)	10	0 (0%)	9	0 (0%)	11	0 (0%)	10	0 (0%)	12
TOTAL	4 (14%)	24	4 (13%)	26	5 (17%)	25	5 (16%)	26	7 (22%)	25

Table 27. Research & Teaching and Learning, Teaching and Scholarship staff on open-ended with fixed end date contracts by gender.

Open-ended W/FED	2012/13		2013/14		2014/15		2015/16		2016/17	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
GRADE 7	0 (0%)	1	0	0	1 (100%)	0	2 (100%)	0	2 (100%)	0
GRADE 8	0 (0%)	1	0 (0%)	1	0 (0%)	1	0	0	0	0
READER	0	0	0	0	0	0	0	0	0 (0%)	1
TOTAL	0 (0%)	2	0 (0%)	1	1 (50%)	1	2 (100%)	0	2 (66%)	1

Table 28. Research & Teaching and Learning, Teaching and Scholarship staff on fixed-term contracts by gender.

Fixed-term	2012/13		2013/14		2014/15		2015/16		2016/17	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
GRADE 7	0	0	0	0	1	0	0	1	0	0
GRADE 8	0	0	0	0	0	0	0	0	0	0
TOTAL	0	0	0	0	1 (100%)	0	0 (0%)	1	0	0

Research-Only Staff by Grade and Contract Type

There are no PDRs employed on a permanent basis and this is reflected in their contract types (Table 29).

Table 29. Research-only staff (PDRs and Research Fellows) by contract type and gender.

RESEARCH-ONLY	2012/13		2013/14		2014/15		2015/16		2016/17	
	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Open-ended with Funding End Date										
GRADE 6	2 (25%)	6	0 (0%)	13	1 (7%)	13	1 (17%)	5	3 (43%)	4
GRADE 7	3 (15%)	17	4 (16%)	21	5 (17%)	25	5 (19%)	22	8 (21%)	31
GRADE 8	0 (0%)	5	0 (0%)	5	0 (0%)	4	0 (0%)	4	0 (0%)	4
Fixed-Term										
GRADE 6	1 (100%)	0	1 (50%)	1	1 (33%)	2	0 (0%)	1	2 (66%)	1
GRADE 7	0	0	0 (0%)	1	0	0	0	0	0 (0%)	2
Open-ended										
GRADE 9	0 (0%)	1	0 (0%)	1	0 (0%)	1	0 (0%)	1	0 (0%)	1

Six months before the end of funding, UoG automatically enrols these staff into an internal recruitment database with the aim of finding further suitable employment within UoG; the School has retained several PDRs through redeployment (2F/17M) and transition from fixed-term to open-ended W/FED contracts (1F/4M).

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

> 2014/15 National Benchmark (Royal Society of Chemistry
> – **leavers not accessible via HESA at time of submission**):
> **Academic leavers in chemistry: 34.8% Female**

All academic leavers by gender and leaving year

Academic leavers are primarily PDRs, with year-on-year increases a consequence of our increasing PDR cohort (Table 30).

Table 30. All academic leavers by gender and leaving year.

Year	Female		Male		Total
2012/13	4	36%	7	64%	11
2013/14	5	31%	11	69%	16
2014/15	2	15%	11	85%	13
2015/16	7	28%	18	72%	25
2016/17	6	22%	21	78%	27
TOTAL	**24**	**26%**	**68**	**74%**	**92**

Leavers on research and teaching function by grade and destination upon leaving:

The turnover of full-time permanent academic staff is low (Table 31). From 2012-17, seven permanent staff members left, all male; four retired, three went to other academic institutions.

Table 31. Permanent contract R&T leavers by grade.

FULL TIME – PERMANENT[a]	Male	TOTAL
RESIGNATION	**3**	**3**
2013/14 – PROFESSOR	1	1
2015/16 – PROFESSOR	1	1
2015/16 – GRADE 9	1	1
RETIREMENT LEAVER	**4**	**4**
2014/15 – GRADE 9	2	2
2016/17 – PROFESSOR	1	1
2016/17 – GRADE 8	1	1
TOTAL	**7**	**7**

[a]No Permanent Part-time leavers between 2012/13 – 2016/17

Two non-permanent staff left during their contracts (Table 32), one into Higher Education and one did not disclose their location.

Table 32. Open-ended with funding end date and fixed term contract R&T leavers by grade.

FULL TIME – OPEN-ENDED/FIXED TERM[a]	Male	TOTAL
RESIGNATION	**2**	**2**
2012/13 – GRADE 8	1	1
2013/14 – GRADE 7	1	1
REDUNDANCY/END OF CONTRACT LEAVER	**4**	**4**
2015/16 – GRADE 7	2	2
2016/17 – GRADE 7	1	1
TOTAL	**7**	**7**

[a]1 Part-time leaver in 2016/17 at Grade 7 (Male) due to Redundancy/End of Contract

Leavers on research-only function by grade, gender and destination upon leaving:

PDRs do not generally disclose their next destination (Table 33) or complete optional exit questionnaires.

Action 2.2	Collect and analyse data on first destinations of PDRs

Table 33. RO leavers by grade.

RESEARCH ONLY FULL TIME – OPEN-ENDED/FIXED TERM[a]		REDUNDANCY/ END OF CONTRACT LEAVER			RESIGNATION		
		Female	Male	TOTAL	Female	Male	TOTAL
2012/13	GRADE 6	0	1	1	1	2	3
	GRADE 7	-	-	-	0	1	1
	GRADE 8	3	1	4	0	1	1
2013/14	GRADE 6	2	3	5	2	0	2
	GRADE 7	1	0	1	0	4	4
	GRADE 8	0	1	1	0	1	1
2014/15	GRADE 6	1	3	4	0	0	0
	GRADE 7	0	2	2	1	4	5
	GRADE 8	-	-	-	-	-	-
2015/16	GRADE 6	2	3	5	2	2	4
	GRADE 7	3	2	5	0	6	6
	GRADE 8	0	1	1	0	1	1
2016/17	GRADE 6	2	7	9	-	-	-
	GRADE 7	3	6	9	0	1	1
	GRADE 8	0	1	1	0	0	0
TOTAL	GRADE 6	10	17	27	5	4	27
	GRADE 7	7	10	17	1	16	17
	GRADE 8	0	4	4	0	3	4
	TOTAL	**17 (35%)**	**31**	**48**	**6 (21%)**	**23**	**29**

[a]3 Part-time Research Only staff left in 2016/17; 1 Grade 6 (F) and 2 Grade 7 (1M/F) due to Redundancy/End of Contract. All 3 were on Open Ended with Funding End Date Contracts.

Numbers are low but 21%F early resignations reflects PDR composition (Table 22) with no apparent gender bias.

(2494 words; includes 500 word allowance from Section 7)

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: Bronze: 6000 words | Silver: 6500 words

5.1. Key career transition points: academic staff

(i)   Recruitment

The School advertises all new posts on UoG's website, jobs.ac.uk, and in relevant scientific journals. At least 1M and 1F sit on appointing committees for R&T and LTS positions to ensure candidates do not suffer from stereotype threat if presented with a single-gender panel. We ensure female staff are not overburdened by recruitment activities by enlisting contributions from cognate disciplines. Candidates for interview are shortlisted by at least two people against pre-determined essential and desirable criteria. All staff on appointment committees must undergo Recruitment and Selection training (essential precursors of which are Equality and Diversity (E&D) and Unconscious Bias training). Compliance is monitored by HR.

Action 3.2	Monitor gender distribution on academic appointment committees to ensure female staff are represented but not overburdened

At submission, 73% of staff (79%F/72%M) have completed E&D training. We will ensure that all staff complete this course over the next year.

Action 5.6	Ensure that all staff complete the E&D training

Applications data (Table 34) show no gender bias in appointments at Grades 6/7 (generally PDR positions) through application, shortlisting and hiring. However, it is difficult to infer any gender bias for higher grades due to the low number of appointments; ten at Grades 8-10 from 2012-17.

Nevertheless, female applications for academic positions (Grade 8 and above) are too low (18%F from 2012-17) which contributes to our low female R&T numbers. To encourage more women to apply to these higher grades we will:

Action 1.10	Hold academic career information sessions where academics discuss their career trajectory and day-to-day details of academic life particularly around balancing work life with family commitments
Action 3.3	School to maximise communication of posts via staff members' external networks in order to attract applications from female candidates
Action 3.6	Revise recruitment materials to strengthen commitment to the principles of Athena SWAN, highlighting family-friendly support and initiatives to prospective candidates and explicitly encouraging applications from underrepresented groups including women and BAME candidates
Action 5.3	Overhaul School seminar organisation, forming a team including PDRs to consolidate recent increases in the number of female external speakers, while using our external seminar series to identify and build relationships with strong external female candidates to ensure we have a wider pool when posts become vacant

Table 34. All applications including number shortlisted and hired.

	ALL APPLICATIONS				SHORTLISTED				HIRED			
	Female	Male	Total	%Female	Female	Male	Total	%Female	Female	Male	Total	%Female
GRADE 6	**97**	**228**	**325**	**30%**	**17**	**37**	**54**	**31%**	**7**	**19**	**26**	**27%**
2012/13	23	48	71	**32%**	4	5	9	**44%**	2	3	5	**40%**
2013/14	35	109	144	**24%**	4	21	25	**16%**	1	9	10	**10%**
2014/15	4	10	14	**29%**	1	4	5	**20%**	1	4	5	**20%**
2015/16	28	35	63	**44%**	6	2	8	**75%**	2	0	2	**100%**
2016/17	7	26	33	**21%**	2	5	7	**29%**	1	3	4	**25%**
GRADE 7	**123**	**540**	**663**	**19%**	**26**	**97**	**123**	**21%**	**13**	**54**	**67**	**19%**
2012/13	10	53	63	**16%**	3	11	14	**21%**	1	5	6	**17%**
2013/14	43	188	231	**19%**	8	33	41	**20%**	2	19	21	**10%**
2014/15	12	60	72	**17%**	4	13	17	**24%**	3	7	10	**30%**
2015/16	33	130	165	**20%**	5	16	21	**24%**	4	7	11	**36%**
2016/17	25	109	134	**19%**	6	24	30	**20%**	3	16	19	**16%**
GRADE 8	49	211	260	**19%**	2	16	18	**11%**	1	5	6	**17%**
2012/13	4	37	41	**10%**	0	7	7	**0%**	0	3	3	**0%**
2015/16	29	115	144	**20%**	1	3	4	**25%**	1	1	2	**50%**
2016/17	16	59	75	**21%**	1	6	7	**14%**	0	1	1	**0%**
GRADE 9	**14**	**66**	**80**	**18%**	**1**	**9**	**10**	**10%**	**0**	**2**	**2**	**0%**
2012/13	7	25	33	**21%**	1	4	5	**20%**	0	1	1	**0%**
2015/16	7	41	48	**15%**	0	5	5	**0%**	0	1	1	**0%**
PROFESSOR	7	37	44	**16%**	0	6	6	**0%**	0	2	2	**0%**
2015/16	3	14	17	**18%**	0	3	3	**0%**	0	1	1	**0%**
2016/17	4	23	27	**15%**	0	3	3	**0%**	0	1	1	**0%**
TOTAL	**257**	**969**	**1229**	**21%**	**43**	**141**	**184**	**23%**	**20**	**68**	**88**	**23%**

Female applications at Grade 6/7, primarily PDR positions, are slightly higher (22%F, 2012-17), than for Grade 8, but still need to improve. In conjunction with the CoSE Head of HR, we have recently reworded PDR job specifications by condensing duties into those that are primary or secondary, to reduce the length of the list, to make primary duties clearer and to help female applicants consider their fit against them. Similar positions at Grades 6/7 were advertised in the same research group in 12/2016 and 10/2017. The older advertisement attracted 15 applications (1F/14M) and the revised version 32 applications (9F/23M), showing an increase in female (6%F to 28%F) and overall applications. Additional Grade 7 positions in a different

research group used the new description, attracting 24%F (10/42, 06/2018) and 29%F (12/41, 11/2018) applications, suggesting sustained success.

Action 3.7	Run pilot and review impact of revised job description approach for grade Grade 6 and 7 Research-only posts (PDR positions)

We will continue to pilot this approach over the next two years to discern sustained impact on attracting female applications to PDR positions, and possible extension of the scheme to higher grade positions.

(ii) Induction

HR offer a range of induction resources (e.g. health, safety and wellbeing e-induction) to all new staff, which introduces University structure, strategy, facilities, benefits and relevant policies and offers the opportunity to meet other staff.

The School makes office accommodation and computer provision available prior to commencement. Line managers work through elements of the UoG induction checklist with new colleagues in-person; a friendly face is more welcoming than working through online guidance alone.

HoS provides new academic staff with a tour of the building and main facilities. All new appointments receive a "Welcome Pack" that includes key administrative contacts and useful everyday information, and a separate safety and training guide. These equip new staff with essential information to be able to navigate basic, but vital, aspects of working within the School.

77%F/83%M survey respondents agreed/strongly agreed that the School induction process met their needs, suggesting it is functioning well but showing slightly less female satisfaction. To ensure a consistent approach to induction for new colleagues we will:

Action 3.5	Improve access to School induction materials for new academics and Research Fellows, ensuring communication and participation of PIs

(iii) Promotion

Promotion Criteria Strands for all Career Tracks Summary from UoG:

Research and Teaching	Learning, Teaching & Scholarship	Research-Only
- Research & Scholarship - Knowledge Exchange & Impact - Learning & Teaching - Leadership, Management and Citizenship (*incl. Outreach*) - Esteem	- Learning & Teaching Practice - Scholarship, Knowledge Exchange & Impact (*incl. Outreach*) - Leadership & Management - Esteem	- Research & Scholarship - Knowledge Exchange & Impact - Learning & Teaching - Leadership, Management (*incl. Outreach*) - Esteem

Promotion is an annual, standardised, University-wide process. HoS emails the timeline, forms and links to relevant information at the launch of each round to all staff, and organises a specific promotions workshop. Promotion procedures take additional circumstances (e.g., part-time working, maternity leave) into account via a specific part of the form where their impact can be outlined and considered.

There were 21 promotion applications (2F) from 2012-17 (Table 35).

- 10/11 applications at R&T, all to Reader or Professor, were successful. 5/6 Professorial applications (all male) were successful, as was the only female application (to Reader). The low number of female applicants reflects the small but growing R&T female cohort; 7% of eligible women applied versus 8% of eligible men.
- 7/8 applications (all male) at RO (to Grades 7 and 8) were successful; one to Grade 7 was not.
- Of two LTS applications, one female was successfully promoted to Grade 9 and one male applied to Grade 9 unsuccessfully.

We need to ensure that women are encouraged and supported to apply; men were twice as likely to apply as women from 2012-17. Since then, two more women have secured promotion; one to Professor (R&T) and another to Grade 8 (LTS).

Promotion discussions are an important part of the P&DR process (S5.2(ii)); line managers and HoS encourage all eligible staff to apply. However, our staff consultation showed that only 41%F and 50%M of all ARS respondents agreed they understand the UoG promotion process and criteria.

HoS, in collaboration with the CoSE HoHR, provides an annual promotion workshop for staff contemplating applying, giving a general overview of the process followed by specific information relevant for different promotion levels. This is followed by focused breakout sessions addressing queries and questions relevant to that particular group.

To supplement this, we will formally include promotion discussions in our new P&DR Guidance, providing training to reviewers to align SMART objectives with promotion criteria. To ensure we are encouraging women to apply, we will identify women eligible for promotion following P&DR and specifically approach them to suggest and support application. We are also committed to providing more external female role models (S5.3(vii)) in senior positions to empower our own female staff to apply.

Action 3.4	Embed career progression and development discussions as part of annual P&DR process of all staff, including PDRs and RFs
Action 3.8	HoS and Research Group Leaders to identify women eligible for promotion following P&DR and specifically approach them and encourage them to apply
Action 4.3	Establish annual event profiling successful female chemists from a range of backgrounds to coincide with International Day of Women and Girls in Science, providing prominent female role models and networking opportunities
Action 4.5	Establish new training for P&DR reviewers to enhance career development discussions during P&DR and prepare formal guidance to align SMART objectives to promotion criteria
Action 5.3	Overhaul School seminar organisation, forming a team including PDRs to consolidate recent increases in the number of female external speakers, while using our external seminar series to identify and build relationships with strong

	external female candidates to ensure we have a wider pool when posts become vacant

Our 2017 survey showed even lower understanding of promotion criteria amongst LTS staff (6/7 female) – 29% agreed (n=2/7, only 1 male LTS respondent so not disaggregated by gender) – and a lack of support was voiced by 75% (n=3/4) of LTS respondents eligible for promotion.

We will use our promotions workshop to address understanding of progression criteria for LTS staff, which have been revised over the last 2-3 years, by developing a LTS-specific session, inviting successful staff from within the School and CoSE to discuss their experience of applying under the track, and will profile women, in particular.

Action 3.10	Create specific session of annual promotion workshop dedicated to LTS staff to enhance understanding of new progression criteria

LTS staff are encouraged to undertake scholarly activity in line with relevant promotion criteria. For example, Dr Ciorsdaidh Watts (LTS, SAT member) was promoted in July 2018 after being supported in applications for funding to develop new electronic assessment material.

To better support LTS staff towards promotion, we will provide support for scholarship activities and hold quarterly review meetings to check staff have adequate support towards scholarship-related funding applications and publications.

Due to the high female proportion in our LTS staff, this endeavour will largely benefit our female pipeline in the School.

Action 3.9	Ensure members of the School on LTS Track understand the new UoG promotion criteria and have opportunities and support towards fulfilment of the criteria – particularly around the Scholarship stream of activity.

Table 35. Applications for promotion and success rates.

Research and Teaching	2012/13			2013/14			2014/15			2015/16			2016/17		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Grade 8 Applications	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Successful	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Success Rate	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Grade 9 (Reader) Applications	-	1	1	-	-	-	-	-	-	1	2	3	-	1	1
Successful	-	1	1	-	-	-	-	-	-	1	2	3	-	1	1
Success Rate	-	100%	100%	-	-	-	-	-	-	100%	100%	100%	-	100%	100%
Professor Applications	-	1	1	-	-	-	-	2	2	-	2	2	-	1	1
Successful	-	0	0	-	-	-	-	2	2	-	2	2	-	1	1
Success Rate	-	0%	0%	-	-	-	-	100%	100%	-	100%	100%	-	100%	100%

Research-Only	2012/13			2013/14			2014/15			2015/16			2016/17		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Grade 7 Applications	-	1	1	-	-	-	-	-	-	-	1	1	-	1	1
Successful	-	1	1	-	-	-	-	-	-	-	0	0	-	1	1
Success Rate	-	100%	100%	-	-	-	-	-	-	-	0%	0%	-	100%	100%
Grade 8 Applications	-	1	1	-	1	1	-	1	1	-	1	1	-	1	1
Successful	-	1	1	-	1	1	-	1	1	-	1	1	-	1	1
Success Rate	-	100%	100%	-	100%	100%	-	100%	100%	-	100%	100%	-	100%	100%

Learning, Teaching and Scholarship	2012/13			2013/14			2014/15			2015/16			2016/17		
	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total	Female	Male	Total
Grade 8 Applications	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-
Successful	-	-	-	1	-	1	-	-	-	-	-	-	-	-	-
Success Rate	-	-	-	100%	-	100%	-	-	-	-	-	-	-	-	-
Grade 9 Applications	-	-	-	-	1	1	-	-	-	-	-	-	-	-	-
Successful	-	-	-	-	0	0	-	-	-	-	-	-	-	-	-
Success Rate	-	-	-	-	0%	0%	-	-	-	-	-	-	-	-	-

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

Overall, gender balance has improved significantly since RAE2008 (Table 36), and will likely further improve as 36 staff members (plus four being recruited) will be eligible for REF2021 submission, of which 5 are female (14%F, in line with R&T numbers). All eligible female staff were submitted to RAE2008 and REF2014.

Table 36. Gender distribution of past and future REF submissions.

	Submitted					Not Submitted but Eligible			
	Female		Male		Total	Female		Male	
	No.	%	No.	%	No.	No.	%	No.	%
RAE2008	0	0%	28	100%	28	0	0%	6	100%
REF2014	2	6%	29	94%	31	0	0%	3	100%
REF2021 (planned)	5	14%	31	86%	36	-	-	-	-

5.2   Career development: academic staff

(i)   Training

To date 73% of staff, (79%F/72%M) have completed our online Equality and Diversity Essentials course. As part of our overhaul of the School Athena SWAN website, we will create a dedicated webpage covering equality and diversity, which will link to UoG policies and online training, and ensure all staff complete it by 2019.

Action 4.2	Overhaul School Athena SWAN website with a focus on female role models, possible career paths and gender equality, but expanding in future to include equality and diversity, mental health, LGBT+ issues, supporting BAME chemists, etc
Action 5.6	Ensure that all staff complete the E&D training

Career development training courses are mainly run through University Employee and Organisational Development. Courses are advertised using general and targeted emails to staff as well as being highlighted during P&DR, and include:

- Building Effective Research Collaborations
- Building Relationships with Business
- Career Planning
- CVs and Cover Letters
- Four Steps to Research Success:
  -Building Resilience;
  -Collaboration;
  -First Steps in Supervision;
  -Personal Impact
- Impact Statements in Grant Applications
- Job Interview Techniques
- Job Seeking Strategies
- Knowledge Exchange, Public Engagement and Impact
- Making Presentations at Conferences
- Managing Successful Research Projects
- Managing your Research Data
- More Steps to Research Success:
  -Building an Online Profile
  -Complex Communication
  -Lightening the Load
  -Understanding People
- Networking in Practice for Researchers
- Planning your Impact
- Presenting on Camera: Improving Your Personal Impact
- Publishing Papers in Refereed Journals
- Research Integrity
- Speaking Up Effectively at Meetings for Researchers
- Understanding Supervision
- Winning Research Income (Grant Applications

Table 37. Course registration for R&T and LTS staff.

R&T/T	Female		Male		Total
	no.	%	no.	%	no.
2012/13	1	**100%**	0	**0%**	1
2013/14	0	**0%**	6	**100%**	6
2014/15	2	**40%**	3	**60%**	5
2015/16	2	**33%**	4	**67%**	6
2016/17	4	**27%**	11	**73%**	15
Total Incidences	23	**29%**	56	**71%**	79
2016/17 R&T/LTS Staff Gender Distribution		**26%**		**74%**	

Course registration data show R&T and LTS staff undertake similar numbers of training courses (Table 37) with women slightly more likely to take up courses.

Table 38. Course registration for RO staff.

Research staff	Female		Male		Total
	no.	%	no.	%	no.
2012/13	0	0%	3	100%	3
2013/14	2	22%	7	78%	9
2014/15	2	33%	4	67%	6
2015/16	1	33%	2	67%	3
2016/17	0	0%	5	100%	5
Total Incidences	5	11%	40	89%	45
2016/17 RO Staff Gender Distribution		23%		77%	

For RO staff (Table 38), however, fewer women attended, and there were less incidences of training per person (~1 each) compared to men (~2 each). Although this could suggest female RO staff are less likely to take up training opportunities (noting small numbers), the staff survey showed female RO staff respondents largely felt actively encouraged to take up career development opportunities: 83%F (5/6) were in agreement compared to 59%M (10/17). We will develop new methods to actively encourage all RO staff to attend appropriate training and development courses. RO staff are primarily PDRs; to address low uptake, a recent meeting of the PDR Network (S4.2(i)) featured Dr Elizabeth Adams, from the Research Strategy and Innovation Office, who highlighted training opportunities.

Action 3.1	Better promotion of University training opportunities to PDRs to support career transition

(ii)   Appraisal/ development review

Mandatory Performance and Development Reviews (P&DRs) are conducted annually for all School staff, where staff and line managers review progress on objectives set the previous year. SMART objectives and personal development are discussed and are agreed for the next review period. All aspects of the reviewee's role (teaching, research, administration, outreach, and external activities) are taken into account at P&DR. 100%F and 95%M completed P&DR in the most recent round; women perform slightly better (Table 39).

Table 39. P&DR Performance in the School during the 2017-18 round (% of those completing).

	Exceptional Contribution	Strong Contribution
Female	38%	62%
Male	28%	72%

Review training

During SMG meetings, HoS provides general guidance for P&DR processes to reviewers. There are two online process guides open to all staff: Introduction to Performance Development

Review, and Setting Objectives. Additional web resources include guidance on how to have a constructive development conversation.[4]

During P&DR, all staff members who have a realistic prospect of achieving promotion or recognition under the University Reward and Recognition scheme are encouraged to apply, and supported by the School in doing so. We will ensure we are specifically targeting female staff as part of this ongoing process.

Action 3.4	Embed career progression and development discussions as part of annual P&DR process of all staff, including PDRs and RFs
Action 3.8	HoS and Research Group Leaders to identify women eligible for promotion following P&DR and specifically approach them and encourage them to apply

P&DR received mixed reviews in the staff survey; 24%F (4/17) and 35%M (16/46) of ARS disagreed that the P&DR process recognises their full range of skills and abilities. In light of this, P&DR appraisers will be provided with additional guidance on how to map staff skills and abilities onto P&DR criteria, which are fairly broad, and so it is critical that contributions are being valued in the School. Throughout the next P&DR round, we will ask reviewers to collect information about any skills for which staff feel there is no obvious map or which are unrecognised; this will be fed back to SMG so that guidance can be updated on how these skills and contributions reflect University strategy, ensuring they are recognised in subsequent P&DR processes.

Action 4.4	In addition to improving reviewer/reviewee understandings of how skills map onto P&DR criteria in new guidance (Action 4.5), collate staff feedback about skills that are under-recognised in the P&DR process to inform any necessary revisions to the guidance

Staff also did not recognise the value of the P&DR process with respect to enhancing career development. We will address this by putting a greater emphasis on career development in preparing formal guidance to standardise P&DR across the School, to avoid bias and ensure issues surrounding career development identified by the SAT are addressed at review.

Action 4.5	Establish new training for P&DR reviewers to enhance career development discussions during P&DR and prepare formal guidance to cover areas identified by SAT as requiring further action

(iii) Support given to academic staff for career progression

Academic staff receive specific support for career progression:

Mentoring

- All ECRs have an allocated mentor, meeting regularly throughout probation, providing encouragement, advice and support necessary for completion of any probationary objectives and academic development. Informal mentoring by HoS (or Research Group

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[4] http://www.gla.ac.uk/services/humanresources/employeeandorganisationaldevelopment /learningcoursesandresources/performancedevelopmentreview/
These are not 'courses' as such and so no registration/outcome is recorded for staff accessing them.

Head/Director of Learning and Teaching) is available for all members of staff. Mentoring is available equally to R&T, LTS, and RO staff.

- Career progression is discussed at annual P&DR meetings, with appropriate objectives set, and support highlighted to facilitate reviewees' career aspirations.

Early Career Development Programme

- UoG Early Career Development Program (ECDP) embeds career progression support for ECRs, tailored to promotion criteria, offering mentoring and training towards promotion to Grade 8/9 within 5-8 years. CoSE deliver and support 'Research and Scholarship' and 'Knowledge Exchange and Impact' criteria through a series of workshops, e.g., grant writing workshops where ECRs write a complete grant application and compete for several internal £10k 'Rewards for Excellence'. Since 2014 ten ECRS (6M/4F) from the School attended with two males winning £10k.
- In line with the UK Professional Standards Framework for teaching in higher education, all new R&T or LTS ECRs attend a mandatory two-year course leading to the Postgraduate Certificate in Academic Practice.

Networks

- An ECR network within CoSE meets twice a semester and reports to the Dean of Research. Some examples of recent events organised by the ECR network include, 'Pitching Your Research' and 'Q&A with a senior academic'. All events have time built-in for networking.
- ECRs and senior PDRs are encouraged to apply for the Scottish Crucible, a Scottish leadership and development programme run by the Royal Society of Edinburgh. Participants can bid for £5k grants to develop collaborations resulting from the programme. A similar in-house Glasgow Crucible successfully helps ECRs integrate, network, and creatively strategise their future academic career; since 2017 three ECRs (2F/1M) from the School attended.
- ECRs are represented on the School's Research Committee, where their successes and concerns are brought to the attention of the SMG.

We have been concerned about the low numbers of females who continue on the academic career path and have looked at how to help our PDRs pursue a career in academia and to identify the reasons females may have for leaving.

In response, we have established a PDR Network (S4.2(i)) to help our PDRs engage with each other, to discover what they identify as hurdles so that we can take action, and to encourage PDRs and established academics to socialise and network.

Action 4.1	Formalise the PDR Network and include PGRs when interest overlaps

A common theme expressed was that of having a less visible profile within the School. In response, we redeveloped our School webpage and created a dedicated category ("Post-Doctoral Staff"), training our PDRs to build and maintain their own on-line profiles and providing access to professional photographer services, ensuring that PDRs are seen as staff members and that they have an external profile (Figure 20) where they can highlight their contact details, teaching and research interests and publication record.

Figure 20. Example of dedicated PDR profiles on School webpages.

Action 4.8	Dedicated PDR webpages on School website to increase PDR profiles internally and externally

Furthermore, since PDRs are not included in the School staff meetings, we have invited a PDR representative (elected by PDRs) to join academic staff meetings from late 2018 (S5.4(i)).

Action 4.6	Improve participation of PDRs in School meetings and business to shape the School's environment to be more inclusive of PDRs

PDRs also expressed an interest in helping to organise and host School Seminars, for networking and management experience. Combined with our commitment to increase the number of female speakers (S5.4(vii)), this will provide PDRs with access to highly visible female academic role models.

Action 5.3	Overhaul School seminar organisation, forming a team including PDRs to consolidate recent increases in the number of female external speakers, while using our external seminar series to identify and build relationships with strong external female candidates to ensure we have a wider pool when posts become vacant

(iv) Support given to students for academic career progression

UG support

- UoG has a dedicated careers service for students that offers advice on CV preparation and interview technique. Furthermore, an electronic careers guide, together with information relating to internships and a network that allows our current UGs to

connect online with former students for advice with job searching, is available to all students.

- The School's UG and PG courses provide important training in a range of transferable skills.
- Nuffield internships and EPSRC vacation scholarships facilitate summer academic research placements for year 2/3 students.
- Hardship bursaries are available for 4th year MSci students on placement to mitigate costs of, for example, researching abroad (awarded to 1M/1F in 2018).
- The School organises information sessions for those interested in PhD study with current PGRs and academic staff to provide female role models and support academic progression (latest session: 09/11/2018; 2M/2F staff; 1M/2F PGRs; 24 UGs, 67%F).

PGT/R support

- All PGRs undertake a rigorous Annual Progress Review – progression is not possible otherwise – where students, second supervisors and Research Group heads discuss progress and set objectives for the coming year.
- All PGRs/PGTs are strongly encouraged to attend research seminars and colloquia with the aim of strengthening and broadening their core knowledge.
- From 10/2018, new PGRs in CoSE are assigned a senior PGR "buddy" to help them settle in and act as a mentor. PGRs from the school have enrolled as both mentors and mentees; 38%F (6/16) and 24%M (4/17) new starts joined as mentees in 10/2018.
- The School offers multiple travel bursaries to attend national and international conferences for skills development, collaboration and networking, and encourages and guides those applying for external funds. 23 (35%F) have been awarded internally from 2012-17, reflecting our PGR gender distribution (38%F over 2012-17), but we will continue to monitor to ensure no bias.
- PGRs receive informal advice and support relating to academic careers from their academic supervisors. CoSE Graduate School offers a range of additional support.

Action 1.12	Formalise career planning discussions during PGR annual review including preparation of rubric to ensure consistent approach
Action 1.15	Review applications and awards of School PGR travel bursaries to ensure gender representation commensurate with graduate school make up
Action 1.16	Encourage PGRs to participate in new CoSE buddy scheme both as mentors and mentees and evaluate gender distribution of uptake

In addition, the UoG Alchemist club, run by PGRs and UGs, organises social events and meetings in the School and publicises PGR successes. SAT student representatives liaise with the Alchemists to hold informal coffee meetings for PGR and UG students and to organise social gatherings at the end of career talks for UG/PGR students. PGRs are also invited to relevant PDR Network events.

| Action 4.1 | Formalise the PDR Network and include PGRs when interest overlaps |

Based on feedback from the 2017/18 PGR focus group that students are unclear about academic pathways, we will run information sessions about PDR and academic life to help PGRs make positive career choices.

Action 1.2	Profile successful female PGR alumna via invited talks to final year UG students to better enthuse UG females towards postgraduate research
Action 1.8	Hold informal coffee meetings regularly for PGR and UG students to improve networking and opportunities to discuss research degrees. Include specific session each December to discuss PhD applications / protocols to encourage progression from UG to PGR
Action 1.9	Hold "meet the postdoc" event to allow PGRs to network and remove misconceptions around work-life balance and other issues perceived to be holding PGRs back from PDR positions
Action 1.10	Hold academic career information sessions where academics discuss their career trajectory and day-to-day details of academic life particularly around balancing work life with family commitments

The School will create dedicated webspace for PGRs (based on the successful PDR initiative, Action 4.8) to advertise their achievements and increase their visibility in the chemistry community, enhancing employability.

Action 1.13	Dedicated PGR webpages on School website to increase PGR profiles internally and externally as part of greater overhaul of School website

(v) Support offered to those applying for research grants

The College Research Management Office supports staff considering a funding application:

- Dedicated Project Co-ordinators guide them from proposal to final reporting, ensuring high-quality submissions and effective award management.
- Research and Business Development Managers identify funding opportunities, develop proposals and support external engagement towards impact.
- Researcher development workshops discuss grant writing, Fellowships, various aspects of the funding process and share examples of successful bids.

We encourage staff to participate in University-level researcher development training courses, including workshops on grant writing (see S5.3(i)) aligned to Vitae's Researcher Development Framework; since 2014, ten ECRs (40%F) attended.

The School actively supports academic staff in external funding applications, with senior members having an open-door policy for advice and the strengthening of each bid. ECRs are assisted by their dedicated mentors and line managers.

The School's Research Committee regularly highlights funding opportunities to all academic staff, and critically reviews proposals before submission.

Application data show an encouraging increase in the proportion submitted by women, with 34%F applications (Table 40) significantly higher than the 14%F in R&T posts, suggesting women are more likely to apply for grants. No discernible trends with regards to gender bias in success (53% funded for women, 50% for men from 2013-17) are evident. This, coupled with their strong performance at P&DR (S5.2(ii)), further strengthens our need to ensure women are being supported to apply for promotion (S5.1(iii)) and onward career progression (S5.2(iii)).

Table 40. Grant applications and outcomes by gender.

GRANT APPLICATIONS		APPLICATIONS		FUNDED		Success Rate
2013/14	FEMALE	8	**21%**	5	**28%**	**63%**
	MALE	31	79%	13	72%	42%
	TOTAL	39	100%	18	100%	46%
2014/15	FEMALE	16	**34%**	8	**38%**	**50%**
	MALE	31	66%	13	62%	42%
	TOTAL	47	100%	21	100%	45%
2015/16	FEMALE	19	**35%**	9	**29%**	**47%**
	MALE	35	65%	22	71%	63%
	TOTAL	54	100%	31	100%	57%
2016/17	FEMALE	23	**40%**	13	**42%**	**57%**
	MALE	34	60%	18	58%	53%
	TOTAL	57	100%	31	100%	54%

If proposals are unsuccessful, the Research Committee helps applicants modify and resubmit them to other funding organisations. Although numbers are small, we will ensure staff are aware of this opportunity to re-work unsuccessful submissions.

Action 4.7	Provide support for staff with unsuccessful grant applications

5.3   Flexible working and managing career breaks
Note: Present professional and support staff and academic staff data separately

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

All ARS and PSS are encouraged to notify line managers of pregnancy as soon as appropriate, to discuss leave arrangements, including contact during leave, and to prioritise a workplace Risk Assessment to identify potential hazards and recommend any remedial action. Early notification also allows cover of teaching and research duties to be arranged with a timely handover.

Line managers of pregnant staff ensure they are not overburdened with teaching and administrative loads and that cover can be arranged.

Action 6.1	Ensure that pregnant R&T staff (or those planning to take shared parental leave) are not given an increased administrative/teaching load during prenatal period

The School identified a Parental Champion (Prof Serena Corr) who staff were able to contact before their maternity/paternity/adoption leave to gain advice and support based on her recent experience. This has been a positive experience for two R&T staff members (1F/1M) who have taken parental leave since. Lynn Kearns will assume the role moving forward.

Action 6.2	Appoint Parental Champion to provide support to staff taking all forms of parental leave

In this role, LK will also flag UoG policies, such as the School workload policy for pregnant colleagues, and support staff to work through a Maternity Checklist with their line manager. The Checklist was introduced by UoG in 2015-16 and will be modified and applied to the School to serve as a quick and friendly guide to local maternity leave arrangements. We will ensure staff are made aware of the updated checklist.

Action 6.3	Develop School version of "Maternity Checklist" to be made available by Parental Champion when notification of planned maternity leave is received.

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

UoG recently added an additional week of full pay to paternity leave and two weeks to maternity leave, with the removal of any qualifying period, meaning women are eligible for enhanced maternity pay as soon as they join.

The School is committed to maintaining reasonable contact with colleagues on both maternity and adoption leave. Keep-in-touch (KIT) days have previously been used by ARS on maternity leave to attend leadership training courses and give visiting seminars.

PSS have also used KIT days to check in with changes in University procedures, ensuring technical skills and knowledge were kept updated, to liaise with covering staff, and to attend staff/section meetings.

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

Eligible staff can apply to the Academic Returners Research Support Scheme, which provides £10k to be used on resumption of research, e.g., to flexibly buy-out teaching time, provide administrative/research assistance, fund pilot work for grant applications or travel to conferences/collaborators/industry. The scheme is advertised on UoG webpages and communicated to eligible staff by the Parental Champion prior to leave periods.

Since its launch in 2015, one eligible female successfully applied; securing £10k allowed her to make a more graduated return to work. 5 months of teaching cover allowed additional time to focus on a newly-awarded, large multi-institutional grant and develop a new and demanding programme of research.

For PSS, the School supports them on return by ensuring line managers are available to discuss any changes which have occurred during their absence, discussing any need for flexible working, and arrange any refresher training. Work deadlines are also reduced during initial return before setting longer term objectives.

(iv)   Maternity return rate

Table 41 shows a 5/6 return rate for RT staff. In 2012/2013 a staff member resigned to to move closer to family after having a second child. After her first child was born, flexible working in the form of a job-share had been granted and worked well.

Table 41. Maternity leave return rates.

Maternity Leave				
Start Year	**Grade**	**Category**	**Employee Status And Description**	**Returned?**
2012/13	GRADE 4	MPA	Open-Ended	Resigned
2013/14	N/A			
2014/15	GRADE 7	RT	Open-Ended w/FED	✔
	GRADE 8	RT	Open-Ended	✔
2015/16	GRADE 6	TECH	Open-Ended w/FED	✔
	GRADE 7	RT	Open-Ended w/FED	Contract Ended on Leave
	GRADE 7	RT	Open-Ended w/FED	✔
2016/17	GRADE 7	RT	Open-Ended w/FED	✔
	READER	RT	Open-Ended	✔

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

Given the predominance of male staff, there has been relatively low uptake of paternity leave. We suspect this is due to UoG's provision of only one week paid leave. Shared Parental Leave has been utilised by one male ARS (Table 42).

In 2018, UoG revised its provision of paternity to two weeks' paid leave and removed previous eligibility requirements that necessitated a prescribed length of service to access the enhanced payment.

Table 42. Paternity leave uptake.

Paternity Leave			
Start Year	**Grade**	**Category**	**Employee Status And Description**
2012/13	GRADE 4	TECH	Open-Ended w/FED
	GRADE 5	MPA	Open-Ended w/FED
2013/14	GRADE 7	MPA	Open-Ended w/FED
2014/15	GRADE 6	RT	Open-Ended w/FED
2015/16	GRADE 7	TECH	Open-Ended
	GRADE 7	RT	Open-Ended w/FED
	GRADE 8	RT	Open-Ended
2016/17	GRADE 7	RT	Open-Ended w/FED

Survey data indicate (Table 43) that awareness of where to access policies on updated parental leave could be better, particularly amongst ARS respondents and amongst all respondents for Shared Parental Leave:

Table 43. Answers to staff survey question about leave policies.

"I know where to access Paternity Leave Policy"						
	Professional & Support Staff			**Academic & Research Staff**		
	Female	**Male**	**Total**	**Female**	**Male**	**Total**
Yes	10 (71%)	8 (62%)	18 (67%)	9 (53%)	29 (63%)	38 (60%)
No	1 (7.1%)	1 (15%)	2 (7%)	5 (29%)	8 (17%)	13 (21%)
N/A	3 (21.4%)	4 (23%)	7 (26%)	3 (18%)	9 (20%)	12 (19%)
Totals	**14**	**13**	**27**	**17**	**46**	**63**
"I know where to access Maternity Leave Policy"						
Yes	10 (71%)	8 (62%)	18 (67%)	9 (53%)	27 (59%)	36 (57%)
No	1 (7.1%)	1 (15%)	2 (7%)	5 (29%)	7 (15%)	12 (19%)
N/A	3 (21.4%)	4 (23%)	7 (26%)	3 (18%)	12 (26%)	15 (24%)
Totals	**14**	**13**	**27**	**17**	**46**	**63**
"I know where to access Shared Parental Leave Policy"						
Yes	5 (36%)	3 (23%)	8 (30%)	9 (53%)	27 (58.6%)	36 (57%)
No	6 (43%)	3 (23%)	9 (33%)	5 (29%)	10 (21.7%)	12 (19%)
N/A	3 (21%)	7 (54%)	10 (37%)	3 (18%)	9 (19.5%)	15 (24%)
Totals	**14**	**13**	**27**	**17**	**46**	**63**

To ensure that there is widespread awareness of these policies, we have included links to them on our Athena SWAN webpage.

Action 4.2	Overhaul School Athena SWAN website with a focus on female role models, possible career paths and gender equality, but expanding in future to include equality and diversity, mental health, LGBT+ issues, supporting BAME chemists, etc.
Action 5.1	Improve awareness of where to access parental leave and flexible working policies

The School recognises the importance of work-life balance and positively supports employees who wish to adjust their working patterns to balance work and personal life (Table 44). One female Grade 7 PDR, one female Grade 6 Technician, and one male Grade 4 PSS applied successfully from 2012-17.

Amongst all staff in the School, there are low numbers working less than full-time; 7F/1M in 2016/17.

Table 44. Staff working full-and part-time by gender.

All Staff	Full-Time	Part-Time
2012/13		
Female	17 (19%)	7 (78%)
Male	71 (81%)	2 (22%)
2013/14		
Female	16 (15.5%)	6 (75%)
Male	87 (84.5%)	2 (25%)
2014/15		
Female	24 (22%)	5 (83%)
Male	87 (78%)	1 (17%)
2015/16		
Female	25 (24%)	5 (71%)
Male	79 (76%)	2 (29%)
2016/17		
Female	32 (27%)	7 (87.5%)
Male	86 (73%)	1 (12.5%)

We acknowledge circumstances may arise where a temporary and informal, rather than permanent, arrangement for flexible working is preferred; we will continue to support staff with informal arrangements, e.g., working from home or compressing hours.

The staff survey showed (Table 45) that PSS (66%) are generally better aware of the policies and how to access the information compared to ARS (55%), however, there are significant improvements to be made to make the policies more accessible.

Table 45. Answers to staff survey question about flexible working policy.

"I know where to access policy on Flexible Working (formal)"						
	Professional & Support Staff			**Academic & Research Staff**		
	Female	**Male**	**Total**	**Female**	**Male**	**Total**
Yes	10 (71%)	8 (62%)	18 (67%)	8 (47%)	27 (59%)	35 (56%)
No	2 (14%)	2 (15%)	4 (14%)	8 (47%)	15 (33%)	23 (37%)
N/A	2 (14%)	3 (23%)	5 (18%)	1 (6%)	4 (9%)	5 (8%)
Totals	**14**	**13**	**27**	**17**	**46**	**63**

We have therefore included links to UoG's flexible working policy on our Athena SWAN webpage.

Action 4.2	Overhaul School Athena SWAN website with a focus on female role models, possible career paths and gender equality, but expanding in future to include equality and diversity, mental health, LGBT+ issues, supporting BAME chemists, etc.
Action 5.1	Improve awareness of where to access parental leave and flexible working policies

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

The School has not received any requests for a transition from part-time to full-time work after a career break. If an application were made, we would implement a phased return, appropriate to the staff member, on an initial trial period in line with the Flexible Working Policy, which is the mechanism for staff to request changes to their working hours.

5.4   Organisation and culture

(i)   Culture

The School recently provided social space and kitchen facilities for our final year UGs, PGRs and PDRs for coffee breaks and lunch. Qualitative responses from the 2017 PGR survey and focus group indicated a desire for greater interaction between PGRs and PDRs from different research groups. To accommodate this, the School organised coffee mornings and over-lunch events including flash research presentations. PGRs will also be invited to attend relevant PDR Network events.

Action 1.8	Hold informal coffee meetings regularly for PGR and UG students to improve networking and opportunities to discuss research degrees. Include specific session each December to discuss PhD applications / protocols to encourage progression from UG to PGR
Action 1.9	Hold "meet the postdoc" event to allow PGRs to network and remove misconceptions around work-life balance and other issues perceived to be holding PGRs back from PDR positions
Action 4.1	Formalise the PDR Network and include PGRs when interest overlaps

In the 2017 staff survey, only 20%F and 19%M agreed/strongly agreed there are suitable social spaces to meet informally within the School (Table 46).

Table 46. Answers to staff survey question about social spaces.

"There are suitable social spaces for people to meet informally within the School"						
	Professional & Support Staff			**Academic & Research Staff**		
	Female	**Male**	**Total**	**Female**	**Male**	**Total**
Strongly agree	1 (7%)	0 (0%)	1 (4%)	1 (6%)	4 (9%)	5 (8%)
Agree	2 (14%)	5 (38%)	7 (26%)	2 (12%)	6 (13%)	8 (13%)
Neither agree nor disagree	4 (29%)	4 (31%)	8 (30%)	1 (6%)	10 (22%)	11 (17%)
Disagree	4 (29%)	3 (23%)	7 (26%)	7 (41%)	19 (41%)	26 (41%)
Strongly disagree	3 (21%)	1 (8%)	4 (15%)	6 (35%)	7 (15%)	13 (21%)
Totals	**14**	**13**	**27**	**17**	**46**	**63**

We are aware of the need for social spaces to continue to foster good communications and relationship building between all members of the School. Through the on-going JBB refurbishment process, we will identify and enhance new social spaces for all building users; a completely refurbished communal kitchen opened in 09/2018 and a large social space is being constructed in our library.

Action 5.4	Improve social spaces for all staff and PGR students

When asked if the School is a "great place to study for men/women" the vast majority of PGR students agreed/strongly agreed (Table 47).

Table 47. Answers to student survey question about the School being a great place for men/women to study.

"The School is a great place:"						
	for women for PG study			*for men for PG study*		
	Female	**Male**	**Total**	**Female**	**Male**	**Total**
Strongly agree	9 (28%)	14 (33%)	23 (31%)	9 (28%)	16 (38%)	25 (34%)
Agree	18 (56%)	21 (50%)	39 (53%)	15 (47%)	21 (50%)	36 (49%)
Neither agree nor disagree	5 (16%)	7 (17%)	12 (16%)	8 (25%)	5 (12%)	13 (18%)
Disagree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Strongly disagree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)	0 (0%)
Totals	**32**	**42**	**74**	**32**	**42**	**74**

The School actively seeks to ensure gender equality and inclusivity is considered in all of its day-to-day operating procedures; in response to staff demand, all academic staff and Research Group meetings are conducted within School working hours. When asked if the School environment is "inclusive for all staff" the majority of staff responded positively (63% PSS, 68% ARS) and only 16%F and 14%M respondents disagreed (Table 48).

Although overall gender imbalance is not apparent there seems to be an imbalance with the majority of negative female respondents being PSS and the majority of negative male respondents being ARS.

Table 48. Answers to staff survey question about the School's environment being inclusive for all staff.

"The environment in the School is inclusive for all staff"						
	Professional & Support Staff			**Academic & Research Staff**		
	Female	**Male**	**Total**	**Female**	**Male**	**Total**
Strongly agree	2 (14%)	4 (31%)	6 (22%)	4 (24%)	10 (22%)	14 (22%)
Agree	5 (36%)	6 (26%)	11 (41%)	8 (47%)	21 (46%)	29 (46%)
Neither agree nor disagree	4 (29%)	3 (23%)	7 (26%)	3 (18%)	7 (15%)	10 (16%)
Disagree	3 (21%)	0 (0%)	3 (11%)	2 (12%)	7 (15%)	9 (14%)
Strongly disagree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	1 (2%)	1 (2%)
Totals	**14**	**13**	**27**	**17**	**46**	**63**

Creating an inclusive environment where all staff and students can thrive is of vital importance to the School, and to Chemistry as a discipline.

Staff responding to our 2017 consultation agreed that work-related social activities are appropriate for both men and women (only 1F PSS member disagreed); only 17%F and 11%M respondents disagreed that they are scheduled to allow those with caring responsibilities to attend.

Survey responses indicate a feeling amongst PDRs that they were not well integrated into the business of the School. An elected PDR representative (a former SAT member) began attending academic staff meetings in late 2018, and will disseminate research specific information to PDRs while communicating feedback from PDRs to academic staff members, including issues such as satisfaction at work and inclusion.

At the time of writing, RSC launched its report "*Breaking the barriers: Women's retention and progression in the chemical sciences*".

Whilst the focus is on barriers to women's progression, we are aware that improving the environment for underrepresented groups improves it for everyone, and subsequently should make the School more inclusive for all groups.

One recommendation in the report is to profile 'Next-up' men and women, especially those with caring responsibilities, to provide more relatable role models. We have previously updated staff profiles, encouraging PDRs to create their own discrete profile. To supplement this, we will profile PDRs in our School newsletter and online, to demonstrate to them that they are a valued part of the School community and to provide relatable case studies to PGRs.

| Action 4.6 | Improve participation of PDRs in School meetings and business to shape the School's environment to be more inclusive of PDRs |
| Action 5.8 | Profile 'Next-up' men and women, especially those with caring responsibilities to provide more relatable role models and demonstrate inclusion of all staff groups in School community |

(ii)   HR policies

HoS has monthly meetings with CoSE HoHR and College Management where HR policies are discussed. Information is relayed to SMG and to all staff through email and regular ARS and PSS meetings.

The UoG Dignity at Work and Study Policy outlines all staff and students' responsibility to treat one another with dignity and respect within their working and learning environment, emphasising that harassment or bullying in any form will not be tolerated by the University. UoG has also conducted the "Full Stop" campaign; posters on campus and in clear view within the School to tackle issues of harassment or bullying. A Respect Advisers Network of volunteers from across UoG can provide a safe space for people to report issues under the policy. To supplement this, we appointed a staff member as a School Welfare Officer to provide a similar point of contact and support for PGR students.

Positively, 91%F (n=29/32; 3 neutral) and 88%M (n=37/42; 4 neutral; 1 disagree) respondents to the 2017 PGR student survey were in agreement that their "*Supervisor/Second Supervisor and/or Head of School would deal effectively with any complaint about harassment, bullying or offensive behaviour*".

However, when asked in the staff survey if the School makes it clear that "unsupportive language and behaviour are not acceptable" only a small majority of respondents (58% all staff) agreed/strongly agreed with the statement (Table 49), leaving a large number of staff who neither agreed nor disagreed (26% all staff) and 16% of all staff who disagreed/strongly disagreed but with a larger bias of female ARS respondents (29%) compared to male ARS respondents (13%). These percentages are echoed in a lack of awareness of the Dignity at Work and Study Policy (Table 50), and even fewer staff were aware of the University's Harassment Volunteer Network (now known as Respect Advisers Network) (Table 51).

Table 49. Answers to staff survey question about the School making clear that unsupportive language and behaviour are not acceptable.

"The School makes it clear that unsupportive language and behaviour are not acceptable (e.g. condescending or intimidating language, ridicule, overly familiar behaviour, jokes/banter that stereotype specific genders or focus on their appearance, inappropriate images etc.)"	Professional & Support Staff			Academic & Research Staff		
	Female	**Male**	**Total**	**Female**	**Male**	**Total**
Strongly agree	2 (14%)	1 (8%)	3 (11%)	2 (12%)	11 (24%)	13 (21%)
Agree	5 (36%)	8 (62%)	13 (48%)	6 (35%)	17 (27%)	23 (37%)
Neither agree nor disagree	5 (36%)	2 (15%)	7 (26%)	4 (24%)	12 (26%)	16 (25%)
Disagree	2 (14%)	2 (15%)	4 (15%)	5 (29%)	2 (4%)	7 (11%)
Strongly disagree	0 (0%)	0 (0%)	0 (0%)	0 (0%)	4 (9%)	4 (6%)
Totals	**14**	**13**	**27**	**17**	**46**	**63**

Table 50. Answers to staff survey question about awareness of the Dignity at Work and Study Policy.

"I am aware of the Dignity at Work and Study Policy"	Professional & Support Staff			Academic & Research Staff		
	Female	**Male**	**Total**	**Female**	**Male**	**Total**
Strongly agree	2 (14%)	1 (8%)	3 (11%)	1 (6%)	7 (15%)	8 (13%)
Agree	8 (57%)	9 (69%)	17 (63%)	8 (47%)	16 (35%)	24 (38%)
Neither agree nor disagree	3 (21%)	2 (15%)	5 (19%)	3 (18%)	8 (17%)	11 (17%)
Disagree	1 (7%)	1 (8%)	2 (7%)	3 (18%)	9 (20%)	12 (19%)
Strongly disagree	0 (0%)	0 (0%)	0 (0%)	2 (12%)	6 (13%)	8 (13%)
Totals	**14**	**13**	**27**	**17**	**46**	**63**

Table 51. Answers to staff survey question about awareness of University's Harassment Volunteer Network.

"I know about the University's Harassment Volunteer Network"[a]	Professional & Support Staff			Academic & Research Staff		
	Female	**Male**	**Total**	**Female**	**Male**	**Total**
Strongly agree	1 (7%)	1 (8%)	2 (7%)	2 (12%)	5 (11%)	7 (11%)
Agree	6 (43%)	8 (62%)	14 (52%)	7 (41%)	9 (20%)	16 (25%)
Neither agree nor disagree	4 (29%)	3 (23%)	7 (26%)	2 (12%)	9 (20%)	11 (17%)
Disagree	3 (21%)	1 (8%)	4 (15%)	4 (24%)	17 (37%)	21 (33%)
Strongly disagree	0 (0%)	0 (0%)	0 (0%)	2 (12%)	6 (13%)	8 (13%)
Totals	**14**	**13**	**27**	**17**	**46**	**63**

[a]Since renamed to the Respect Adviser Network

Following these results, HoS sent emails to all staff to raise awareness and encourage staff to fulfil Equality and Diversity training before the end of the 2016-17 P&DR review (10/2017) and at regular intervals since. The completion rate is now 73% and we will ensure that completion is 100% by April 2019 for existing staff.

We will raise awareness of these policies at staff meetings (ARS, PSS and PDR Network), in revised induction materials, and will include it in HoS emails and the School newsletter. We

will also invite a representative of the Respect Adviser Network to attend a future SAT meeting (post-application) to discuss the network and the support available through it.

Action 3.5	Improve access to School induction materials for new academics and Research Fellows, ensuring communication and participation of PIs
Action 5.6	Ensure that all staff complete the E&D training
Action 5.9	Raise profile of Dignity at Work and Study Policy in School
Action 5.10	Invite Respect Adviser Network member to future SAT meeting to discuss types of bullying/harassment

(iii)   Representation of men and women on committees

The School aims for appropriate female representation on key committees (Table 52). Given the relatively small number of female academic staff, it is important we ensure individual female staff members are not overloaded. HoS, in collaboration with SMG, regularly reviews committee composition to ensure this issue does not arise.

Table 52. School's main committees with membership by gender and job family as of October 2018.

Committee	Male ARS	Male PSS	Female ARS	Female PSS
School Management Group	9	1	1	1
Learning & Teaching Committee	9	0	3	1
Safety Committee[a]	6	5	1	0
Research Committee	8	1	1	0
Internationalisation Committee	5	0	2	0
Athena SWAN Committee[b]	6	1	4	3
Staff-Student Liaison Committee[c]	10	0	5	2

[a]Includes 1 female PGR student
[b]Includes University Gender Equality Officer (F), College Head of HR (M), PDR representative (M) and 2 × PGR representative (1F, 1M)
[c]Includes 15 female and 15 male UG and PGT students

Recent and pending staff changes (the School is currently recruiting four R&T staff) have resulted in a transitional period with less female representation on certain committees as duties are rearranged. The 17%F in SMG reflects the gender composition of the School (22%F R&T and LTS staff). The higher proportion of women in the Learning & Teaching/Staff-Student Liaison Committees reflects the higher proportion of female LTS staff. The Safety Committee has a higher male percentage whereas the Internationalisation Committee has a higher female percentage, and is principally a reflection of the broader range of staff (R&T, RO, LTS and PSS) that make up these committees. Currently there is only one female member (10%F) of the Research Committee, which will be reevaluated once new appointees are in place early next year.

Action 5.11	Evaluate gender distribution of School committees once new R&T staff are in place to ensure appropriate representation without burdening female staff with administrative duties.

(iv) Participation on influential external committees

All staff members are encouraged to participate in influential external (beyond the School) committees; gender balance is good with regards to membership, and examples are varied:

- Dr Linnea Soler is a member of the UoG Gender Equality Steering Group and Scotland's Higher Education representative on the Scottish Qualifications Authority Advanced Highers Chemistry Committee.
- Dr Beth Paschke serves on the College Learning and Teaching Committee.
- Dr Joëlle Prunet is a member of the board of the French-Japanese Society of Fine and Medicinal Chemistry.
- Prof Serena Corr's memberships include: EPSRC Strategic Advisory Committee for Energy; EPSRC Electoral College; Theme Leader for Energy Storage and Conversion for the Scottish Energy Technology Partnership; access panels at both the Diamond Light Source and the European Synchrotron Radiation Facility; SUPERGEN Energy Storage Hub and Science Board. She is the Associate Editor of the RSC journal *Nanoscale* and an editorial board member for *Nanoscale Horizons*.
- Dr Claire Wilson (Technician) is secretary of the British Crystallographic Association, and a member of the Diamond Light Source Access Panel and the National Crystallographic Service Strategy and Allocations Panel.

Participation in external committees and bodies is encouraged and included as part of the P&DR process; where possible HoS will free up time by reducing administrative roles and/or teaching duties.

Action 2.4	Encourage staff participation in external committees and bodies (seen as esteem indicator)

(v) Workload model

The School has implemented the UoG workload model (WLM), which takes into account teaching and research activities as well as pastoral and administrative tasks (mentoring, outreach, SAT membership, etc).

This system helps HoS and line managers monitor and balance workloads and ensures fair allocation of duties across the School through regular review of the allocation of administrative tasks and the composition of School committees. WLM information feeds into annual P&DR and promotion rounds, allowing administrative and related duties to be fully recognised. The staff survey (Table 53) showed that while only 21%M ARS disagreed/strongly disagreed that workload allocation is balanced, this rose to 41%F ARS, including a specific comment concerning overburdening of female staff with multiple committee roles to meet gender composition targets.

Table 53. Answers to staff survey question about workload allocation being balanced.

"The workload allocation in the School is balanced"	Professional & Support Staff			Academic & Research Staff		
	Female	Male	Total	Female	Male	Total
Strongly agree	1 (7%)	0 (0%)	1 (4%)	1 (6%)	5 (11%)	6 (10%)
Agree	5 (36%)	6 (46%)	11 (41%)	5 (29%)	17 (37%)	22 (35%)
Neither agree nor disagree	6 (43%)	4 (31%)	10 (37%)	4 (24%)	14 (30%)	18 (29%)
Disagree	2 (14%)	2 (15%)	4 (15%)	6 (35%)	7 (15%)	13 (21%)
Strongly disagree	0 (0%)	1 (8%)	1 (4%)	1 (6%)	3 (7%)	4 (6%)
Totals	**14**	**13**	**27**	**17**	**46**	**63**

HoS will ensure appropriate review of gender bias, rotation of duties and transparency during the refinement of the model over the coming year, with particular focus on avoiding overburden of our small female ARS cohort with administrative tasks and committee roles.

Action 5.2	Evaluate the distribution of work in the workload model to ensure equitable allocation of tasks by gender, with a particular focus on large administrative tasks and committee roles
Action 5.11	Evaluate gender distribution of School committees once new R&T staff are in place to ensure appropriate representation without burdening female staff with administrative duties.

Only 19% of PSS disagreed/strongly disagreed that workload allocation is balanced with no apparent gender bias. PSS are not encompassed in the University WLM; instead, we ensure that workloads are fairly distributed through discussion with HoS, HoSA, and the Laboratory Superintendent, and will continue to monitor this and assess concerns.

(vi)   Timing of departmental meetings and social gatherings

Academic staff meetings are timetabled (mid-morning or early afternoon) to allow staff with childcare responsibilities or who work flexibly to attend. Other School committees are generally scheduled at times convenient for all members, typically from 10:00-15:00, as are social gatherings.

The staff survey suggested greater concern from female staff about the flexibility of meeting schedules: 29%F vs 8%M PSS and 24%F vs 9%M ARS disagree/strongly disagree about flexibility (Table 54). One free text comment related to this and pointed towards the timing of 'section' meetings.

To address this, HoS will ensure that School meetings, including section meetings, and social activities are mindful of staff with caring responsibilities.

Action 5.7	Formalise core hours (10.00 -16.00) policy for core School meetings including guidance note for section meetings

Table 54. Answers to staff survey question about scheduling of meetings.

"Meetings within the School are generally scheduled flexibly to enable those with caring responsibilities to attend"						
	Professional & Support Staff			**Academic & Research Staff**		
	Female	**Male**	**Total**	**Female**	**Male**	**Total**
Strongly agree	2 (14%)	0 (0%)	2 (7%)	5 (29%)	8 (17%)	13 (21%)
Agree	2 (14%)	8 (62%)	10 (37%)	2 (12%)	18 (39%)	20 (32%)
Neither agree nor disagree	6 (43%)	4 (31%)	10 (37%)	6 (35%)	16 (35%)	22 (35%)
Disagree	4 (29%)	1 (8%)	5 (19%)	3 (18%)	3 (7%)	6 (10%)
Strongly disagree	0 (0%)	0 (0%)	0 (0%)	1 (6%)	1 (2%)	2 (3%)
Totals	**14**	**13**	**27**	**17**	**46**	**63**

(vii)   Visibility of role models

The School endeavours to represent all genders in its publicity materials both internally (Chemistry Plan 2016-2025, newsletters etc.) and externally (social media, web presence). This culture is encouraged at all levels, e.g. the Alchemists Society publishes a regular newsletter to UGs/PGs highlighting student successes.

The School website prominently features female role models, including our main entrance page (Figure 21) which shows female students and staff. We also highlight success stories from female staff and students on our news page (Figure 22).

Figure 21. Prominent female role models, both students and academics, on the School of Chemistry main webpage. See: www.chem.gla.ac.uk

Figure 22. Screengrab from the School of Chemistry News page highlighting success of our female staff members. See: https://www.gla.ac.uk/schools/chemistry/news/

Achievements of female staff and students are further highlighted on electronic noticeboards at JBB entrances, strategically positioned to be visible to all entrants (Figure 23). Dedicated poster boards have also been erected to highlight PGR success stories and will be appropriately gender balanced (S4.1(iv)).
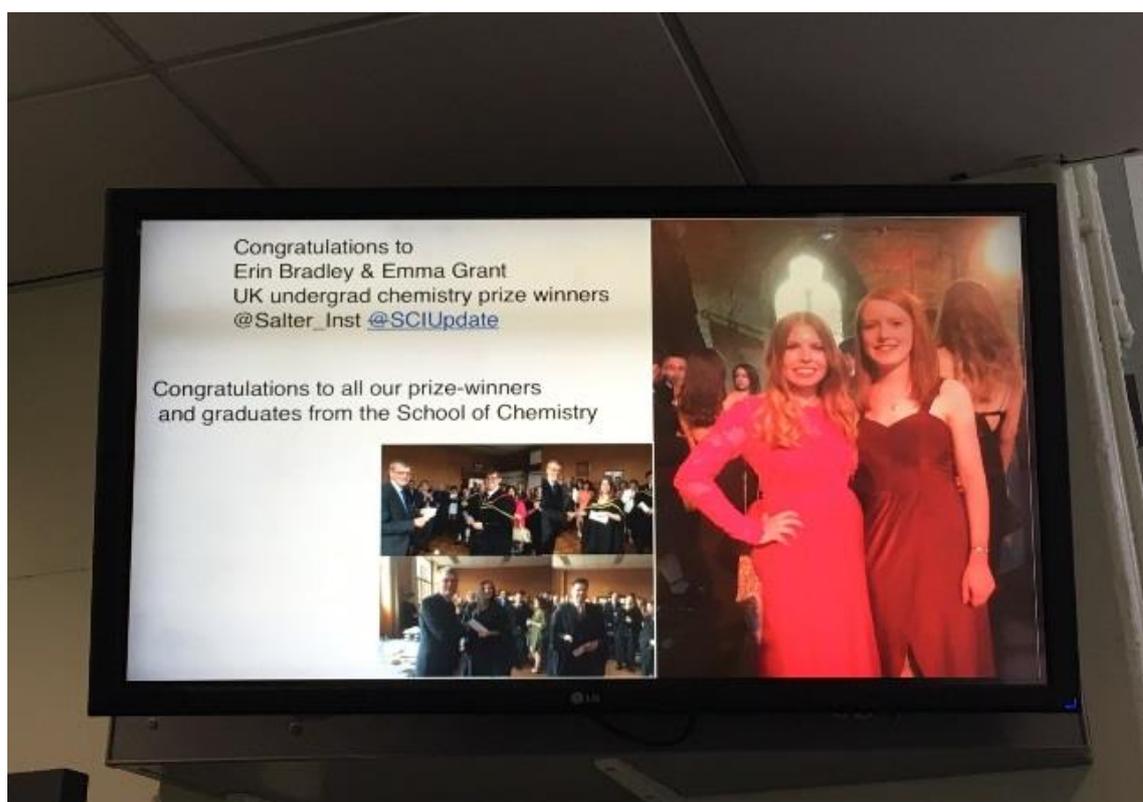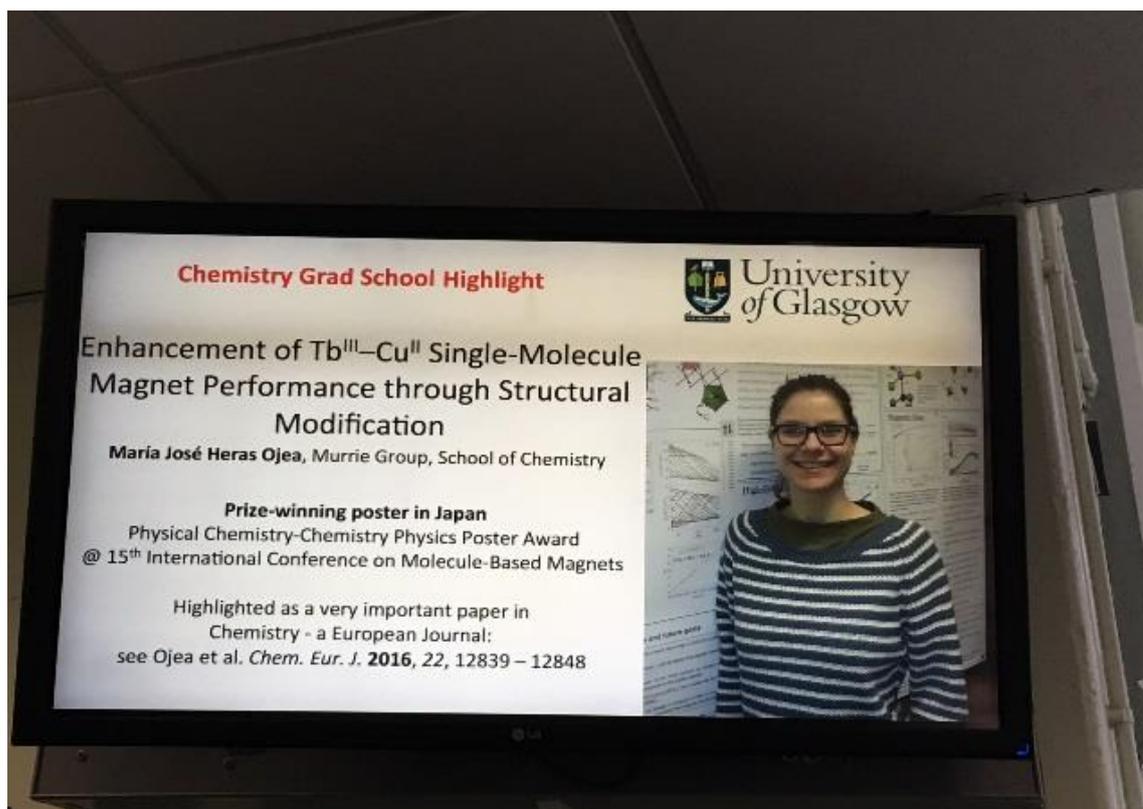
Figure 23. Celebrating success of women on electronic screens in JBB for PhD poster prize and publication (top) and for UK Undergrad Chemistry prize winners at their Graduation and Grad Ball (bottom, picture chosen by the students).

The School interacts regularly with staff, students and alumni through its social media accounts, highlighting achievements and profiling our female staff (Figure 24).
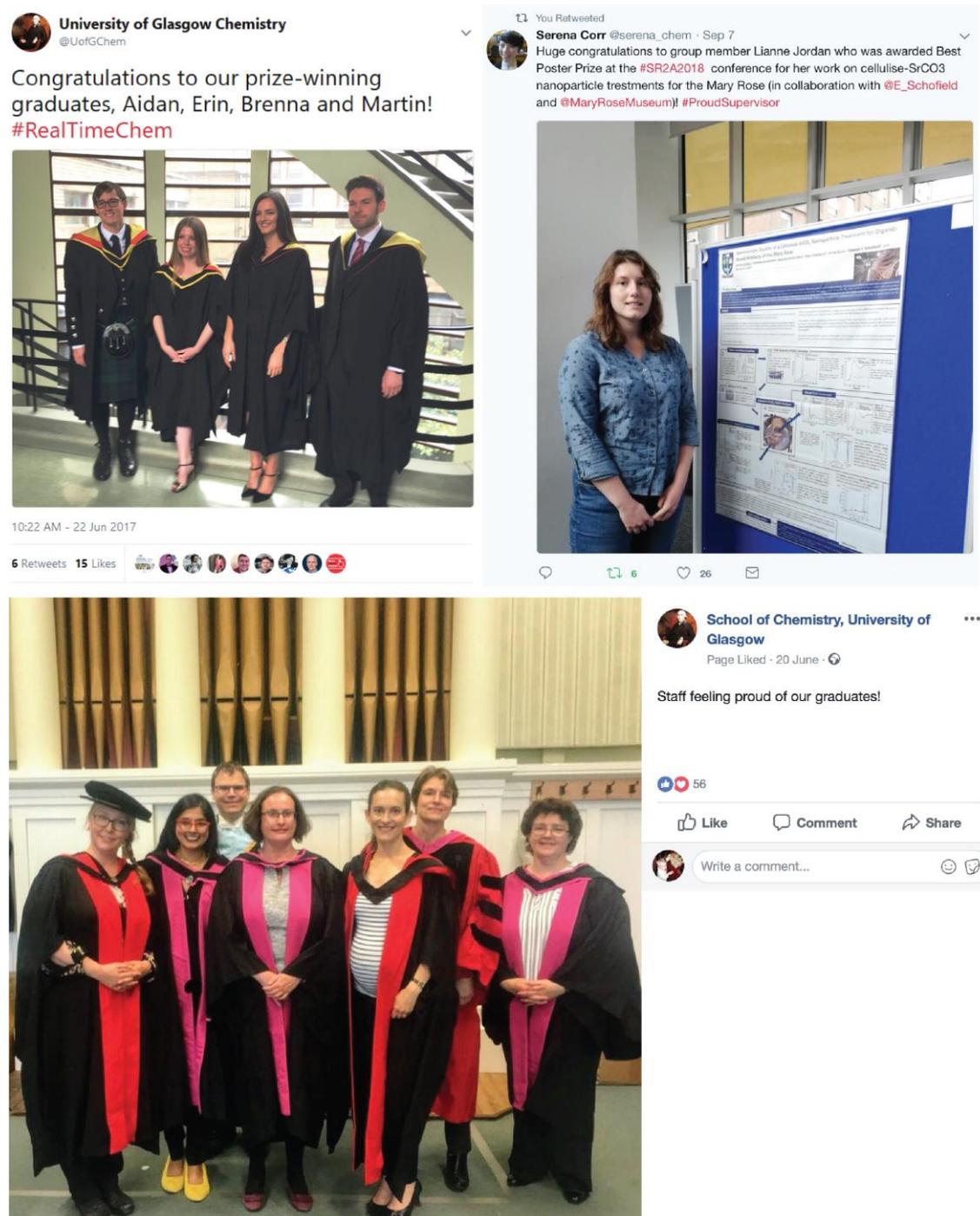
Figure 24. Recent social media posts from School accounts (Twitter: @UofGchem; Facebook: @ChemistryGlasgow; ~2000 total followers) highlighting success stories and featuring female academics. Tweet showing UG prizewinning students (top left, 2016-17, 50%F) has been seen >3000 times (Twitter data analytics).

The School uses the above mechanisms to highlight and publicise specific women in science initiatives such as the recent Ada Lovelace day (Figure 25).
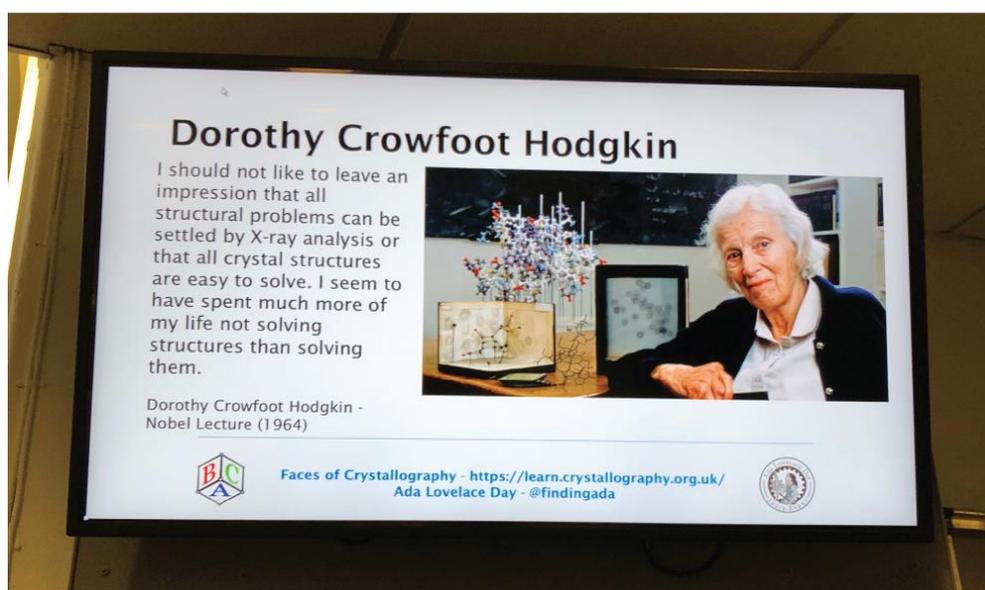
Figure 25. Examples of the School using social media (top, interacting with female PGR) and JBB electronic screens (bottom) to highlight Ada Lovelace day (9th October 2018) and feature female role models.

The School must address the lack of gender equality in research seminars, where speakers are nominated by members of the School or are RSC prize winners. From 2011-2017, 16/145 speakers were female (11%). Since then, renewed efforts to monitor gender equality have resulted in 38%F (9/24) speakers in 2017-18. We will retain this improvement by overhauling School seminar organisation, appointing a team comprising academics and PDRs to arrange seminars at a regular time and location, with built in social time to allow enhanced networking. The team will ensure appropriate gender distribution of speakers, while PDRs will also be encouraged to suggest and host speakers.

In addition, we will organise a celebratory symposium to coincide with the International Day of Women and Girls in Science (February 11), inviting female chemists from a variety of backgrounds to share their career experiences and aspirations. A significant social event will also be arranged to provide networking opportunities and access to prominent role models. HoS has recognised the significance of these events and has committed resources to fund travel and social costs for speakers.

Action 5.3	Overhaul School seminar organisation, forming a team including PDRs to consolidate recent increases in the number of female external speakers, while using our external seminar series to identify and build relationships with strong external female candidates to ensure we have a wider pool when posts become vacant
Action 4.3	Establish annual event profiling successful female chemists from a range of backgrounds to coincide with International Day of Women and Girls in Science, providing prominent female role models and networking opportunities

(viii) Outreach activities

The School is committed to outreach activity, which is included in WLM allocations and promotion criteria. The Chemistry Outreach Group (3F/2M) has continued to extend and develop our outreach programme run by the Outreach Coordinators (1M/1F). Both staff and PGRs participate in a range of activities, aimed mainly at primary and secondary pupils, including "Chemistry at Work" (RSC event), the Salters event, UoG and other Science Festivals, and National Science Week.

Furthermore, the School's Collaborative Crystal Growing Project is a distributed research project that allows school pupils to systematically study crystallisations of mixtures of compounds. This has ensured that both female and male pupils (Figure 26) have the opportunity to undertake scientific research and has led to publications in the scientific literature.

The positive impact of our outreach program is reflected in our good undergraduate gender balance (54%F).

Figure 26. School pupils after completing the crystal growing outreach program.

(6000 words)

6   FURTHER INFORMATION

500 word allocation used in Section 4.

(10411 words total)

7   ACTION PLAN

NOTE: Priority Actions mainly covering female PDR recruitment, career support and PGR-PDR transition are highlighted in red text, and the remainder are prioritised by date, where the timing is appropriate to do so.

Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
1	**Baseline Data and Supporting Evidence – Students**						
1.1	Create formal survey for final year UG students to understand attitudes on pursuing PGR degrees	Data collected at informal pastoral sessions in Dec 2016 and Dec 2017 to assess intentions to pursue PG study – not formally recorded and feedback anecdotal	Formalise data collection into UG survey every December	Final Year Project Coordinator (Prof Dave Adams) and Teaching Section Heads	Annually	Dec 2018 (ongoing)	Accurate data for intention to transition from UG to PGR (internal at UoG or external to another Higher Education Institute) by gender to help us understand pipeline from UG-research
1.2	Profile successful female PGR alumna via invited talks to final year UG students to better enthuse UG females towards postgraduate research	First talk by a Glasgow female PhD graduate in 2017	Talks to be embedded in seminar schedule in line with Action 5.3, and their impact evaluated in final year UG student survey on future aspirations as per Action 1.1	PGR subgroup (JM, LS, DT)	Annually	2017/18 (talks in progress)	Positive response with at least 75% female UGs agreeing in inaugural UG survey (Action 1.1) that there are visible female role models in academic chemistry and perceive postgraduate research as attractive career route
1.3	Collect and analyse data on first destinations of PGR students	Data collection underway with advice on process for collection sought on GDPR from UoG data protection/freedom of information Team	Collect data for all PGR students one year after final submission of corrected thesis (supervisors email students, prompted by Graduate School Convener)	School of Chemistry Graduate School Convener (Dr Andy Sutherland) and PGR supervisors	Annually (in line with graduation months; November / June)	June 2019	70% response rate from former PGR students about first destination post-graduation. No current baseline. Data provide a clear understanding of any gender disparity in first destinations to better inform support for PGRs

Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
1.4	Include "Where are they now?" stories about our alumni PGR students in the School newsletter to provide female and male role models for PGRs	School aims to profile male, and especially female, students and staff (e.g. Actions 1.6 and 1.7); more work required on utilising alumni networks for this	Develop template questionnaire to send to alumni. Identify 3 alumni per year to feature in Newsletter	PGR subgroup (JM, LS, DT)	Quarterly	First feature to run in April 2019	At least 70% positive response by male and female students to PGR survey question about the presence of female role models from academia in, or from, the School (41%F/50%M in agreement at last PGR survey; with 28%F/43%M providing neutral response)
1.5	Continue to conduct surveys of current PGR students to identify gender issues	PGR student survey conducted in 2017	Repeat survey in 2019 to align with new SAT, and biennially going forward This timing will capture views of new students as well as some of those who completed the survey in 2017	PGR subgroup (JM, LS, DT), SAT Chair (RF)	Biennially	2019	Minimum 75% response rate for both male and female PGRs (58% in last PGR survey) Data analysed by SAT and recommended actions fed back to SMG for discussion and inclusion in AS Action Plan
1.6	Celebrate success amongst female and male PGR students	Poster boards showcasing both female and male PGR student success are installed in JBB, and success stories advertised on social media and virtual noticeboards	Identify students to be showcased – at least 1 male and 1 female, per academic session	Graduate School Convenor (Dr Andy Sutherland)	2 features per academic session	2017/18 (in progress)	70% of female and male UG students believe continuing research studies is an achievable ambition for them as shown by inaugural UG annual survey (Action 1.1 above)
1.7	Continue to highlight and promote research success stories of all staff	News articles already appear on various facets of social media	Promotion of successes as they arise internally and externally, in line with actions associated with PGR celebration of success	HoS (GC), SMG	At least 2 features per academic session	2017/18 (in progress)	Encourage careers and progression in academia as evidenced by response to PGR survey question on experience in the school encouraging students to consider academic career, with at least 75% positive response by both male and female respondents (47%F/48%M in 2017 PGR survey)

Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
1.8	Hold informal coffee meetings regularly for PGR and UG students to improve networking and opportunities to discuss research degrees. Include specific session each December to discuss PhD applications / protocols to encourage progression from UG to PGR.		Organise coffee meetings every quarter to be held in the David Sharp Room, resourced by the School. Annual session for UG students led by PGRs to help with finding and applying for PhD positions	PGR subgroup (JM, LS, DT)	Quarterly	1st coffee morning Dec 2018	At least 3 coffee mornings held each academic session with minimum attendance of 20 PGR and UG and at least 50% representation of female UG
1.9	Hold "meet the postdoc" event to allow PGRs to network and remove misconceptions around work-life balance and other issues perceived to be holding PGRs back from PDR positions		Organise catered meeting where at least 2 PDRs meet and discuss their career / role with PGRs	PGR (JM, LS, DT) and PDR (ED, NF) subgroups	At least two meetings per academic year	Mar 2019	Encourage careers and progression in academia as evidenced by response to PGR survey as per success in Action 1.7 above.
1.10	Hold academic career information sessions where academics discuss their career trajectory and day-to-day details of academic life particularly around balancing work life with family commitments		Organise catered meeting where at least 2 academics discuss their career and academic life with PGRs	PGR subgroup (JM, LS, DT)	At least two meetings per academic year	Feb 2019	Encourage careers and progression in academia as evidenced by response to PGR survey– as per success in Action 1.7 above. Improvement in question on having a family and successful academic career being achievable to 75% of male and female agreeing in next PGR survey: 53%F/62%M agree and 38%F/19%M disagree in 2017.
1.11	Repeat PGR focus groups annually to find out career aspirations of female PGR students and provide a supportive peer environment to discuss this	First meeting held in 2017, second in July 2018	Hold meetings toward the end of each academic year	PGR subgroup (JM, LS, DT)	Annually	July 2018 (in progress)	At least one focus group each year Any issues reported back to SAT and actions devised to address these included in the Action Plan ad implemented

Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
1.12	Formalise career planning discussions during PGR annual review including preparation of rubric to ensure consistent approach	Annual PGR progression review meetings are held to discuss progress on work and PhD milestones as well as personal development planning in line with the Vitae Researcher Development Framework. All Supervisors have been advised to discuss careers during review meetings.	Preparation of rubric formalising career advice and pastoral care discussions to be held at the end of annual progression meetings between PGR, second supervisor and Research Group Head.	Graduate School Convener (Dr Andy Sutherland) and PGR supervisors	Annually in line with PGR progression timetable (submit reports / forms each May, reviews each June)	June 2019	Encourage careers and progression in academia as evidenced by responses to PGR survey: At least 90% positive response by both male and female PGRs on usefulness of feedback from progression interview (56%F/69%M agreeing at last PGR survey) At least 90% positive response from male and female PGRs on availability of sufficient career development opportunities (59%F/60%M agreeing at last PGR survey) At least 85% positive responses from male and female PGRs to question about awareness of academic opportunities beyond PG study (55%F/50%M agreeing at last PGR survey)
1.13	Dedicated PGR webpages on School website to increase PGR profiles internally and externally as part of greater overhaul of School website	Similar webpages already successfully implemented for PDR cohort (Action 4.8)	Create individual webpages for PGRs to populate containing personal and professional information (e.g. training, career highlights) Encourage PGRs to complete webpages by email	PGR subgroup (JM, LS, DT)	Ongoing	Dec 2018	Encourage and support PGR career aspirations as evidenced by response to PGR survey, with at least 85% male and female PGRs positively responding to question about School support for career planning

Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
1.14	Creation of new PGT taught MSc programmes to attract more PGT students	Two new MSc programmes will be launched in the next academic year to enhance the School's PGT offering.	Creation of course catalogues and advertisement for the two new MSc programmes with high visibility of female role models to ensure gender balance in applications with appropriate monitoring Development of further MSc courses	Head of PGT programme (Dr Stephen Sproules)	New programmes created for 2019/20 session	2018/19 (in progress)	Successfully launch two new MSc courses in 2019/20 with equitable application numbers from prospective male and female students Continue PGT development with launch of at least one further course by 2021/22
1.15	Review applications and awards of School PGR travel bursaries to ensure gender representation commensurate with graduate school make up	Audit of awarded travel bursaries over review period shows 35% awarded to female PGRs (38%F average PGR distribution over review period)	Annual auditing of both applications and awards for travel bursaries to ensure gender balance Advertise bursaries to all PGR students by email, PI communication and noticeboards. Highlight successful female PGR awards / conference attendance within the School to encourage application (Action 1.6)	HoSA (LK)	Next audit Sep 2019 to coincide with new academic year	2018/19 (in progress)	Applications and award of PGR travel bursaries mirrors graduate School gender distribution (currently 47%F)

Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
1.16	Encourage PGRs to participate in new CoSE buddy scheme both as mentors and mentees and evaluate gender distribution of uptake	CoSE initiated scheme for 2018 PGR cohort, with room for improvement in the uptake from School PGRs: 38%F (6/16) and 24%M (n=4/17) new starts joined as mentees	Uptake for mentees will be encouraged by School during induction of new PGR cohorts Uptake for mentors will be encouraged through advertisement (email, PI contact, noticeboards, etc) and participation as a mentor will contribute training credits for PGR students Gender distribution will be audited in summer 2019 in collaboration with CoSE grad school Item to be discussed in next PGR survey (2019) to assess effectiveness of the scheme	Graduate School Convener (Dr Andy Sutherland), PGR subgroup (JM, LS, DT)	Gender audit in July 2019 to inform any efforts required to improve uptake by new PGR cohort in Oct 2019	July 2019	At least 50% of new PGRs in October 2019 being assigned a buddy with gender distribution mirroring that of incoming PGR cohort (49%F in 2016/17) Female PGRs assigned female mentees where requested PGR 2019 survey results show at least 60% of incoming male and female students (Year 1 of PGR study) and 70% of current male and female students (Years 2-5) aware of policy and feeling encouraged to participate Rising to 75% incoming male and female students and 90% current male and female students in 2021 PGR survey

Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
2	**Baseline Data and Supporting Evidence - Staff**						
2.1	Collect and analyse academic staff profile by gender and grade, staff applications and appointments by gender and grade, staff turnover by gender, and grade and gender balance with respect to staff on different contract types	Data collected, analysed and recorded for self-assessment process	Further regular profiling and annual report delivered by SAT Chair to SMG	SAT Chair (RF) and UoG GEO (KF)	Annually, in line with data release from HR (coincides with HESA dates; 1 Aug – 31 July)	August 2019	Data collected and discussed at SAT meetings to inform future actions Actions recommended made to SMG (and adopted) via SAT Chair's annual progress report covering pipeline changes and action plan progress
2.2	Collect and analyse data on first destinations of PDRs	Incomplete information collected from line managers; poor response rate to UoG exit questionnaires	Routine collection of employment data via email requesting completion of online form after one year for all departing PDRs Set out guidance for all Line Managers on maintaining contact with departing PDRs to supplement exit questionnaires	Line managers	Annually	July 2019	Collection of full data set to inform future actions for supporting PDRs

Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
2.3	Increase nominations of staff, particularly female staff, for fellowships, external awards and prizes	In the last two years, Fellowships awarded to 4 researchers in the School (1 female) and one external candidate (female), and Royal Society of Chemistry prizes to 4 R&T staff members (1 female) Teaching Excellence Award for LTS member of the School (1 female) in 2017/18	Flag opportunities as they arise via emails from HoS and Research Group Heads and encourage and support staff to apply Target specific prizes during annual P&DR – discussion incorporated into development of formal P&DR guidance (Action 4.5) Assist staff in preparing CVs, research statements, identifying letter writers, nominators, etc, for example through internal peer review by SMG	HoS (GC) and Research Group Heads	Annually in line with RSC Prizes (usually January), and when an appropriate opportunity arises	Jan 2019 (to coincide with RSC prizes)	Increase in the number of nominations from the School with particular focus on female staff, while not burdening staff with overly time-consuming application preparation Embedding discussion within P&DR will help ensure that the nominations support development of career portfolio and esteem indicators (in line with Athena SWAN Assessment Panel feedback)
2.4	Encourage staff participation in external committees and bodies (seen as esteem indicator)	Occurs annually as part of the P&DR process	HoS to guide reviewers to place more emphasis on this as part of the P&DR discussions via new P&DR Guide (Action 4.5) Target specific opportunities during annual P&DR – discussion incorporated into development of formal P&DR guidance (Action 4.5)	Line managers, HoS (GC)	Annually, in line with P&DR Launch (each June)	Guide in place by June 2019	Participation from senior female R&T and LTS staff to at least one external committee or body to increase esteem indicators in promotion applications

Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
2.5	Continue to conduct surveys of staff to identify gender issues and utilise data from University-wide staff survey	School surveys and University staff survey both occur biennially so staff are surveyed annually	Repeat School survey in 2019 to align with new SAT and every two years going forwards. This means there will be a survey of staff every year (University Staff Survey and Athena SWAN Culture Survey) that will provide data to benchmark success of different actions.	SAT, primarily SAT Chair (RF) and UoG GEO (KF)	Biennially	Next survey launched February 2019	Minimum 80% response rate for both male and female staff (2017 staff survey response: 74% overall, 86%F/69%M) Data analysed by SAT and recommended actions fed back to SMG for discussion and inclusion in AS Action Plan Data also used to evaluate success of actions, as per success measures throughout the Action Plan. These will mostly be informed by the Athena SWAN Culture Survey, with interim sense checking provided by University Staff Survey.

Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
3	**Key Career Transition Points, Appointments and Promotions**						
3.1	Better promotion of University training opportunities to PDRs to support career transition	PDRs already encouraged to do this through P&DR process. Data showed that female PDRs are less likely to take up training opportunities (PDR training course uptake is 11%F vs. 26%M).	Create new guidance to P&DR reviewers about extensive list of training available as part of formal guidance(see Action 4.5). At P&DR discussion, highlight, in particular, grant writing training and 4-steps to research success programme as opportunities to support academic trajectory Guidance to be issued by HoS at start of each P&DR round to reviewers and reviewees. Training courses to be promoted at PDR Network events and use these meetings as opportunities for PDR feedback on courses to be collected Question PDRs specifically in staff survey on satisfaction with training courses to ascertain any perceived barriers to uptake	HoS (GC) and line managers	Annually, at the launch of each P&DR round each June. School staff surveys carried out biennially	June 2019 (Next school staff survey in late 2019)	Increase in uptake of UoG training courses by female PDRs by 50% to show similar uptake to male PDRs as evidenced by incidences of training per person in training uptake data 75% positive response to new, PDR specific question in next staff survey on satisfaction with provided training courses

Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
3.2	Monitor gender distribution of academic appointment committees to ensure female staff are represented but not overburdened	Policy to have at least one member of each gender included in academic appointment committees Implemented in 2014. HoS monitors make up of academic appointment committees to ensure female representation commensurate with overall gender distribution	Audit policy, bearing in mind that female staff from cognate disciplines will have to be invited to participate in academic appointment to ensure that female staff in the School are not overburdened	HoS (GC) and Research Group Heads	In time with each new appointment	Dec 2018	Audit shows at least 1 member of each gender on appointment panels with no apparent overburdening of individual female staff, demonstrated through mix of female committee members drawn from across the School and College as part of HoS review School committees contain appropriate representation without burdening as assessed by workload model monitoring (Action 5.2)
3.3	School to maximise communication of posts via staff members' external networks in order to attract applications from female candidates	Presentation from Professor Paul Walton in Computing Science Seminar Series (11/05/2018) highlighted the power of reaching out to potential applicants and inviting them to apply as a particularly useful approach to increasing applications from women	Academic staff to network with female academics when lecturing in other HEIs or in conferences. As new posts arise, HoS and SAT to email academic staff to remind them to raise the details with potential female candidates in their networks Following large conferences canvass any potential female academics to invite to future seminars, based on Action 5.3.	HoS (GC), Research Group Heads, all School	When opportunities arise	Dec 2018	Increased awareness of job opportunities in Glasgow by high-quality external potential recruits resulting in 30% applications by women to senior academic positions. Baseline from self-assessment shows 17%F applications from women to senior academic posts (Grade 9/Prof) from 2012-17

Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
3.4	Embed career progression and development discussions as part of annual P&DR process of all staff, including PDRs and RFs	Promotion and personal development planning are current aspects of the P&DR process	Formal P&DR guidance developed (See Action 4.5) and issued to reviewers including resources around training and opportunities for reviewers to draw from in their P&DR discussions Line managers to assist reviewee in preparing portfolio of evidence to support future promotion application(s) during P&DR	Line managers, HoS (GC)	Annually, in line with P&DR cycle (launches each June)	June 2019	80% of both male and female staff agreeing that they understand promotion process and criteria on next staff survey (45%F/47%M agreed in last staff survey)
3.5	Improve access to School induction materials for new academics and Research Fellows, ensuring communication and participation of PIs	Checklist provided to PI/HoS with guidance for meeting with inductee, personal introduction to other academic staff members by line manager	(i) Publish the Welcome Pack online and update it with links to relevant policies, e.g. maternity/paternity leave, absence management, dignity at work and study, harassment volunteer network, etc. (ii) Ensure that line managers of new PDRs issue them with the Welcome Pack (iii) Ensure the new staff have received the building tour within their first week in post, and that the tour of the building includes the offices of Professional and Support staff, as this was something that staff felt was missing	Line managers, HoS (GC), Head of Teaching Sections	Update throughout 2019	First evaluation December 2018 to allow new process to be used by new starts	New staff better familiarised with School on UoG processes and procedures leading to more efficient working as reflected in positive responses to evaluation by new staff, min 75% positive response with no significant differences by gender (35%F/33%M agreed in last staff survey that "The School induction process met my needs")

Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
3.6	Revise recruitment materials to strengthen commitment to the principles of Athena SWAN, highlighting family-friendly support and initiatives to prospective candidates and explicitly encouraging applications from underrepresented groups including women and BAME candidates		Include in all our job descriptions the School's commitment to the Athena SWAN process and provide information on part-time, job-sharing, and family-friendly policies and initiatives	HoS (GC), HoSA (LK) and College HoHR (SW)	As opportunities arise	Jan 2019	All recruitment advertisements referencing AS from 2019 Increased awareness of job opportunities in Glasgow by high-quality external potential recruits resulting in 30% applications by women to academic positions at Grade 8 and above (18%F from 2012-17)
3.7	Run pilot and review impact of revised job description approach for Grade 6 and 7 Research-only posts (PDR positions)	Job description for PDR post revised and number of essential criteria consolidated; post analysed for applications by gender as anecdotal evidence from sector suggests women are less likely to put themselves forward for posts with extremely long lists of criteria	Adopt this approach in all vacancies over the next two years to test for any statistically significant impact on applications by gender.	HoSA (LK) and College HoHR (SW)	As opportunities arise between October 2017-November 2019	2017/18 (in progress)	Increased number of applications at RO Grades 6 and 7 including 30% female applications to align with benchmarks Feedback on impact of the pilot to Gender Equality Steering Group and recommend roll out of approach based on outcome of pilot exercise

Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
3.8	HoS and Research Group Leaders to identify women eligible for promotion following P&DR and specifically approach them and encourage them to apply	Promotion and personal development planning are current aspects of the P&DR process Annual promotion workshop given by HoS and College HoHR	Discussion and identification of women eligible for promotion at SMG Meeting prior to annual P&DR launch and communicated to line managers Career progression discussions to be embedded in P&DR (Action 3.4) As part of revised P&DR guidance (Action 4.5), Research Group Leaders will be trained to focus on identifying women eligible for promotion, to set SMART objectives mapped to promotion criteria, and to encourage applications	HoS (GC), SMG	Annually, in line with P&DR cycle (launches each June)	Discussion in May 2019, prior to launch of next annual P&DR round (June 2019)	Increased number of promotion applications from women (only 2 from 2012-17) so that women are as likely to apply as men (from 2012-17, only 3% of eligible women applied vs 6% of eligible men)

Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
3.9	Ensure members of the School on LTS Track understand the new UoG promotion criteria and have opportunities and support towards fulfilment of the criteria – particularly around the Scholarship stream of activity.	This is a relatively new track within UoG and although overall numbers of School staff on LTS track are low, they are predominantly female Promotion and personal development planning are current aspects of the P&DR process Meeting between the HoS and School Outreach Group to help LTS staff publish outcome of outreach activities	Support for scholarly activities towards potential publications, income generation and esteem indicators through existing outreach and pedagogical work Introduce quarterly review meetings to consider publication progress, identifying any support required from School	HoS (GC), College HoHR (SW)	Quarterly review meetings	December 2018	At least one publication or funding application every two years from the LTS staff cohort Questions in 2019 staff survey specifically for LTS track show improvement on: -- support at promotion to 80% eligible staff agreeing (75% (n=3/4) eligible staff disagreed in 2017 survey)

Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
3.10	Create specific session of annual promotion workshop dedicated to LTS staff to enhance understanding of new progression criteria	Annual promotion workshop given by HoS and College HoHR	Dedicated segment of annual promotion workshop for LTS criteria and activity towards promotion, inviting successful colleagues from that track from across the College to provide an overview of their trajectory and work. Ensure that workshop is organised at a time that does not clash with teaching	HoS (GC), College HoHR (SW)	Annual promotion workshop held each December to align with UoG promotion timeline	December 2018	Positive participation in promotion workshop from LTS staff with 80% of cohort attending Questions in 2019 staff survey specifically for LTS track show improvement on: - understanding of promotion criteria to 80% agreeing (29% agreed in 2017 survey (n=2/7) only 1 male respondent so not disaggregated by gender) - support at promotion to 80% eligible staff agreeing (75% (n=3/4) eligible staff disagreed in 2017 survey)

Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
4	**Career Advice and Support for Staff**						
4.1	Formalise the PDR Network and include PGRs when interest overlaps	Bimonthly informal lunchtime and coffee meetings for PDRs established. First formal monthly meeting held in July 2018 (25% attendance) >50 attendees at Careers event when PGRs invited	Review attendance to gauge participation and demand Encourage PDR uptake through enhanced advertisement and School-resourced high profile external speakers Invite PGRs when interests overlap	PDR subgroup (ED, NF)	Monthly meetings	July 2018 (in progress)	Meetings held every month with at least 30% PDR cohort attending in 2018/19, 40% by 2021, with gender balance reflecting that of PDRs in the School
4.2	Overhaul School Athena SWAN website with a focus on female role models, possible career paths and gender equality, but expanding in future to include equality and diversity, mental health, LGBT+ issues, supporting BAME chemists, etc.	School Athena SWAN webpage prepared and uploaded with information on policies / resources, etc.	Identify and approach female role models to provide a case study about their career Update the site with information about improvements in representation of women in Chemistry nationally and upload links to reports and resources on these issues drawn from Royal Society of Chemistry	HoSA (LK) and SAT members (JM leading web development, RF driving content)	Refresh case studies annually and update links in line with SAT meetings, expand content	First case studies uploaded Dec 2018 Expand to cover other areas relevant to E&D	Increased awareness of career opportunities and role models amongst PGR students, in line with success measures in Actions 1.4 and 1.7 75% positive response to new staff survey questions about prominence of female role models

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Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
4.3	Establish annual event profiling successful female chemists from a range of backgrounds to coincide with International Day of Women and Girls in Science, providing prominent female role models and networking opportunities		Invite successful female chemists to talk about their research and their career pathway Arrange significant social event to provide networking and mentoring opportunities	SAT members (JF and DJ)	Annually	February 2020, to coincide with Intl Day of Women and Girls in Science	One event organised every year with 75% attendance of PGRs, PDRs and academic staff, with no significant differences by gender
4.4	In addition to improving reviewer/reviewee understandings of how skills map onto P&DR criteria in new guidance (Action 4.5), collate staff feedback about skills that are under-recognised in the P&DR process to inform any necessary revisions to the guidance		P&DR reviewers to ask staff which skills and abilities are being ignored or downgraded, and feedback to SMG	P&DR appraisers, HoS (GC) and SMG	Annually in line with P&DR completion timescale (June-October)	June 2019 Report delivered to SMG December 2019	Feedback gathered as part of 2018/19 P&DR process (launching in June 2019) and report prepared for SMG At least 75% positive response from all genders to survey question about P&DR process helping career progress and recognising all skills related to a person's role (39%F/36%M agreed that "The P&DR process **recognises** the full range of my skills and abilities" in last staff survey)
4.5	Establish new training for P&DR reviewers to enhance career development discussions during P&DR and prepare formal guidance to cover areas identified by SAT as requiring further action		Reviewer training for P&DR will include greater emphasis on using P&DR process for development and promotion, alongside its role as a tool to assess performance Formal guidance will ensure career progression areas identified by SAT will be discussed and acted upon	P&DR appraisers, HoS (GC), and College HoHR (SW)	Training run in time for 2018/19 P&DR round, June 2019	Jan 2019	At least 75% positive response from all genders to survey question about P&DR process helping career progress (58%F/27%M of respondents completing PDR agreed that "The P&DR process is useful in helping progress my career" in last staff survey)

Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
4.6	Improve participation of PDRs in School meetings and business to shape the School's environment to be more inclusive of PDRs	PDR representative for staff meetings has been identified, attended Sept 2018 academic staff meeting.	Include elected PDR representative in academic staff meetings to feed in any issues affecting PDRs and to input PDR perspective into academic business of the School	HoS (GC) and PDR subgroup (ED, NF)	Triannually, in line with timing of academic staff meetings	Rep attended first staff meeting in Sept 2018	90% male and female Research staff agreeing that the School is inclusive for all staff in next staff survey (61%F/70%M agreed in last staff survey)
4.7	Provide support for staff with unsuccessful grant applications	The School supports staff applying for grants via senior members' open-door policy for advice on strengthening bids. Research Committee critically reviews proposals before submission to ensure the best case for funding is made	Coach staff on rewriting grant application, and provide advice on which funding organisation to target with revised submission Include this responsibility in updated Terms of Reference for Research Committee	Research Committee	Continuous, in time with submission outcomes	January 2019	75% of all unsuccessful grant applications from male and female staff revised and submitted to other funding organisations and calls

Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
4.8	Dedicated PDR webpages on School website to increase PDR profiles internally and externally	Web page established and partially populated by PDRs	Encourage PDRs to complete their dedicated page with personal and professional information (CV, publications, social media links etc) at induction for new PDRs and by email and through a dedicated session at PDR Network (Action 4.1) for existing PDRs. Enhance outward visibility and employability of our PDRs and provide role models for current UG/PGR cohorts	PDR subgroup (ED, NF) and JM leading web development	Quarterly	Feb 2018 (in progress)	40% of PDRs complete online profile by Feb 2019; 60% by Feb 2020; 80% by Feb 2021. Currently 24% have complete profile.

Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
5	**Culture, Communications and Departmental Organization**						
5.1	Improve awareness of where to access parental leave and flexible working policies	Athena SWAN webpages produced and publicised, including information on family friendly policies and promotion process	As part of overhaul of School's dedicated Athena SWAN webpages (Action 4.2), update links to adoption and shared parental leave policies and incorporate case studies	Parental Champion (LK)	Continuous monitoring and updating	Case study uploaded by end Mar 2019	Improved awareness of how to access and direct team members to relevant policies in next staff survey evidenced through ≥85% positive response from male and female staff (Average of ~60% agreed they knew where to access these policies in 2017 staff survey)
5.2	Evaluate the distribution of work in the workload model to ensure equitable allocation of tasks by gender, with a particular focus on large administrative tasks and committee roles	University WLM introduced, which accounts for Athena SWAN activity, outreach and mentoring as well as teaching, administration and student supervision	Audit workloads annually by gender, particularly to ensure that women are not disproportionately allocated heavy administrative roles	HoS (GC) and SMG	Annually	First Audit in Sept. 2019	Audit demonstrates fair and equitable distribution of teaching and administrative duties by gender, with women not disproportionately overburdened with administrative roles as determined by percentage of duties in WLM 85% of all male and female staff agree that workload allocation is balanced in next staff survey (39%F/47%M agreed in last survey)

Action	Description of action	Action taken already and outcome at November 2018	Further action planned at November 2018	Responsibility	Timescale	Start date	Success Measure
5.3	Overhaul School seminar organisation, forming a team including PDRs to consolidate recent increases in the number of female external speakers, while using our external seminar series to identify and build relationships with strong external female candidates to ensure we have a wider pool when posts become vacant	Increased proportion to 38% female speakers for 2017-2018 academic year	Form a seminar team, including PDRs, to overhaul seminar program and ensure gender parity in speakers Social elements to be included in seminar visits (e.g. coffee breaks resourced by HoS) to allow effective networking	HoS (GC) and Research Group Heads, JF, DJ, PDR subgroup (ED, NF)	Academic Session 2018/19	Selection of seminar team in Jan 2019	Further increase proportion of female seminar speakers from 38% (2017-2018) to 50% to improve the visibility of female scientists to our PGR and PDRs PDRs feel more involved in School activities through roles in seminar organisation as evidenced by 90% male and female Research staff agreeing that the School is inclusive for all staff in next staff survey (61%F/70%M agreed in last staff survey)
5.4	Improve social spaces for all staff and PGR students	School's kitchen fully refurbished with new fridge, two microwave ovens and two coffee machines to try and encourage people to socialise together at meal and coffee break times	Chemistry branch library being refurbished to include social spaces for UGs, PGTs and PGRs Consult with Historic Scotland on suitable options for refurbishing current social space – conference room	HoS (GC)	Ongoing as part of Campus Development	Campus Development Project launched summer 2017	New social space established by 2020 At least 75% of respondents agreeing there is adequate social space in answer to relevant question in next staff survey, with no significant differences by gender or job family (19%F/26%M agreed in last staff survey, held prior to refurbishment works)

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5.5	Expand and review membership of SAT to take into account future expansion of remit to encompass broader equality and diversity focus	SAT has been revamped and expanded to reflect new staff and previous panel feedback. Includes new Chair, PGR and PSS reps	Continue to circulate open invitation to all staff and students annually at the start of each academic session Ensure SAT membership results in PGR training credits and is accounted for in staff workload model Review and revise remit of committee and update action plan in light of broader focus on equality and diversity issues	HoS (GC), SAT chair (RF)	Annually	Start of academic session 2019 Review and revise remit in November 2019.	At least 1 member to rotate annually to ensure broad participation and representation amongst staff and students.
5.6	Ensure that all staff complete the E&D training	E&D training is a mandatory requirement and communicated as such during induction HoSA assess staff completion rates every six months; currently stand at 78%F and 71%M	HoSA to report to SAT every 6 months on completion rates HoS to personally target those identified as not having completed the training and asking them to do so Completion of E&D training to be reviewed at annual P&DR in line with Action 4.5.	HoS (GC), HoSA (LK), Line Managers	Complete by April 2019	in progress	All staff to undertake training to obtain 100% completion rate by April 2019

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5.7	Formalise core hours (10.00 - 16.00) policy for core School meetings including guidance note for section meetings	Particular concern amongst female staff that meetings are not scheduled flexibly, single comment mentioned specific section meetings	Create a school core hours policy statement and circulate to all staff and Research Group Heads, in particular	HoS (GC) and Research Group Heads	Policy implemented for start of 2019/20 Academic Session	August 2019	85% positive response to staff survey question about meetings within the School being scheduled within core hours (36%F/58%M in last staff survey agreed "Meetings within the School are generally scheduled flexibly")
5.8	Profile 'Next-up' men and women, especially PDRs and those with caring responsibilities to provide more relatable role models and demonstrate inclusion of all staff groups in School community	Staff survey showed that 68% of ARS and 63% of PSS in agreement that the School was inclusive for all staff Male staff were more likely to disagree than female staff (5 female; 8 male staff disagreeing) RSC "Breaking the Barriers" report highlighted the efficacy of highlighting specific role models on inclusivity	Design 'Next-up' profiles of, particularly, PDRs in the School to profile those staff and demonstrate the School values them as a core part of the School community Incorporate as part of overhaul of School Athena SWAN webpage (Action 4.2) Communicate and publish via School Newsletter	PDR subgroup (ED, NF), SAT members (JF, DJ for content, JM to lead web development)	Update online profiles throughout 2019	Jan 2019	At least 85% of both ARS and PSS in agreement that the School is inclusive for all staff (61%F/70%M in total agreed in last staff survey)

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5.9	Raise profile of Dignity at Work and Study Policy in School	Survey collected evidence on staff awareness of the policy, with only 58% of all staff declaring awareness. This is an important policy as it sets out guidance and advice about bullying, harassment and any inappropriate behaviours in relation to protected characteristics and particularly, gender	HoS to communicate the policy to staff and students via email Specific feature on the policy in School newsletter	HoS (GC) and SAT Chair (RF)	Highlight throughout 2019 as opportunities arise	January 2019	Better awareness of Dignity at Work as shown by 85% positive answers from male and female staff (In 2017 survey, 61%F/56%M agreed "I am aware of the Dignity at Work and Study Policy")
5.10	Invite Respect Adviser Network member to future SAT meeting to discuss types of bullying/harassment	SAT established via staff survey that only 43% of all staff aware of Respect Adviser Network (then known as Harassment Volunteer Network) in staff survey, with male academic staff particularly unaware of it	Organise meeting and disseminate information to all School	HoS (GC) and SAT Chair (RF)	Single event	March 2019	Better awareness of Respect Adviser Network shown by 80% positive answers from male and female staff (In 2017 staff survey, 52%F/39%M agreed they were aware)

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5.11	Evaluate gender distribution of School committees once new R&T staff are in place to ensure appropriate representation without burdening female staff with administrative duties.	Committee membership and workload model scrutinised by HoS to ensure female staff are not overburdened.	Evaluate gender distribution of staff after appointments and reorganise committee memberships to reflect this, without burdening female staff (Action 5.2) Monitoring of committee membership and workload models as part of annual P&DR process.	HoS (GC)	Annual audits	January 2019	Overall committee membership (currently 28%F) reflects school gender distribution (24%F academic staff in 2016-17) Specific committee membership reflects gender distribution for particular remit e.g. Research Committee (R&T and RO staff); Teaching Committee (LTS staff)

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6	**Career breaks and Flexible Working**						
6.1	Ensure pregnant R&T staff (or those planning to take shared parental leave) are not given an increased administrative/ teaching load during prenatal period	Policy implemented	Staff taking leave to meet with Parental Champion 6 months and 3 months prior to leave to review workload in light of this policy and flag any issues for Champion to raise with HoS. Update the School Maternity Checklist (Action 6.3) to include this step on pre-Maternity Leave support.	Parental Champion (LK), SMG and line managers	As pregnancies arise	2017/18 (in progress)	Pregnant R&T staff (or those planning to take shared parental leave) not overloaded with administration and teaching duties – not more than School WLM median teaching and administration load (currently 30%) – and specifically checked with staff member by Parental Champion at 6 months and 3 months pre-leave
6.2	Appoint Parental Champion to provide support to staff taking all forms of parental leave	Parental Champion appointed and has advised two staff members on paternity and maternity leave, with positive responses from both.	Evaluate uptake of this support to gauge whether staff feel more supported and to ensure staff (and Parental Champion) are not overburdened. Lynn Kearns to replace Serena Corr as new Parental Champion	Parental Champion (LK), SMG, College HoHR (SW)	As planned absences arise, with evaluation issued within 3 months of return to work	2017/18 (in progress)	At least 75% positive response to new survey question about feeling supported before, during and on return to work from all parents
6.3	Develop School version of "Maternity Checklist" to be made available by Parental Champion when notification of planned maternity leave is received	Concise Maternity Checklist available on central University HR webpages.	Develop the School specific checklist and make available to staff via overhauled School Athena SWAN website (Action 4.2) and through dissemination at ARS / PSS meetings by Parental Champion	Parental Champion (LK)	To be in place by end 2018/19 (June 2019)	March 2018	At least 75% positive response to new survey question about feeling supported before, during and on return to work from all parents