

Application details

Name of institution	Lancaster University
Name of department	Chemistry
Date of current application	November 2021
Level of previous award	Bronze
Date of previous award	April 2016

Contact details for application

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Question	Words used
Letter of endorsement from the Head of Department	437
Description of the department	610
The self-assessment process	1567
Previous action plan*	
Progress report	2189
Current self-assessment and future priorities	1685
Future action plan*	
Overall word count	6488[†]

*The previous and future action plans should contain no commentary contributing to the overall word limit

[†] We have chosen to use the 500 word extension to allow for discussion of the impact of COVID-19 on our progress

Overall word limit: 6000 words

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1. Section 1 – Introduction to the department and the self-assessment process

In Section 1, applicants should evidence how they meet Criterion 1:

- + an organisational structure is in place to carry the action plan forward and continue the self-assessment process.

1.1 Letter of endorsement from the head of department

Recommended word count: 500 words

Please insert (with appropriate letterhead) a signed letter of endorsement from the Head of Department.

If the Head of Department is soon to be succeeded, or has recently taken up the post, applicants should include an additional short statement (additional 200 words) from the incoming Head of Department demonstrating their personal commitment to supporting Athena SWAN activity in the department.



20th October 2021

Dear Athena Swan,

As the current Head of Chemistry at Lancaster, I am delighted and honoured to be able to give my full support to our department's renewal application for an Athena Swan bronze award. I am proud to have been a member of the department since the early days of its re-establishment in 2012 and, as well as being a member of the current self-assessment team, was also a member of the first self-assessment team and EDI committee. Over the last 10 years staff and students have worked together to ensure an ethos and culture where everyone feels supported and valued within the department and my key focus is to maintain and improve this as the department grows.

As highlighted in our submission, we have made substantial progress on the vast majority of actions in our original action plan, providing support and career development for all our female students, researchers and staff. We have improved representation of women in most key areas UGT (44%), PGR (46%) and PDRA (45%), with good female representation on all committees and visiting speakers. We have also had success in promoting women within the department, with 86% of our female early career academics promoted to Senior Lecturer level since 2016. However, as a

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department we are aware that more work still needs to be done: in particular, women are still under represented in academic roles with none at reader or chair level. Based on our self-assessment, one key priority moving forward for the department is to attract more women to academic roles when available and fully support our Senior Lecturers in preparing and applying for promotion. A further priority for the department is to continue to review policy and training needs based on robust data collection mechanisms, including improving awareness of UGT/PGR exit destinations with exit questionnaires and the creation of an alumni network.

As we reflect on our initial Athena Swan action plan it is clear how successfully the department has grown in staff and student numbers, but with that comes ever-increasing demands. It is therefore essential, and timely, that we initiate new support mechanisms and career development opportunities to meet individual needs, including family and other commitments, and enable all to have a healthy work-life balance. I am confident that our updated Bronze Athena Swan application and action plan will enable the department to come together as a team to continue to improve support and prospects for all students, researchers and staff within the department.

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

Yours sincerely



Lorna Ashton

Head of Department and Senior lecturer
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[437 words]

Acronyms

AS	Athena Swan
EDI	Equality, Diversity and Inclusion
FRS	Fellow of the Royal Society
FST	Faculty of Science and Technology
HESA	Higher Education Statistics Agency
HoD	Head of Department
NSS	National Student Survey
PDRA	PostDoctoral Research Associate
PGR	PostGraduate Research (student)
POE	People and Organisational Effectiveness (Professional Service Division)
RCM	Recruitment Conversion and Marketing (coordinator)
RSC	Royal Society of Chemistry
SAT	(Athena Swan) Self-Assessment Team
STEM	Science, Technology, Engineering and Mathematics
UGT	UnderGraduate Taught (student)

1.2 Description of the department

Recommended word count: 500 words

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

The Department of Chemistry was relaunched in October 2012, and forms part of the Faculty of Science and Technology (FST). We are, intentionally, a relatively small department with both our laboratories and staff offices housed in the Faraday building (Figure 1), which was officially opened in October 2016 by Professor Clare Grey, FRS (Figure 2). A strong benefit of our department's size is that we are able to foster close relationships with our student cohorts. This fact is evidenced, for example, in the final pre-pandemic National Student Survey (NSS) of 2019, where 95% of respondents reported that they felt part of a community of staff and students, a response that fell to 73% by 2021, as the effects of COVID-19 became apparent.



Figure 1. The Faraday building, home to the Lancaster University Department of Chemistry

Figure 3 shows the position of the department in the overall university structure, along with the structure of the department itself. In the early years after the department's relaunch, there was a rapid expansion in both staff and student levels. Although this expansion continues, its rate has reduced considerably. As of October 2021, the department comprises 22 full-time academic staff (7F [32%], 15M [68%]) and 10 of our early career academics (6F [60%], 4M [40%]) have received

promotion to Senior Lecturer in recent years, corresponding to 86% of women in these roles and resulting in an excellent gender balance at Senior Lecture level (6F [50%], 6M [50%]). In contrast, the department has found it challenging to recruit women to both early career and senior academic posts. This, coupled with the fact that there have, to date, been no Professorial promotions in the department, results in disappointing gender distributions at both Lecturer (1F [17%], 5M [83%]) and Professorial (0F [0%], 4M [100%]) levels.



Figure 2. Prof. Clare Grey FRS, officially opening the Faraday building in October 2016

In addition to our academics, our department also has a total of 14 professional and support staff members with technical or administrative responsibilities. Amongst these members of staff, there is good gender balance (6F [43%], 8M [57%]) which is also reflected in our rapidly expanding group of postdoctoral research (PDRA) staff (11F [43%], 14M [57%]).

We offer both Masters and Doctoral research programmes in Chemistry, and amongst our postgraduate research (PGR) cohort we have excellent gender balance (23F [46%], 27M [54%]) and this balance is also represented amongst our undergraduate cohort where we currently have a total of 123 undergraduate (UGT) students (57F [46%], 66M [54%]), marginally above the national average of 44% as reported by the Royal Society of Chemistry (RSC) in 2018. This gender balance is maintained across both our Bachelor's (50% female) and integrated Master's (44% female) programmes. We are encouraged by our gender balance amongst our UGT and PGR cohorts, however this should be considered in the context of Chemistry A-level students of which whom, according to 2019 RSC data, 63% were female.

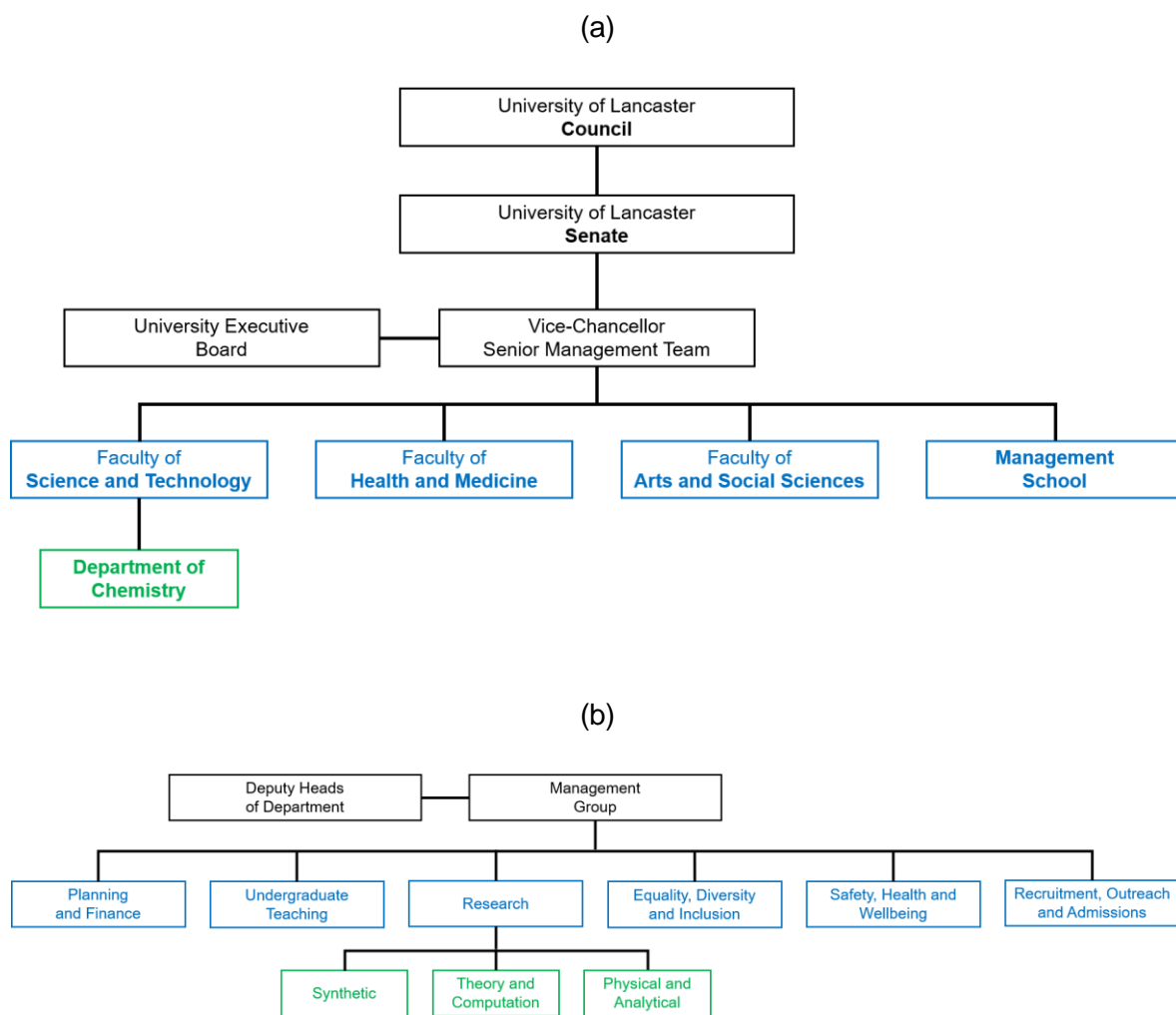


Figure 3. (a) the Department of Chemistry in the context of the overall university structure and (b) internal structure of the department

While these data provide an overall positive overview, we also recognise that, for example, the gender balance amongst our professional services staff unfortunately reflects historical gender biases, with a prevalence of female administrative and male technical staff: we must also ensure that career development opportunities are available to our professional services staff. It is also clear that, as a department, we must focus our attention on making ourselves a more obviously attractive destination for both early career and senior female academics. We are, however, proud that we have created an environment in which female academics are able to make measurable progress in their careers, with 86% having received promotion to Senior Lecturer since our last submission, and that the actions we have taken have ensured that gender ratios are consistent from UGT to PDRA level, where the initial effects of the leaky pipeline might be expected to become evident.

[610 words]

1.3 The self-assessment process

Recommended word count: 1500 words

Describe the self-assessment process. This should include:

1. a description of the self-assessment team
2. an account of the self-assessment process
3. plans for the future of the self-assessment team

1.3.1. The Athena Swan (AS) self-assessment team (SAT) was assembled on an invitational basis to ensure a fair representation of the department. All invitees were free to decline the invitation, although none did. For those members of the SAT who were also members of staff, an allocation of 25 hours in the departmental workload model was agreed by the Head of Department (HoD). The SAT initially comprised 15 members (7F [47%], 8M [53%]), reducing to 13 (7F [54%], 6M [46%]) due to staff departures. The SAT had representation from: undergraduate and postgraduate students (2F [100%], 0M [0%]), post-doctoral researchers, technical and administrative staff, as well as academics at all levels, including the Head of Department. The Chair of the SAT is also the departmental Equality Diversity and Inclusion (EDI) director and disability officer, with a workload allocation of 200 hours per year. Of the SAT team, all of whom are employed/study full-time, 4 currently have caring responsibilities with a further 3 having previously been required to manage caring and professional responsibilities, providing a number of perspectives in achieving acceptable work/life balance. Details of the 13 current SAT members are included in Table 1.

1.3.2. After the award of the department's AS bronze award in April 2016, the SAT became the departmental EDI committee, meeting on a quarterly basis. A standing item of these meetings was a review of progress against the agreed action plan and a detailed record of progress was recorded. This progress was informed by departmental surveys, feedback from staff members responsible for individual actions and other qualitative data, e.g. committee reports at staff meetings.

The self-assessment process for the current application began in early 2021 with the appointment of the current SAT. Throughout the process, close contact has been maintained between the EDI lead and colleagues from the People and Organisation Effectiveness (POE) Division along with EDI and AS leads from other departments across the University. This has been facilitated by regular Faculty EDI Strategy Group meetings (of which our previous HoD was joint chair) and institutional EDI forums which have provided a great deal of insight into initiatives implemented across the University, as well as a platform for the dissemination of ideas between departments. These interdepartmental events have also allowed for the development of a support network between EDI stakeholders across the institution.

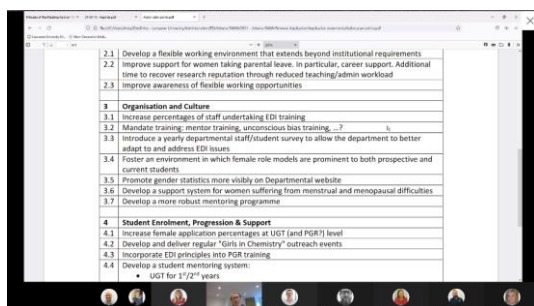
The SAT met on an approximately monthly basis, with initial meetings attended by the cochair of the Faculty EDI strategy group. Due to the ongoing Covid-19 pandemic, these meetings were, by necessity, conducted online, however this provided an opportunity for great transparency: meetings were electronically recorded (see Figure 4) and departmental staff members were free to access these recordings, further engaging with the subject matter discussed if they chose to do so.

Table 1. Athena Swan self-assessment team

SAT Member	Gender	Departmental Roles	SAT Role*
Anwar, Jamshed	Male	Professor, Finance Director	Focus group 1
Ashton, Lorna	Female	Senior Lecturer, Head of Department	Focus group 3
Greenwood, Jill	Female	Departmental Administrator	Focus groups 2 & 5
Hardy, John	Male	Senior Lecturer, Employability Champion	Focus groups 3 & 5
Kerridge, Andy	Male	Senior Lecturer, EDI director	SAT Chair, Focus groups 1 & 4
Ogunmola, Priscilla	Female	PhD student	Focus group 5
Malcomson, Thomas	Male	Post-doctoral researcher	Focus group 2
Platel, Rachel	Female	Lecturer, Impact Champion	Focus group 4
Rochester, David	Male	Experimental Officer	Focus groups 3 & 4
Sheldrick, Gail	Female	Recruitment, conversion and marketing coordinator	Focus group 1
Tapia Ruiz, Nuria	Female	Senior Lecturer, Study abroad director	Focus group 2
Toghill, Kathryn	Female	Senior Lecturer, PhD admissions & training	Focus group 4
Warsame, Amal	Female	Undergraduate student	Focus group 1

* See Table 2 for description of the focus groups

(a)



(b)



Figure 4. Snapshots of (a) an SAT meeting held via Microsoft Teams, recorded for later viewing by any member departmental staff and (b) an SAT focus group discussion meeting

An early focus of the SAT meetings was to determine the level of application to apply for based on progress towards our previous action plan goals and evidence of impact against key priority areas. The original bronze award was given to a department that had only existed for three years and was still creating departmental policy and guidance. Subsequently, the department has had to manage the effects of the COVID-19 pandemic and its impact on both working and living conditions of staff and students alike. Given these factors it was decided, after extensive consultation with colleagues from the People and Organisational Effectiveness (POE) Division, that renewal of the bronze award and consolidation of the progress made by the department should be the primary objective. Alongside this, an ambitious action plan designed to ensure that the department was competitive for a silver award in the coming years, was conceived. This plan reflected the barriers and challenges still to be overcome by the department:

- Whilst our gender ratio at PGR and UGT levels are above the national average, they are below our target of gender equality by 2019
- As a department we continue to struggle to attract female applicants to academic positions and consequently have yet to achieve our target of increasing the proportion of women in the department on indefinite contracts to 40%.
- We continue to have no female representation amongst our departmental professoriate
- The department's records of student leaver destination are insufficient to demonstrate that we are providing men and women with equal opportunity for future career progression
- Career progression opportunities are still limited for professional and support staff

The assessment of progress against the previous action plan, as well as the identification of key action points for the future action plan to address the issues identified above was facilitated by the creation of five focus groups, listed below.

Table 2. Definition of focus groups

Group Number	Focus
1	Student enrolment, progression and support
2	key career transition points
3	Career development
4	Flexible working and managing career breaks
5	Organisation and culture

Members of the SAT were distributed across these working groups, and in order to achieve a balanced workload, no SAT member was required to serve on more than two focus groups. The work of staff serving on the SAT was recognised by a contribution of 25 hours per person in the departmental workload model, and student representatives were rewarded with book vouchers upon completion of this process. Furthermore, membership of each group was selected to ensure that stakeholders were appropriately represented, e.g. carer representation in focus group 4, early career staff in focus groups 2 and 3, etc.

Initial meetings of the focus groups were used to ensure that recorded progress against the existing departmental action plan was up to date. Based on this progress, subsequent meetings were used to

develop points for the future action plan. Progress from each focus group was then reported at the SAT meetings. Beyond the SAT and focus groups meetings, numerous informal meetings were held between individual members of the SAT in order to clarify and refine ideas. Furthermore, the EDI director liaised with a number of departmental members of staff outside the SAT, including EDI leads in other academic departments, colleagues within the POE Division as well as colleagues at other institution and contacts at the RSC in order to inform and refine the self-assessment process.

To ensure that the department as a whole was able to engage with the progress of the SAT, a variety of means were employed. A report from the EDI director was made a standing item at meetings of the departmental management group, where authorisation to implement new initiatives was sought. A similar report was made a standing item of departmental staff meetings, where an overview of SAT progress was delivered. Both staff and students were surveyed in order to capture departmental sentiment with regard to EDI activities and staff with relevant responsibilities were invited to provide feedback on the draft AS application. A further mechanism to allow for broader engagement took the form of an electronic anonymous wellbeing suggestion box. Issues raised through any of these mechanisms were discussed and addressed during the later SAT meetings.

Along with the Department of Mathematics and Statistics, the chemistry department hosted an event to mark the 2021 International Women's day. Electronic access to the "Picture a Scientist" Documentary, chronicling the difficulties faced by female STEM researchers, was made available to the entire institution, serving as a focal point for a subsequent panel discussion, featuring panellists from the UK, Europe and North America, entitled "This isn't working – what should we do next?" This discussion focussed on inequalities in the sciences and how they might be addressed. The key issues arising from this discussion (see Figure 5 for an example) were used to inform the SAT, as well as the faculty AS forum, of the issues currently faced by female scientists and were, in turn, incorporated into the future action plan.

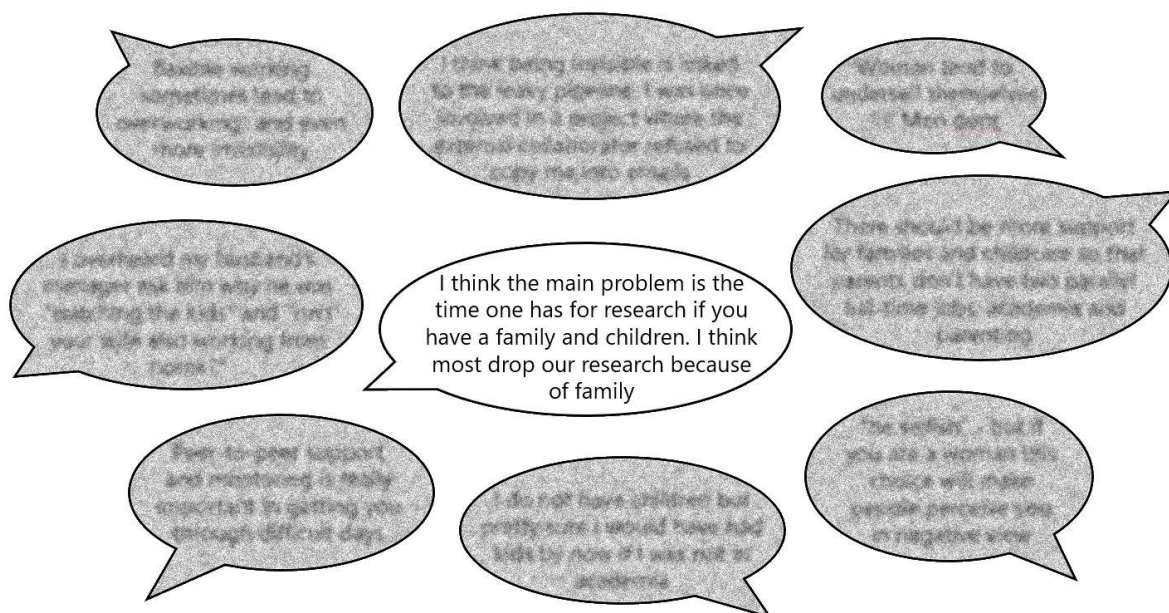


Figure 5. One of the numerous issues faced by women working in STEM fields, documented from an institutional panel meeting entitled "This isn't working – what should we do next?"

1.3.3. Upon the successful completion of the AS submission process, the SAT will revert to the departmental EDI committee; all current SAT members have agreed to sit on this committee, but membership will be reviewed on an annual basis to ensure that the diversity of the department is adequately represented; workload constraints of committee members are considered; part-time staff are represented; fixed term/indefinite contract staff and student members are replaced when necessary. As shown in Section 3, numerous points of the future action plan require close collaboration with other committees and individuals with specific responsibilities both within the department and across the faculty. A representative from each focus group will be tasked with the responsibility for ensuring that individual points of the action plan are implemented, for which continued recognition in the workload model will be provided. The Departmental EDI committee meetings will be held on a quarterly basis and progress against the AS future action plan will be a standing item. Continued evaluation of the action plan will also be conducted in the context of the surveys defined in the plan itself, with the plan being revised and refined where necessary. These meetings will therefore serve to provide an opportunity to design and implement interventions should the department fall behind on the commitments defined in the action plan. The EDI director will provide regular updates at both management group and all staff meetings. The Departmental EDI committee meetings will also provide a platform to engage with relevant faculty and institutional representatives who will be invited to attend on a regular basis. This will serve to ensure that the committee is kept abreast of institutional perspectives and initiatives and can respond accordingly.

[1567 words]

2. Section 2 – Evaluation of progress against the previous action plan

In section 2, applicants should evidence how they meet Criteria 2 and 3:

- + progress has been made on the previous action plan
- + learning has been demonstrated from the evaluation of progress.

2.1 Previous Action plan

Please provide the most recent iteration of the action plan associated with the department's previous award. The actions should be 'RAG' rated (rated 'red', 'amber' or 'green') dependent on progress.

Ensure that colour is not the only method of indicating rating, such as through the use of letters or icons. For example: **R** **A** **G**

Note: The previous action plan reported below was initially developed with responsibility attributed to specific people, rather than role holders. While responsibility was passed to current role holders to ensure continued implementation of the action plan, the document was not updated to reflect this.

Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
1	Baseline Data and Supporting Evidence					
1.1	Monitor UGT student data by gender.	<ol style="list-style-type: none"> 1. Collect data on UGT student recruitment at application, offer, acceptance and registration stage. 2. Compare data to national figures. 3. Compare data over time. 4. Decide on further actions as necessary. 5. Provide annual report to the Board of Studies, Management Group and Staff Meeting. 	<ol style="list-style-type: none"> 1. Dr Chandler. 2 and 3. Dr Ashton 4. Student and staff data focus group (Dr Ashton and student representatives). 5. Dr Franckevičius to report to the Board of Studies and the Staff Meeting; Prof Fielden to report to the Management Group. 	<ol style="list-style-type: none"> 1-3. December each year (2016-2019) as part of the Annual Teaching Review (QAA requirement). 4. Actions presented and discussed at the ED&D Committee meeting (December each year 2016-2019). 5. Annually at the next scheduled meeting after December (2017-2020). 	Bring the proportion of female UGT students up by 10% to 50% by 2019.	G
1.2	Monitor UGT student degree attainment by gender	<ol style="list-style-type: none"> 1. Collect data on UGT degree attainment by gender. 2. Compare data over time. 3. Decide on further actions as necessary. 4. Provide annual report to the Board of Studies, Management Group and Staff Meeting. 	<ol style="list-style-type: none"> 1. Dr Chandler. 2 and 3. Dr Coogan and Dr Ashton. 4. Dr Franckevičius to report to Board of Studies and Staff Meeting; Prof Fielden to report to the Management Group. 	<ol style="list-style-type: none"> 1 and 2. September each year (2016-2019) as part of the Annual Teaching Review (QAA requirement). 3. Actions presented and discussed at the ED&D Committee meeting (September each year 2016-2019). 4. Annually at the next scheduled meeting after September (2016-2019). 	Equal academic attainment between men and women each year.	G

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
1.3	Monitor PGR student data by gender.	<ol style="list-style-type: none"> 1. Collect data on PGR student recruitment at application, interview and appointment stage. 2. Compare data to national figures. 3. Compare data over time. 4. Decide on further actions as necessary. 5. Provide annual report to the Research Committee, Management Group and Staff Meeting. 	<ol style="list-style-type: none"> 1. Dr Chandler. 2 and 3. Dr Ashton 4. Student and staff data focus group (Dr Ashton and student representatives). 5. Dr Franckevičius to report to the Board of Studies and the Staff Meeting; Prof Fielden to report to the Management Group. 	<ol style="list-style-type: none"> 1-3. December each year (2016-2019). 4. Actions presented and discussed at the ED&D Committee meeting (December each year 2016-2019). 5. Annually at the next scheduled meeting after December (2017-2020). 	Bring the proportion of female PGR students up to 40% by 2017 and up to 50% by 2019.	G
1.4	Monitor departmental composition of staff by gender.	<ol style="list-style-type: none"> 1. Collect data on staff composition by gender and grade (academic, researcher, technical and administrative). 2. Compare data to national figures. 3. Decide on further actions as necessary. 4. Provide annual report to the Management Group and Staff Meeting. 	<ol style="list-style-type: none"> 1. Mr Kemp. 2. Dr Ashton. 3. Student and staff data focus group (Dr Ashton and student representatives). 4. Dr Franckevičius to report to the Board of Studies and the Staff Meeting; Prof Fielden to report to the Management Group. 	<ol style="list-style-type: none"> 1 and 2. September each year (2016-2019). 3. Actions presented and discussed at the ED&D Committee meeting (September each year 2016-2019). 4. Annually at the next scheduled meeting after September (2016-2019). 	<p>Maintain gender balance at lecturer grade 7-8 at 50%. Increase the proportion of women at SL and professorial level to 10% (UK average) by 2017 and 20% by 2019.</p> <p>Maintain the proportion of female researchers at grade 6 at 50%; improve gender balance at grade 7 to 40% of women (UK average) by 2019; achieve gender balance of at least 40% of female researchers as they get promoted to grades 8 and 9.</p>	G

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
1.5	Monitor staff data by type of contract and gender.	<ol style="list-style-type: none"> 1. Collect data on staff composition by type of contract (permanent vs fixed-term) and gender. 2. Compare data to national figures. 3. Decide on further action as necessary. 4. Provide annual report to the Management Group and Staff Meeting. 	<ol style="list-style-type: none"> 1. Mr Kemp and Ms Greenwood. 2. Ms Greenwood. 3. Organisation and culture focus group (Ms Greenwood and Dr Cox). 4. Dr Franckevičius to report to the Board of Studies and the Staff Meeting; Prof Fielden to report to the Management Group. 	<ol style="list-style-type: none"> 1 and 2. September each year (2016-2019). 3. Actions presented and discussed at the ED&D Committee meeting (September each year, 2016-2019). 4. Annually at the next scheduled meeting after September (2016-2019). 	<p>Increase the proportion of women on indefinite contracts from 30% to 40% by 2019 (national average 22%).</p> <p>Improve the gender balance of men and women on fixed-term contracts from 38% to 45% women by 2019 (national average 33%).</p>	G
1.6	Monitor academic leavers by gender and grade.	<ol style="list-style-type: none"> 1. Collect data on staff leavers by gender and grade. 2. Document reasons for staff leaving: HoD to conduct the exit interview. 3. Compare data to national figures. 4. Decide on further actions as necessary. 5. Provide annual report to the Management Group and Staff Meeting. 	<ol style="list-style-type: none"> 1. Mr Kemp and Dr Ashton. 2. Prof Fielden. 3 and 4. Dr Ashton. 5. Dr Franckevičius to report to the Board of Studies and the Staff Meeting; Prof Fielden to report to the Management Group. 	<ol style="list-style-type: none"> 1. July each year 2016-2019. 2. As staff leave (2016-2019). 3. July each year (2016-2019). 4. Actions presented and discussed at the ED&D Committee meeting (July each year, 2016-2019). 5. Annually at the next scheduled meeting after July (2016-2019). 	<p>Equal gender split of academic leavers.</p> <p>Reasons for leaving not due to lack of support or gender bias in attitudes or procedures.</p>	G

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
1.7	Monitor staff recruitment data by gender and grade.	<ol style="list-style-type: none"> 1. Collect staff data at application, shortlist and appointment stage (academic, researcher, technical and administrative staff). 2. Compare data to national figures. 3. Decide on further actions as necessary. 4. Provide annual report to the Management Group and Staff Meeting. 	<ol style="list-style-type: none"> 1. Mr Kemp and Dr Franckevičius. 2. Dr Franckevičius. 3. Career transition points focus group (Dr Franckevičius, Dr Trewin and Dr Fletcher). 4. Dr Franckevičius to report to the Board of Studies and the Staff Meeting; Prof Fielden to report to the Management Group. 	<ol style="list-style-type: none"> 1 and 2. September each year (2016-2019). 3. Actions presented and discussed at the ED&D Committee meeting (September each year, 2016-2019). 4. Annually at the next scheduled after September (2016-2019). 	<p>Increased number of female applications, being shortlisted and appointments.</p> <p>Applications: researchers and lecturers, up to 35%; SL, up to 30%; Prof, up to 20%, by 2019.</p> <p>Shortlisted: researchers and lecturers, up to 40%; SL up to 40%; Prof, up to 30%, by 2019.</p> <p>Appointments: researchers up to 45%, lecturers, maintain at 50%; SL, up to 50%; Prof, up to 40%, by 2019.</p>	A
1.8	Monitor staff promotion success rates by gender.	<ol style="list-style-type: none"> 1. Collect data on staff promotions for all grades (RA-SRA, SRA-L/F, L-SL, SL-R/P, Levels of P). 2. Decide on further actions as necessary. 3. Provide annual report to the departmental Career Development Committee and the Management Group. 	<ol style="list-style-type: none"> 1. Mr Kemp and Dr Fletcher. 2. Career transition points focus group (Dr Franckevičius, Dr Trewin and Dr Fletcher). 4. Prof Fielden to report to the Career Development Committee and the Management Group. 	<ol style="list-style-type: none"> 1 and 2. April each year (2017-2019). 3. Actions presented and discussed at the ED&D Committee meeting (April each year, 2017-2019). 4. Annually at the next scheduled meeting after April (2017-2019). 	<p>Any gender imbalance in success rates identified, and corrective measures developed and put in place, if required.</p> <p>Given the good gender balance of early-career staff, achieve promotion success rates equal for both women and men.</p>	G

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
1.9	Monitor UGT/PGR exit destinations by gender.	<ol style="list-style-type: none"> 1. Collect data on UGT and PGR student destinations. 2. Decide on further actions as necessary. 3. Provide annual report to the Management Group, Staff Meeting and Board of Studies Meeting. 	<ol style="list-style-type: none"> 1. Dr Chandler and Dr Coogan. 2. Dr Coogan and career transition points focus group (Dr Franckevičius, Dr Trewin and Dr Fletcher). 3. Dr Franckevičius to report to the Board of Studies and the Staff Meeting; Prof Fielden to report to the Management Group. 	<ol style="list-style-type: none"> 1 and 2. April each year (2017-2019). 3. Actions presented and discussed at the ED&D Committee meeting (April each year, 2017-2019). 4. Annually at the next scheduled meeting after April (2017-2019). 	<p>Increasing number of students in full-time employment from 2017 to 2019.</p> <p>Increasing number of female UGT students proceeding to PGR study from 2017 to 2019.</p> <p>Increasing number of female PGR students proceeding to researcher posts from 2017 to 2019.</p>	A
1.10	Monitor committee representation by gender	<ol style="list-style-type: none"> 1. Collect staff data on representation of key departmental committees by gender. 2. Decide on further actions as necessary. 3. Provide annual report to the Management Group and Staff Meeting 	<ol style="list-style-type: none"> 1. Ms Greenwood. 2. Organisation and culture focus group (Ms Greenwood and Dr Cox). 3. Dr Franckevičius to report to the Staff Meeting; Prof Fielden to report to the Management Group. 	<ol style="list-style-type: none"> 1 and 2. July each year (2016-2019). 3. Actions presented and discussed at the ED&D Committee meeting (July each year, 2016-2019). 4. Annually at the next scheduled meeting after July (2016-2019). 	<p>By July 2019, improve representation of women at Staff Meeting, Board of Studies and the Research Committee to 50% from 45%; at the Teaching Committee from 36% to 45%; at the Management Group from 43% to 50%.</p>	G

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
2	Student Data					
2.1	Ensure that there is a balanced mix of male and female staff and student guides on University visit days.	<ol style="list-style-type: none"> When distributing outreach responsibilities to staff, ensure that there is a good gender mix of staff attending University visit days. Gender among staff members to be reviewed by the ED&D Committee. 	<ol style="list-style-type: none"> Dr Platel. Dr Franckevičius. 	<ol style="list-style-type: none"> As outreach events take place (2016-2019). July each year (2016-2019) at the ED&D Committee meeting. 	Equal gender balance of male and female staff participating. Increased number of female UGT applications and offers to 50% (above UK average) and maintain acceptances at 50% by 2019.	A
2.2	Include a section on gender balance in outreach feedback.	<ol style="list-style-type: none"> Collect data on the views of prospective students on the gender split of representative staff on visit days and in the department in general. Monitor trends and respond to feedback. Provide report to the ED&D Committee. 	1-3. Dr Platel.	<ol style="list-style-type: none"> 1 and 2. As outreach events take place (2016-2019). July each year (2016-2019) at the ED&D Committee meeting. 	Increased number of female UGT applications and offers to 50% (above UK average) and maintain acceptances at 50% by 2019.	A
2.3	Invite all UGT applicants to visit the department on Taster Days.	<ol style="list-style-type: none"> Send out a formal invitation to every UGT applicant to attend one of the departmental Taster Days. Ensure good mix of female and male staff and students at these events. Gender split among staff members to be reviewed by the ED&D Committee. 	<ol style="list-style-type: none"> Mrs Shaw. Dr Platel. Dr Franckevičius. 	<ol style="list-style-type: none"> As offers are made (2016-2019). As Taster Days take place (2016-2019). July each year (2016-2019) at the ED&D Committee meeting. 	Equal gender balance of male and female staff participating. Increased number of female UGT applications and offers to 50% (above UK average) and maintain acceptances at 50% by 2019.	G

Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
2.4	Set up peer mentor programme for UGT and PGR students.	<ol style="list-style-type: none"> 1. Advertise the mentor programme for UGT and PGR students on the website. 2. Provide written information on the mentoring programme to all prospective UGT students. 3. Promote the mentor programme in all advertisements for PhD posts. 4. Assign mentors to incoming students. 5. Train mentors. 6. Collect, review and implement feedback from both mentors and mentees. 7. Provide a report of feedback with actions to improve to the ED&D Committee. 3. Update UGT and PGR departmental handbooks. 	<ol style="list-style-type: none"> 1. Dr Peach. 2. Mrs Shaw. 3. Ms Cook and all staff. 4. Mrs Shaw for UGT students and Ms Cook for PGR students. 5. Dr Peach for UGT mentors and Dr Görtz for PGR mentors. 6. Mrs Shaw and Dr Peach for UGT, Ms Cook and Dr Görtz for PGR. 7. Dr Peach and Dr Görtz. 8. Mrs Shaw for UGT, and Ms Cook, for PGR handbooks. 	<ol style="list-style-type: none"> 1. January 2016. 2. As offers are made (2015-2019). Already on-going. 3. October each year (2016-2019) to remind staff to include details of the mentor programme in PhD advertisements. 4. As offers are made (2015-2019). Already on-going. 5. October annually 2016-2019 (done in 2015). 6. Collect and review feedback in June 2016, then annually (2017-2019); implement feedback for the following academic year. 7. July 2016, then annually (2017-2019). 8. August 2016, then annually (2017-2019). 	<ol style="list-style-type: none"> 1. Increased number of female UGT applications and offers to 50% (above UK average) and maintain acceptances at 50% by 2019. 2. Faster adjustment to university life and acknowledgement of the department as a friendly place to study, as evidenced by student feedback. 	A

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
2.5	Update departmental web pages.	Update departmental web pages to emphasise our commitment to Athena SWAN principles and to promoting the careers of female researchers. Specifically: <ol style="list-style-type: none"> 1. Set up a brand new Athena SWAN page. 2. Increase the visibility of women in the department (UGT students, PGR students and staff). 3. Provide case studies of female researchers who had taken a non-traditional career path. 4. Provide information on gender balance at all levels of the department; celebrate the achievements and state what we are doing to improve on the weaknesses. 8. Update the information on a regular basis. 	<ol style="list-style-type: none"> 1. Dr Ashton and Dr Franckevičius in liaison with Dr Peach. 2. Dr Ashton in liaison with Dr Coote and Dr Peach. 3. Dr Ashton. 4. Dr Franckevičius. 5. Dr Ashton, Dr Coote and Dr Peach. 	<ol style="list-style-type: none"> 1. April 2016 – August 2016. 2. April 2016. 3. August 2016. 4. August 2016. 5. Annually in September (2017-2019). 	<ol style="list-style-type: none"> 1. Increased number of PGR applications and offers from 20-30% up to 40-50%, bringing the proportion of female PGR students up to 40% by 2017 and up to 50% by 2019. 3. Increased number of female UGT applications and offers to 50% (above UK average) and maintain acceptances at 50% by 2019. 	A

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
2.6	Improve PGR advertising, shortlisting and interview practices	<ol style="list-style-type: none"> 1. A document detailing policy of advertising, shortlisting and interviewing for PGR posts to be drawn up and disseminated. 2. A statement that the department is committed to flexible working on an individual basis must be incorporated in all advertisements. 3. A statement that the department welcomes diversity and is committed to Athena SWAN principles must be incorporated in all advertisements. 4. All staff to receive reminders about unconscious bias. 5. There must be two members of staff on the interview panel, at least one of whom must be a woman. <p>Introduce a decliner survey for those who don't take up the offer; act on feedback.</p>	<ol style="list-style-type: none"> 1. Dr Görtz. 2 and 3. Dr Görtz to remind staff. All staff who advertise to incorporate the statement. 4. Dr Franckevičius. 5. Chair of the interview panel. 6. Ms Cook. 	<ol style="list-style-type: none"> 1. Written and disseminated in April 2016. 2 and 3. Policy subsequently disseminated annually in September (2017-2019). Statement incorporated as posts are advertised. 4. Bi-annually in April and September (2016-2019). 5. As interviews take place. 6. Within two weeks of the offer being declined. 	<p>Increased number of PGR applications and offers from 20-30% up to 40-50% by 2019, bringing the proportion of female PGR students up to 40% by 2017 and up to 50% by 2019.</p> <p>2.</p>	A
2.7	Produce an exit questionnaire for PGR students	<ol style="list-style-type: none"> 1. An exit questionnaire for outgoing PGR students will be compiled to gain an insight into the impact of any gender-led differences to the student experience. 2. Actions based on the feedback implemented. 6. Provide an annual report to the ED&D Committee. 	<ol style="list-style-type: none"> 1-3. Dr Görtz. 	<ol style="list-style-type: none"> 1 and 2. As first PGR student graduates (July 2016), then annually (2017-2019). 3. Annually in April (2017-2019). 	<p>Students express positive views and experiences in terms of gender attitudes in the department based on the feedback.</p> <p>Increased proportion of female PGR students up to 40% by 2017 and up to 50% by 2019.</p>	R

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
2.8	Advertise our commitment to Equality/Diversity to all current students and staff	<ol style="list-style-type: none"> 1. Include information about our commitment to Athena SWAN and the departmental Equality & Diversity policy in application packs for prospective students. 2. Advertise the departmental Equality & Diversity policy for both students and staff, and communicate the Athena SWAN principles and values to current UGT and PGR students, and staff. 3. Include this information on the departmental website. 4. Advertise departmental Athena SWAN events. 5. Advertise Faculty and University Athena SWAN events. 	<ol style="list-style-type: none"> 1. Mrs Shaw. 2. Dr Franckevičius. 3. Dr Peach. 4 and 5. Dr Franckevičius. 	<ol style="list-style-type: none"> 1. At open days throughout the year (2016-2019). 2. Annually in October (2016-2019). 3. April 2016. 4 and 5. As events take place. 	<p>Increased number of female UGT applications and offers to 50% (above UK average) by 2019.</p> <p>Increased number of PGR applications and offers from 20-30% up to 40-50% by 2019.</p> <p>Increased awareness of the importance of, and issues surrounding, equality and diversity, as evidenced by the Student Survey.</p>	A

Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
3	Recruitment					
3.1	Improve advertising of vacant posts	<p>All job advertisements to include:</p> <ol style="list-style-type: none"> 1. A statement reflecting very good gender split at early-career level to be included in all advertisements. 2. A statement that the department is committed to flexible working on an individual basis. 3. A statement that the department welcomes diversity and is committed to Athena SWAN principles. 4. A positive statement if appropriate. <p>In addition to advertisements,</p> <ol style="list-style-type: none"> 5. Job description to be checked by the ED&D Committee. 6. All staff to send out adverts to relevant research networks (e.g. OrgNet). 7. All staff giving talks at external research symposia to include one slide on the department of Chemistry and advertise the vacant post(s) available. <p>5.</p>	<p>1-4. Ms Greenwood. 5. Dr Franckevičius. 6 and 7. All research-active staff.</p>	<p>From December 2015 to 2019 as posts become available.</p>	<p>Increased number of female applications, being shortlisted and appointments. Applications: researchers and lecturers, up to 35%; SL, up to 30%; Prof, up to 20%, by 2019. Shortlisted: researchers and lecturers, up to 40%; SL up to 40%; Prof, up to 30%, by 2019. Appointments: researchers up to 45%, lecturers, maintain at 50%; SL, up to 50%; Prof, up to 40%, by 2019.</p>	A

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
3.2	Upgrade shortlisting practices	<ol style="list-style-type: none"> All new staff to complete training on the University Equality & Diversity policies as a reminder of unconscious bias. All staff to receive regular reminders about unconscious bias. All members of staff involved in the shortlisting (and interview) process to complete the 'Recruiting the Best' training workshop run by HR. A list of explicit criteria must accompany all applications for the shortlisting panel. A letter must accompany all applications for the shortlisting panel, which describes the origins of unconscious bias, the dangers associated with it, the need to consider career breaks, and a reminder that explicit criteria must be followed. <p>At least one member of staff on the shortlisting panel must be a woman. The chair of the shortlisting panel to identify the most suitable candidate.</p>	<ol style="list-style-type: none"> All new staff. Dr Franckevičius. All staff involved in recruitment. Ms Greenwood to send out reminders. and 5. Ms Greenwood. Dr Franckevičius to write document. Chair of shortlisting panel. 	<ol style="list-style-type: none"> Within 3 months of employment. Bi-annually in April and September (2016-2019). Workshop runs three times a year. Reminders sent in January, June and October annually starting in 2016 (2016-2019). As shortlisting commences. Document written in April 2016. Document provided as shortlisting commences. As posts are advertised. 	<p>Increased number of female applications, being shortlisted and appointments.</p> <p>Applications: researchers and lecturers, up to 35%; SL, up to 30%; Prof, up to 20%, by 2019.</p> <p>Shortlisted: researchers and lecturers, up to 40%; SL up to 40%; Prof, up to 30%, by 2019.</p> <p>Appointments: researchers up to 45%, lecturers, maintain at 50%; SL, up to 50%; Prof, up to 40%, by 2019.</p>	A

Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
3.3	Upgrade interview practices	<ol style="list-style-type: none"> At least one member of staff on the interview panel must be a woman. Staff on interview panels to be informed that they must attend 'Recruiting the Best' workshop. 	<ol style="list-style-type: none"> Chair of shortlisting panel. All staff involved in recruitment. Ms Greenwood to send out reminders. 	<ol style="list-style-type: none"> As posts are advertised. Workshop runs three times a year. Reminders sent in January, June and October annually starting in 2016 (2016-2019). 	Increased number of female applications, being shortlisted and appointments. Applications: researchers and lecturers, up to 35%; SL, up to 30%; Prof, up to 20%, by 2019. Shortlisted: researchers and lecturers, up to 40%; SL up to 40%; Prof, up to 30%, by 2019. Appointments: researchers up to 45%, L, maintain at 50%; SL, up to 50%; Prof, up to 40%, by 2019.	A
3.4	Provide childcare for interviewees and invited speakers	<ol style="list-style-type: none"> Organise childcare with a registered childminder in Lancaster, paid for by the department, for those coming to Lancaster for an interview in the department or as an invited speaker. A statement saying that childcare on the day can be organised in advance to be included in all advertisements and invitations to speakers. 	<ol style="list-style-type: none"> Ms Greenwood. Ms Greenwood for interviews and Dr Hardy for speakers. 	From January 2016 as requests for childcare are received (2016-2019) .	Interviewees and speakers take up opportunities for childcare.	G

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
3.5	Disseminate policies for recruitment of all staff	2. A document to be written, providing a summary of the above recruitment policy and disseminated to all staff as a reminder that the above guidelines for the recruitment of new academic, post-doctoral, technical support and professional services staff must be adhered to.	Dr Franckevičius to write document. Ms Greenwood to disseminate.	Document written in April 2016 . Document disseminated to staff by e-mail bi-annually in April and September starting (2016-2019) .	Increased number of female applications, being shortlisted and appointments. Applications: researchers and lecturers, up to 35%; SL, up to 30%; Prof, up to 20%, by 2019. Shortlisted: researchers and lecturers, up to 40%; SL up to 40%; Prof, up to 30%, by 2019. Appointments: researchers up to 45%, lecturers, maintain at 50%; SL, up to 50%; Prof, up to 40%, by 2019.	A

Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
4	Induction					
4.1	All early-career staff to have a mentor	The mentor programme for early-career academic staff on probation should continue. 1. The mentor should meet with the new member of staff at least twice a year (excluding the PDR itself). 6. The mentor to organise the initial PDR and ensure strategic plans for probation, promotion and career aims are addressed.	1. Prof Fielden to assign mentors. Mentors to initiate meetings. 2. Mentors to hold initial PDR. Ms Greenwood to ensure PDRs are completed.	1. Immediately as new staff join the department. 2. Initial PDR within 4 weeks of employment. Initial PDR completed within 8 weeks of employment.	1. Increase the proportion of women at SL and professorial level to 10% (UK average) by 2017 and 20% by 2019. 3. Achieve gender balance of at least 40% of F researchers as they get promoted to grades 8 and 9. 2. Achieve promotion success rates equal for both women and men.	A
4.2	Organise department-specific induction for new members of academic staff	Give induction to new members of academic staff on the following: departmental strategies and priorities, teaching, research, safety, POE and finance, Enterprise and Business Partnerships, international strategies, probationary period, promotion criteria to SL and P. Provision of information about the flexible working policies.	Prof Fielden (strategies and priorities, enterprise and business partnerships, international strategies, promotion criteria). Dr Coogan (teaching). Prof Middleton (research). Mrs Quirk (safety). Ms Greenwood (POE, finance and flexible working policies).	January 2016 – 2019. Meetings to take place within 2 weeks of employment.	1. Increase the proportion of women at senior lecturer and professorial level to 10% (UK average) by 2017 and 20% by 2019. 3. Achieve gender balance of at least 40% of female researchers as they get promoted to grades 8 and 9. 2. Achieve promotion success rates equal for both women and men.	A

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
4.3	Induction for new academic staff at senior level.	All new staff at a more senior level to have the same University- and department-wide induction, assignment of a mentor and an initial PDR.	<ol style="list-style-type: none"> 1. Prof Fielden to assign mentors. Mentors to initiate meetings. 2. Mentors to hold initial PDR. Ms Greenwood to ensure PDRs are completed. 3. All staff in action 4.2. 	January 2016 – 2019. <ol style="list-style-type: none"> 1. Immediately as new staff join the department. 2. Initial PDR within 4 weeks of employment. Initial PDR completed within 8 weeks of employment. 3. Meetings to take place within 2 weeks of employment. 	<ol style="list-style-type: none"> 1. Increase the proportion of women at professorial level to 10% (UK average) by 2017 and 20% by 2019. 2. Achieve promotion success rates equal for both women and men. 	A
4.4	Induction for technical and administrative staff	All new technical and administrative staff to have the same University- and Department-wide induction, assignment of a mentor and an initial PDR.	<ol style="list-style-type: none"> 1. Prof Fielden to assign mentors. Mentors to initiate meetings. 2. Mentors to hold initial PDR. Ms Greenwood to ensure PDRs are completed. 3. All staff in action 4.2. 	January 2016 – 2019. <ol style="list-style-type: none"> 1. Immediately as new staff join the department. 2. Initial PDR within 4 weeks of employment. Initial PDR completed within 8 weeks of employment. 3. Meetings to take place within 2 weeks of employment. 	Increasing number of technical and administrative staff applying for, and being successful at, promotion. Currently, no staff have applied for promotion, however, we will monitor the trend over the next four years.	A

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
4.5	Induction for researchers	<ol style="list-style-type: none"> All new researchers to be assigned a mentor. Mentors to discuss career aspirations, development needs and potential for promotion; encourage to join the LU Research Staff Association. <p>All new researchers to have an initial PDR.</p>	<ol style="list-style-type: none"> PI to assign a mentor. Mentors to initiate meetings. PI to hold initial PDR. Ms Greenwood to ensure PDRs are completed. 	<p>January 2016 – 2019.</p> <ol style="list-style-type: none"> Immediately as new staff join the department. Initial PDR within 4 weeks of employment. Initial PDR completed within 8 weeks of employment. 	Increasing number of female researchers applying, and being successful at, promotion. Increasing number of women proceeding to an independent academic post. Currently, no staff have applied for promotion and female researchers are still in post. However, we will monitor the trend over the next four years.	A
4.6	Update PGR handbook	<p>Include information in the PGR handbook on:</p> <ol style="list-style-type: none"> Equality, diversity and Athena SWAN. Department-specific information on pastoral support. A full list of contacts for pastoral support. Guidance on maternity, paternity, shared parental leave and adoption policies. 	<ol style="list-style-type: none"> Dr Franckevičius. and 3. Ms Cook. Mrs Quirk. 	August 2016	Increasing number of women proceeding to a researcher and an independent academic post. None of our students has yet graduated, however, we will monitor the trend over the next four years.	G
4.7	Staff and student feedback on induction processes	<ol style="list-style-type: none"> Collect staff and PGR student feedback on the induction process. Provide report to the ED&D Committee. <p>Provision of information and support to be reviewed by the ED&D Committee.</p>	<ol style="list-style-type: none"> and 2. Dr Fletcher. Dr Franckevičius. 	December 2016, then annually in December (2017-2019).	Achieve high percentage of feedback submission with strong, positive responses.	A

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
5	Promotion					
5.1	Include academic career routes on the website	Update the departmental website by including: 1. A clear diagram to illustrate traditional and non-traditional academic career routes. 2. Explicit promotion criteria for all grades. 7. Case studies of female academics in the department who have taken career breaks or non-traditional career paths.	1 and 2. Dr Peach. 3. Dr Ashton.	Information included in April 2016. Further case studies included as they become available.	Increased number of women in independent academic posts, particularly at researcher and senior level: researchers up to 45%, SL, up to 50%; Prof, up to 40%, by 2019; lecturers, maintain at 50%. Increasing number of women in independent academic posts having taken non-traditional career paths or career breaks at all levels.	A

Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
5.2	Set up a departmental Career Development Committee	<p>A departmental Career Development Committee to be set up in order to:</p> <ol style="list-style-type: none"> 1. Pro-actively look at each member of staff as potential for a promotion, regardless of whether they put themselves forward for promotion or not. <p>Identify the career stage of each member of staff and remove barriers that could potentially hold that member of staff back for a successful promotion.</p>	<p>Prof Fielden to set up the Committee. 1 and 2. Members of the committee (to be identified based on experience, the workload model and gender balance of the committee).</p>	<p>Committee to be set up in November 2016. Annual meeting in December (2016-2019) to occur after the PDR round had been completed and following feedback from reviewers.</p>	<p>Increasing number of women applying for, and being successful at, promotion. No staff has yet applied for promotion, however, we will monitor the trend. Increased number of women in independent academic posts, particularly at researcher and senior level: researchers up to 45%, SL, up to 50%; Prof, up to 40%, by 2019.</p>	<p>A</p>

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
5.3	Reviewers to consider potential for promotion at Performance and Development Reviews	<ol style="list-style-type: none"> Reviewers to pro-actively look at each member of staff as potential for a promotion in the PDR, regardless of whether they put themselves forward for promotion or not. Identify barriers that could potentially hold that member of staff back from a successful promotion. PDR reviewers for contract researchers, wishing to be considered for promotion, to identify and suggest additional administrative / teaching responsibilities. Where childcare or other caring responsibilities may discourage application for promotion, staff may consider take-up of flexible working, part-time working or job share roles. Managers to be supportive of the needs of the individual. <p>Managers to hold a yearly meeting to discuss good practices, have updates on shared parental leave, flexible working etc. (see Action 7.1).</p>	1-5. PDR reviewers.	<p>1-4. Annually in August, starting in 2016, when annual PDRs take place (2016-2019).</p> <p>5. Annually in July, starting in 2016 (2016-2019).</p>	<p>Increased number of women applying for, and being successful at, promotion. No staff has yet applied for promotion, however, we will monitor the trend.</p> <p>Increased number of women in independent academic posts, particularly at researcher and senior level: researchers up to 45%, SL, up to 50%; Prof, up to 40%, by 2019.</p>	A

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
5.4	Produce and disseminate information on rewards, prizes and incentives at the University	<ol style="list-style-type: none"> POE to compile a comprehensive list of university-wide rewards, awards and incentives for which staff could apply for, including application procedures, criteria and deadlines. Disseminate the information to all staff in advance. Upload this information on the departmental website. 	<ol style="list-style-type: none"> Mr Thoume. Ms Greenwood. Dr Peach. 	<ol style="list-style-type: none"> Annually in August (2016-2019). and 3. Annually in September (2016-2019). 	Increasing number of women applying for, and being successful at, promotion. No staff has yet applied for promotion, however, we will monitor the trend. Increased number of women in independent academic posts, particularly at researcher and senior level: researchers up to 45%, SL, up to 50%; Prof, up to 40%, by 2019.	A
5.5	POE to run promotions workshops at the department for academic staff	<ol style="list-style-type: none"> POE to organise and run a promotions workshop aimed at academic staff who would like to find out more about promotions, are thinking of applying for promotion, and all mentors. Advertise the workshop to all staff in the department. 	<ol style="list-style-type: none"> Mrs May. Ms Greenwood. 	<ol style="list-style-type: none"> Annually in July (2016-2019). Two have already taken place. Two months in advance. 	Increasing number of women applying for, and being successful at, promotion. No staff has yet applied for promotion, however, we will monitor the trend. Increased number of women in independent academic posts, particularly at researcher and senior level: researchers up to 45%, SL, up to 50%; Prof, up to 40%, by 2019.	A

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
5.6	POE to run promotions workshops at the department for technical and administrative staff	<ol style="list-style-type: none"> 1. POE to organise and run a promotions workshop aimed at technical and administrative staff who would like to find out more about promotions, are thinking of applying for promotion, and all mentors. 2. Advertise the workshop to all staff in the department. 3. 	<ol style="list-style-type: none"> 1. Mrs May. 2. Ms Greenwood. 	Annually in April (2016-2019).	Increasing number of technical and administrative staff applying for, and being successful at, at promotion. No staff has yet applied for promotion, however, we will monitor the trend.	A
5.7	Support candidates who are unsuccessful at promotion	<ol style="list-style-type: none"> 1. The candidate to discuss the feedback with HoD and the PDR reviewer. 2. A plan to be identified in order to address the shortcomings of the application based on the feedback provided. <p>Progress to be monitored as part of the annual PDR cycle and the candidate to be encouraged to re-apply as soon as the feedback has been addressed.</p>	<ol style="list-style-type: none"> 1 and 2. Prof Fielden and PDR reviewer. 3. PDR Reviewer and Career Development Committee. 	April 2016 – 2019. 1 and 2. Within one month of receiving feedback. 3. As part of the annual PDR cycle (August) . Career Development Committee meeting annually in December.	Increasing number of women applying for, and being successful at, promotion. No staff has yet applied for promotion, however, we will monitor the trend. Increased number of women in independent academic posts, particularly at researcher and senior level: researchers up to 45%, SL, up to 50%; Prof, up to 40%, by 2019.	A

Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
6	Career Development					
6.1	Disseminate information of training courses	<ol style="list-style-type: none"> 1. Organisation and Educational Development to compile a full list of training courses at the beginning of each academic year. 2. Disseminate the information to all staff in advance. 3. Upload this information on the departmental website. 4. Mentors to encourage all staff to discuss which courses are most appropriate. 	<ol style="list-style-type: none"> 1. Mr Clough. 2. Ms Greenwood. 3. Dr Peach. 4. Mentors. 	<ol style="list-style-type: none"> 1. Annually in August (2016-2019). 2 and 3. Annually in September (2016-2019). 4. At mentor meetings and as part of the annual PDR cycle (August, 2016-2019). PDR reviewers to be reminded of this as part of the annual manager meeting (July, 2016-2019). 	Increasing number of women applying for, and being successful at, promotion. No staff has yet applied for promotion, however, we will monitor the trend. Increased number of women in independent academic posts, particularly at researcher and senior level: researchers up to 45%, SL, up to 50%; Prof, up to 40%, by 2019.	A

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
6.2	Staff to fill out a training-needs questionnaire	<ol style="list-style-type: none"> 1. A questionnaire for all staff (both academic and professional services) to be compiled and disseminated in order to obtain feedback about what training courses are in demand. 2. Liaise with Organisation and Educational Development to set up Chemistry-specific training to meet the demand expressed. <p>Organisation and Educational Development to provide Chemistry-specific training for staff based on the feedback.</p>	<ol style="list-style-type: none"> 1 and 2. Dr Ashton. 3. Mr Clough. 	<ol style="list-style-type: none"> 1. June 2016 and June 2018. 2. July 2016 and July 2018. 3. Annually in December (2016-2019). Bi-annually if several Chemistry-specific training needs identified. 	<p>Chemistry-specific training initiated and positive feedback from staff obtained.</p> <p>Increasing number of women applying for, and being successful at, promotion. No staff has yet applied for promotion, however, we will monitor the trend.</p> <p>Increased number of women in independent academic posts, particularly at researcher and senior level: researchers up to 45%, SL, up to 50%; Prof, up to 40%, by 2019.</p>	A
6.3	All managers to attend PDR training	All staff who act as PDR reviewers regardless of previous experience to attend the PDR training workshop run by POE.	Ms Greenwood to advertise dates. All PDR reviewers to attend.	Workshop runs three times a year . Reminders sent in January, June and October annually, 2016-2019 (at the same time as reminders for the 'Recruiting the Best' workshop).	All staff with management responsibility have received the training.	G

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
6.4	Produce a Concordat for research staff	<ol style="list-style-type: none"> 1. A Concordat, setting out the expectations between the department and researchers, to be produced in relation to research, teaching contribution and support for personal development. Disseminate the document to new researchers. 	1 and 2. Prof Middleton and Prof Hoster .	<ol style="list-style-type: none"> 1. Document produced in April 2017. 2. Disseminated to current researchers in April 2017 and provided to new researchers as they join the department. 	Increasing number of women proceeding to an independent academic post. Our current research staff are still in post, however, we will monitor this trend.	G
6.5	Promote training and development opportunities for researchers	<ol style="list-style-type: none"> 1. Encourage researchers to join the LU Research Staff Association and <i>via</i> the mentor. 2. Encourage researchers to attend skills development workshops on grant writing, impact and networking at the beginning of the academic year and as workshops become advertised. 3. Encourage researchers to undertake a small amount of teaching. 	<ol style="list-style-type: none"> 1. Prof Middleton and mentors. 2. Prof Middleton. 3. Mentor and PDR reviewer. 	<ol style="list-style-type: none"> 1. As new research staff join the department, as part of mentor meetings and the annual PDR cycle (August, 2016-2019). 2. A full list of training and development opportunities disseminated annually in August from 2016 to 2019, and throughout the year as workshops are being advertised. 3. As part of mentor meetings and the annual PDR cycle (August, 2016-2019). 	Increasing number of women proceeding to an independent academic post. Our current research staff are still in post, however, we will monitor this trend.	G
6.6	Organise a Research Conference	<ol style="list-style-type: none"> 4. Organise an all-day departmental Research Conference, in which research staff can showcase their research to the rest of the department, and network with colleagues and students. 	Prof Hoster .	Annually in March, 2017-2019 .	Increasing number of women proceeding to an independent academic post. Our current research staff are still in post, however, we will monitor this trend.	G

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
6.7	Organise a Researchers' Support Forum	The workshop will focus on the following topics with both male and female speakers from the department: 1. Transition to a post-doctoral researcher; 2. Writing a successful Fellowship application; 3. Making the transition to an academic post; 4. Alternative career paths (teaching only or experimental officer). PhD students will also be encouraged to attend.	Dr Trewin	Annually in May, 2017-2019.	Increasing number of women proceeding to an independent academic post. Our current research staff are still in post, however, we will monitor this trend.	R
6.8	Set up a website for researchers	Set up a researcher-specific website, populate with useful links and information, and update regularly.	Dr Fayon in collaboration with Dr Ashton, Dr Coote and Dr Peach.	March 2017	Increasing number of women proceeding to an independent academic post. Our current research staff are still in post, however, we will monitor this trend.	A
6.9	Promote training and development opportunities to early-career staff	Promote training and development opportunities for early-career academic staff: a two-day workshop 'Leading in research in science and technology: A workshop for early career principal investigators', courses on proposal writing, effective research student supervision, research management and PGCAP.	Ms Greenwood.	As new staff join the department; workshops promoted throughout the year from August 2016-2019.	Increasing number of female lecturers promoted to grade 8 or SL posts. No staff has yet applied for promotion, however, we aim to achieve 50% of female staff at SL level by 2019.	G

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
6.10	Promote training and development opportunities for senior academic staff	Promote training and development opportunities for senior academic staff: research leadership, management, mentoring and finance.	Ms Greenwood.	As new staff join the department; workshops promoted throughout the year from August 2016-2019.	As we currently have no women at SL or R level, this action will not result in an increased number of women promoted to senior academic roles, but will allow us to achieve this goal in the longer term.	G
6.11	Organise a Chemistry Careers Day for UGT students	<ol style="list-style-type: none"> 1. Organise speakers from the department, LU Careers Service, industry and the RSC. 2. Provide opportunities for students to have one-to-one discussion. Obtain and act on feedback from students. 	Dr Ashton	Annually in March (2016-2019). Feedback obtained immediately after the event and any necessary changes made for the following year.	Increasing number of women progressing to PGR study and other careers. Our first cohort is due to graduate in 2016, from which point we will monitor this trend.	G
6.12	Set up a mentor programme for UGT students contemplating a research career.	<ol style="list-style-type: none"> 1. Advertise the mentor programme to 3rd year UGT students interested in a research career on the website, by e-mail and during advisee meeting. 2. Find volunteer mentors, ensuring that there is a good gender balance of mentors. 3. Collect, review and implement feedback from both mentors and mentees. 4. Provide a report of feedback with actions to improve to the ED&D Committee. 3. Update UGT departmental handbooks. 	<ol style="list-style-type: none"> 1. Mrs Shaw and academic advisors. 2-4. Dr Franckevičius. 5. Mrs Shaw. 	<ol style="list-style-type: none"> 1. Annually in October (2016-2019). 2. August 2016, then annually (2017-2019). 3. Collect and review feedback in June 2017, then annually (2018 and 2019); implement feedback for the following academic year. 4. July 2017, then annually (2018 and 2019). 8. August 2016, then annually (2017-2019). 	Increasing number of women progressing to PGR study. Our first cohort is due to graduate in 2016, from which point we will monitor this trend.	A

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
6.13	Set up PhD-postdoc mentor scheme	<ol style="list-style-type: none"> 5. Provide written information on the mentoring programme to all prospective PGR students. 6. Assign mentors to incoming and current PhD students. 7. Mentors to attend the 'Introduction to Mentoring' workshop. 8. Collect, review and implement feedback from both mentors and mentees. 9. Provide a report of feedback with actions to improve to the ED&D Committee. 10. Update PGR departmental handbook. 	<ol style="list-style-type: none"> 1 and 2. Ms Cook. 3. All mentors. Dr Görtz to advertise workshop. 4. Dr Görtz. 5. Ms Cook. 	<ol style="list-style-type: none"> 1 and 2. Throughout the year as applications come in, starting in October 2016 (2016-2019). 3. Mentoring workshop takes place three times a year. Advertise in September, January and May starting from September 2016 (2016-2019). 4. Collect and review feedback in June 2017, then annually (2018-2019); implement feedback for the following academic year. 5. July 2017, then annually (2018-2019). 8. August 2016, then annually (2017-2019). 	Increasing number of women proceeding to a researcher post. Our first PhD students are due to graduate in 2017, from which point we will monitor this trend.	A
6.14	Promote teacher training opportunities for PGR students and researchers	<ol style="list-style-type: none"> 11. Disseminate information regarding 'Introduction to Teaching' workshop. 	Dr Coogan.	September 2016, then annually (2017-2019). Workshop runs at least five times a term.	Increasing number of women proceeding to a researcher post. Our first PhD students are due to graduate in 2017, from which point we will monitor this trend.	G
6.15	Female PhD student committee representation	In committees with PhD student representation, at least one student must be a woman.	Ms Cook.	Review annually in October (2016-2019).	Equal representation of women and men on committees.	G

Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
7	Flexible Working and Managing Career Breaks					
7.1	Line managers to be reminded of flexible working and career breaks policies	5. All line managers of the department to receive training on, and be reminded of, policies on flexible working, maternity, paternity, shared parental leave and adoption. All staff to promote shared parental leave, where appropriate.	Ms May.	April 2017 and April 2019.	Increasing number of men and women taking a career break and returning back to work. We are currently experiencing our first maternity and will monitor this trend over the next four years.	G
7.2	Produce departmental adoption policy	6. A department-specific adoption policy, which maps onto the University policies on adoption, is to be produced and disseminated to staff.	Prof Fielden.	August 2016.	Increasing number of men and women taking a career break and returning back to work. We have not had a case of adoption yet, however, we will monitor this trend over the next four years.	G
7.3	Monitor and evaluate departmental response to our first maternity case	1. The department to seek feedback from our first member of staff going on maternity about the provision and effectiveness of support prior to leave, during leave and upon returning to work. 2. Provide a report of feedback with actions to improve to the ED&D Committee. 7. Use the feedback to inform our current policies and support mechanisms.	1 and 2. Mrs Quirk. 3. Dr Franckevičius and ED&D Committee.	Six months after the member of staff returns to work (December 2016).	Increasing number of men and women taking a career break and returning back to work. We are currently experiencing our first maternity and will monitor this trend over the next four years.	G

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
7.4	Produce a departmental policy for home working	<ol style="list-style-type: none"> 1. Produce a policy for home working, which would map onto the University policy for flexible working. 3. Upload the policy on the departmental website and make it visible for all. 	<ol style="list-style-type: none"> 1. Prof Fielden. 2. Dr Peach. 	September 2016.	More staff taking up flexible working opportunities. Staff aware of, and satisfied with, flexible working policies, as evidenced by the Staff Survey.	G
7.5	Increase visibility of flexible working policies	<ol style="list-style-type: none"> 2. Make flexi-time, compressed hours and flexible working policies clearly visible on the departmental website. 	Mrs Quirk.	September 2016.	More staff taking up flexible working opportunities. Staff aware of, and satisfied with, flexible working policies, as evidenced by the Staff Survey.	G
7.6	Provision of baby changing facilities and a family room	<ol style="list-style-type: none"> 3. Ensure the provision of baby changing facilities and a family room in the new building, which are already in the building plans. 	Mrs Quirk.	April 2016.	Baby changing facilities present when building goes live, and are used by staff with children.	R
7.7	Produce a departmental policy on equality harassment, bullying, grievances and disciplinary procedures	<ol style="list-style-type: none"> 1. Produce a departmental policy for staff and students detailing the procedure and mechanisms of how to make a complaint in confidence of any incidents of harassment, bullying or other grievance, and how such matters will be dealt with. 4. Upload the policy on the departmental website and make it visible for all. 	Dr Fletcher.	April 2016.	All incidents of harassment, bullying or disciplinary procedures are dealt with effectively and as set out in the University POE policy.	G

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
8	Organisation and Culture					
8.1	Produce a policy on committee membership	The policy will consist of the following: 1. Fixed-term membership on committees. 8. Selection procedure based on gender balance of the committee and experience, current workload, and promotion needs of the applicant.	Prof Fielden.	April 2016.	Equal representation of women and men on committees.	G
8.2	Improve fairness of workload model	Continue improving workload model roles as responsibilities evolve and new ones appear.	1. Prof Fielden and Ms Greenwood.	2015-2019 throughout. Already taking place.	Equal representation of women and men on committees. Balance of responsibilities for all staff.	G
8.3	Use workload model to allocate teaching and administrative responsibilities	The workload model must be consistently used as teaching and administrative responsibilities are being allocated to staff.	Ms Greenwood in consultation with Prof Fielden and committee chairs.	As allocation of roles takes place from October 2015 (2015-2019).	Equal representation of women and men on committees. Balance of responsibilities for all staff.	G
8.4	Improve transparency of workload model	Disseminate workload model statistics to all staff on a regular basis.	Ms Greenwood.	Bi-annually (October and April, 2015-2019); already being disseminated.	Equal representation of women and men on committees. Balance of responsibilities for all staff.	A
8.5	Achieve gender balance in Research Colloquia	Continue with the practice of inviting a balanced set of female and male external speakers at Research Colloquia.	Dr Hardy.	Annually in September (2015-2019) as seminar programme for the next academic year is finalised.	Equal representation of men and women at research seminars (equal gender balance already achieved for the 2015-16 academic year).	G

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Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
8.6	Update publicity materials	Departmental publicity materials to be updated to use more images of women and to demonstrate the inclusive nature of the department.	Dr Peach.	August 2016, then annually (2017-2019).	Equal balance of images of women and men on the departmental website and all printed publicity materials.	G

Action	Description	Plan	Responsibility	Timescale	Success Measure	Status
9	Student and Staff Surveys					
9.1	Carry out student surveys	<ol style="list-style-type: none"> 1. Produce a more in-depth questionnaire and carry out a survey of UGT and PGR views and opinions to gauge areas of good practice, areas that are improving and those that still need addressing. 9. Report of the survey provided to the ED&D Committee and further actions identified. 	<ol style="list-style-type: none"> 1. Dr Ashton. 2. Dr Franckevičius. 	Surveys: June 2017 and June 2019. Reports: July 2017 and July 2019.	Areas of good practice identified by statistical comparison of student views, and areas requiring improvement highlighted.	G
9.2	Carry out staff surveys	<ol style="list-style-type: none"> 1. Carry out a survey of all staff in the departments to gauge the effectiveness of the actions outlined here and identify areas requiring improvement. 2. Report of the survey provided to the ED&D Committee and further actions identified. 	<ol style="list-style-type: none"> 1 and 2. Dr Franckevičius. 	Surveys: June 2017 and June 2019. Reports: July 2017 and July 2019.	Areas of good practice identified by statistical comparison of staff views, and areas requiring improvement highlighted.	G

2.2 Progress Report

Recommended word count: 2000 words

Consider the panel feedback on the department's previous application. How has the department responded to and acted on the panel feedback provided on the previous application?

Consider the department's previous action plan.

1. what methods were used to evaluate the department's progress on actions?
2. what were the department's main barriers and facilitators with regard to action implementation and the meeting of success measures? What steps were taken to further inform and adjust actions?
3. have new initiatives or actions been introduced to improve outcomes or impacts?
4. what are the main learnings and outcomes from the evaluation of the action plan? How will the department apply this learning to the future action plan?

In the department's 2015 AS Bronze award application, an action plan encompassing nine areas and comprising 67 specific actions was presented.

2.2.1. With electronic access to institution-wide student and staff data provided by POE we were able to accurately monitor gender balance with respect to a wide range of metrics across both student and staff cohorts. Continual monitoring of these data, coupled to the feedback captured through our consultations with staff and students (primarily via surveys) has provided valuable insight into the evolution of our relatively young department (satisfying the aims of **Actions 1.1-1.10**) with the exception of **Action 1.9: Monitor UGT/PGR exit destinations**, an area that we consider further below and address in **Future Action B.6**. We note, however, that our small size means that statistical data is subject to substantial uncertainties.

2.2.2. The vast majority of actions were implemented to a substantial degree. A barrier to implementation was the fact that personnel changes occurred in all roles having some responsibility in the action plan and the transfer of responsibility was not always made explicit. In cases where qualitative data was required, engagement with surveys was not as high as we anticipated and in, rare cases, actions proved impossible due to funding or space requirements. Throughout, senior leadership showed a commitment to facilitating the implementation of the actions. Another facilitator was the relatively low staff turnover, ensuring continued implementation of, and compliance with, the action plan

2.2.3. No new actions have been introduced, but initiatives including the provision of an online anonymous wellbeing suggestions box and the availability of recorded SAT meetings to members of the department were implemented to provide another mechanism for staff and student consultation.

2.2.4. The main learnings from evaluation of the action plan were:

- The plan was overly detailed with numerous overlapping success measures. This obscured the relationship between action and outcome
- Accountability was associated with a person not a role holder and transferal of responsibility was not always adequately managed
- Some outcomes were overly ambitious given the position of the department at the time, while others were not obvious expected indicators of the success of the action

Here, we will focus on specific areas where we have made measurable progress, as well as considering those where more work is required. Of the 67 actions, we have completed 34 to our satisfaction and have made partial, and often substantial, progress on a further 30. Of these, 18 would have been completed to our satisfaction had three key success measures been realised:

- Increased numbers of female staff applications, shortlistings and appointments
- Increased female UGT applications and offers to 50% by 2019
- Increased number of women in independent Professorial posts to 40% by 2019

Only 3 of the actions remain outstanding, of which 1 has been transferred to the future action plan and of the others, **Action 6.7: Organise a Researchers' Support Forum** proved unfeasible due to a lack of funding, whilst no space was available to implement **Action 7.6: Provision of baby changing facilities and a family room**: instead, we have worked as a department to signpost the institutional baby care room to staff and students. Overall, we have made significant progress in each of the nine specified areas and this has provided us with an excellent foundation on which to develop the new initiatives outlined in the future action plan. We can recognise both encouraging trends (e.g. good gender balance amongst our UGT, PGR, and PDRA cohorts, female academic promotion rates) and those that require continued work (e.g. support for those taking extended periods of leave, applications from women for academic positions).

Data analysis provides evidence of an overall increase in female UGT applications, offers and acceptances, and increased ambition amongst our female applicants (see Figure 6), where a steadily increasing proportion of applicants to our 4-year MChem programme, more commonly selected by students with career ambitions in the chemical sciences (**Actions 6.11 G, 6.12 A**), were found to be female. This trend is not continued into 2020/21, which may reflect the effect of the COVID-19 pandemic on female applicant's self-efficacy: future data will be monitored to determine if this is the case.

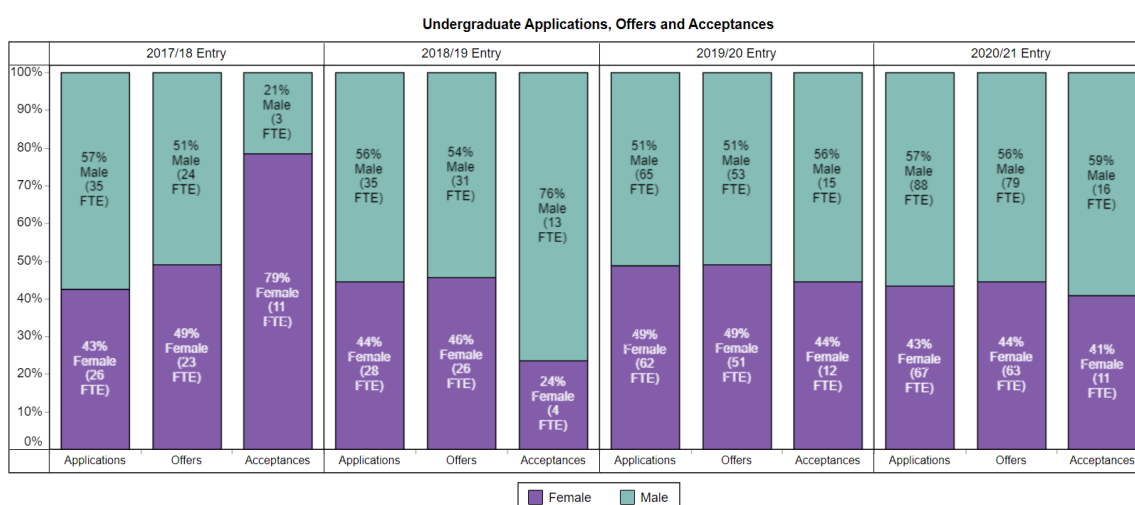


Figure 6. Gender breakdown of applications, offers and acceptances to the MChem chemistry programme.

Our actions aimed at improving gender balance amongst our undergraduate cohort (**Actions 1.1 G, 2.1 A, 2.2 A, 2.3 G, 2.4 A, 2.5 A, 2.8 A**) have led to measurable improvement, See Table 3. While the statistical fluctuations mentioned previously are clearly evidenced here when comparing 17/18 and 18/19 data sets, our 4-year averages demonstrate that we are approaching our goal of gender parity at UGT level. Our 46% female cohort representation is above the national average value of 44%, as reported in by the RSC in their most recent (2018) assessment of women's progression in the chemical sciences. Furthermore, we note that offer and acceptance percentages are almost exclusively equal to or higher than application percentages, indicative of gender equality after the point of application.

Table 3. Gender breakdown of key undergraduate recruitment metrics. Percentages represent the female contribution to a given metric.

Metric	17/18	18/19	19/20	20/21	4-year average
Applications	44% (71/160)	42% (74/177)	44% (114/257)	43% (144/333)	43%
Offers	50% (59/118)	45% (65/145)	46% (91/200)	44% (124/281)	46%
Acceptances	67% (18/27)	31% (12/39)	45% (17/38)	44% (22/50)	47%
Registrations	57% (16/28)	36% (13/36)	52% (16/33)	42% (19/46)	42%
Cohort Representation	58% (46/80)	48% (45/93)	43% (46/106)	46% (57/123)	46%

An area for improvement with regard to data collection is associated with **Action 1.9: Monitor UGT/PGR exit destinations by gender A**. At departmental level, this data is only collected informally, and central data is sparse and incomplete since reporting by graduates is voluntary. This action is therefore ongoing within our department through **Future Action B.6**, supported through collaboration of our careers officer and the institution's data analytics team. Related to this point, we have also yet to implement action **2.7: Produce an exit questionnaire for PGR students R**. There have been numerous changes of personnel in this role which has hindered implementation, but this has been transferred to our future action plan (**Future Action A.4**) and will be implemented by our Director of Postgraduate Studies. Although there are actions still to be fully implemented regarding our postgraduate cohort, those actions that we have executed successfully or are ongoing (**Actions 1.3 G, 1.9 A, 2.5 A, 2.6 A, 2.8 A, 6.11 G, 6.12 A**) have served to improve the representation of women in postgraduate research in the department, increasing to 46% in 2021 from 40% in 2016, with the 4-year average value also at 46%. This compares very favourably to the 39% national average reported by the RSC and, comparing to our UGT ratio, shows that we are successfully avoiding losing women at this key transition point.

Our approach to engagement with prospective students is serving to support the positive data presented above. While we continue to staff our open days on a voluntary basis, we have worked to ensure that each event gave a fair representation of our departmental makeup (**Action 2.1 A**). While this has not always been possible due to the small pool of staff available to work on the numerous engagement activities held by the department (See Figure 7), we have ensured there is a minimum of one male and one female member of staff at each event, as well as fair representation from our student ambassadors. When considering our departmental engagement activities as whole, we have been able deliver a fair representation of the diversity in our department. This work is ongoing, as evidenced by **Future Action D.9**, where we will be gathering

further information regarding the perception of the department from all engagement activity attendees as well ensuring that the diversity of our staff and student groups are prominent on our website and promotional materials (**Future Action D.3**). This extends the work in this area covered by **Action 8.6 G**, see Figure 8.

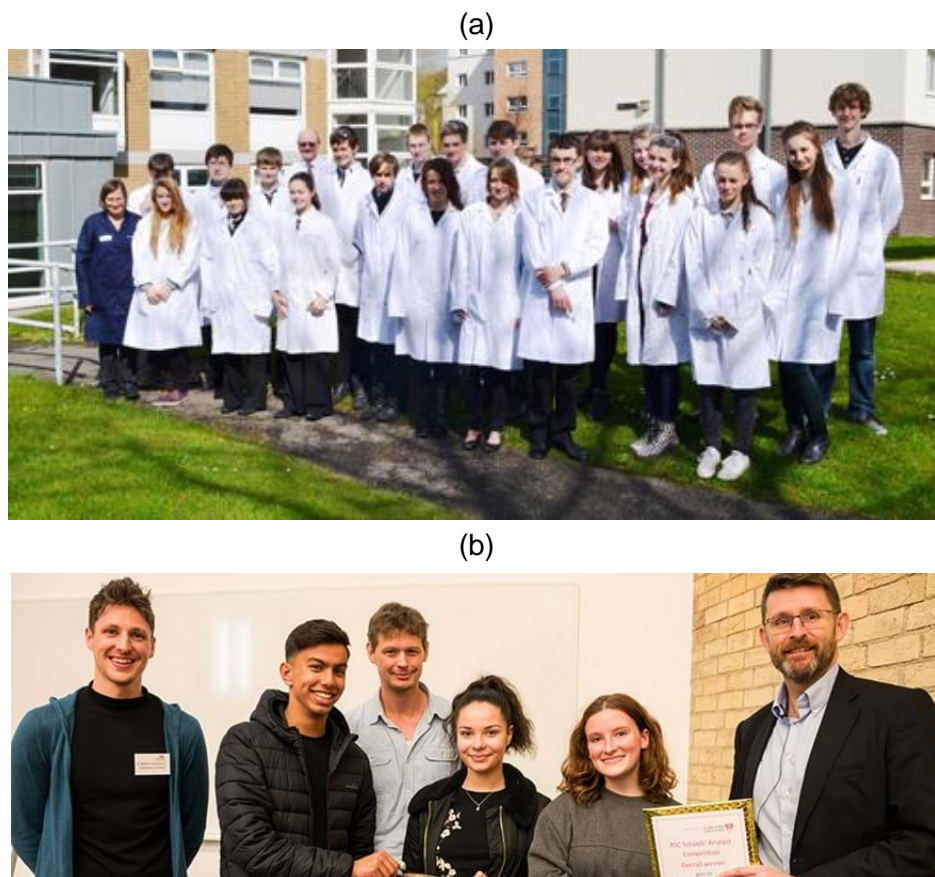


Figure 7. (a) Participants in the South Lakes Federation Chemistry Competition and (b) Winners of the RSC schools' analyst North West regional heat

We have made significant changes to improve the inclusivity of our recruitment process (**Actions 3.1 A, 3.2 A, 3.3 A, 3.4 G, 3.5 A**), with an outstanding example being an offer to cover childcare costs for interviewees that now appears in all advertised positions (**Action 3.4 G**). Staff are regularly contacted to remind them of issues surrounding unconscious bias, for which online training is now available. We encourage voluntary training in this area but do not currently record participation levels, so are formalising this in our future action plan (**Future Action D.1**). We also ensure at least one female member of staff on all interview panels and that all panel chairs and, where possible, every panel member, have received appropriate institutional recruitment training (**Action 3.2 A**). This approach has allowed the department to attract a good balance of male and female researchers, with the current headcount approaching gender parity (see Figure 9). A current female representation of 45% amongst our research staff is in line with departmental UGT and PGR representation, a very positive statistic.

(a)



(b)



Figure 8. (a) Pages from the undergraduate brochure, documenting students’ experience of studying in the Lancaster University Department of Chemistry and (b) Winners of the 2018 Ede & Ravenscroft Women into Science award

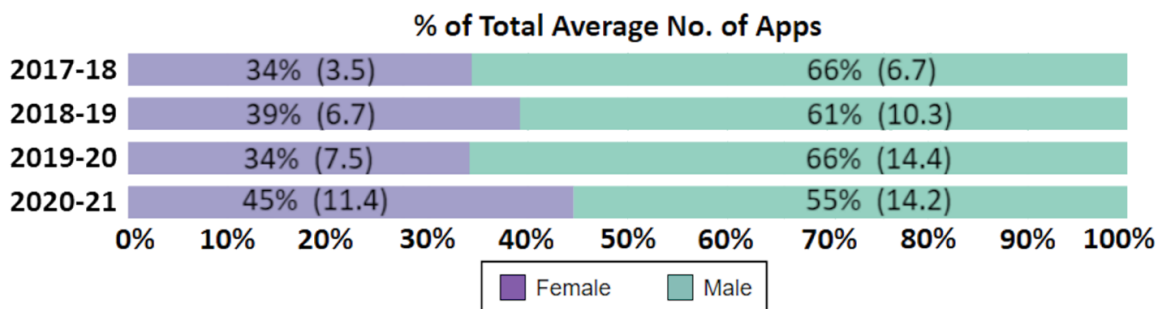
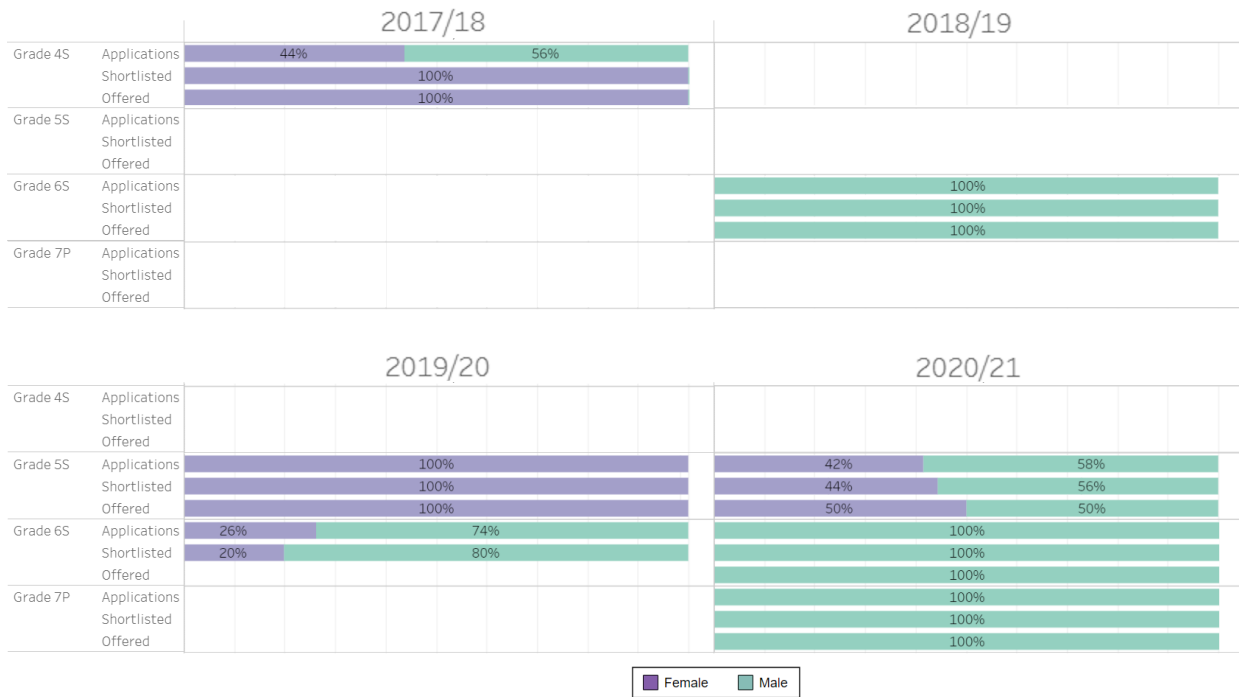


Figure 9. Gender balance of research staff in the department

(a)



(b)

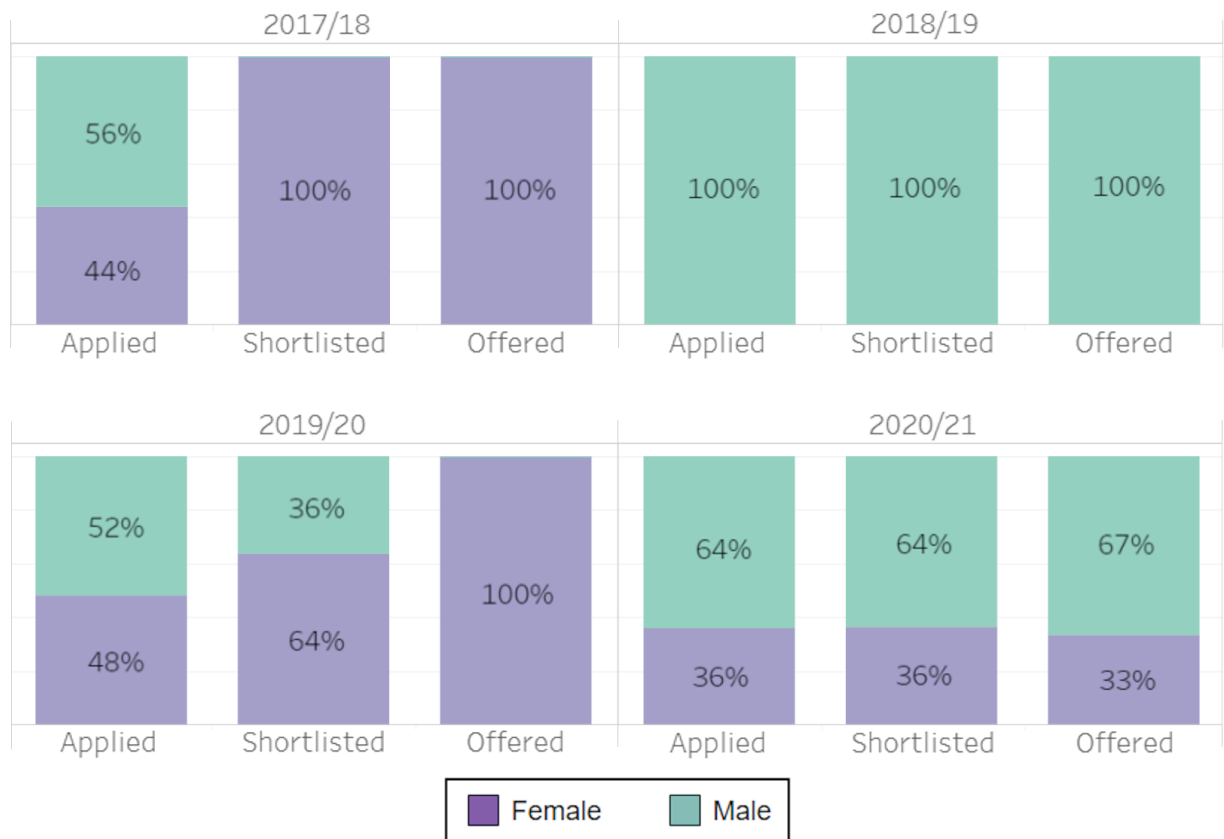


Figure 10. Gender balance with respect to non-academic positions offered since 2017/18

Applicants to advertised professional and technical support positions skews strongly towards women for lower grade positions and towards men for higher grade positions (**Action 1.4 G**) although overall there is reasonable gender balance (Figure 10). It should also be noted that only nine offers have been made in total during the last four years, with four of these offers being made to women. Furthermore, of the six appointments made during this time, 50% were women.

Despite the actions taken regarding recruitment (**Actions 3.1 A, 3.2 A, 3.3 A, 3.4 G, 3.5 A**) we have severely struggled to attract female applicants to the advertised positions (Figure 11). While we note that the number of academic positions offered in the department has been very low in the last four years, with a total of just four appointments, our departmental statistics are significantly worse than those at faculty level (Taking 2021 data as an example, 11% of applications were from women, compared to a faculty average of 27%) and so it is clear that the actions we put into place have been insufficient: improving on this is a focal point of our future action plan (**Future Action B.4**).

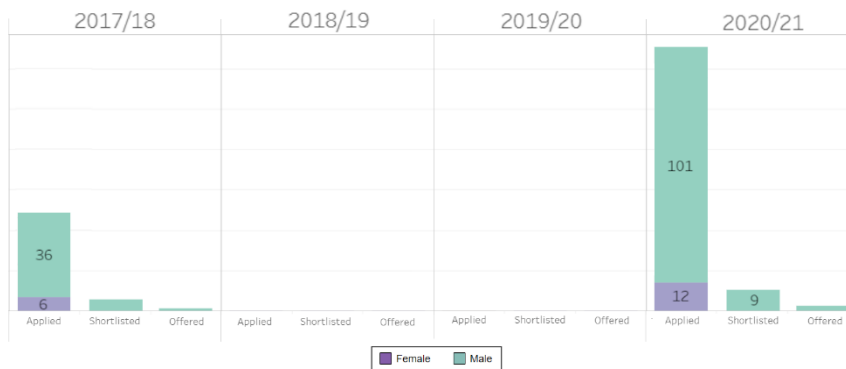
The staff survey revealed considerable variation in staff members' experience of induction and mentoring: only 47% of responding staff strongly agreed that the current induction process is helpful and just 11% strongly agreed that they have access to useful departmental mentoring opportunities. This relates to **Actions 4.1 A, 4.2 A, 4.3 A, 4.4 A, 4.5 A and 4.7 A**. Further investigation through focus groups revealed that technical and professional services staff are routinely receiving a comprehensive induction but, although an induction checklist is available to all staff with imminent line-management responsibilities, its implementation is not currently enforced. We recognise a current lack of accountability in this area and the process needs to be improved and standardised. Preparations for this form part of the future action plan (**Future Actions D.6 and D.10**).

We note the panel feedback from our 2015 bronze application regarding positive action at the senior lecturer level and above. Since that time, we have only been in a position to advertise a single position at this level, however, the support and opportunities provided to our early career academics (**Actions 5.5 A, 5.7 A, 6.10 G**) has led to the excellent result of six promotions to senior lecturer level amongst our female academics. Our future action plan defines continued support to academics to target professorial promotions (**Future Action B.3**) since our research has uncovered literature evidence that this is a point where gender differences around self-efficacy can become more pronounced.

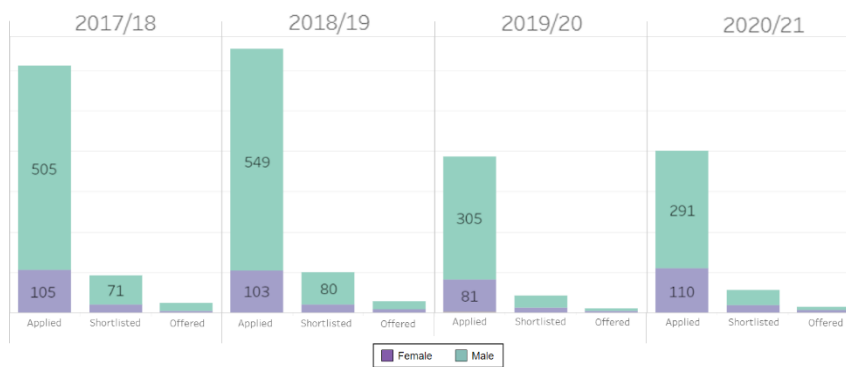
The department has implemented a range of development and training opportunities for PGR students, leveraging faculty and institutional resources (**Actions 6.5 G, 6.6 G**) and continues to develop these on an ongoing basis, however, beyond the encouraging statistic of 46% female representation amongst our PGR cohort, there is no current strategy to measure the impact of our actions on gender equality. Our future action plan aims to explicitly embed EDI principles into our PGR training (**Future Action A.2**) as well as to implement a mechanism for recording impact of these (**Future Action B.6**).

Several actions surrounding career and professional development (e.g **Actions 6.1 A, 6.2 A, 6.3 G**) have been implemented and incorporated into our PDR process which was well established, but has been strongly impacted by changes at an institutional level, as well as the effects of the pandemic, which placed a huge strain on all staff. We again recognise a lack of accountability at this stage and several aspects of the future action plan aim to ensure continued professional development through this route (**Future Actions B.1, B.3, D.6**). Staff are now reminded of all mandatory training responsibilities on an annual basis (**Action 6.1 A**) and are also made aware of the optional training opportunities provided at faculty and institutional level (**Actions 6.9 G, 6.10 G**).

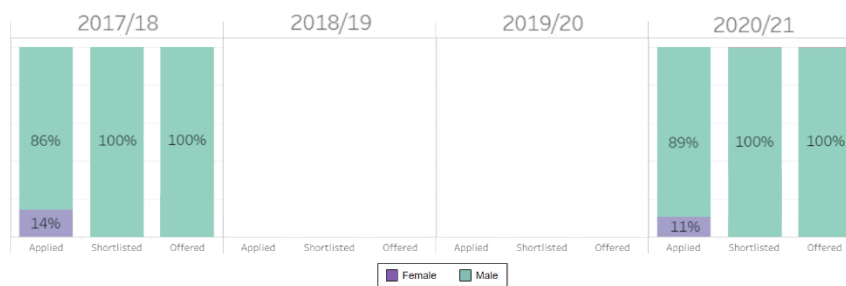
(a)



(b)



(c)



(d)

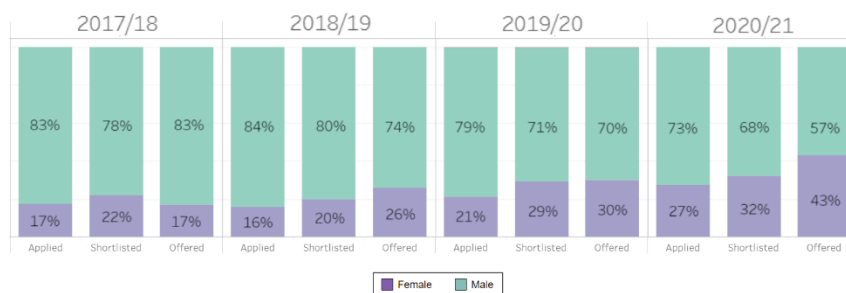


Figure 11. Comparison of (a) departmental and (b) faculty gender balance with respect to academic position offered since 2017/18. (c) and (d) equivalent percentage data

The staff survey documented a mixed response to departmental support from staff returning from parental leave, with only 47% (57%) of staff strongly agreeing that they received appropriate support before (after) leave (**Actions 7.1 G, 7.3 G**). This mixed view was supported by focus group discussions highlighting that, while guidance has been provided, it is clear that the departmental strategy needs to be better thought out: employee/line manager responsibilities and expectations must be clarified and support put in place well in advance of when it is required. This is explicitly targeted in our **Future Action C.2**.

The ongoing pandemic has provided us with a new perspective on effective flexible working, both pros and cons. Departmental guidance has been implemented (**Actions 7.4 G, 7.5 G**) and staff perception is largely positive (e.g. “*My flexible working requests have been supported*”) but it has become clear that carers have been deeply impacted (e.g. “*I put the kids to bed and sit back down at the computer to work*”). Our experiences have provided us with an opportunity to develop a more robust and inclusive attitude to flexible working that will extend beyond institutional expectations and is detailed in **Future Action C.1**.

Finally, the department remains highly aware of the importance of a transparent culture of inclusion. We have implemented a number of initiatives to support this. Committee membership is now monitored to ensure fair representation (**Action 1.10 G**) and the AS self-assessment team was convened on this basis. While greater transparency with regard to the workload model was achieved (**Actions 8.2 G, 8.3 G, 8.4 A**), this has been set back by the unprecedented working conditions presented by the pandemic. Staff sentiment is clear that this must be addressed: “*The workload model is non-existent or is not looked at*”; “*there is a disproportionate workload on non-professorial staff*” and it will be a focal point of ongoing work, **Future Action D.7**. EDI best practise has been implemented with respect to research colloquia where all protected characteristics are considered to ensure fair representation amongst those invited to speak in the department (**Action 8.5 G**). Nevertheless, there are always improvements to be made, and we have addressed several aspects in our future action plan.

[2189 words]

3. Section 3 – Future priorities and action plan

In section 3, applicants should evidence how they meet Criteria 4 and 5:

- + key priorities have been appropriately identified, to direct future action
- + a specific, measurable, achievable, relevant and time-bound (SMART) action plan has been provided, which addresses priorities.

3.1 Current self-assessment and future priorities

Recommended word count: 1500 words

Consider the department's self-assessment (previous and current), data analyses and previous action plan with respect to the areas covered by the standard Athena SWAN application form. These include:

- + student enrolment, progression and support
 - + key career transition points
 - + career development
 - + flexible working and managing career breaks
 - + organisation and culture.
1. have the department's gender equality issues changed, and if so, how?
 2. what are the department's key priorities for future action?

3.1.1. The department's gender equality issues have evolved, but not qualitatively changed, since our initial bronze award. We are approaching gender equality amongst our UGT/PGR and PDRA cohorts, but there is substantial imbalance amongst academic staff. We have excellent promotions statistics amongst our female staff, but they are still unrepresented amongst our professoriate. Finally, we are severely struggling to attract women to advertised academic positions.

3.1.2. The departments key priorities for future action are:

1. To make the department a more obviously attractive place for women to work
2. To ensure that people at all career stages are suitably prepared to effectively develop their careers
3. To provide effective support for staff taking any form of extended leave, ensuring that career impact is minimised
4. To realise equal gender balance up to and including PDRA level, as well as increases in female representation beyond that

Actions designed to address these priorities are grouped into the following four themes, reflected in the future action plan. The inherent nature of theme **D - Organisation and Culture** means that actions it encompasses also impact in other themes

A. Student Enrolment, Progression and Support

As evidenced in Section 2.2, the department has made broad improvements towards gender equality, however there is opportunity for continued progress. Our percentages of women at UGT (44%), PGR (46%) and PDRA (45%) level are remarkably consistent, showing that we currently succeed in avoiding the 'leaky pipeline' that plagues STEM disciplines to this level. However, the Higher Education Statistics Agency (HESA) report that 63% of A-level chemistry students are female. While many students will be considering medicine careers, gender equality amongst our UGT, PGR and PDRA cohorts should still be viewed as a highly achievable goal and our future action plan targets this in a number of places. **Future Action D.3** will ensure that our flourishing female academics are highly visible on departmental webpages and promotional materials. Continued fair representation in all engagement activities will allow us to promote these women as role models to both current and prospective students. We will also report on our gender statistics in promotional materials (**Future Action D.4**): while this will show that we have yet to achieve gender equality, it will provide evidence of our intentions. Improvements to the support we provide to our undergraduates through our academic advisors (**Future Action D.8**) as well as a relaunched mentor system (**Future Action A.3**) will also benefit those women looking towards careers in the chemical sciences. We will also expand our outreach activities to provide "girls in chemistry" events (**Future Action A.1**) focusing on reflection of participants' skillsets, and how they can be applied in a career in the chemical sciences. These events will provide a platform to showcase the successful careers of our own female academics as well as chemistry department alumni (**Future Action D.3**; see also **Future Action B.6**) We will hold one of these events each year in National Careers week, working with contacts in the Royal Society of Chemistry to aid promotion.

B. Career Transition Points and Career Development

Linking our work with our student cohort to support for early career researchers, **Future Action B.6** will form a support network for our current UGT, PGR and PDRA cohorts to continue their career development, whether in academia or in the broader chemical science community. This action also addresses a weakness of our previous action plan: while we have implemented a number of initiatives to provide support for our PGR and PDRA cohorts, we have no robust mechanism for assessing its impact as people progress their careers. The planned support network will allow us to track career progress of our graduates and early career scientists as they move on from the University.

Career development will be further supported by **Future Action B.5** and **Future Action D.6** where the department will proactively support our PDRAs in establishing research independence. Building on this, **Future Action B.7** will target RSC funding opportunities to develop in-house training programmes for our PDRAs. This, coupled with the actions above, will better prepare them for the challenging transition into their first academic appointment, addressing the next potential point of loss in the leaky pipeline.

86% of our female early career academics have been promoted to Senior Lecturer level since 2016. This contrasts extremely favourably to the preceding period where the department had seen no promotions to this level, however we can further develop our approach to promotions to ensure that they, along with the remainder of our staff, are best prepared for continued career

development. We will formalise the process by which staff are identified for a promotion application (**Future Action B.2**) to address issues regarding self-efficacy which are more prevalent in women. We will also be proactive in providing workload support for staff targeting large-scale professional goals that would substantially improve their promotion cases (**Future Action B.3**). Our enhanced support for staff returning from parental leave (**Future Action C.2**) will help to ensure that this does not manifest as a barrier to career progression.

Support for career development amongst technical and professional services staff is more challenging, since they are appointed to a specific role and this limits the potential for career development. However (**Future Action B.1**) our Departmental Superintendent is liaising with the Faculty and we aim to move towards new appointments being made to a career grade wherever possible so that career progression is embedded in the role at the time of appointment. We also aim to introduce the potential of promotion to grade 8 for our experimental officers, recognising the expertise that extended time in these roles develops and the value this brings to the department.

C. Flexible Working and Managing Career Breaks

The COVID-19 pandemic has forced all of us to work more flexibly: it is now critical to retain those aspects of flexible working that are beneficial to current staff and attractive to potential recruits. While staff sentiment is clear that flexible working requests are departmentally supported, **Future Action C.1** summarises our plan for improving flexible working in which we intend to ensure that core meeting hours are defined and strictly adhered to and that staff have the option of attending either in-person or online. A difficulty in chemistry is the requirement of lab-based teaching for extended periods which is challenging to manage flexibly. We recognise the need to develop staffing schedules and accommodate e.g. caring requirements without overburdening staff without such needs. Finally, we will endeavour to ensure that academic staff have a day every week in which they are free of teaching and administrative responsibilities. This reflects the importance of research progress in both the institutional strategic plan and promotions criteria.

Our most recent staff survey revealed significant disparities in the experience of staff who have taken some form of parental leave (see Section 2.2), with 50% of females feeling insufficiently supported before, during and after leave, compared to just 25% of males. The department was too slow to respond to the needs of some staff members and ensuring future response is efficient and effective is an important component of our future action plan. **Future Action C.2** will ensure that the staff member, line manager, and departmental senior management are fully aware of expectations and responsibilities ahead of leave commencing. Furthermore, we will assess the specific support required to ensure that any staff members taking parental leave suffer minimal impairment to their professional development. We will be liaising with funding bodies to develop guidance for our PGR students and fixed term research staff with regard to parental leave, working closely with the institution, which has developed the Parental/Adoption Research Support fund. In particular, we will look to provide mechanisms to maintain research progress during periods of absence while ensuring that the individual feels no pressure to work while on leave. If this proves impractical, we will minimise the impact that absence has on their research. Related to this point, **Future Action C.4** will develop similar support for staff returning from periods of absence for non care-related reasons. Liaising with POE, we will ensure that not only is the return to work managed appropriately, but that measures are taken to ensure any contributing factors within the department's control are mitigated.

D. Organisation and Culture

In contrast to our successes amongst our student and early career researchers, the statistics are very clear that as a department we must do more to attract women to academic roles. Women currently occupy just 32% of our academic staff positions, a modest increase on the value of 30% we reported in 2015. While this appears to be comparable to many other departments across the country, it represents a substantial decline when compared to student and early career researcher statistics. Figure 11 in Section 2.2 highlights the issues the department faces in attracting women to our advertised positions and demonstrates that this issue is magnified when compared to other FST departments. We will address this in **Future Action B.4** whereby all job advert and person specifications will be assessed by the EDI committee to ensure that no barriers to female applicants are present. We will ensure that flexible working information is freely available (**Future Action C.3**) along with staff benefits and other environmental factors (e.g. **Future Action D.5**) that may be of greater concern to female applicants.

To continue to embed the principles of good EDI practise in our department, we will work to improve the proportion of staff completing relevant training (**Future Actions D.1, B.4**) from its current low value of 59%. Our target here aligns with the institutional target of 95% completion. We also intend to explicitly embed EDI into our PGR training programme (**Future Actions D.1, A.2**). We will seek funding to allow us to bring in external bodies to conduct aspects of this training to maximise its value and impact.

We recognise that, as discussed in Section 2.2, a lack of accountability has led to variable induction and mentoring experiences. These play a valuable role in the professional development of our staff and we intend to standardise the experience, also recognising that staff require training to be effective mentors (**Future Actions D.6, D.10**).

To ensure the successful execution of our future action plan, it is essential that we monitor the perception of students, staff and any other groups with whom we engage and we will be seeking regular feedback on our efforts (**Future Actions D.2, D.9, A.4**)

We believe that our future action plan builds on the strong foundations we have developed in recent years and will serve to further our efforts to realise genuine gender equality throughout the department.

[1685 words]

3.2 Future Action plan

Please provide (in table format) an action plan covering the four-year award peri

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	Action	Rationale	Implementation	Timeframe	Responsibility	Success Criteria
A – Student Enrolment, Progression & Support						
A.1	Increase female application percentages at UGT level	Girls account for ~ 63% of those studying A-level chemistry, but applications to our UGT programmes do not reflect this. While there are reasons to expect this, gender parity should be a viable goal	<ul style="list-style-type: none"> • Develop and deliver regular "Girls in Chemistry" outreach events • Ensure fair representation in promotional materials and that these materials are not skewed towards males in terms of language, etc. • Develop enhanced webpages showcasing the work being conducted by our female scientists • Work with the RSC as well as Institutional Outreach and Recruitment teams to better target engagement activities • Request that student ambassadors return to their schools to discuss their higher education experience 	Start: September 2022 End: September 2023	Principal: Outreach & Recruitment Officers Secondary: EDI Director RCM	<ul style="list-style-type: none"> • Increase in percentage of female undergraduate applications from 43% (2021) to 50% (2025) and maintained thereafter

	Action	Rationale	Implementation	Timeframe	Responsibility	Success Criteria
A.2	Incorporate EDI principles into PGR training	<p>Cultural change will be achieved more quickly by ensuring that the academics of the future are fully aware of the issues surrounding EDI from an early career stage</p> <p>EDI related issues in the departmental seminar series and actively encourage student (UGT & PGR) attendance</p>	<ul style="list-style-type: none"> • Make all new PGR students aware of the departmental stance with respect to EDI issues • Incorporate EDI Issues and awareness training to the first year training programme • Seek funding for externally run training events • EDI related issues in the departmental seminar series and actively encourage student (UGT & PGR) attendance 	<p>Start: December 2023</p> <p>End: July 2024</p>	<p>Principal: PhD Admissions and Training Officer</p> <p>Secondary: EDI Director</p>	<ul style="list-style-type: none"> • Documented Integration into PGR training schedule • Enhanced awareness of EDI principles amongst PGR cohort as evidenced by the student survey – increase of number of students agreeing that they know who their student EDI representative is from 23% to 60% • Target 60% of PGR student being aware of departmental schemes promoting EDI practise by 2027
A.3	Develop an enhanced student mentoring system:	<p>Previous mentoring attempts have failed to persuade students of their value despite the potential in supporting career development</p>	<ul style="list-style-type: none"> • UGT mentors for groups for 1st/2nd years • PGR mentors for individual final year UGTs • PDRA mentors for PGR • Optional individual mentoring for International students 	<p>Start: September 2022</p> <p>End: June 2023</p>	<p>Principal: EDI Director</p> <p>Secondary: All volunteer mentors</p>	<ul style="list-style-type: none"> • Successful implementation and adoption of mentoring opportunities • Target 60% of responding students agreeing that their mentoring experience was positive by 2027

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	Action	Rationale	Implementation	Timeframe	Responsibility	Success Criteria
A.4	Produce an exit questionnaire for PGR students	Students can be reluctant to criticise departments during their period of study even in anonymous environments. Exit questionnaires will provide the opportunity for more honest and open responses	<ul style="list-style-type: none"> • Compile questionnaire to gain insight into the impact of any gender-led differences to the student experience. • Decide actions based on the feedback implemented. • Provide an annual report to the EDI Committee. 	Start: July 2022 End: January 2027 Review annually, in July	Principal: PGR Director Secondary: EDI Director	<ul style="list-style-type: none"> • Documented feedback on the PGR student experience • Evidence of modification to EDI strategy as based off of feedback • Gender equality in the number of postgraduates pursuing careers in the chemical sciences by January 2027
A.5	Produce an exit questionnaire for UGT students	Students can be reluctant to criticise departments during their period of study even in anonymous environments. Exit questionnaires will provide the opportunity for more honest and open responses	<ul style="list-style-type: none"> • Compile questionnaire to gain insight into the impact of any gender-led differences to the student experience. • Decide actions based on the feedback implemented. • Provide an annual report to the EDI Committee. 	Start: July 2022 End: January 2027 Review annually, in July	Principal: UGT Director Secondary: EDI Director	<ul style="list-style-type: none"> • Documented feedback on the UGT student experience • Evidence of modification to EDI strategy as based off of feedback • Gender equality in the number of graduates pursuing careers in the chemical sciences by January 2027

	Action	Rationale	Implementation	Timeframe	Responsibility	Success Criteria
B – Career Development & Transition Points						
B.1	Support/develop career progression opportunities for non-academic staff	Non-academics are typically appointed to “roles” with little opportunity for recognition of career progression	<ul style="list-style-type: none"> • Use PDRs to identify training needs preventing career progression • Ensure that technical staff are exploiting the opportunities provided by the Institutional Technician Commitment • Appoint non-academic staff to career grades wherever possible • Recognise expertise of experimental officers by developing routes to grade 8 promotion 	Start: September 2021 End: January 2027	Principal: Departmental Superintendent Secondary: Line managers	<ul style="list-style-type: none"> • Grade increases or other documented evidence of promotion for at least two members non-academic staff members • Improved perception of promotion opportunities as evidenced by the staff survey – increase of number of staff strongly agreeing that they are aware of career progression opportunities from 31% (2021) to 50% (2026)

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	Action	Rationale	Implementation	Timeframe	Responsibility	Success Criteria
B.2	Introduce a more robust and proactive academic promotions process	Literature suggests significant gender disparity regarding self-efficacy which will be alleviated by this action point	<ul style="list-style-type: none"> Require all line managers to report on promotion readiness for all staff members for whom they have responsibility Communicate this information to each staff member, who may seek a 2nd opinion Support application or discuss development required to make an application viable Develop mentoring support from previously promoted academic staff Process to take place before the Summer to give staff have adequate time to prepare a promotion application Develop a record of “departmentally recommended” training opportunities 	Start: December 2022 End: January 2027 Review annually in October	Principal: Management Group Secondary: EDI Director Line Managers	<ul style="list-style-type: none"> Increased female promotion rates across all grades. The current average to senior lecturer or higher is 1.2 promotions per annum over the last five years. Target an increase to 1.5 per year on average by 2027, assuming improved gender balance in the department At least one promotion of a woman to professorial level Improved perception of promotion opportunities as evidenced by the staff survey – increase of number of staff strongly agreeing that they are supported in their career progression from 23% (2021) to 40% (2026)

	Action	Rationale	Implementation	Timeframe	Responsibility	Success Criteria
B.3	Facilitate academic promotion to professorial level	The department currently has no female professors and has never had a member of staff promoted to professor	<ul style="list-style-type: none"> • Provide support to ensure key promotion goals (e.g. large scale grant applications) can be prioritised • Use PDRs to target specific achievements of direct relevance to the promotions criteria • Provide departmental support for Leadership/management training • Establish a faculty-level Support/mentoring network 	Start: September 2022 End: January 2027 Review annually in October	Principal: HoD Secondary: Research Director Management group Line Managers	<ul style="list-style-type: none"> • At least one female promotion to professorial level by January 2027 • Uptake of mentoring support at the following rate 2023: 10% of eligible staff 2024: 20% of eligible staff 2025: 30% of eligible staff 2026: 40% of eligible staff 2027: 50% of eligible staff

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	Action	Rationale	Implementation	Timeframe	Responsibility	Success Criteria
B.4	Address difficulty in attracting women to apply for staff positions	Departmental statistics show that women account for a very small fraction of total applications	<ul style="list-style-type: none"> • Emphasise "desirable" over "essential" skills in person specifications • Ensure flexible working, family-friendly policies/ environment factors are highly visible in recruitment material • Ensure no gender bias in wording of applications • Provide specific contact to discuss e.g. flexible working • Continue to promote gender bias training for all interviewers • Promote professional success amongst female staff members on the departmental website 	<p>Start: immediately</p> <p>Ongoing</p> <p>Review on a quarterly basis</p>	<p>Principal: HoD</p> <p>Secondary: EDI director</p>	<ul style="list-style-type: none"> • Increase in applications from women from 11% (2021) to 30% (2027) • Gender equality in successful applications, subject to variation in application rates
B.5	Raise awareness and support applications for research fellowship opportunities	The department currently maintains gender ratios through UGT/PGR/PDRA but there is a significant decline beyond this point	<ul style="list-style-type: none"> • Raise awareness of fellowship opportunities: e.g. Dorothy Hodgkin, L'Oreal UNESCO, Daphne Jackson. • Contact potential candidates with submission deadlines • Offer mentoring and support in application development 	<p>Start: June 2022</p> <p>Ongoing</p>	Research Director	<ul style="list-style-type: none"> • Support a minimum of 2 research fellowship applications from women by 2027

	Action	Rationale	Implementation	Timeframe	Responsibility	Success Criteria
B.6	Create an alumni network and leverage this for career development and support of UGT, PGR, PDRA	The department currently has very limited data on career progress of graduates and hence limited evidence of the career opportunities provided by the degree programmes and any gender differences therein	<ul style="list-style-type: none"> Collate LinkedIn contacts to form network Embed network engagement into careers module Leverage network for e.g. student engagement, mentoring 	Start: September 2022 End: September 2023	Principal: Careers Officer Secondary: EDI Director	<ul style="list-style-type: none"> Documented evidence of support from within the network to current students Gender equality in the number of graduates pursuing careers in the chemical sciences by January 2027 Accurate records of career progress of graduates
B.7	Support career progression of female scientists at PDRA level	Literature suggests significant gender disparity regarding self-efficacy which can manifest at this career stage	<ul style="list-style-type: none"> Apply for funding from the RSC Inclusion and Diversity fund Hold workshops with external parties working on career progression. e.g interview skills, application writing, CV/cover letters, developing confidence, empowerment, developing scientific ideas, networking, resource management 	Start: April 2022 Ongoing: workshops to be held annually where funds allow	Principal: EDI Director Secondary: Research Director	<ul style="list-style-type: none"> Successful funding application(s) by PDRA and consequent career progression to academic positions Of Lancaster PDRA's continuing their careers in the chemical sciences, target 40% to be women
B.8	Monitor impact of COVID-19 on career development	The effects of the pandemic are only beginning to be realised but will have potential long term impact on, e.g. research progress	<ul style="list-style-type: none"> Monitor staff sentiment through various mechanisms, including staff surveys and PDRs 	Start: April 2022 Ongoing	Principal: Careers Officer	<ul style="list-style-type: none"> Documented evidence of staff satisfaction above 70% that the department has been supportive of the difficulties experienced due to COVID-19

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	Action	Rationale	Implementation	Timeframe	Responsibility	Success Criteria
C – Flexible Working and managing career breaks						
C.1	Provide a flexible working environment that extends beyond institutional requirements	The department continues to experience difficulties attracting female applicants to advertised position. Recent experiences have demonstrated that flexible working is realistic for the vast majority of staff.	<ul style="list-style-type: none"> • Agree core meeting hours with all members of the department • Committee meeting to run as hybrid meetings, with in-person or virtual attendance equally acceptable • Where possible, ensure that all members of academic staff have a nominated 'free day' each week with no teaching/administrative responsibilities • Develop a staffing schedule for practicals that accounts for caring responsibilities without placing undue workload on remaining colleagues, considering workshare options • Communicate improvements in flexible working to staff 	Start: September 2022 End: January 2027	Principal: EDI Director Secondary: HoD Management Group	<ul style="list-style-type: none"> • Increased satisfaction with flexible working as evidenced in the departmental staff survey – increase of number of staff strongly agreeing that career opportunities are unaffected by working flexibly from 33% (2021) to 50% (2027) – increase of number of staff strongly agreeing that departmental meetings are arranged to meet their working needs from 19% (2021) to 40% (2027) • Increase in applications from women from 11% (2021) to 30% (2027)

	Action	Rationale	Implementation	Timeframe	Responsibility	Success Criteria
C.2	Provide specific support for staff during and after parental leave.	The staff survey has revealed significant disparity in individuals' experience of returning from parental leave	<ul style="list-style-type: none"> • Prepare a documentation pack outlining responsibilities and expectations of the staff member, line manager and department • Regular communication with line manager during period of leave to ensure appropriate contact is maintained and keeping in touch days are used appropriately • Academic: management of workload to increase research time upon return to work • PGR/PDRA: technical provision to cover laboratory work in consultation with funding bodies • Develop departmental resilience with regard to technical support roles 	<p>Start: Immediately</p> <p>January 2027</p> <p>Review after each occurrence of parental leave</p>	<p>Principal: EDI director</p> <p>Secondary: HoD Research Director</p>	<ul style="list-style-type: none"> • Adoption and use of documentation pack • Increased satisfaction that was support provided as evidenced in the staff survey <ul style="list-style-type: none"> – increase of number of staff strongly agreeing that they received appropriate support: <ul style="list-style-type: none"> - before leave from 43% (2021) to 60% (2027) at a rate of ~3% per year - and after leave from 57% (2021) to 70% (2027) at a rate of ~4% per year • Documented evidence of prioritisation of research for returning academics, as evidenced in the workload model • Increase in applications from women from 11% (2021) to 30% (2027)

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	Action	Rationale	Implementation	Timeframe	Responsibility	Success Criteria
C.3	Provide staff with key information regarding flexible working opportunities	The department continues to experience difficulties attracting female applicants to advertised position. Recent experiences have demonstrated that flexible working is realistic for the vast majority of staff.	<ul style="list-style-type: none"> • Circulate guidance on flexible working provision in preparation for each academic year • Invite feedback for flexible working initiatives not already in place 	Start: June 2022 End: January 2027	Principal: Departmental Administrator Secondary: EDI Director	<ul style="list-style-type: none"> • Development of flexible working support based on departmental feedback • Increase in applications from women from 11% (2021) to 30% (2027) • Increased satisfaction with flexible working as evidenced in the staff survey <ul style="list-style-type: none"> – increase of number of staff strongly agreeing that career opportunities are unaffected by working flexibly from 33% (2021) to 50% (2027)
C.4	Implement a return to work process for anyone taking extended leave	The current departmental process is not fit for purpose: informal discussions with staff members have revealed a number of failings to be addressed	<ul style="list-style-type: none"> • Develop guidelines with support from colleagues in POE division • Liaise with POE before and during period of absence • Document agreed modifications to working conditions prior to return • Plan phased return to full workload where possible 	Start: September 2022 End: January 2027	EDI Director	<ul style="list-style-type: none"> • Documented satisfactory experience for those having taken extended leave, as evidenced by interview after return • Increased satisfaction that support has been provided as evidenced in the staff survey <ul style="list-style-type: none"> – increase of number of staff strongly agreeing that they received appropriate support after leave from 57% (2021) to 70% (2027)

	Action	Rationale	Implementation	Timeframe	Responsibility	Success Criteria
D – Organisation and Culture						
D.1	Increase percentages of staff undertaking EDI training	EDI principles must be embedded across the department. EDI training is mandatory but accountability is lacking	<ul style="list-style-type: none"> Remind all staff of mandatory training responsibilities at the beginning of each academic year Mandate training in the following areas: <ul style="list-style-type: none"> Mentoring Unconscious bias Monitor engagement through PDR Seek funding for externally run EDI training events 	Start: September 2022 End: January 2027	Principal: EDI Director Secondary: Departmental Administrator	<ul style="list-style-type: none"> Increase percentage of staff undertaking mandatory training from 59% (2021) to 95% (2027) Improved mentoring experience as evidenced in the staff survey <ul style="list-style-type: none"> – increase of number of staff strongly agreeing that they have access to useful departmental mentoring opportunities from 11% (2021) to 40% (2027)
D.2	Monitor departmental sentiment regarding EDI	Perception of positive change is a strong motivator for engendering continued improvement	<ul style="list-style-type: none"> Introduce a yearly departmental staff/student survey Use responses to inform and refine the EDI strategy 	Start: September 2022 End: January 2027 Review annually	EDI Director	<ul style="list-style-type: none"> Improvement of perception as evidenced by staff survey <ul style="list-style-type: none"> – increase of number of staff strongly agreeing that the department promotes a culture of equality from 51% (2021) to 70% (2027) – increase of number of staff strongly agreeing that the department is committed to the Athena Swan charter from 61% (2021) to 70% (2027) Documented evidence of strategy development based on survey data

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	Action	Rationale	Implementation	Timeframe	Responsibility	Success Criteria
D.3	Foster an environment in which female role models are prominent to both prospective and current students	Some of the departments most successful researchers are women and a high number of female graduates are progressing through successful careers. These achievements should be made more visible to inspire the next generation	<ul style="list-style-type: none"> Develop enhanced webpages showcasing the work being conducted by our female scientists Continue to ensure fair representation in all engagement activities 	Start: May 2022 End: January 2027 Review annually	Principal: Outreach & Recruitment Officers Secondary: EDI Director RCM	<ul style="list-style-type: none"> New departmental webpages showcasing relevant research to be representative of the diversity in the department, e.g. photos and career profiles to have gender balance reflective of that of the department Record of engagement activities reflecting the diversity of the department Increase in percentage of female undergraduate applications from 43% (2021) to 50% (2025) and maintained thereafter
D.4	Ensure visibility of departmental gender statistics	The department should prominently demonstrate its commitment to gender equality even if statistics show that there is significant work to be done.	<ul style="list-style-type: none"> Develop enhanced webpages reporting relevant statistical data, e.g. gender balance in UGT, PGR and staff cohorts Report data in recruitment and engagement materials 	Start: May 2022 End: January 2027	Principal: EDI Director Secondary: Outreach & Recruitment Officers RCM	<ul style="list-style-type: none"> New departmental webpages reporting relevant data Promotional materials to report gender statistics Increase in percentage of female undergraduate applications from 43% (2021) to 50% (2025) and maintained thereafter

	Action	Rationale	Implementation	Timeframe	Responsibility	Success Criteria
D.5	Develop a women's health support system	There is continued perception in society that e.g. menstruation and menopause are taboo subjects. Informal discussion with staff shows that all largely silent health conditions, are not considered with a suitable degree of importance	<ul style="list-style-type: none"> • Develop an environment in which women can request support with health issues including e.g. menstrual and menopausal issues, endometriosis, mental health • Develop a support plan to provide immediate cover upon request • Advertise a contact point for students experiencing health difficulties • Ensure that students experiencing health issues have a named contact in the department that allows for sympathetic consideration of these issues from the teaching office 	<p>Start: September 2023</p> <p>End: September 2024</p>	<p>Principal: EDI Director</p> <p>Secondary: HoD Management Group Student Programmes Officer</p>	<ul style="list-style-type: none"> • Successful creation of support system and evidence of its use • Enhanced student awareness of support provided, as evidenced by student survey <ul style="list-style-type: none"> – increase of number of students agreeing that they know who their student EDI representative is from 23% (2021) to 60% (2027) at a rate of ~10% per year – increase student awareness of who to approach regarding administrative matters from 31% to 60% • Improvement of perception as evidenced by staff survey <ul style="list-style-type: none"> – increase of number of staff strongly agreeing that the department promotes a culture of equality from 51% (2021) to 70% (2027) – increase of number of staff strongly agreeing that the department is committed to the Athena Swan charter from 61% (2021) to 70% (2027)

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	Action	Rationale	Implementation	Timeframe	Responsibility	Success Criteria
D.6	Relaunch mentoring programme, based on stakeholder needs	The staff survey revealed hugely varied mentoring experiences. The process must be more systematic to ensure staff benefit equally	<ul style="list-style-type: none"> • Survey staff on mentoring needs • Integrate mentoring more explicitly in the PDR process • Ensure all mentors have completed appropriate training • Recognise mentoring work in the workload model • Investigate the possibility of mentoring from faculty colleagues, with a reciprocal agreement in place 	Start: July 2023 End: July 2024	Principal: EDI Director Secondary: Line managers	<ul style="list-style-type: none"> • Improved mentoring experience as evidenced in the staff survey – increase of number of staff strongly agreeing that they have access to useful departmental mentoring opportunities from 11% (2021) to 40% (2027) • Evidence of mentoring work in workload model
D.7	Increase fairness and transparency in the workload model	The current implementation of the workload model reflects the work that has been committed to, rather than the work to be done. This makes managing situations in which staff members are overburdened difficult/impossible in the short term	<ul style="list-style-type: none"> • Ensure that all departmental work is recognised in the model • Workload model to be completed and circulated as early in each academic year as possible • Consider the workload model over multiple years to ensure a fair division of labour • Management group to proactively ensure overburdened staff are given respite in subsequent years, beyond “going back to normal”. 	Start: July 2022 End: July 2026	Management Group	<ul style="list-style-type: none"> • Improved perception of transparency as evidenced in the staff survey – increase of number of staff strongly agreeing that the workload model is transparent from 14% (2021) to 40% (2027) • Evidence of multiple years of workload data being proactively used to manage staff workloads

	Action	Rationale	Implementation	Timeframe	Responsibility	Success Criteria
D.8	Increase the value of the academic advisor experience for undergraduate students	The student survey revealed significant variety in the advisee experiences. There must be more accountability in the process and the merits of qualitative change should be assessed	<ul style="list-style-type: none"> Survey students on the advisor experience Provide a mechanism for confidential feedback Assess the benefits of alternative approaches and implement if deemed beneficial 	Start: September 2022 End: May 2023	Principal: Director of undergraduate studies Secondary: EDI Director	<ul style="list-style-type: none"> Target 60% of students strongly agreeing that their interactions with their academic advisor are positive as evidenced in the student survey Documented evidence of changes to this process based on student sentiment
D.9	Ascertain perception of the department of engagement activity participants with regard to EDI	There is currently little record of external perception of the department, however it is an increasingly motivating factor for prospective students	<ul style="list-style-type: none"> Survey activity participants Publish results and act on feedback – “you said, we did” 	Start: April 2022 Ongoing	Principal: Outreach & Recruitment Officers Secondary: EDI Director RCM	<ul style="list-style-type: none"> Documented feedback from engagement activity participants Published evidence of response to feedback Target 80% of survey respondents agreeing that the diversity of the department is represented by 2027
D.10	Systematize the induction process	The staff survey and informal discussions have shown little accountability in the induction process, with some staff benefitting far more than others.	<ul style="list-style-type: none"> Remind staff of induction duties at beginning of academic year Specific reminders to staff taking on new/additional line-management duties Implement a system of accountability for those responsible for induction of new starters Offer “buddy” support after a period (~3 months) of acclimatisation 	Start: September 2022 End: September 2023	Principal: EDI Director Secondary: Departmental Administrator	<ul style="list-style-type: none"> Documented evidence that every new started been through and induction process Improved perception of the induction experience as evidenced in the staff survey – increase of number of staff strongly agreeing that the induction process is helpful from 47% (2021) to 70% (2027) and thorough from 29% (2021) to 70% (2027)

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	Action	Rationale	Implementation	Timeframe	Responsibility	Success Criteria
D.11	Monitor departmental statistics with regard to all protected characteristics	The departmental is currently sufficiently small that intersectional data carries little statistical significance but this is anticipated to change as the department grows	<ul style="list-style-type: none">• Monitor student and staff data with attention paid to protected characteristics• Discuss disparities at EDI committees and act as required	Start: September 2022 Ongoing	Principal: EDI Director	<ul style="list-style-type: none">• Numerical data demonstrating equal opportunity amongst all groups

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