Department Application
Bronze and Silver Award

BRONZE DEPARTMENT AWARDS

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

ATHENA SWAN SILVER DEPARTMENT AWARDS

In addition to the future planning required for Bronze department recognition, Silver department awards recognise that the department has taken action in response to previously identified challenges and can demonstrate the impact of the actions implemented.

Note: Not all institutions use the term 'department'. There are many equivalent academic groupings with different names, sizes and compositions. The definition of a 'department' can be found in the Athena SWAN awards handbook.

COMPLETING THE FORM

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

This form should be used for applications for Bronze and Silver department awards.

You should complete each section of the application applicable to the award level you are applying for.

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

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

WORD COUNT

The overall word limit for applications are shown in the following table.

There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section.

We have provided the following recommendations as a guide.

Department application	Bronze	Silver
Word limit	**11,000**	**12,500/12,500**
Recommended word count		
1.Letter of endorsement	500	495/500
2.Description of the department	500	656/500
3. Self-assessment process	1,000	885/1,000
4. Picture of the department	2,000	1980/2,000
5. Supporting and advancing women's careers	6,000	6901/6,500
6. Case studies	n/a	974/1,000
7. Further information	500	0/500
8. Global pandemic	500	609/500

Name of institution	University College London
Department	Chemistry
Focus of department	STEMM
Date of application	April 2020
Award Level	Silver
Institution Athena SWAN award	Silver in 2015
Contact for application Must be based in the department	Professor Helen Fielding
Email	h.h.fielding@ucl.ac.uk
Telephone	020 7679 5575
Departmental website	http://www.ucl.ac.uk/chemistry

Table 0.1 Abbreviations (also provided at the end of the document for ease of reference)

AS	Athena SWAN
AAC	Applied Analytical Chemistry
BBSRC	Biotechnology and Biological Sciences Research Council
BAME	Black, Asian & Minority Ethnic
BSc	Bachelor of Science undergraduate degree/course
CIB	Christopher Ingold Building
CPS	Chemical Physical Society
CR	Chemical Research
DEOLO	Departmental Equal Opportunities Liaison Officer
dHOD-RR	Deputy Head of Department - Research and Resources
dHOD-T	Deputy Head of Department - Teaching
DLHE	Destinations of Leavers from Higher Education
DM	Departmental Manager
DORes	Director of Research
DOTeach	Director of Teaching
DRC	Departmental Research Committee
DTC	Departmental Teaching Committee
DTP	Doctoral Training Programme
DTutor	Departmental Tutor
EA	Executive Assistant
EDI	Equality, Diversity and Inclusion
ECR	Early Career Researcher
EMWG	Extended Management Working Group
EngD	Engineering Doctorate
EPSRC	Engineering and Physical Sciences Research Council
ERC	European Research Council
EU	European Union
F	Female
FHEA	Fellowship of the Higher Education Academy
f/t	Full-Time
FTE	Full Time Equivalent
HE	Higher Education
HEA	Higher Education Academy
HOD	Head of Department
HOS	Head of Section
HR	Human Resources
HRAdmin	Human Resources Administrator
H&S	Health and Safety
IMC	Inorganic and Materials Chemistry
IWD	International Womens' Day
KIT	Keeping In Touch
KLB	Kathleen Lonsdale Building
LGBTQ+	Lesbian, Gay, Bisexual and Transgender Plus Other
LMCB	Laboratory for Molecular Cell Biology
M	Male
MAPS	Maths and Physical Sciences Faculty
MEE	Materials for Energy and Environment
MM	Molecular Modelling
MMS	Molecular Modelling and Materials Science

MRC	Medical Research Council
MSc	Master of Science taught postgraduate degree/course
MSci	Master of Science undergraduate degree/course
MS	Microsoft
MWG	Management Working Group
NERC	Natural Environment Research Council
NSS	National Student Survey
OCCB	Organic Chemistry and Chemical Biology
OCDD	Organic Chemistry and Drug Discovery
o/s	Overseas
OVPR	Office of the Vice-Provost for Research
P&R	Publicity and Recruitment
PACT	Parents and Carers Together
PCCP	Physical Chemistry and Chemical Physics
PhD	Doctor of Philosophy
PDRF	Postdoctoral Research Fellow
PG	Postgraduate
PGR	Postgraduate (Research)
PGT	Postgraduate (Taught)
PI	Principal Investigator
PNS	Prefer Not to Say (re: Gender)
PSS	Professional Services and Support Staff
p/t	Part-Time
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RCUK	Research Councils UK
RF	Research Fellow
RG	Russell Group
RSC	Royal Society of Chemistry
SAT	Self-Assessment Team
SET	Science, Engineering and Technology
SPLIT	Shared Parental Leave In Touch
SRF	Senior Research Fellow
STEMM	Science, Technology, Engineering, Medicine and Mathematics
TF	Teaching Fellow
UB	Unconscious Bias
UG	Undergraduate
UKRI	UK Research and Innovation
WG	Working Group

1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT
Recommended word count: Bronze: 500 words | Silver: 500 words

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

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

Dear Athena SWAN assessment team

I am delighted to give my enthusiastic support for this Athena SWAN Silver application from UCL Chemistry and confirm that the information presented in the application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

I am the first female UCL Head of Chemistry and an enthusiastic member of our EDI Committee. Having 2 school age children, I appreciate the challenges of maintaining a healthly work-life balance. I am committed to actively supporting gender equality by funding 0.4 FTE administrative support for EDI (£22k p.a.). I am an external advocate of women's progression in Chemistry through my involvement in the RSC's Joliot-Curie ECR Conference. I have championed the appointment of a significant number of women in the department (5/7 lectureship and 3/3 teaching fellow appointments) since the start of my tenure in 2016. Our application describes examples of the impact of the practices we have developed during the last 5 years. Highlights include:

- Appointment of women to senior roles: Director of Research, Head of Section and co-Chair of EDI committee.
- Nomination of 2 female academics and 2 female teaching fellows for the Women in Leadership programme.
- Establishing active networks including ChemNet, LGBTQ+ forum and postdoc forum.
- Introducing an academic staff appraisal checklist to ensure all appraisers discuss career development, promotion, flexible working opportunities etc.
- Increasing the number of female academics from 7 to 12.
- Implementing a clear induction process and enhanced mentoring of new academics.

I am particularly proud of our enthusiastic support for flexible working - up to 64% of staff work from home occasionally - which has been central to improving working life. A key issue is the 'leaky pipeline' from undergraduates to academics. Our first step was to improve the F/M ratio of postgraduate taught (PGT) students from ~30% to ~50% from 2016 to 2019. We now have the highest ever number of female academics in the department (12). This was achieved by revising our advertising material and job descriptions to attract more female applications and having senior staff lead searches to identify and target female researchers. I am committed to providing in-house training, such as unconscious bias and "Where do you draw the line?" workshops, which are now mandatory for all staff. Maternity and paternity leave are taken into consideration on return to work within the workload model; it was pleasing to see a successful male academic benefit from shared parental leave.

I am committed to continuing to address the principles of Athena SWAN in the department. I will co-chair the EDI Committee from April 2020 and will personally take responsibility for overseeing our ambitious action plan, which includes increasing the numbers of female PGR students and postdocs and improving support for both. Our 2020 Action plan will serve as a roadmap for the department which we will deliver with the right resources and leadership. I look forward to leading the Department forward towards fully achieving the values of the Athena SWAN charter.

Yours sincerely,

PROFESSOR CLAIRE CARMALT, HEAD OF DEPARTMENT
University College London 20 Gordon Street London WC1H 0AJ
Tel: +44 (0)20 7679 7528   Fax: +44 (0)20 7679 7463
c.j.carmalt@ucl.ac.uk; http://www.ucl.ac.uk/chemistry/staff/academic_pages/claire_carmalt

Location of UCL in London (top); map showing location of the main Christopher Ingold Building and Kathleen Lonsdale Building (middle); location of Harwell (bottom)

2.   DESCRIPTION OF THE DEPARTMENT

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

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

Table 1: Members of the Department by Position (Staff Headcounts; Students FTEs), 2019

Position in the Department	Female	Male	Total	% Female
Academic Staff	12	43	55	22
Teaching Fellows	3	1	4	75
Research Fellows	25	50	75	33
Total Academic, Teaching and Research Staff	**40**	**94**	**134**	**30**
Administrative Staff	11	5	16	69
Technical Staff	6	15	21	29
Total Professional and Support Staff	**17**	**20**	**37**	**46**
Postgraduate Research Students	70	102	172	41
Postgraduate Taught Students	55	49	104	53
Undergraduate Students	250	226	476	53

UCL Chemistry is one of the larger chemistry departments in the UK. Most staff/students are located in the main CIB (Christopher Ingold Building), 80 staff and students are located across the road in the KLB (Kathleen Lonsdale Building) and 20 staff and students are based at Harwell, Oxfordshire. The administrative centre and main social spaces are located in the CIB. Our new "Harwell Integration" project (budget £6k p.a.) covers travel costs for staff and students to improve integration between the two sites.

The department is organised into 3 Sections (IMC, OCCB, PCCP), each led by a Head of Section (HOS). The HOD has overall responsibility for leadership and operation of the department with support from the MWG (HOD, 3 HOSs, dHOD-RR, dHOD-T, DM). The HOD (5-year term, extendable to 8 years) is selected following consultation with all permanent academic staff and an interview, overseen by the Faculty Dean. HOSs (3-year term, extendable to 6 years) are selected following consultation with staff in the relevant section. HOSs line manage academic staff in their section and report to the HOD. Other senior roles (3-year term) are allocated by MWG, taking workload into consideration. The management structure of the department is shown below.

MWG meets weekly. Themed MWG meetings are held throughout the year for EDI, research, UG teaching, space/sustainability and PGR/PGT studies. Colleagues with relevant responsibilities are invited and discussions inform strategic directions.

EMWG meets monthly and comprises HOD, 3 HOSs, dHOD-RR, dHOD-T, DM, HR Senior Officer, DORes, DOTeach, PGR tutor, PGT tutor, EDI chair, safety officer, technical services administrator, UG laboratory manager.

HOD provides updates to all staff at termly staff meetings and **HOSs** provide updates to academic staff in their section at termly section meetings.

DOTeach leads the academic input and management of the teaching curriculum and line manages TFs. He works closely with the DTutor and UG laboratory manager.

DTutor (dHOD-T) has oversight of all teaching, learning and quality assurance and is responsible for the welfare of UGs. He works closely with the UG Admissions Tutor.

PSS are professionally line-managed by the DM and operationally line-managed by relevant academics (e.g. PGR administrator by the PGR tutor).

Key impacts of actions since 2016 Bronze Award

- Improved gender balance of the EDI Committee from 64% F (7F, 4M) to 56% F (9F, 7M); improved the representation of PhDs and PDRFs to help address what we believe are key transition points (PhD to PDRF to lecturer) – this led to the Department appointing a PDRF Tutor and a Female Advisor (see below).

- Positive action policy for academic appointments resulted in several new female lecturer appointments; since 2016, 5F and 2M appointed - a 14% to 22% increase in F academics.

- Promotion workshop for academic staff resulted in an increase in the % staff who felt the promotion criteria were clear from 46% F, 41% M in 2015 to 61% F, 83% M in 2017, resulting in MAPS adopting the promotion workshop for the faculty.

- Improved awareness of harassment by providing "Where do you draw the line?" training (a harassment prevention approach collaboratively developed by UCL, Universities of Cambridge, Manchester and Oxford) for academics, PSS and PDRFs; current uptake 75% PSS, 87% academics, 29% PDRFs - this training is now mandatory.

- Improved representation of diversity during a redesign of our departmental webpage.

- Comprehensive departmental workload document has been disseminated to numerous other departments within UCL as good practice and is now being used by a UCL WG who are developing institutional departmental workload guidance.

- Improved pastoral and career support for PDRFs and organisation of training and networking events following appointment of a Tutor for PDRFs.

- Improved support for female students and PDRFs following appointment of a female member of staff as Advisor for Female Students.

- Improved support and networking opportunities for LGBTQ+ staff and students following appointment of an LGBTQ+ Champion and launching an LGBTQ+ Network.

- Improved support and networking opportunities for PGR students following launch of a PhD Network.

Section 1: 656 words

**2016 staff photo (top); Christopher Ingold Building (middle);
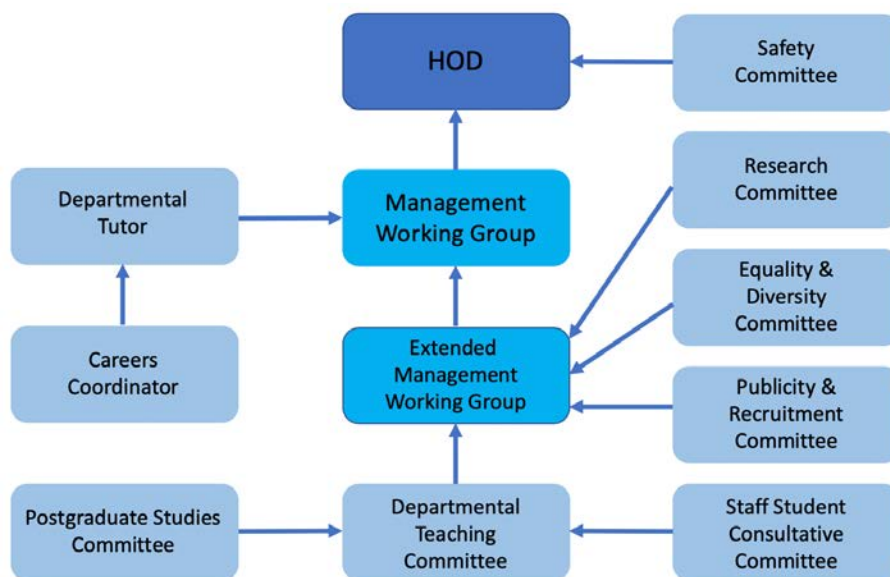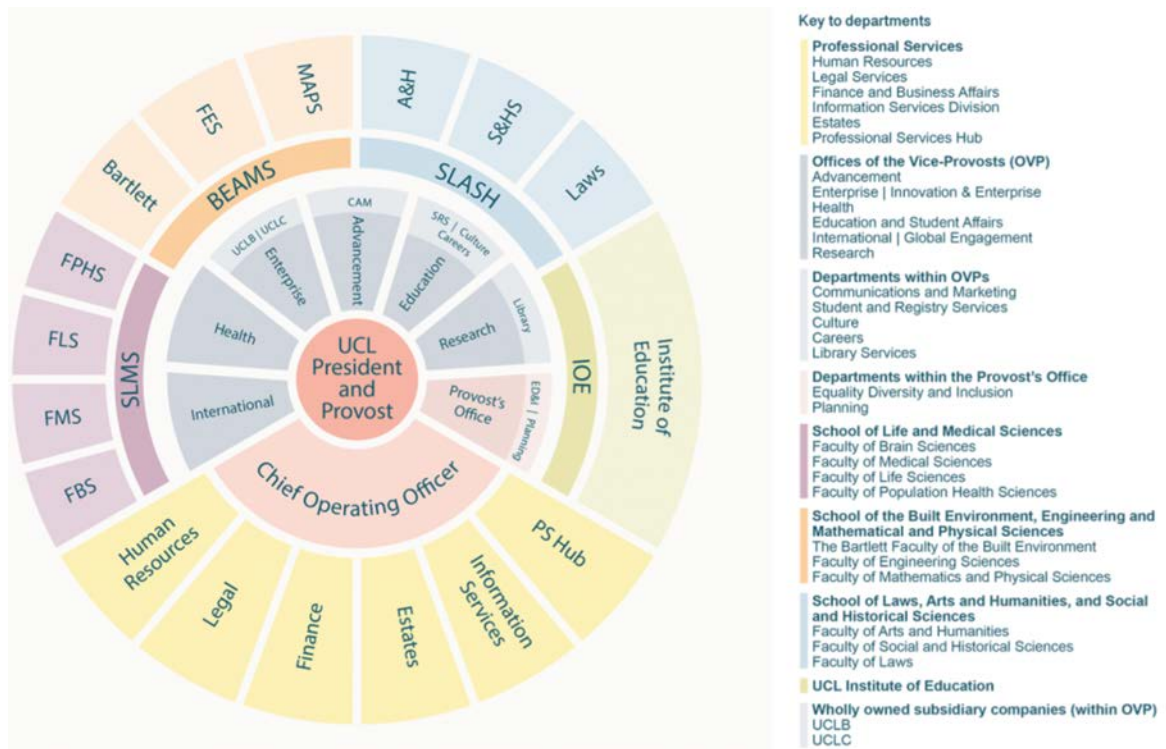Kathleen Lonsdale Building (bottom)**

Diagram showing the organisational structure of UCL – the department of chemistry is in MAPS faculty (top); principal committees of the department and their reporting structures (bottom)

3. THE SELF-ASSESSMENT PROCESS

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

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

Table 2: Self-Assessment Team

Title & Name	Job title in Department	Role in SAT; work-life balance
Professor Claire Carmalt (F)	Professor, HOD	1 FTE; **Staff WG**; has 2 school-age children, works flexibly
Professor Helen Fielding (F)	Professor	1 FTE; **Co-chair (AS submission), Staff WG, UG WG**; has 3 children, 1 school-age, works flexibly
Dr David Rowley (M)	Associate Professor	1 FTE; **Co-chair (ongoing EDI), Staff WG, UG WG**; member of MAPS EDI WG
Dr Derek MacMillan (M)	Associate Professor	1 FTE; **PGT WG**; 2 school-age children
Dr Yang Xu (M)	Lecturer	1 FTE; **PGR WG**
Dr Clare Bakewell (F)	Ramsay Research Fellow, PDRF Tutor	1 FTE; **PDRF WG**, PDRF Tutor
Dr Lorena Ruiz-Perez (F)	Senior Research Fellow	1 FTE; **PDRF WG**; has 2 school-age children, works flexibly
Dr Raul Quesada Cabrera (M)	Senior Research Fellow	1 FTE; **PDRF WG**; has 1 school-age child
Dr Aroa Duro Costano (F)	Postdoctoral Research Fellow	1 FTE; **PDRF WG**; currently on maternity leave
Dr River Riley (M)	Postdoctoral Research Fellow	1 FTE; **Culture WG**, LGBTQ+ Champion; member of UCL Gender WG
Cesare de Pace (M)	PhD student	**PGR WG**
Miguel (Miko) Sipin (M)	PhD student	**PGR WG**
Dr Anna Roffey (F)	Teaching Fellow	1 FTE; **PGT WG**; works long hours during term-time, but flexibly during the summer
Dr Tamara Alhilfi (F)	Teaching Fellow	1 FTE; **Culture WG**; Wellbeing Champion; BAME Awarding Project Faculty Lead MAPS
Ms Claire Gacki (F)	Professional Services (technical)	1 FTE; **PSS (Staff WG)**
Mrs Nicola Phillips (F)	Professional Services (administrative)	1 FTE; EDI secretary, **PSS**, **Culture WG**, data; DEOLO, Dignity at Work Advisor, has 1 pre-school child, works flexibly

2016 EDI committee members (top); 2019 EDI group photo (bottom)

The EDI committee forms the AS SAT. Members are drawn from different departmental sections, grades and roles, have a variety of experiences of equality and have a range of working patterns.

Equalities: 9F, 7M (56% F); 44% protected characteristics: BAME (3), Disability (1), LGBTQ+ (3)
Section: 7 PCCP (3F, 4M), 4 IMC (2F, 2M), 1 OCCB (1M)
Role: 5 academics (2F, 3M), 1 research fellow (F), 2 teaching fellows (2F), 2 SRFs (1F, 1M), 2 PDRFs (1F, 1M), 2 PhDs (2M), 2 PSS (2F)

The EDI Committee meets every 2-3 months but met monthly Oct 2019 - Jan 2020 to prepare for this submission. WGs (see below) report at each EDI Committee.

From Jan-Apr, WGs and academic staff + HRAdmin met monthly (by MS Teams Mar-Apr).

Membership of the EDI Committee is reviewed and refreshed annually to maintain diversity, ensure continuity, balance workloads of staff and to replace PDRAs and PhDs who leave UCL.

Potential academic members of staff are identified by MWG. PDRFs and PhDs are invited to express their interest in joining the committee.

Terms of Reference for all committees in the department were updated in 2018 and reviewed in 2019, including for the EDI Committee, all of which are available on the staff SharePoint site.

Senior management are involved in EDI: the HOD is a member of the committee.

EDI co-chairs report to EMWG monthly, staff meetings biannually and participate in the annual EDI-themed Strategy MWG.

(ii)   an account of the self-assessment process

In July 2019, we sought advice from Dr Sean McWhinnie (Oxford Research & Policy) who provided guidance on data presentation and ran a series of surveys (Oct 2019 – Feb 2020) and focus groups (Oct 2019) for different groups of staff and students. The surveys will be updated, run and assessed annually to monitor the impact of the actions we develop and inform our strategy to achieve equality and fairness in everything we do.

In October 2019, we assigned committee members to **WGs** (Table 2) to analyse data, survey results and reports from focus groups for specific groups of staff and students. Senior members of each WG took responsibility for preparing relevant sections of the AS submission. The co-chairs took responsibility for the application with input from the HOD. A draft of the AS submission was reviewed by UCL in March 2020, revised and circulated to all staff in April 2020. MWG signed off the submission and action plan in April 2020.

6 additional members of departmental staff were co-opted onto **WGs** (4M, 2F):

> Undergraduate WG: DTut (M), DOTeach (M)
> PGT WG: PGT tutor (M)
> PGR WG: PGR Tutor (M), Advisor for Female Students (F)
> PSS WG: DM (F)

Members of the EDI Committee have sought guidance from colleagues from AS Gold Departments and participated in focus groups. Examples include:

- RSC event "Celebrating diversity in the chemical sciences" (Nov 2017).

- RSC event "Breaking the barriers" (Nov 2018).

- UCL workshop, "Our journey to Gold: UCL Gold departments sharing good practice and the launch of the Athena Forum" (May 2018).

- UCL focus group, "Motivations for men to get involved in Athena SWAN."

Members of the EDI Committee have also participated in developing good practice within and outside UCL. Activities include:

- Membership of the UCL Institutional AS Committee and Chair of the Institutional Action Plan Working Group (2018).

- Presentation of our departmental workload model to the UCL Gender WG as evidence of good practice and dissemination to a number of UCL departments and institutes.

- Invited talks at UCL EDI events "Women in Leadership Forum", "Chemical Engineering AS PhD-PDRA-academic Progression Workshop", "Women in STEMM 2019".

- Contributions to "RSC survey reveals trends in pay for UK chemists", Chemistry World; "Stronger Bonds: the state of chemistry", Times Higher Education; "Women leading the way in Science and Technology", Yahoo News UK.

- Invited talks at external events: RSC Joliot Curie Conference; Newcastle Chemistry EDI Question and Answer Lunch.

- EDI advice to Osaka City University.

- Contributions to UCL "Full Stop" campaign, "Taking the Lead" (bullying/harassment) workshop; Gender WG; Disability WG; Dignity at Work WG; MAPS BAME Awarding Project; HR Career Pathway WG.

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

One co-chair (Helen Fielding) has been EDI Committee chair/co-chair since 2014[1] and will step down at the end of April 2020. She will be replaced by the HOD who will oversee implementation of the action plan. The rest of the committee will continue in post until the end of the academic year (usual term is 3 years), meeting every 2-3 months at times indicated in the departmental calendar. During the summer, the co-chairs and MWG will refresh the committee for the new academic year.

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[1] Professor Vijay Chudasama chaired the committee during 2018/19 when she had a research fellowship.

- Academic and PSS staff will be selected to maintain diversity, improve representation of OCCB, ensure continuity and balance workloads **(Action 3.1)**.

- We will advertise for new PDRF and PGR members to replace those who leave UCL; selection will maintain the diversity of the committee.

- We will recruit PGT and UG members to improve visibility and engagement with EDI work within the department **(Action 3.2)**.

The committee will establish an annual cycle of business which will include regular items such as monitoring the action plan and reviewing updated datasets as new information becomes available, reviewing new reports and recommendations for action as they are produced, conducting a formal annual review of the action plan **(Action 3.3)** and running annual surveys and focus groups **(Action 3.4)**.

Section 3: 885 words
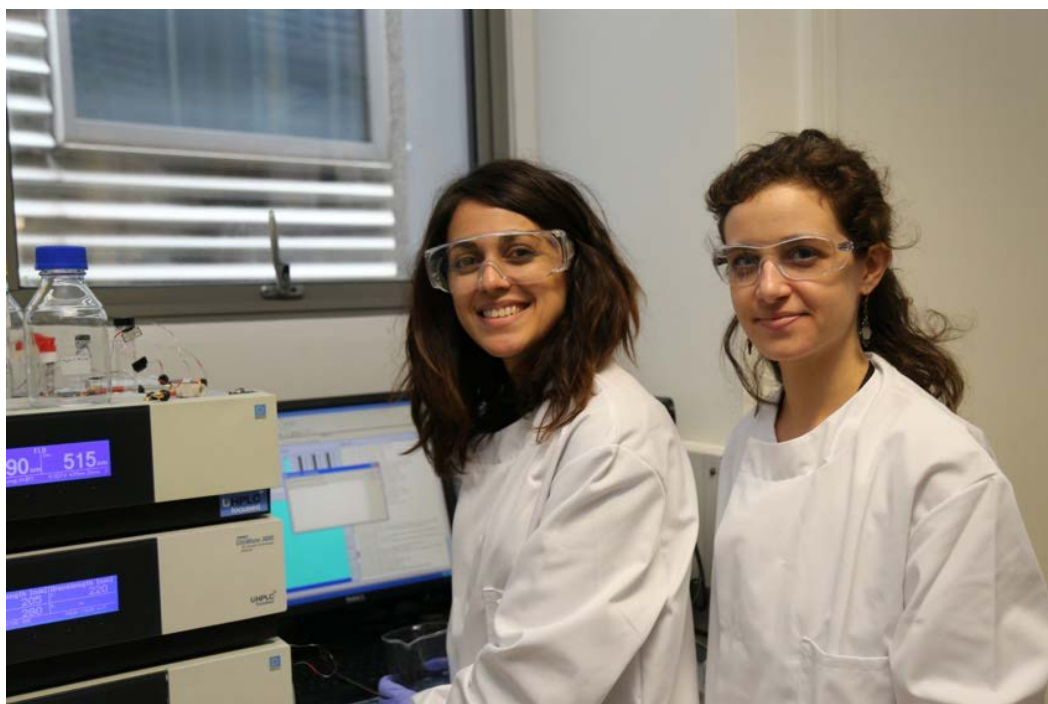
UCL chemistry researchers

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

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

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

n/a

(ii)   Numbers of undergraduate students by gender

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

We offer 7 UG courses, each at BSc and MSci level (Table 5). The BSc is a 3 year programme and the MSci is a 4 year programme. There are no differences in the entry requirements (AAA or above) for any of these degree programmes. Students can choose to change between BSc and MSci courses any time during their first 2 years. There are progression requirements for continuing on the MSci programme from years 2-3 (>60%) and 3-4 (>60% overall, >60% in year 3).

Table 3:Total number of Affiliates (from external universities), BSc and MSci Students (headcounts) on undergraduate courses by gender

Year	Gender	Qualification Aim			Total	Proportion MSci
		BSc	MSci	Affiliate		
2014/15	Female	29	167	1	197	84.8%
	Male	37	170	2	209	81.3%
	% Female	43.9%	49.6%	33.3%	48.5%	
2015/16	Female	54	166	9	229	72.5%
	Male	50	164	3	217	75.6%
	% Female	51.9%	50.3%	75.0%	51.3%	
2016/17	Female	67	162	2	231	70.1%
	Male	63	156	5	224	69.6%
	% Female	51.5%	50.9%	28.6%	50.8%	
2017/18	Female	94	158	3	255	62.0%
	Male	81	137	1	219	62.6%
	% Female	53.7%	53.6%	75.0%	53.8%	
2018/19	Female	115	131	4	250	52.4%
	Male	100	123	3	226	54.4%
	% Female	53.5%	51.6%	57.1%	52.5%	
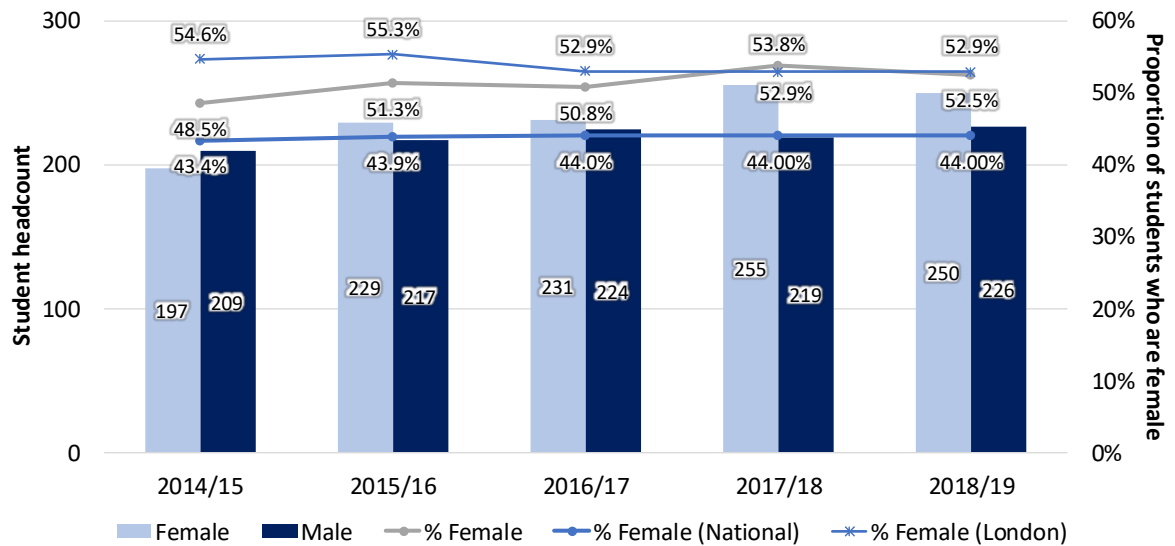
Figure 1: Overall UG student headcount, and proportions of students who are female

Table 4: Total number of Full-Time and Part-Time Students (headcount) on Undergraduate Courses by gender

| Year | Gender | Mode of Study | | Total | Proportion Part time |
		Full Time	Part Time		
2014/15	Female	192	5	197	2.5%
	Male	202	7	209	3.3%
2015/16	Female	223	6	229	2.6%
	Male	209	8	217	3.7%
2016/17	Female	229	2	231	0.9%
	Male	221	3	224	1.3%
2017/18	Female	252	3	255	1.2%
	Male	211	8	219	3.7%
2018/19	Female	250	0	250	0.0%
	Male	226	0	226	0.0%

Table 5: Number of students (headcount) on individual undergraduate programmes by gender

Course	Gender	Year				
		2014/15	2015/16	2016/17	2017/18	2018/19
Chemistry	Female	118	146	149	172	171
	Male	140	144	157	153	167
	% Female	45.7%	50.3%	48.7%	52.9%	50.6%
Chemical Physics	Female	7	9	8	7	3
	Male	10	11	9	3	3
	% Female	41.2%	45.0%	47.1%	70.0%	50.0%
Chemistry (International Programme)	Female	19	22	21	17	14
	Male	16	14	13	13	8
	% Female	54.3%	61.1%	61.8%	56.7%	63.6%
Chemistry with a European Language	Female	9	8	9	7	8
	Male	5	6	4	3	1
	% Female	64.3%	57.1%	69.2%	70.0%	88.9%
Chemistry with Management Studies	Female	13	16	13	15	15
	Male	4	4	4	11	11
	% Female	76.5%	80.0%	76.5%	57.7%	57.7%
Chemistry with Mathematics	Female	12	10	13	16	20
	Male	19	25	20	22	16
	% Female	38.7%	28.6%	39.4%	42.1%	55.6%
Medicinal Chemistry	Female	19	18	18	21	19
	Male	15	13	17	14	20
	% Female	55.9%	58.1%	51.4%	60.0%	48.7%

- % F UG has increased since 2014 and remained constant since 2016. % F is about 8.5% above the national average and consistent with the London average.

- Numbers of p/t UG are small; no significant gender difference.

- There are no significant gender differences between UG programmes, although there are gendered patterns.
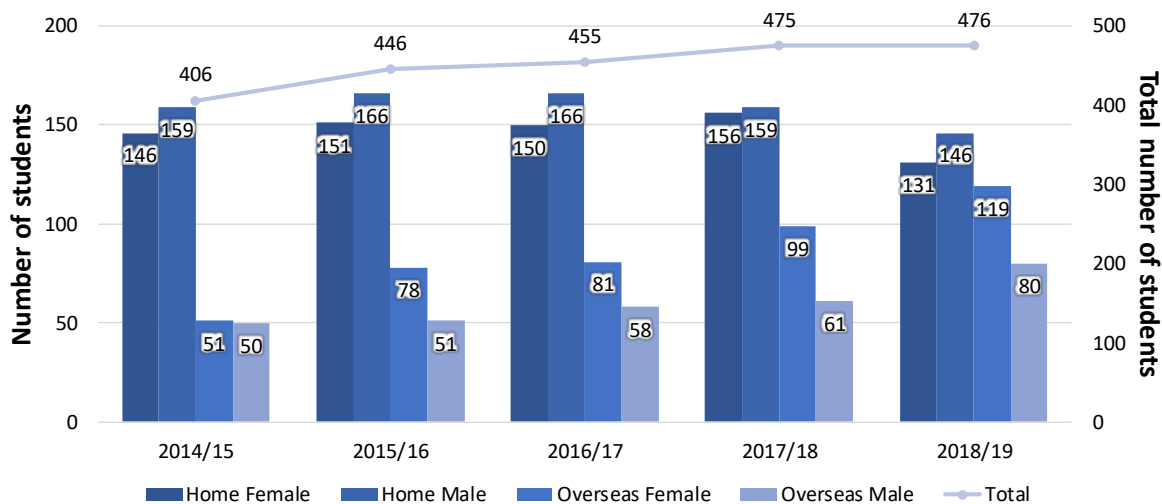
Figure 2: Numbers of UG students by Home and o/s status, gender and year

- The rise in the overall number of UGs since 2014 is driven by an increase in o/s students; our o/s UG cohort is now dominated by Chinese students (59% in 2018/19; 25% of all UGs).

- The number of F home students is consistently lower than M (47% F in 2018/19) whereas the number of F o/s students has risen considerably more than M (60% F in 2018/19). Although women are underrepresented among home students, the % F overall is consistent with the London average.

- The proportion of students on MSci programmes has decreased from just over 80% in 2014/15 to just over 50% in 2018/19. The proportion of o/s on MSci courses fell from 69% to 37% and the proportion of home students fell from 88% to 66%. Although the proportion has fallen in both cohorts, it has fallen more for o/s students. Consequently, we attribute the drop in overall proportion of students on MSci programmes to the rise in o/s students. This is commensurate with the increase in PGT students (Section 4.1(iii)).

UCL chemistry students

Recruitment Data

Table 6: Applications, offers and acceptances for UG chemistry programmes by year

Year	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
2014/15	Female	321	164	67	51.1%	40.9%	20.9%
	Male	341	181	62	53.1%	34.3%	18.2%
	% Female	48.5%	47.5%	51.9%			
2015/16	Female	264	173	64	65.5%	37.0%	24.2%
	Male	328	223	73	68.0%	32.7%	22.3%
	% Female	44.6%	43.7%	46.7%			
2016/17	Female	254	199	81	78.3%	40.7%	31.9%
	Male	288	217	69	75.3%	31.8%	24.0%
	% Female	46.9%	47.8%	54.0%			
2017/18	Female	225	171	58	76.0%	33.9%	25.8%
	Male	272	209	67	76.8%	32.1%	24.6%
	% Female	45.3%	45.0%	46.4%			
2018/19	Female	259	217	66	83.8%	30.4%	25.5%
	Male	269	227	78	84.4%	34.4%	29.0%
	% Female	49.1%	48.9%	45.8%			
Overall	Female	1323	924	336	69.8%	36.4%	25.4%
	Male	1498	1057	349	70.6%	33.0%	23.3%
	% Female	46.9%	46.6%	49.1%			

Table 7: Applications, offers and acceptances for UG chemistry programmes by programme 2014/15 to 2018/19

Programme	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
Chemical Physics	Female	72	49	12	68.1%	24.5%	16.7%
	Male	120	84	16	70.0%	19.0%	13.3%
	% Female	37.5%	36.8%	42.9%			
Chemistry	Female	1593	1096	449	68.8%	41.0%	28.2%
	Male	1902	1239	455	65.1%	36.7%	23.9%
	% Female	45.6%	46.9%	49.7%			
Chemistry (International Programme)	Female	141	109	29	77.3%	26.6%	20.6%
	Male	128	90	33	70.3%	36.7%	25.8%
	% Female	52.4%	54.8%	46.8%			
Chemistry with a European Language	Female	137	82	29	59.9%	35.4%	21.2%
	Male	71	44	16	62.0%	36.4%	22.5%
	% Female	65.9%	65.1%	64.4%			
Chemistry with Management Studies	Female	212	128	63	60.4%	49.2%	29.7%
	Male	146	82	29	56.2%	35.4%	19.9%
	% Female	59.2%	61.0%	68.5%			
Chemistry with Mathematics	Female	193	132	51	68.4%	38.6%	26.4%
	Male	189	125	61	66.1%	48.8%	32.3%
	% Female	50.5%	51.4%	45.5%			
Medicinal Chemistry	Female	368	205	86	55.7%	42.0%	23.4%
	Male	276	149	53	54.0%	35.6%	19.2%
	% Female	57.1%	57.9%	61.9%			

Table 8: Applications, offers and acceptances for UG chemistry programmes by qualification aim, 2014/15 to 2018/19

Qualification Aim	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
Affiliate	Female	46	28	24	60.9%	85.7%	52.2%
	Male	36	22	20	61.1%	90.9%	55.6%
	% Female	56.1%	56.0%	54.5%			
BSc	Female	1347	849	359	63.0%	42.3%	26.7%
	Male	1298	734	294	56.5%	40.1%	22.7%
	% Female	50.9%	53.6%	55.0%			
MSci	Female	1323	924	336	69.8%	36.4%	25.4%
	Male	1498	1057	349	70.6%	33.0%	23.3%
	% Female	46.9%	46.6%	49.1%			

- There are no clear gender biases in overall recruitment with similar offer rates for F and M. Women are slightly more likely to accept offers.

- There are some differences in offers: the UG acceptances:offers ratio is slightly lower for F than M on Chemistry (International Programme) and Chemistry with Mathematics and in acceptance rates by degree programme/qualification, but none are significant.

Degree Attainment

Table 9: Degree classifications of those completing UG chemistry courses

Gender	Degree Class	2014/15	2015/16	2016/17	2017/18	2018/19	Overall
Female	First	16	15	26	35	31	123
	Upper second	24	18	22	23	27	114
	Other	9	9	4	1	9	32
Female Total		49	42	52	59	67	269
Male	First	23	21	21	31	25	121
	Upper second	18	18	21	25	23	105
	Other	6	11	6	7	11	41
Male Total		47	50	48	63	59	267
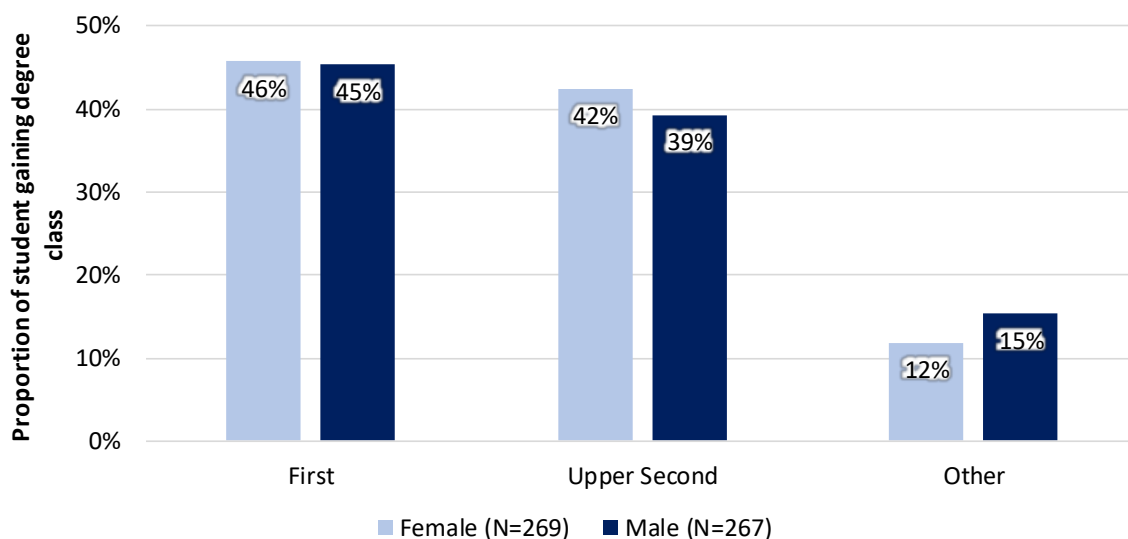
Figure 3: Distribution of women and men between degree classes for those completing UG chemistry courses 2014/15 to 2018/19
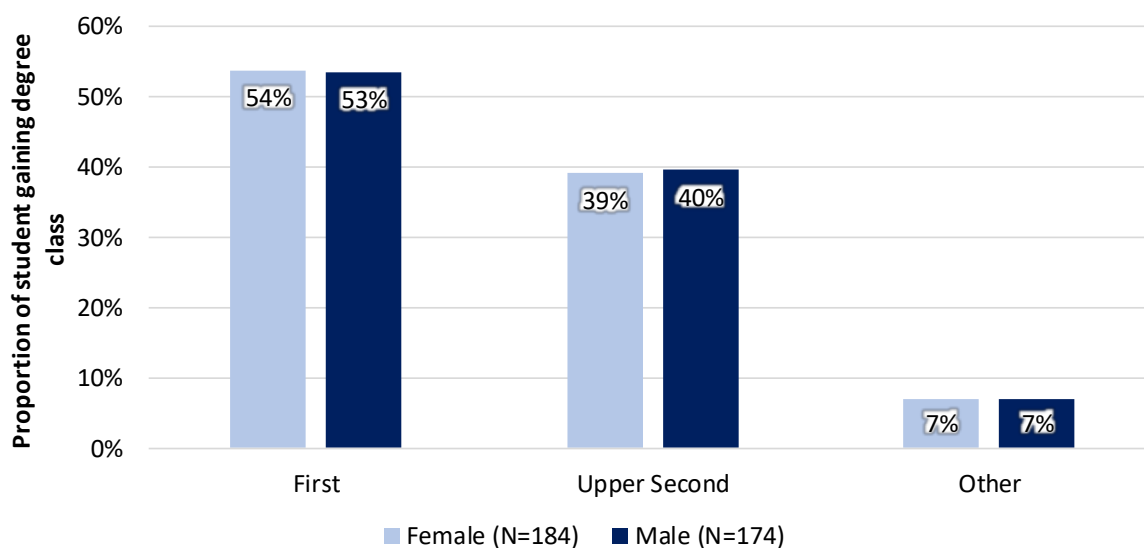
Figure 4: Distribution of women and men between degree classes for those completing UG MSci chemistry courses 2014/15 to 2018/19
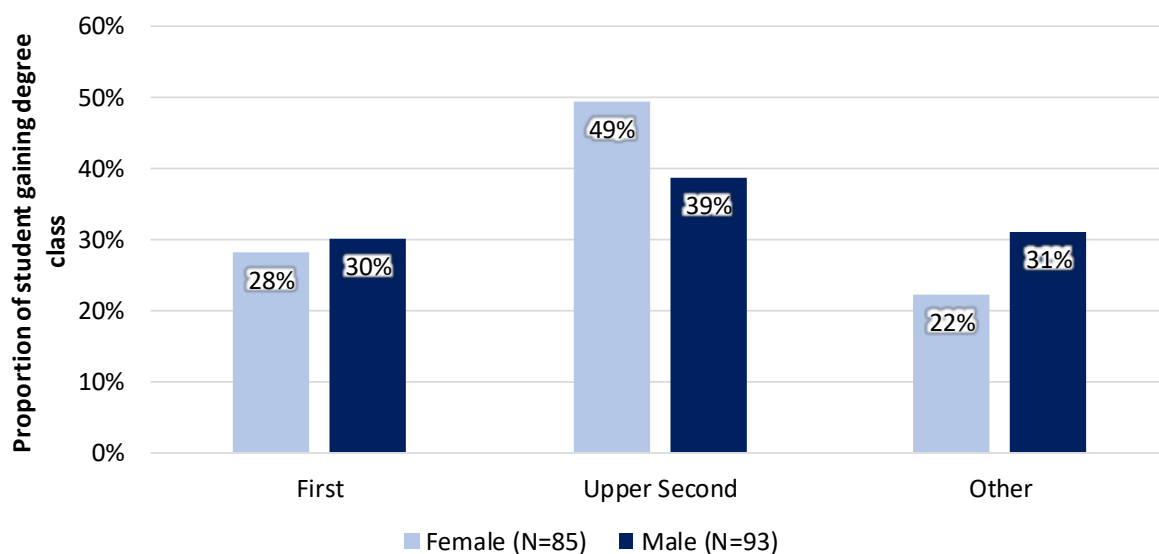
Figure 5: Distribution of women and men between degree classes for those completing UG BSc chemistry courses 2014/15 to 2018/19

- Overall, F UGs are slightly more likely to graduate with a good degree (1st/upper second); MSci attainment is identical for F and M; BSc attainment is higher for F than M.

In summary, in 2018/19, 47% of home students and 60% of o/s student were F. The number of o/s students has doubled in 5 years, and this has driven an increase in % F. There are no significant gendered patterns in the recruitment data and women are slightly more likely than men to graduate with good degrees.

Section 4.1 (UG) words = 457

Chemistry staff attending the 2019 graduation ceremony

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

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

Table 10: Total number of MSc, MRes and affiliates (headcounts) on PGT courses by gender

Year	Gender	Qualification Aim			Total
		MRes	MSc	Affiliate	
2014/15	Female	6	12	0	18
	Male	15	25	0	40
	% Female	28.6%	32.4%	-	31.0%
2015/16	Female	6	12	0	18
	Male	17	31	0	48
	% Female	26.1%	27.9%	-	27.3%
2016/17	Female	9	16	0	25
	Male	13	27	0	40
	% Female	40.9%	37.2%	-	38.5%
2017/18	Female	13	30	0	43
	Male	12	46	1	59
	% Female	52.0%	39.5%	0.0%	42.2%
2018/19	Female	12	43	0	55
	Male	14	35	0	49
	% Female	46.2%	55.1%	-	52.9%
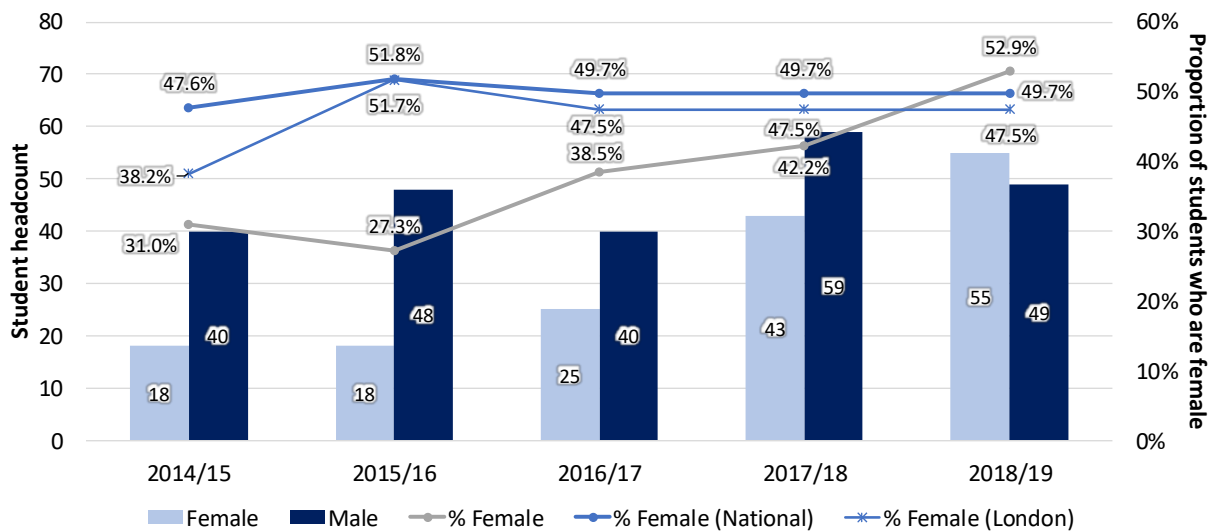
Figure 6: Overall PGT student headcount, and proportions of students who are female

- We offer 6 PGT courses aimed at providing students with access to cutting edge research facilities and serving as a springboard for future career development.

- Student numbers on PGT courses have doubled in the last 5 years.

- The overall F/M ratio on PGT courses has increased from around 30% to just over 50%, which is now slightly above the national average and in-line with the London average.

Table 11: Total number of Full-Time and Part-Time Students (headcount) on PGT Courses by gender

| Year | Gender | Mode of Study | | Total | Proportion Part time |
		Full Time	Part Time		
2014/15	Female	18	0	18	0.0%
	Male	40	0	40	0.0%
2015/16	Female	18	0	18	0.0%
	Male	48	0	48	0.0%
2016/17	Female	25	0	25	0.0%
	Male	39	1	40	2.5%
2017/18	Female	43	0	43	0.0%
	Male	55	4	59	6.8%
2018/19	Female	55	0	55	0.0%
	Male	47	2	49	4.1%

- Since 2014 only 7 PGT entrants (<2%) have studied p/t, and all were male; since 2019, all PGT courses are f/t.
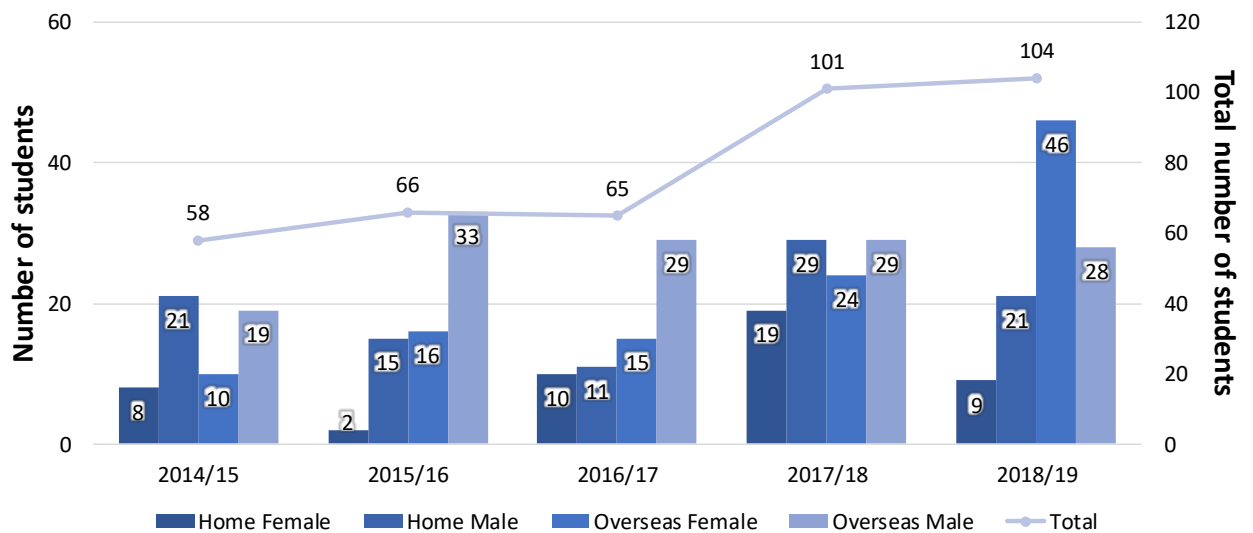
Figure 7: Numbers of PGT students by Home and Overseas status, gender and year

- There has been a significant rise in the number of overseas PGT students since 2014.
- The % F PGT students has risen since 2014, driven by the increase in F overseas students.
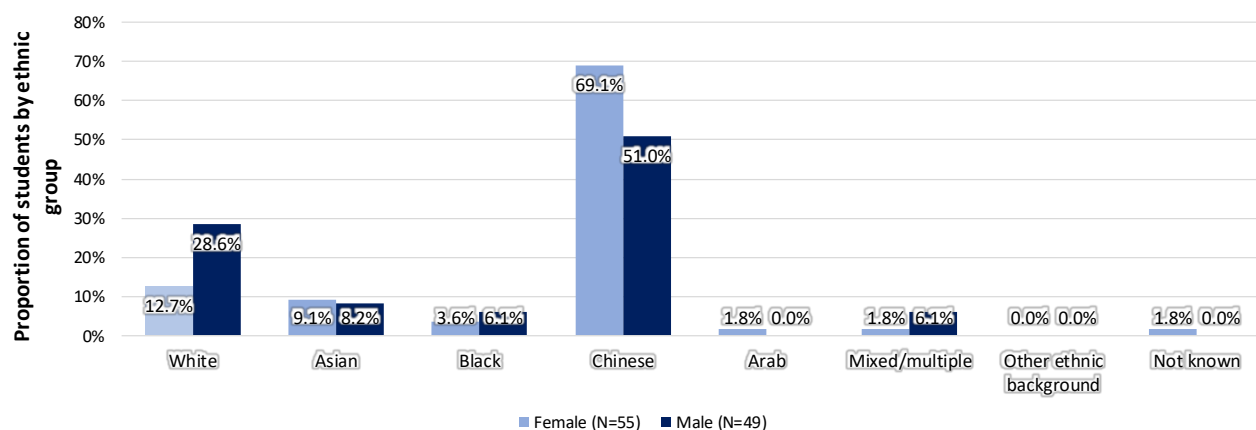
Figure 8: Overall distribution of PGT students by ethnic group and gender 2018/19

- The 2018/19 cohort of PGT students is mixed and dominated by Chinese students, of these, F students significantly exceed M.

- A recent survey of 2018/19 PGT students, 82% (83% F) stated that regular e-mail contact with PGT staff during the recruitment process was useful.

Table 12: Number of students (headcount) on individual MSc programmes by gender

Programme*	Gender	Year				
		2014/15	2015/16	2016/17	2017/18	2018/19
Applied Analytical Chemistry	Female	0	0	0	7	12
	Male	0	0	0	7	3
	% Female	-	-	-	50.0%	80.0%
Chemical Research	Female	8	3	3	9	16
	Male	11	2	7	9	11
	% Female	42.1%	60.0%	30.0%	50.0%	59.3%
Materials for Energy and Environment	Female	4	7	12	13	15
	Male	13	28	17	28	18
	% Female	23.5%	20.0%	41.4%	31.7%	45.5%
Molecular Modelling	Female	0	2	1	1	0
	Male	1	1	3	2	3
	% Female	0.0%	66.7%	25.0%	33.3%	0.0%

Table 13: Number of students (headcount) on individual MRes programmes by gender

Programme*	Gender	Year				
		2014/15	2015/16	2016/17	2017/18	2018/19
Molecular Modelling and Materials Science	Female	2	2	4	3	4
	Male	12	10	5	8	10
	% Female	14.3%	16.7%	44.4%	27.3%	28.6%
Organic Chemistry: Drug Discovery	Female	4	4	5	10	8
	Male	3	7	8	4	4
	% Female	57.1%	36.4%	38.5%	71.4%	66.7%

- Student numbers on individual PGT courses are small, leading to significant fluctuations in F/M ratios. It is therefore difficult to draw firm conclusions.

Table 14: Applications, offers and acceptances for PGT (MSc and MRes) chemistry programmes by year

Year	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
2014/15	Female	84	53	35	63.1%	66.0%	41.7%
	Male	123	82	58	66.7%	70.7%	47.2%
	% Female	40.6%	39.3%	37.6%			
2015/16	Female	79	58	39	73.4%	67.2%	49.4%
	Male	132	97	73	73.5%	75.3%	55.3%
	% Female	37.4%	37.4%	34.8%			
2016/17	Female	100	81	54	81.0%	66.7%	54.0%
	Male	109	85	56	78.0%	65.9%	51.4%
	% Female	47.8%	48.8%	49.1%			
2017/18	Female	114	89	70	78.1%	78.7%	61.4%
	Male	137	113	84	82.5%	74.3%	61.3%
	% Female	45.4%	44.1%	45.5%			
2018/19	Female	193	128	90	66.3%	70.3%	46.6%
	Male	196	129	76	65.8%	58.9%	38.8%
	% Female	49.6%	49.8%	54.2%			
Overall	Female	570	409	288	71.8%	70.4%	50.5%
	Male	697	506	347	72.6%	68.6%	49.8%
	% Female	45.0%	44.7%	45.4%			

- Overall applications for PGT courses have increased significantly since 2014.

- The % F application rate has increased by about 10% to parity with M; there are no gender differences in offer:application or acceptances:applications ratios.

Table 15: Applications, offers and acceptances for MSc chemistry programmes by programme 2014/15 to 2018/19

Programme	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
Applied Analytical Chemistry (AAC)	Female	58	38	32	65.5%	84.2%	55.2%
	Male	38	25	13	65.8%	52.0%	34.2%
	% Female	60.4%	60.3%	71.1%			
Chemical Research (CR)	Female	125	95	66	76.0%	69.5%	52.8%
	Male	115	92	53	80.0%	57.6%	46.1%
	% Female	52.1%	50.8%	55.5%			
Materials for Energy and Environment (MEE)	Female	193	149	106	77.2%	71.1%	54.9%
	Male	317	226	168	71.3%	74.3%	53.0%
	% Female	37.8%	39.7%	38.7%			
Molecular Modelling (MM)	Female	21	14	11	66.7%	78.6%	52.4%
	Male	24	18	14	75.0%	77.8%	58.3%
	% Female	46.7%	43.8%	44.0%			

- % F applications for AAC are >50%, whereas those for MEE and MM are lower, which is something we will investigate **(Action 4.1)**.

- Offer:application and acceptances:applications ratios show no significant gender differences.

Table 16: Applications, offers and acceptances for MRes chemistry programmes by programme 2014/15 to 2018/19

Programme	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
Molecular Modelling and Materials Science (MMS)	Female	46	37	26	80.4%	70.3%	56.5%
	Male	77	67	56	87.0%	83.6%	72.7%
	% Female	37.4%	35.6%	31.7%			
Organic Chemistry: Drug Discovery (OCDD)	Female	125	76	47	60.8%	61.8%	37.6%
	Male	122	76	42	62.3%	55.3%	34.4%
	% Female	50.6%	50.0%	52.8%			

- Offers:applications for MMS are both >80% for F and M. The offers:applications and acceptances:offers ratios are lower for F, but not significantly. The EPSRC-funded MMS CDT was not renewed so we will no longer be recruiting to the MMS MRes.

- For OCDD, F and M applications, offers and acceptances are all almost identical.

<u>Completions and Attainment</u>

Table 17: Completion rates for those entering MSc Courses (headcounts)

Year	Gender	Intake	Completed	Completion Rate
2014/15	Female	12	12	100%
	Male	25	22	88%
2015/16	Female	12	12	100%
	Male	31	30	97%
2016/17	Female	16	15	94%
	Male	27	25	93%
2017/18	Female	30	28	93%
	Male	44	42	95%
2018/19	Female	42	40	95%
	Male	33	32	97%
Overall	Female	112	107	96%
	Male	160	151	94%

- PGT completion rates are high, typically >90%, and show little gender difference.

Table 18: Degree Classification of those completing PGT (MSc and MRes) Courses (headcounts)

Gender	Classification	2014/15	2015/16	2016/17	2017/18	2018/19	Overall
Female	Distinction	3	4	2	13	12	34
	Merit	3	6	11	6	21	47
	Pass	11	5	7	3	11	37
Female Total		17	15	20	22	44	118
Male	Distinction	5	16	14	10	24	69
	Merit	7	12	22	14	19	74
	Pass	9	5	7	6	9	36
Male Total		21	33	43	30	52	179
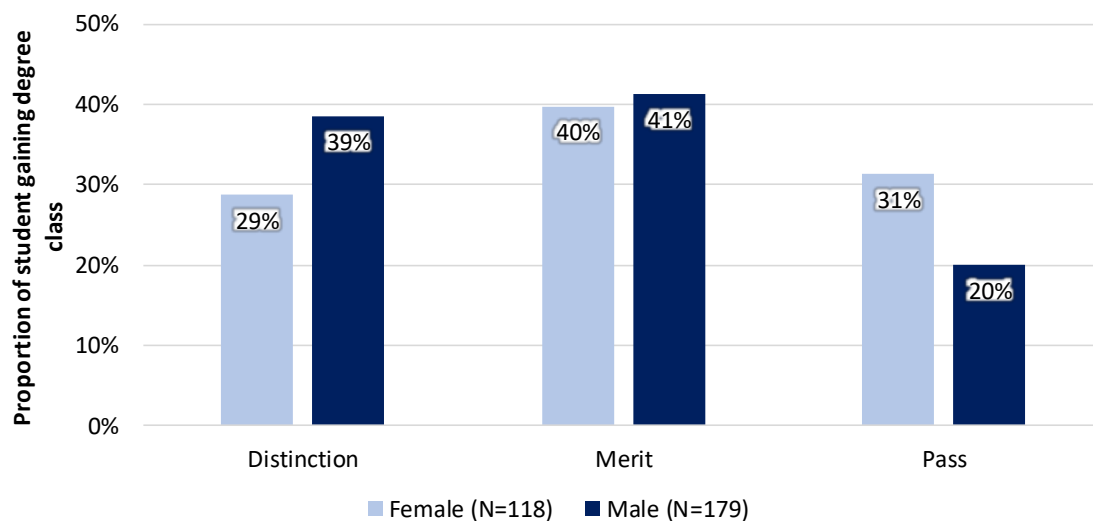
Figure 9: Distribution of women and men between degree classes for those completing PGT chemistry courses 2014 to 2018

- The proportion of M students obtaining merit or distinction exceeds that of F. However, the proportion of F students achieving merit or distinction has increased and in 2017/18 and 2018/19 it is the same for F and M. Nonetheless, we are not complacent so plan to analyse the attainment data for all PGT programmes by gender, ethnicity and module **(Action 4.2)**.

Section 4.1 (PGT) words = 379
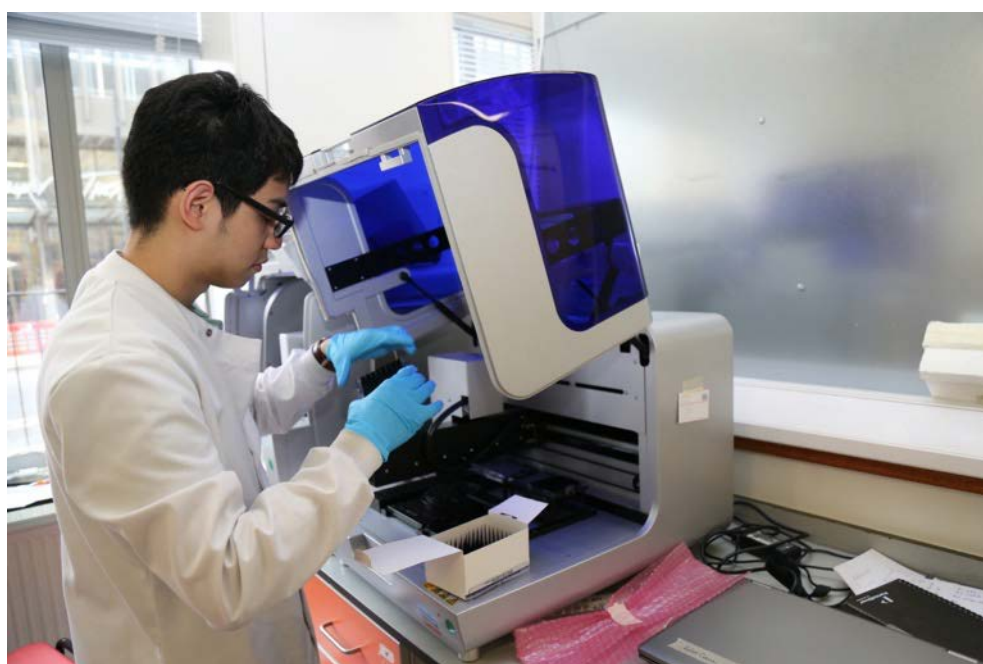
Student in analytical laboratory

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

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

Table 19: Total number of PGR students (headcounts) by gender

Year	Gender	Qualification Aim		Total
		Research Degree	EngD	
2014/15	Female	75	6	81
	Male	78	20	98
	% Female	49.0%	23.1%	45.3%
2015/16	Female	70	5	75
	Male	92	21	113
	% Female	43.2%	19.2%	39.9%
2016/17	Female	64	4	68
	Male	89	17	106
	% Female	41.8%	19.0%	39.1%
2017/18	Female	54	4	58
	Male	89	15	104
	% Female	37.8%	21.1%	35.8%
2018/19	Female	63	7	70
	Male	89	13	102
	% Female	41.4%	35.0%	40.7%

Figure 10: Overall PGR student headcount, and proportions of students who are female

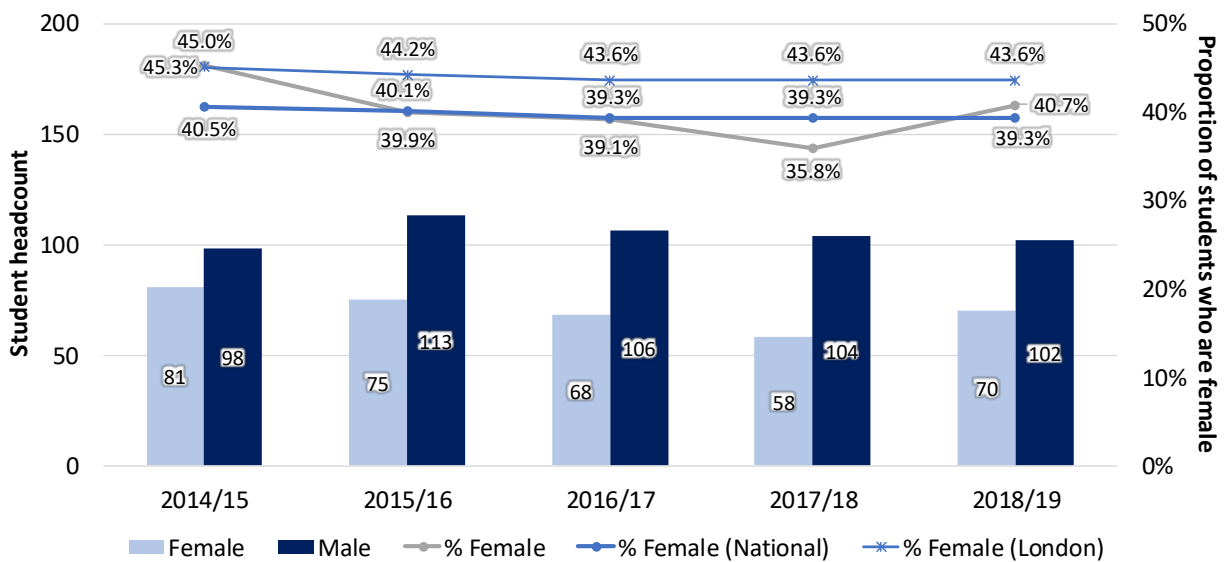- % F PGR students has increased from 36% (2017/18) to 41% (2018/19) after decreasing in the 5 years 2014/15 - 2017/18, which is in line with the national average but slightly below the London average. We have no explanation for this, but will review our PGR recruitment processes **(Action 4.3)**.

Table 20: Total number of Full-Time and Part-Time Students (headcount) on PGR Courses by gender

Year	Gender	Mode of Study		Total	Proportion Part time
		Full Time	Part Time		
2014/15	Female	80	1	81	1.2%
	Male	96	2	98	2.0%
2015/16	Female	74	1	75	1.3%
	Male	111	2	113	1.8%
2016/17	Female	66	2	68	2.9%
	Male	104	2	106	1.9%
2017/18	Female	57	1	58	1.7%
	Male	104	0	104	0.0%
2018/19	Female	70	0	70	0.0%
	Male	102	0	102	0.0%

- Almost all PGR students are f/t and there is no gender imbalance in the very small numbers of p/t students.

Table 21: Applications, offers and acceptances for PGR chemistry programmes by year

Year	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
2014/15	Female	81	38	32	46.9%	84.2%	39.5%
	Male	115	41	38	35.7%	92.7%	33.0%
	% Female	41.3%	48.1%	45.7%			
2015/16	Female	61	27	25	44.3%	92.6%	41.0%
	Male	102	50	43	49.0%	86.0%	42.2%
	% Female	37.4%	35.1%	36.8%			
2016/17	Female	53	29	23	54.7%	79.3%	43.4%
	Male	79	40	36	50.6%	90.0%	45.6%
	% Female	40.2%	42.0%	39.0%			
2017/18	Female	72	32	29	44.4%	90.6%	40.3%
	Male	108	54	43	50.0%	79.6%	39.8%
	% Female	40.0%	37.2%	40.3%			
2018/19	Female	67	37	28	55.2%	75.7%	41.8%
	Male	86	53	42	61.6%	79.2%	48.8%
	% Female	43.8%	41.1%	40.0%			
Overall	Female	334	163	137	48.8%	84.0%	41.0%
	Male	490	238	202	48.6%	84.9%	41.2%
	% Female	40.5%	40.6%	40.4%			

- % F applications fluctuates annually but remain close to 40%.

- Offers:applications and acceptances:offers ratios show no overall gender differences.

Table 22: Applications, offers and acceptances for PGR chemistry programmes by programme and qualification from 2014/15 to 2018/19

Programme	Gender	Applications	Offers	Acceptances	Offers: Applications	Acceptances: Offers	Acceptances: Applications
PhD Chemistry	Female	305	149	124	48.9%	83.2%	40.7%
	Male	440	201	168	45.7%	83.6%	38.2%
	% Female	40.9%	42.6%	42.5%			
EngD Molecular modelling and materials science	Female	29	14	13	48.3%	92.9%	44.8%
	Male	50	37	34	74.0%	91.9%	68.0%
	% Female	36.7%	27.5%	27.7%			

- % F applications for PhD are close to 40%, those for EngD are slightly lower.

- Offers:applications for the EngD are notably lower for F students than M, although not significantly. Whilst this is a concern, the EPSRC-funded MMS CDT was not renewed so we will no longer be recruiting EngD students.

Completions

Table 23: Completion rates for PGR chemistry programmes by gender

	Gender	Year of entry					
		2008/09	2009/10	2010/11	2011/12	2012/13	2013/14
Intake	Female	11	8	20	21	27	21
	Male	31	20	30	25	33	33
Number submitted	Female	10	8	19	21	25	20
	Male	30	19	28	22	32	29
Submission rates	Female	91%	100%	95%	100%	93%	95%
	Male	97%	95%	93%	88%	97%	88%
Average completion time (years)	Female	3.67	4.11	4.01	3.78	3.92	3.64
	Male	3.68	3.99	3.76	3.57	3.53	3.58

- Submission rates for F and M are high and similar. For F, the submission rates do not drop below 90% over this period.

- The average time to submission for F PGR students (3.86 years) is ~2 months longer than for M PGR students (3.69 years). We do not have an explanation for this but to help, we introduced a thesis writing workshop in 2019, which received positive feedback. 38 PGR students (15F, 22M, 1 PNS), of whom >50% were final year, attended. 78% thought it addressed concerns about thesis writing, 100% found perspectives from PDRFs valuable. We plan to run this annually **(Action 4.4)**.

PGR students in research laboratories

(v)   Progression pipeline between undergraduate and postgraduate student levels

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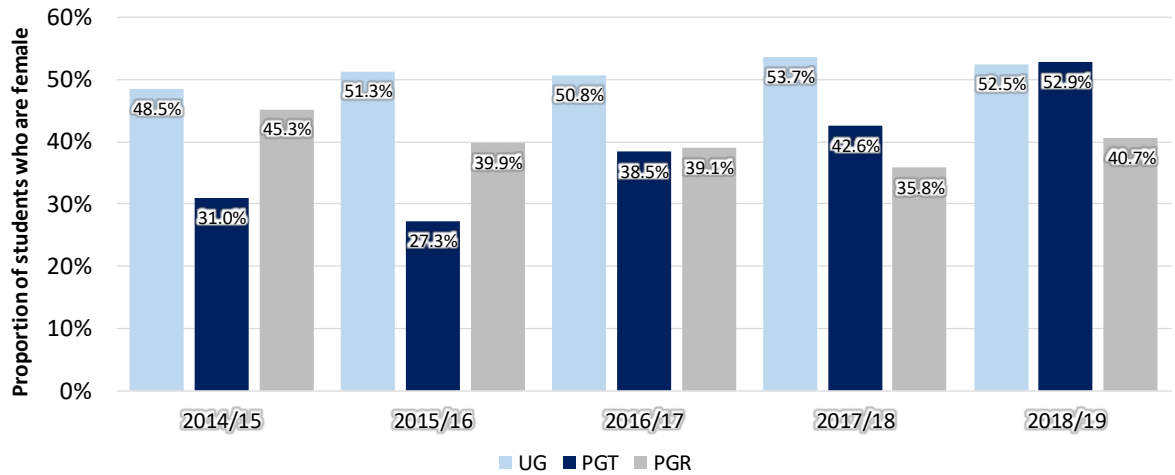

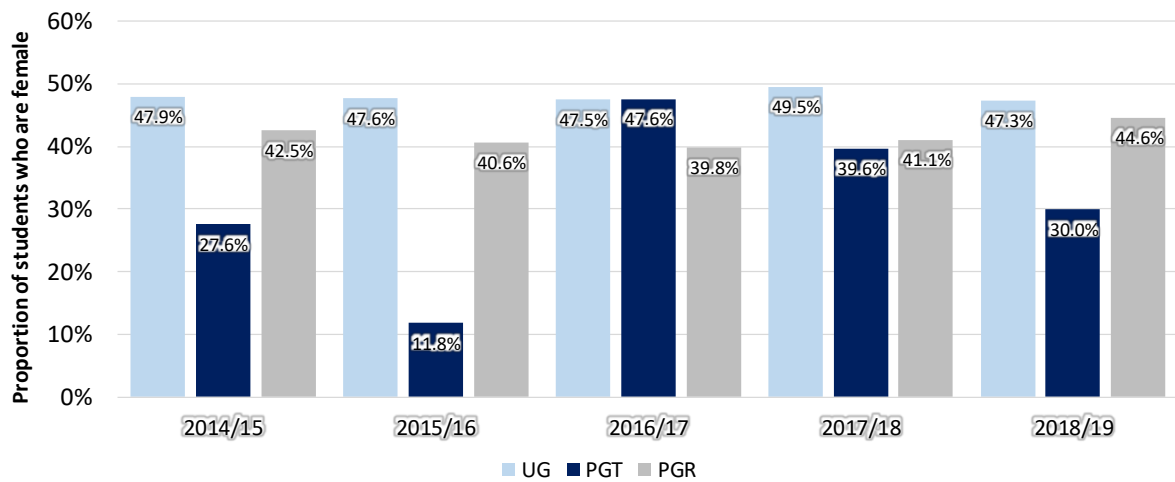**Figure 11:** Proportions of students who are female at UG, PGT and PGR levels by year

Figure 12: Proportions of Home students who are female at UG, PGT and PGR levels by year
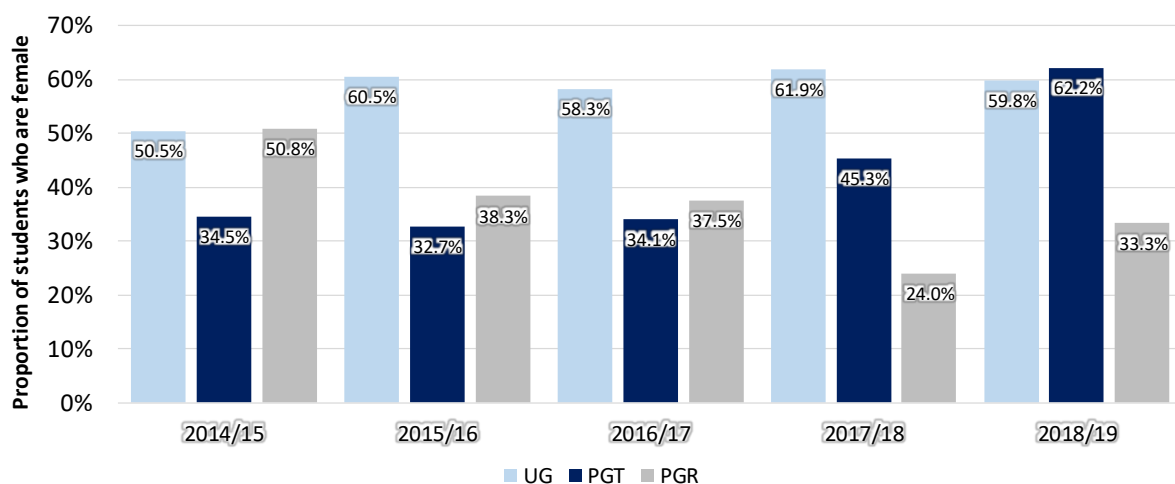
Figure 13: Proportions of Overseas students who are female at UG, PGT and PGR levels by year

Table 24: Summary of the proportion of students who are female at each level

Student Level	Coverage	2014/15	2015/16	2016/17	2017/18	2018/19
UG	UCL	48.5%	51.3%	50.8%	53.8%	52.5%
	National	43.4%	43.9%	44.0%	44.0%	44.0%
	London	54.6%	55.3%	52.9%	52.9%	52.9%
PGT	UCL	31.0%	27.3%	38.5%	42.2%	52.9%
	National	47.6%	51.8%	49.7%	49.7%	49.7%
	London	38.2%	51.7%	47.5%	47.5%	47.5%
PGR	UCL	45.3%	39.9%	39.1%	35.8%	40.7%
	National	40.5%	40.1%	39.3%	39.3%	39.3%
	London	45.0%	44.2%	43.6%	43.6%	43.6%

- There is little flow from UG to PGT as almost all our PGT students are recruited from external universities. Recently, an increasing number of our overseas UG students are opting to enrol in PGT courses, following completion of a BSc, in preference to a 4 year MSci. Proportions of F home and overseas PGT vary greatly each year.

- We have not been monitoring the flow from MSci/MSc/MRes to PGR but in 2019/20 16% (50% F) of our new PGR students completed an MSci at UCL and 25% (38% F) an MRes at UCL. We plan to start monitoring the destinations of our UGs to understand if women are as likely to stay in chemistry/science as men **(Action 4.5)**.

- It has become clear that we need a better overall understanding of our PGR gender and ethnicity distribution which is something we plan to address **(Action 4.6)**.

Section 4.1 (PGR) words = 389

4.2. Academic and research staff data

Table 25: Relationship between grade, contract type and role title.

Grade	Contract Type		
	Research Fellows	Teaching Fellows	Academics
6	Research Assistant*		
7	Research Fellow	Teaching Fellow	Lecturer
8	Senior Research Fellow	Senior Teaching Fellow	Lecturer
9	Principal Research Fellow	Principal Teaching Fellow	Associate Professor
10	Professorial Research Fellow	Professorial Teaching Fellow	Professor

* These staff are appointed before they have their doctorate awarded. Once they gain their doctorate, they are moved to grade 7.

Table 26: National Staff Data by Cost Centre and Grade/Role

Cost centre	Role*	Proportion of Staff who are Female				
		2012/13	2013/14	2014/15	2015/16	2016/17
Chemistry	Professors (Grade 10)	9.7%	10.2%	10.5%	11.4%	12.0%
	Senior Lecturers/Readers Grade 9)	19.1%	20.0%	21.5%	20.1%	22.7%
	Lecturers (Grades 7 and 8)	37.8%	35.4%	37.0%	36.5%	39.6%
	Academic Staff	27.3%	28.7%	26.8%	25.9%	29.0%
	Researchers (all Grades)	31.2%	36.2%	31.9%	32.7%	33.9%

* HESA Staff Data have been mapped to academic staff roles, researchers are identified by the researcher identifier

Table 27: National Staff Data by Cost Centre and Grade/Role for Russell Group institutions

Cost centre	Role*	Proportion of Staff who are Female				
		2012/13	2013/14	2014/15	2015/16	2016/17
Chemistry	Professors (Grade 10)	8.8%	9.1%	9.4%	10.2%	10.7%
	Senior Lecturers/Readers Grade 9)	15.8%	16.3%	19.2%	17.6%	19.6%
	Lecturers (Grades 7 and 8)	26.5%	29.7%	25.4%	26.6%	27.8%
	Academic Staff	18.4%	23.6%	18.4%	18.5%	19.7%
	Researchers (all Grades)	31.1%	34.1%	31.2%	32.0%	33.4%

* HESA Staff Data have been mapped to academic staff roles, researchers are identified by the researcher identifier

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

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

Table 28: All Academic Staff by Contract Type and Gender

Contract Type	Gender	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Research Fellows	Female	19	15	12	13	21	25
	Male	72	77	77	65	53	50
	% Female	21%	16%	13%	17%	28%	33%
Teaching Fellows	Female	0	0	1	2	2	3
	Male	1	0	1	1	1	1
	% Female	0%	-	0%	67%	67%	75%
Academics	Female	7	7	7	9	10	12
	Male	41	41	44	42	43	43
	% Female	15%	15%	14%	18%	19%	22%
Total Academic and Research Staff	Female	26	22	19	24	33	40
	Male	114	118	122	108	97	94
	% Female	19%	16%	13%	18%	25%	30%

- % F staff has increased in all contract types from 2014.

-

Senior research fellow
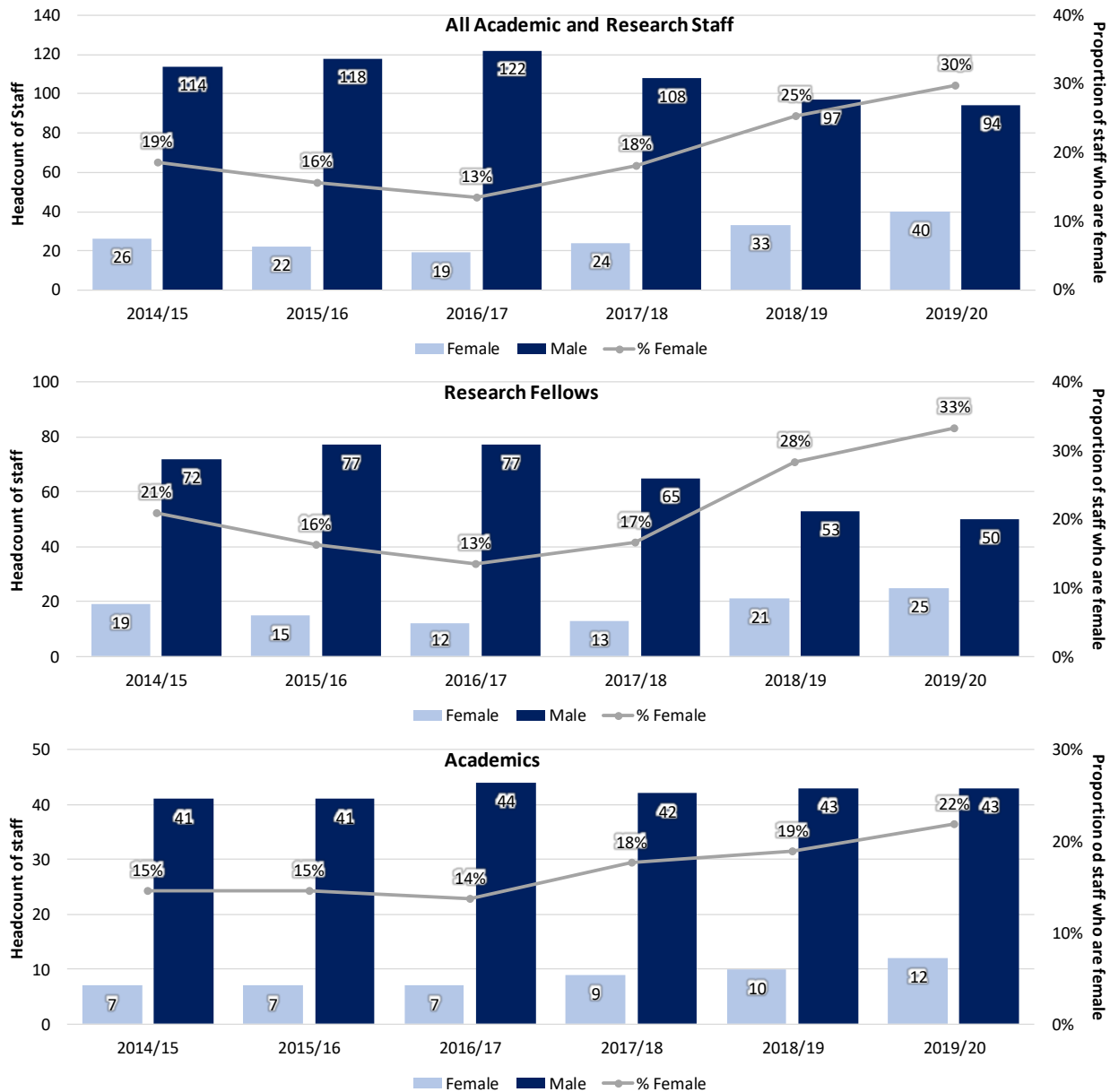
Figure 14: Numbers of Female and Male Staff, and Proportions of Staff who are Female, by Career Path

- **The number of F academics has risen from 7 to 12 from 2016 due to the introduction of our positive action recruitment policy (Section 5.1).** Although we are still below the national average for all universities in 2016/17 (29%, Table 26), we are slightly above the Russell group average in 2016/17 (20%, Table 27). By continuing to implement our positive action policy we are confident that our % F academics will increase further.

- Number and % F RFs has risen steadily and more than doubled since 2016 and is now in line with the national average (34%) and that for Russell group universities (33%).

Table 29: Full Time and Part Time Staff by Pathway, Gender and Year

Contract	Gender	Full Time / Part Time	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Research Fellows	Female	Full Time	19	16	12	13	21	25
		Part Time	1	0	0	1	0	1
		% Part Time	5%	0%	8%	8%	0%	4%
	Male	Full Time	72	75	76	62	49	46
		Part Time	1	2	2	4	3	4
		% Part Time	1%	3%	3%	5%	6%	8%
Teaching Fellows	Female	Full Time	0	0	1	2	2	3
		Part Time	0	0	0	0	0	0
		% Part Time	-	-	-	0%	0%	0%
	Male	Full Time	1	0	1	1	1	1
		Part Time	0	0	0	0	0	0
		% Part Time	0%	-	0%	0%	0%	0%
Academics	Female	Full Time	7	7	7	10	10	12
		Part Time	0	0	0	0	0	0
		% Part Time	0%	0%	0%	0%	0%	8%
	Male	Full Time	40	40	42	40	39	39
		Part Time	1	1	2	2	3	3
		% Part Time	2%	5%	5%	5%	7%	5%

- Although numbers are low, there is no significant gender difference in the % of p/t RFs.

- There are no p/t TFs.

- There are 3 p/t academics (M): one has taken flexi-retirement and two are 0.5 FTE appointments with other departments.

2017 photo of women in chemistry

Table 30: All Academic and Research Staff by Grade and Gender

Grade	Gender	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Grade 6*	Female	1	1	0	1	5	0
	Male	7	3	4	5	3	2
	% Female	13%	25%	0%	17%	63%	0%
Grade 7	Female	17	12	9	11	16	25
	Male	54	61	62	48	39	38
	% Female	24%	16%	13%	19%	29%	40%
Grade 8	Female	1	3	3	5	6	8
	Male	21	18	15	12	13	13
	% Female	5%	14%	17%	29%	32%	38%
Grade 9	Female	1	1	1	1	0	1
	Male	15	17	17	19	14	9
	% Female	6%	6%	6%	5%	0%	10%
Grade 10	Female	6	5	6	6	6	6
	Male	17	19	23	23	27	31
	% Female	27%	21%	22%	21%	19%	17%

*   These staff are appointed before they have their doctorate awarded. Once they gain their doctorate, they are moved to grade 7.
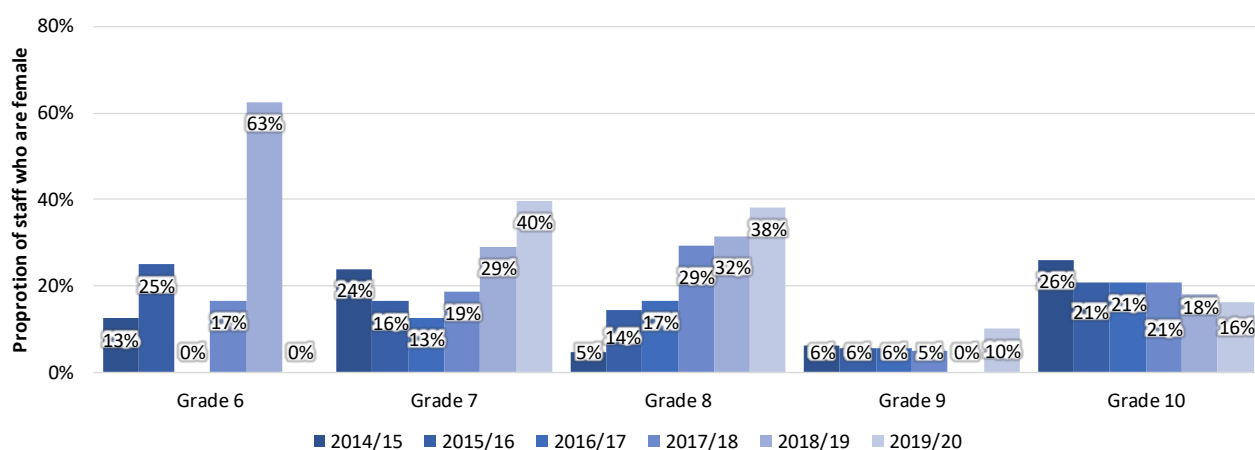
Figure 15: Proportions of academic staff who are female by grade and year.

The data at grade 8, 9 and 10 are dominated by the academic staff (Table 25).

• The data by grade show that % F has increased at grades 6, 7 and 8.

• Our figures are now in line with national averages at grades 7 and 8 (40%, 2016/17) and are above the average for Russell group universities (28%, 2016/17).

• For Grade 9, our figure is below the national and Russell group averages for 2016/17.

• % F at Grade 10 (16% in 2019/20) is higher than both the national average (12%, 2016/17) and the average for Russell group universities (11%, 2016/17).

- The leaky pipeline in respect of % F decreasing from grades 7 and 8 to grade 9 arises from a historic lack of recruitment of F academics. In addition to continuing our positive action plan for recruiting women we will also continue to support F staff through the promotion process (see Section 5.1(iii)).

Table 31: Research Fellows by Grade and Gender

Grade	Gender	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Grade 6	Female	1	1	0	1	5	0
	Male	7	3	4	5	3	2
	% Female	13%	25%	0%	17%	63%	0%
Grade 7	Female	17	12	9	9	14	23
	Male	52	61	61	47	39	38
	% Female	25%	16%	13%	16%	26%	38%
Grade 8	Female	1	2	2	2	2	2
	Male	13	12	10	10	8	7
	% Female	7%	14%	17%	17%	20%	22%
Grade 9	Female	0	0	0	0	0	0
	Male	0	0	0	1	1	1
	% Female	-	-	-	0%	0%	0%
Grade 10	Female	0	0	1	1	0	0
	Male	0	1	1	1	1	1
	% Female	-	0%	50%	50%	0%	0%

- % F grade 7 and 8 RFs have increased considerably since 2014.
- The numbers of grade 9 and 10 RFs are too low for statistical analysis.

Table 32: Teaching Fellows by Grade and Gender

Grade	Gender	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Grade 7	Female	0	0	1	2	3	2
	Male	0	1	1	1	0	0
	% Female	-	0%	50%	67%	100%	100%
Grade 8	Female	0	0	0	0	0	1
	Male	1	0	0	0	1	1
	% Female	0%	-	-	-	0%	50%

- The numbers of grade 7 and 8 TFs are too low for statistical analysis.

Table 33: Academic Staff by Grade and Gender

Grade	Gender	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Grade 7	Female	0	0	0	0	0	0
	Male	2	0	0	0	0	0
	% Female	0%	-	-	-	-	-
Grade 8	Female	0	1	1	3	4	5
	Male	7	6	5	2	4	5
	% Female	0%	14%	17%	60%	50%	50%
Grade 9	Female	1	1	1	1	0	1
	Male	15	17	17	18	13	8
	% Female	6%	6%	6%	5%	0%	11%
Grade 10	Female	6	5	5	5	6	6
	Male	17	18	22	22	26	30
	% Female	26%	22%	19%	19%	19%	17%

- Number and % F grade 8 academics has increased considerably since 2014.

- % F grade 9 academics is low but will increase as the new grade 8 appointees are promoted.

- Number of grade 10 F academics has remained constant. The % F is currently low because of the historical low F numbers in the pool below.
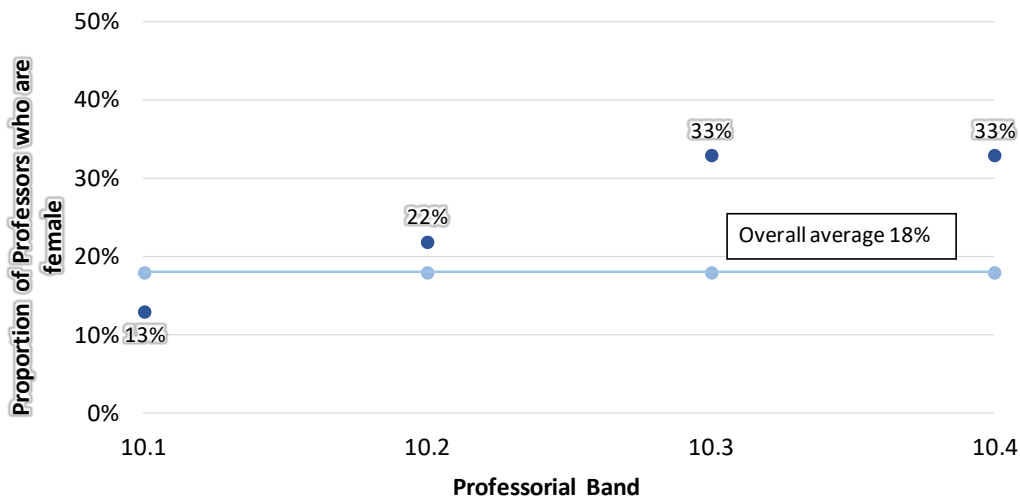

Figure 16 Plot % F professors by band, compared with the overall % F professors (18%), in 2018/19.

- The % F Grade 10 academics in the higher professorial bands is larger than the % F professors overall (18%) demonstrating there is no gender disadvantage at professorial level.

Table 34: Academic Staff and Research Fellows by Section, Pathway and Gender.

Grade	Pathway	Gender	2014/15	2015/16	2016/17	2017/18	2018/19	2019/20
Inorganic	Research Fellows	Female	10	10	8	5	5	5
		Male	32	41	40	28	22	19
		% Female	24%	20%	17%	15%	19%	21%
	Academic	Female	2	1	1	2	3	4
		Male	18	16	17	16	15	15
		% Female	10%	6%	6%	11%	17%	21%
Organic	Research Fellows	Female	4	3	3	3	9	7
		Male	15	15	17	12	14	12
		% Female	21%	17%	15%	20%	39%	37%
	Academic	Female	2	2	2	3	3	4
		Male	11	13	13	12	14	14
		% Female	15%	13%	13%	20%	18%	22%
Physical	Research Fellows	Female	5	2	1	5	7	13
		Male	25	20	20	25	17	19
		% Female	17%	9%	5%	17%	29%	41%
	Academic	Female	3	4	4	4	4	4
		Male	12	12	14	14	14	14
		% Female	20%	25%	22%	22%	22%	22%

- Among academic staff, there are currently no gendered patterns by area of chemistry, although the % F staff has risen recently in both inorganic and organic chemistry.

- Proportions of F RFs varies; it has risen recently in physical and organic chemistry to around 40% and has remained relatively stable in inorganic chemistry.

> **SILVER APPLICATIONS ONLY**
> Where relevant, comment on the transition of technical staff to academic roles.

There is no clearly defined route for technical staff to move to academic roles at UCL; however, should any of our senior research fellows or technical staff wish to move to academic careers, we do our best to help them further develop their research and teaching portfolios to achieve this.

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

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

- All staff at UCL are appointed on open-ended contracts, including RFs on time-limited funding. The department does not employ any zero-hour contract staff.

- Staff employed for maternity cover are on fixed term contracts.

- The department identifies staff who are at risk of redundancy and advises them of upcoming posts for which they may be suitable under redeployment. We also have an agreed form of words that allows us to reappoint staff directly onto a new project with the same line manager.

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

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

Table 35: Leavers and Leaving Rates for Staff by Career Path and Gender.

Contract Type	Gender		2014/15	2015/16	2016/17	2017/18	2018/19
Research Fellows	Female	Staff	19	15	12	13	21
		Leavers	9	9	4	6	6
		Leaving Rate	**47%**	**60%**	**33%**	**46%**	**29%**
	Male	Staff	72	77	77	65	53
		Leavers	38	25	30	28	17
		Leaving Rate	**53%**	**32%**	**39%**	**43%**	**32%**
Teaching Fellows	Female	Staff	0	0	0	2	2
		Leavers	0	0	0	0	0
		Leaving Rate	**-**	**-**	**-**	**0%**	**0%**
	Male	Staff	1	0	1	1	1
		Leavers	1	1	0	0	0
		Leaving Rate	**100%**	**-**	**0%**	**0%**	**0%**
Academic Staff	Female	Staff	7	7	7	9	10
		Leavers	1	0	0	0	0
		Leaving Rate	**14%**	**0%**	**0%**	**0%**	**0%**
	Male	Staff	41	41	44	42	43
		Leavers	1	1	2	2	1
		Leaving Rate	**2%**	**2%**	**5%**	**5%**	**2%**

- Since 2016, there has been no significant gender difference in leaving rates.

- Leaving rates for academic staff are very low. Leaving rates for PDRFs vary between 29% and 60%. Rates are high because most are on time-limited contracts. In the past, we have not collected information about destinations; however, it would help us understand the career progression of our PDRFs, and monitor any gendered patterns, if we had this information, so we will collect it from now on **(Action 4.7)**.

- The numbers of p/t staff are too low to be meaningful and only 1 p/t F RF left in the 5 years analysed.

- HOD meets with all academic staff and PSS who are leaving. All other staff are offered exit interviews with their line manager. We have not kept records of exit interviews but will do so in the future **(Action 4.8)**.

Section 4.2 words = 766

Section 4 words = 1980

PSS staff at an away day held in Harwell

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

5.1.   Key career transition points: academic staff
(i)   Recruitment

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

- Recruitment processes follow UCL good practice and equal opportunities policies on advertising, shortlisting and interviewing.

- Since 2016 we minimised the length of list of person specifications and made them as general as possible. They adhere to Athena SWAN principles.

- Since 2016 we have added "We particularly welcome female applicants and those from an ethnic minority, as they are under-represented within UCL at this level" to all adverts.

- Potential academic applicants are encouraged to visit the department even before positions are available; *e.g.* the HOD has met with 6 people (4M, 2F) to discuss fellowships and potential lectureships.

- Jobs are advertised on the UCL website, jobs.ac.uk, Twitter, LinkedIn and relevant mailing lists.

- **In 2016 we introduced a positive action policy for academic appointments to address the low number of F applicants.** Academic staff identify potential F applicants; the HOD or other members of staff approach them and encourage them to apply. **This has resulted in an increase in the %F applicants (and appointees).** All of the 3 external F appointees commented that being approached encouraged them to apply.

- Candidates apply online.

- All interview panel members have UB training (UB training is recorded by the HRAdmin); all panels are gender mixed with at least 33% F. The HRAdmin staff check that training and panel membership (>33% F) requirements are fulfilled.

- We hold interviews by skype if necessary. ████████████████████████████████ ██ ████████████████████████████████████ ██████████████ Many PDRF interviews are held by skype.

- For academic appointments, the main panel carries out shortlisting and interviewing, chaired by the HOD; a teaching panel assesses teaching, chaired by DOTeach who feeds back to the main panel before decisions.

- For TF appointments, a single panel carries out shortlisting and interviewing, chaired by DOTeach and including the dTutor or HOS.

- For PDRF appointments, a single panel carries out shortlisting and interviewing, chaired by the PI.

Table 36: Overall: Applicants, Shortlisted and Appointed Candidates by gender 2014/15 to 2018/19

Year	Gender	Applied	Shortlisted	Appointed	Shortlisted: Applied	Appointed: Shortlisted	Appointed: Applied
2014/15	Female	215	14	4	6.5%	28.6%	1.9%
	Male	687	71	23	10.3%	32.4%	3.3%
	Unknown	19	3	2	15.8%	66.7%	10.5%
	% Female	23.8%	16.5%	14.8%			
2015/16	Female	485	32	7	6.6%	21.9%	1.4%
	Male	1001	116	32	11.6%	27.6%	3.2%
	Unknown	20	1	1	5.0%	100.0%	5.0%
	% Female	32.6%	21.6%	17.9%			
2016/17	Female	278	32	9	11.5%	28.1%	3.2%
	Male	782	79	22	10.1%	27.8%	2.8%
	Unknown	24	3	2	12.5%	66.7%	8.3%
	% Female	26.2%	28.8%	29.0%			
2017/18	Female	228	27	9	11.8%	33.3%	3.9%
	Male	557	58	14	10.4%	24.1%	2.5%
	Unknown	22	2	2	9.1%	100.0%	9.1%
	% Female	29.0%	31.8%	39.1%			
2018/19	Female	255	49	13	19.2%	26.5%	5.1%
	Male	688	76	21	11.0%	27.6%	3.1%
	Unknown	20	2	0	10.0%	0.0%	0.0%
	% Female	27.0%	39.2%	38.2%			
Overall	Female	1461	154	42	10.5%	27.3%	2.9%
	Male	3715	400	112	10.8%	28.0%	3.0%
	Unknown	105	11	7	10.5%	63.6%	6.7%
	% Female	28.2%	27.8%	27.3%			

- There is no gender bias in the overall recruitment process, overall F and M are equally likely to be shortlisted and appointed. **The shortlisting rate for F has increased considerably over the last five years, an impact we attribute to our positive action policy as the quality of F candidates has risen.**

Table 37: All: Applicants, Shortlisted and Appointed Candidates by role and gender for 2014/15 to 2018/19 combined

Role Advertised	Gender	Applied	Shortlisted	Appointed	Shortlisted: Applied	Appointed: Shortlisted	Appointed: Applied
Research Associate/ Research Fellow	Female	1236	120	33	9.7%	27.5%	2.7%
	Male	3138	344	100	11.0%	29.1%	3.2%
	Unknown	87	11	7	12.6%	63.6%	8.0%
	% Female	28.3%	25.9%	24.8%			
Teaching Fellow	Female	114	19	4	16.7%	21.1%	3.5%
	Male	178	24	9	13.5%	37.5%	5.1%
	Unknown	6	0	0	0.0%	-	0.0%
	% Female	39.0%	44.2%	30.8%			
Lecturer	Female	109	15	5	13.8%	33.3%	4.6%
	Male	387	31	2	8.0%	6.5%	0.5%
	Unknown	12	0	0	0.0%	-	0.0%
	% Female	22.0%	32.6%	71.4%			
Professor	Female	2	0	0	0.0%	-	0.0%
	Male	12	4	1	28.6%	25%	7.1%
	Unknown	0	0	0	-	-	-
	% Female	14.3%	0.0%	0.0%			

- The time-averaged data hides the trends, so we describe PDRFs, TFs and academics separately below.

- There has only been 1 professorial appointment in the last 6 years (M). There were very few applicants and this appointment took place before our positive action policy was introduced.

Recently appointed female lecturer talking to researchers

Table 38: PDRFs: Applicants, Shortlisted and Appointed Candidates by gender 2014/15 to 2018/19

Year	Gender	Applied	Shortlisted	Appointed	Shortlisted: Applied	Appointed: Shortlisted	Appointed: Applied
2014/15	Female	211	14	4	6.6%	28.6%	1.9%
	Male	644	65	22	10.1%	33.8%	3.4%
	Unknown	18	3	2	16.7%	66.7%	11.1%
	% Female	24.7%	17.7%	15.4%			
2015/16	Female	425	26	6	6.1%	23.1%	1.4%
	Male	911	103	30	11.3%	29.1%	3.3%
	Unknown	15	1	1	6.7%	100.0%	6.7%
	% Female	31.8%	20.2%	16.7%			
2016/17	Female	204	22	6	10.8%	27.3%	2.9%
	Male	588	68	20	11.6%	29.4%	3.4%
	Unknown	21	3	2	14.3%	66.7%	9.5%
	% Female	25.8%	24.4%	23.1%			
2017/18	Female	200	25	9	12.5%	36.0%	4.5%
	Male	500	54	13	10.8%	24.1%	2.6%
	Unknown	19	2	2	10.5%	100.0%	10.5%
	% Female	28.6%	31.6%	40.9%			
2018/19	Female	196	33	8	16.8%	24.2%	4.1%
	Male	495	54	15	10.9%	27.8%	3.0%
	Unknown	14	2	0	14.3%	0.0%	0.0%
	% Female	28.4%	37.9%	34.8%			
Overall	Female	1236	120	33	9.7%	27.5%	2.7%
	Male	3138	344	100	11.0%	29.1%	3.2%
	Unknown	87	11	7	12.6%	63.6%	8.0%
	% Female	28.3%	25.9%	24.8%			

- The % F applicants has remained reasonably constant. It is below the national average % F researchers (34%, Table 26) and the average for Russell group universities (33%, Table 27). It is also below our pool/the national pool of PGR students (41%). To address this, we are introducing PGR-PDRF networking coffee mornings **(Action 5.1)**. We have also appointed a PDRF tutor and held a number of events for PDRFs (Section 5.3(i)). We will continue to develop our support programme for PDRFs and monitor the impact **(Action 5.2)**.

- **The shortlisting rate for F applicants has risen to almost 17% from 7% and is now higher for F than M researchers, an impact which will improve % F researchers**; however, we believe the key to further increasing F representation at this level is increasing the number of F applications.

Table 39: Lecturers: Applicants, Shortlisted and Appointed Candidates by gender 2014/15 to 2018/19.

Year	Gender	Applied	Shortlisted	Appointed	Shortlisted: Applied	Appointed: Shortlisted	Appointed: Applied
2014/15	Female	4	0	0	0.0%	-	0.0%
	Male	43	6	1	14.0%	16.7%	2.3%
	Unknown	1	0	0	0.0%	-	0.0%
	% Female	8.5%	0.0%	0.0%			
2016/17	Female	59	4	2	6.8%	50.0%	3.4%
	Male	162	8	1	4.9%	12.5%	0.6%
	Unknown	3	0	0	0.0%	-	0.0%
	% Female	26.7%	33.3%	66.7%			
2018/19	Female	54	13	3	24.1%	23.1%	5.6%
	Male	199	18	1	9.0%	5.6%	0.5%
	Unknown	5	0	0	0.0%	-	0.0%
	% Female	21.3%	41.9%	75.0%			
Overall	Female	117	17	5	14.5%	29.4%	4.3%
	Male	404	32	2	7.9%	9.3%	0.7%
	Unknown	9	0	0	0.0%	-	0.0%
	% Female	22.5%	34.7%	62.5%			

- **Since the introduction of our positive action policy for academic appointments in 2016 we have appointed 5F lecturers and 2M lecturers.**

- The % F applicants has increased since 2016. It is less than the national average % F lecturers and in line with average % F lecturers in Russell group universities and % F applicants for lectureships at York (19%, York 2018 AS Gold submission).

Table 40: Teaching Fellows: Applicants, Shortlisted and Appointed Candidates by gender 2015/16 to 2018/19.

Year	Gender	Applied	Shortlisted	Appointed	Shortlisted: Applied	Appointed: Shortlisted	Appointed: Applied
2015/16	Female	58	6	1	10.3%	16.7%	1.7%
	Male	78	12	1	15.4%	8.3%	1.3%
	Unknown	4	0	0	0.0%	-	0.0%
	% Female	41.4%	50.0%	100.0%			
2016/17	Female	12	4	1	33.3%	25.0%	8.3%
	Male	11	0	0	0.0%	0.0%	0.0%
	Unknown	0	0	0	-	-	-
	% Female	52.2%	100.0%	100.0%			
2017/18	Female	27	1	1	3.7%	100.0%	3.7%
	Male	37	3	0	8.1%	0.0%	0.0%
	Unknown	0	0	0	0.0%	-	0.0%
	% Female	42.2%	25.0%	100.0%			
2018/19	Female	-	-	-	-	-	-
	Male	-	-	-	-	-	-
	Unknown	-	-	-	-	-	-
	% Female	-	-	-			
Overall	Female	97	11	3	11.3%	27.2%	3.1%
	Male	126	15	1	11.9%	6.7%	5.1%
	Unknown	4	0	0	0.0%	-	0.8%
	% Female	42.7%	42.3%	75.0%			

- There were slightly fewer F than M applications for TF positions, but these candidates were stronger. We currently have 4 TFs (3F, 1M).

(ii)   Induction

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

Staff induction is compulsory (100% take-up) and includes:

- University-level induction (held weekly).

- A departmental induction document is given to new staff and is available on the departmental SharePoint in an HR folder and includes details of opportunities for flexible working and information on parental leave.

- An induction checklist of compulsory activities is sent to new staff and their line-managers and includes online UB training and attendance at "Where do you draw the line?" workshop (completion is monitored by HOD and HRAdmin).

- Personal meeting with HOD for all academic staff and TFs.

- Mentor assigned (separate to line-manager).

- Induction meeting with key staff (DM, Senior HR Administrator, safety and finance); induction sessions held monthly

- Professional development courses agreed with line-manager (for new academics this includes compulsory HEA teaching accreditation).

- Monthly meetings with HOD for probationary lecturers; HOD acts as line manager throughout the probationary period (3 years). Objectives are set and progress monitored throughout the 3 years.

- For new academics, teaching and administrative loads are reduced (33% year 1, 67% year 2); they are all also given a PhD studentship, £30k startup funding and ~£40k specialised equipment, if necessary.

"Mentoring of newly appointed lecturers and mid-career staff has improved significantly over the past few years. The procedures for applying for promotion, and support for candidates in making sure they have a robust case and present it well, are much better than they were." Anonymous comment, 2019 department staff survey.

(iii) Promotion

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

- The new promotion framework introduced in 2018 supports every type of academic career path whether it is focussed on research and education in equal measure, or focussed on one or the other, or on public engagement or enterprise. The criteria take account of the full range of staff activities, including pastoral duties, outreach and Athena SWAN work. They also take account of career breaks (volume of outputs and dips).

- Promotion criteria are available on the UCL website, are circulated to all staff ahead of the annual promotion round and discussed at appraisals.

- Staff who are considered ready or close to being ready for promotion are encouraged to apply by their line-manager or other senior staff.

Grades 7-9

- **Following a successful promotions workshop organised by our EDI committee in 2016, promotions workshops are now organised annually by MAPS in September to inform all academic staff and TFs about the promotions process.**

- All grade 8/9 academic staff and all TFs who wish to be considered for promotion submit draft UCL paperwork to the HOD in Nov each year. Line-managers and senior colleagues help staff prepare these applications.

- HOD, HOSs + 3 additional grade 10 staff, appointed by the HOD and HOSs, meet to assess draft cases and provide feedback and guidance whether the case is timely or would benefit from further development and an adjusted workload or sabbatical to achieve this.

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- Promotions results are announced in July and the HOD takes successful staff to lunch to celebrate.

- For successful applicants, the HOD provides advice on further career development. For unsuccessful applicants, the HOD and Dean offer mentoring and a refocussed workload to prepare for successful promotion.

- In our 2019 Departmental staff survey, 61% F and 83% M academics and TFs felt they understood the promotion criteria; however, only 38% F and 50% M academics and TFs felt the promotions criteria were fair. We plan to consult further with staff to understand this with a view to taking action **(Action 5.3)**.

Grade 10

- Grade 10 academics who wish to apply for promotion discuss their case with the HOD in March. If the HOD is satisfied that the professor meets the criteria of a higher band, paperwork is submitted to the Dean in April. Deans consider applications in May. Exceptional cases for band 4 agreed by Deans are submitted to the Provost for consideration. Results are announced in August and the HOD takes successful staff to lunch to celebrate.

Table 41: Promotions by grade promoted from and to and gender 2014/15 to 2018/19 for academic staff.

Grade promoted from			2014/15		2015/16		2016/17		2017/18		2018/19	
			F	M	F	M	F	M	F	M	F	M
8	Eligible Staff		0	7	1	6	1	5	3	2	4	4
	Promotions application to:	All	0	3	0	2	0	4	0	0	1	0
		Grade 8						1				
		Grade 9	0	3	0	1	0	3	0	0	1	0
		Grade 10	0	0	0	1	0	0	0	0	0	0
	Promotion application rate		-	43%	0%	33%	0%	80%	0%	0%	25%	0%
	Number promoted		0	3	0	1	0	4	0	0	1	0
	Success rate		-	100%	-	50%	-	100%	-	-	100%	-
9	Eligible Staff		1	15	1	17	1	17	1	18	0	13
	Promotion application to:	All	0	2	0	3	0	2	1	5	0	5
		Grade 9	0	1	0	0	0	1	0	0	0	0
		Grade 10	0	1	0	3	0	1	1	5	0	5
	Promotion application rate		0%	13%	0%	18%	0%	12%	100%	28%	-	38%
	Number promoted		0	2	0	3	0	2	1	5	0	5
	Success rate		-	100%	-	100%	-	100%	100%	100%	-	100%

Table 42: Promotions by grade promoted from and to and gender 2014 to 2018 for teaching fellows.

Grade promoted from		2014/15		2015/16		2016/17		2017/18		2018/19	
		F	M	F	M	F	M	F	M	F	M
7	Eligible Staff	0	0	0	1	1	1	2	1	3	0
	Promotion application to Grade 8	0	0	0	0	0	0	0	1	1	0
	Promotion application rate	-	-	-	0%	0%	0%	0%	100%	33%	-
	Number promoted	0	0	0	0	0	0	0	1	1	0
	Success rate	-	-	-	-	-	-	0%	100%	100%	-
8	Eligible Staff	0	1	0	0	0	0	0	0	0	1
	Promotion applications	0	0	0	0	0	0	0	0	0	0
	Promotion application rate	-	0%	-	-	-	-	-	-	-	0%
	Number promoted	0	0	0	0	0	0	0	0	0	0
	Success rate	-	-	-	-	-	-	-	-	-	-

- It is difficult to discern any clear patterns given the low number of eligible women.

Table 43: Promotions by grade promoted from and to and gender 2014 to 2018 for research fellows.

Grade promoted from			2014/15		2015/16		2016/17		2017/18		2018/19	
			F	M	F	M	F	M	F	M	F	M
7	Eligible Staff		18	59	13	64	9	58	9	54	19	41
	Promotion applications		0	0	1	1	0	0	0	0	0	0
	Promotion application rate		0%	0%	8%	2%	0%	0%	0%	0%	0%	0%
	Number promoted		0	0	1	1	0	0	0	0	0	0
	Success rate		-	-	100%	100%	-	-	-	-	-	-
8	Eligible Staff		1	13	3	12	2	8	2	9	2	7
	Promotions application to:	All	0	0	0	3	0	1	0	1	0	0
		Grade 8	0	0	0	1	0	1	0	0	0	0
		Grade 9	0	0	0	2	0	0	0	1	0	0
	Promotion application rate		0%	0%	0%	25%	0%	13%	0%	0%	0%	0%
	Number promoted		0	0	0	3	0	1	0	1	0	0
	Success rate		-	-	-	100%	-	100%	-	100%	-	-
9	Eligible Staff		0	0	0	0	0	0	0	1	0	1
	Promotion applications		0	0	0	0	0	0	0	0	0	0
	Promotion application rate		-	-	-	-	-	-	-	0%	-	0%
	Number promoted		0	0	0	0	0	0	0	0	0	0
	Success rate		-	-	-	-	-	-	-	-	-	-

- PDRFs can be put forward for promotion from Grade 7-8 subject to there being funding available and a case being made to the HOD and MAPS Dean. Unfortunately, promotion prospects of PDRFs are constrained by grant funding and that therefore some PIs may be less likely to support promotion cases than others. Moreover, only 13% F and 38% M PDRFs indicated that they understood the promotions criteria in the 2019 staff survey. We plan to investigate the cost implications if the department were to cover additional costs associated with promotion of PDRFs and introduce a PDRF promotions workshop **(Action 5.4)**.

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

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

Table 44: Eligible and submitted staff numbers to the RAE2008 and REF2014

Research Assessment Exercise	Females			Males		
	Eligible Staff	Staff Submitted	Submission Rate	Eligible Staff	Staff Submitted	Submission Rate
RAE2008	12	12	100%	46	46	100%
REF2014	8	8	100%	54	54	100%

- All eligible staff were submitted for RAE2008 and REF2014.

- The HOD has had UCL REF equalities training. For the current REF, the HOD and DORes will conduct a gender analysis of the REF submission **(Action 5.5)**.

SILVER APPLICATIONS ONLY

5.2.   Key career transition points: professional and support staff

(i)   Induction

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

(ii)   Promotion

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

(i)   Induction

- The induction process for PSS staff is identical to that of academic staff and TFs, including a personal meeting with the HOD; the induction checklist is also the same.

(ii)   Promotion

- Unlike academic staff at UCL, who are considered for promotion to a higher grade on the basis of their personal impact and achievements in the discipline, PSS are appointed to work at a specific grade. PSS jobs are graded based on the duties and responsibilities required. For a PSS job to be re-graded there must be a significant change in the duties/responsibilities that are required of the job.

- At appraisal, all PSS are encouraged to review their job description, including any additional roles or responsibilities they have taken on or relinquished during the past year and discussions are held around these to help staff be considered for regrading.

- Vacancies elsewhere in UCL are advertised and PSS are encouraged to apply for higher grade roles. 2 PSS (1F, 1M) have had secondments in the last year.

Table 45: Gender breakdown of regraded PSS in 2017/18 and 2018/19.

Post	M/F	Regrade
Project manager	1F	7 to 8
Laboratory manager	1F, 1M	7 to 8
Group administrator	1F	6 to 7
Teaching lab technician	3F, 1M	5 to 6

- Since our 2016 AS submission, we submitted 8 posts for regrading and all 8 were successful (6F, 2M).

- We have access to a database of job descriptions across grades and roles and can match our posts to these, helping staff be aware of the breadth of experience and knowledge required for higher grade roles. We have written a series of departmental technical job descriptions to support this.

- We plan a PSS away day with a focus on career progression in summer 2021. We will collect feedback and monitor the impact on regrading and staff survey data **(Action 5.6)**.

5.3. Career development: academic staff
(i)   Training

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

- Mandatory training includes online UB, "Diversity in the workplace", fair recruitment (100% take-up since these are a requirement for probation).

- As noted above, "Where do you draw the line?" training has been provided (75% PSS, 87% academics, 29% PDRFs); this will be mandatory from now on **(Action 5.7)**.

- Training is offered by UCL. We do not have records of staff training; however, we plan to record this from now on to ensure there are no gender biases in take-up **(Action 5.8)**. Unfortunately, only 61% F and 41% M academics and 44% F and 41% M PDRFs agreed this was of high quality; therefore, we will ensure appraisers identify relevant training needs by including this on the appraisal coversheet **(Action 5.9)**.

- New lecturers are required to complete UCL Arena Two and apply for FHEA; other staff can also undertake advanced HEA training.

- Female staff may apply for the UCL Women in Leadership programme. 4 F academics and 2 F TFs have attended since 2016. Subsequently, 1 academic became HOD and 1 was promoted to professor.

"UCL's Women in Leadership programme ██████████████████████████
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- ████████████ attended "Fundamentals of Management" training.

- In 2018, in response to feedback from our PDRFs, the Department organised LinkedIn training and a research fellowship proposal writing workshop.

- The Department has funded attendance at the RSC Joliot Curie Conference (providing support for underrepresented PDRFs) since 2017 (uptake: 1 F, 1 M, 2017; 1 F, 1 M, 2019).

(ii)   Appraisal/development review

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

- All staff (academics, TFs and researchers) have annual appraisals, uptake is 100%.

- There is appraisal training but there are no refresher courses. We do not have records of staff training yet **(Action 5.10)**. However, the HOD signs off all appraisal forms and if line managers are not completing them in sufficient detail, the HOD contacts the line manager and gives clear direction as to how they should be completed (3 times in the last year).

- In the appraisal, all activities and achievements are considered. Each year, measurable objectives are set for the following year and progress against these is assessed by the appraiser and used to identify any training needs and identify requirements for promotion and need for refocussing workload to meet the requirements.

- At the start of the 2016/17 academic year, we introduced a new academic staff appraisal checklist, based on one developed by the UCL LMCB (AS Gold Award), to encourage all appraisers to discuss career development, promotion, additional increments, flexible working opportunities and to allow us to gather statistics (since the appraisal itself is confidential between the appraisee, appraiser and HOD). **The impact was more academic staff feeling that their appraisal helped identify opportunities for career progression (83% F and 88% M academics in the 2019 department staff survey compared to 56% (no gender breakdown available) in the 2015/16 UCL staff survey).** Unfortunately, only 46% F and 57% M PDRFs felt their appraisal helped identify opportunities for career progression in the 2019 department survey. As a result, we plan to review the appraisal procedures for PDRFs **(Action 5.11)**.

(iii)   Support given to academic staff for career progression

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

- Academic staff have two mentors (HOS + one other). UCL is introducing a course for mentors which we will encourage all staff to attend.

- We recognise that one of the most significant attrition points in the academic career trajectory for Chemistry is the transition from PDRF to lecturer. Consequently, we have appointed a PDRF Tutor and have established a PDRF network to support PDRFs in the department. We plan annual PDRF symposia at which PDRFs present research talks and posters and chair sessions **(Action 5.12)**. A series of social networking events will also be organised, where PDRFs can meet informally and discuss their experiences and ambitions **(Action 5.13)**.

- UCL runs a range of leadership training courses. Currently, mid-career staff are not routinely sent on these courses; however, we plan to adapt our appraisal checklist to highlight relevant training such as leadership training to raise awareness of these courses and encourage more mid-career staff to attend **(Action 5.14)**.

- We organised a fellowship grant writing workshop in 2018 with talks from early career researchers who have been successful in research fellowship applications. 90% of the attendees completed the feedback questionnaire, 100% of whom found the workshop valuable. Most appreciated were the talks from successful fellowship recipients. Many commented favourably on understanding grant reviewers' criteria and what to include in track record statements. Suggested areas of improvement included access to examples of successful applications, feedback on proposal ideas, and lists of fellowships available. We plan to run the workshop annually and ensure relevant fellowship information is available on a new PDRF web page **(Action 5.15)**.

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██████████ PDRF who was awarded a █████████████████████ fellowship after attending the fellowship grant-writing workshop.

- We organised a LinkedIn representative to deliver a workshop on Employability and Professional branding aimed at research staff. Half of the attendees were PDRFs who found the event fulfilled their expectations in branding themselves better and constructing an effective professional profile. We will establish this event biennially **(Action 5.16)**.

- Another issue is support for mid-career academic staff whose grant income has fallen. We endeavour to ensure a fair workload (Section 5.6(v)) and not to overload less research active staff with more teaching and administrative responsibilities. DORes and dHOD-RR help these staff develop a plan to obtain research funding. Nonetheless, we could do more for colleagues who need support to boost their research careers and MWG plan to develop a support package, assess its impact annually and respond to suggestions for improvements **(Action 5.17)**.
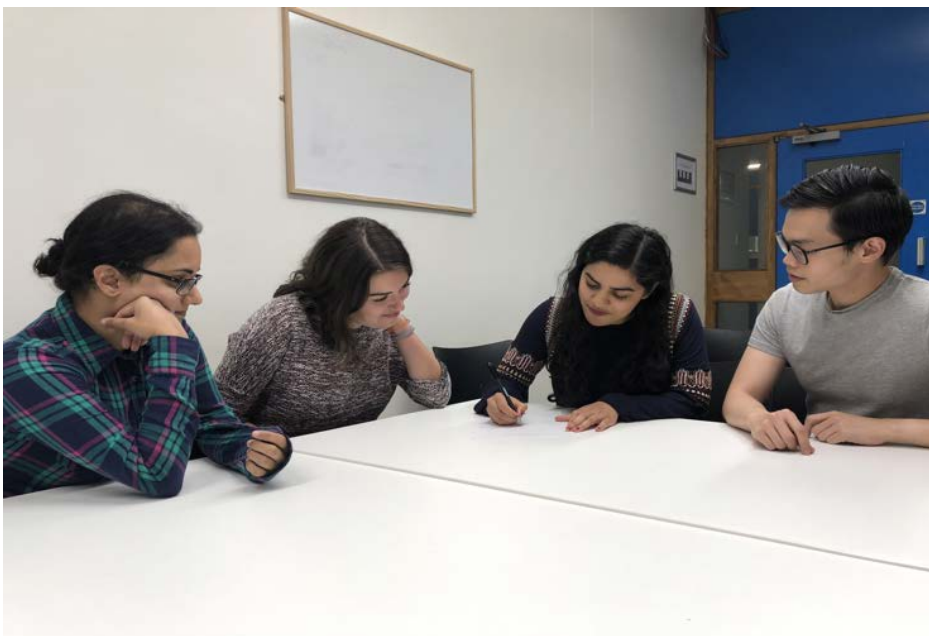
PGR students at the 2019 thesis writing workshop (top); PGR students in one of our recently created writing spaces (bottom)

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

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

- UG/PGR/PGT tutors have oversight of all training and pastoral care of PGR students and provide confidential support for PGR/PGT students with any concerns regarding their studies or research supervision. They work closely with the UG/PGR admissions tutors and MSc course organisers.

- In 2019, we appointed a female member of staff as Advisor for Female Students (who is undergoing specialist training) to provide confidential advice and support for any female students in the department; she will arrange termly Women in Chemistry networking events and an annual Women in Chemistry celebratory event.

- Due to the increasing numbers of EU/overseas students on our UG/PGT courses we plan to offer training to academic staff on cultural awareness to improve support for these students **(Action 5.18)**.

- To deal with harassment staff are encouraged to speak with their line manager/supervisor, Dignity Advisor, HR Business Partner or a colleague within the department and for students their personal tutor, DTutor or PGT Tutor, Dignity advisor or the Student Mediator. All can use UCL's Report + Support tool if preferred. UCL policies and procedures are followed and an informal investigation would be initiated followed by a formal investigation if required through HR.

- PGR students have one primary and one secondary academic supervisor. The primary supervisor oversees the research project, skills development and career planning. The subsidiary supervisor participates in the MPhil to PhD upgrade. The PGR tutor provides additional pastoral support, oversees induction week activities including scientific integrity training, 1st year PhD talks, 1st year report procedures, MPhil to PhD upgrade.

Our 2019 PGR survey illustrates that our PGR support is well-received:

- 68% F and 84% M PGRs felt they had adequate support from their research group.

- 71% F and 76% M PGRs felt they were given enough opportunity to present their work at conferences.

- 81% F and 98% M PGRs felt supported by their supervisor in preparing academic material.

- 78% F and 86% M PGRs felt they had a good relationship with their supervisor.

We ran a PhD thesis writing workshop in 2018/19 (attendance 40% F, Section 4.1(iv)). This will now be run annually **(Action 4.4)**.

However, our 2019 PGR survey revealed that 46% F PGR students felt there were not enough networking and career events. In response we have taken the following actions and will monitor their impact **(Action 5.19)**.

- We have established a new PGR network, ChemNet.

- We added careers information to the PGR Moodle page.

- We worked closely with the UCL Careers Service and invested £10k p.a. on bespoke resources including 1-to-1 careers appointment with a chemistry consultant and a focused, "Should I do a PhD?" workshop (73 students attended these events in 2017/18). We plan to run this annually.

- We plan a workshop on cover letter and CV writing.

- We plan to establish a PGR mentoring scheme.

- We plan to hold coffee mornings to promote networking between PGR students and PDRFs **(Action 5.1)**.

The PGT Tutor is responsible for cohort building, induction activities and synchronisation of deadlines across programmes. PGT course directors coordinate the operation of their programmes and students to project supervisors. They also provide pastoral support for students in other PGT courses.

Our 2019 PGT survey showed that PGT students felt well supported.

- 95% F and 78% M found meetings with project supervisors productive.

- 72% F and 66% M had good awareness of their career options within academia.

- 89% F and 89% M considered they possessed the technical skills required by future employers.

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

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

- All staff are encouraged to have their proposals read by a colleague. For new staff, HOSs and mentors often fulfil this role but established staff approach their most relevant colleagues.

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- The departmental research administrator provides support for costing grant proposals and the submission process.

- The OVPR runs workshops on fellowship proposal writing and provides extensive help and feedback on grant applications and responses to reviewers' comments.

- We organised a fellowship proposal writing workshop in the department for PDRFs (Section 5.3(iii)).

We have not recorded data on grant applications and success rates by gender. We plan to collect and analyse this data annually from now on **(Action 5.20)**.

(i)   Training

- Mandatory training includes online UB, diversity in the workplace, fair recruitment (100% take-up since these are a requirement for probation).

- Training needs are identified in appraisals; funds are available for external training if required and PSS staff have used this.

- As explained in Section 5.3(i), we do not have records of staff training but plan to record data **(Action 5.8)**. Similar to academics only 47% F and 29% M PSS believed staff training was of high quality so again we will address this through the appraisal coversheet **(Action 5.9)**.

- Female staff may apply for the UCL Women in Leadership programme. 2 F PSS have attended since 2018.

(ii)   Appraisal/development review

The process is identical to that for academic staff described in Section 5.3(ii).

- All PSS have annual appraisals, uptake is 100%. Appraisals are reviewed and monitored by the DM.

- In the 2019 departmental staff survey: 64% F and 50% M PSS found their appraisal useful and helpful; 64% F and 83% M PSS stated that their career progression was discussed; 71% F and 92% M PSS stated that their workload was discussed usefully.

These statistics illustrate that appraisals for PSS should be improved **(Action 5.21)**.

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

- New PSS are offered mentors.

- Workshadowing opportunities are available across UCL.

- As described in Section 5.2(ii) PSS are encouraged to apply for higher grade secondments to support career progression; 2 PSS (1F, 1M) have taken these in the last year.

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

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

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

- Senior HRAdmin meets with all staff and a maternity leave fact sheet explains departmental procedures and support for all staff.

- Meetings are held with line managers to carry out risk assessments and adjust the nature of work if necessary (e.g. alternatives to lab work may be necessary for a synthetic chemist).

- In the 2019 department staff survey, 50% F academics, 100% PDRFs and 100% PSS said they felt supported before leave. To improve support for F academics we plan to assign mentors to support staff as they prepare for leave **(Action 5.22)**.

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

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

- The department arranges maternity cover for PSS and academic staff.

- Unless staff request to be removed from the all-staff mailing list, they receive the weekly newsletter. All staff are welcome to visit the department socially during their leave.

- Prior to returning formal meetings with line manager or HRAdmin are held to discuss support and possible working patterns.

- All staff are entitled to 10 KIT days for maintaining links with colleagues, training and meetings. We have not kept records of these; however, in 2019 all staff made full use of the KIT opportunity. We plan to keep a record of takeup from now on **(Action 5.23)**.

- In the 2019 department staff survey, 50% F academics, 100% PDRFs and 0% PSS said they felt supported during leave. To improve support, we plan to assign mentors to support staff during their leave **(Action 5.22)**.

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

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

- All staff may request to return to work on a flexible basis (Section 5.5(vi)).

- All staff can apply for a place at the UCL day nursery (close to the department) taking pre-school children from 6 months.

- We have provided a family room in the department for breast feeding mothers with a fridge to store milk.

- An active PACT network provides support for new parents and 50% of new parents (83% new mothers) attended PACT events since 2014.

- Funds are available to support attendance at conferences or training (MAPS Caring Fund). Funds are held and disbursed at Faculty level. █████████████████████████████████████ ███████████

- In the 2019 department staff survey, 50% F academics, 100% PDRFs and 0% PSS said they felt supported on their return from leave. However, 54% F academics, 66% F PDRFs and 11% PSS said they felt maternity leave had damaged their career. The HOD will set up a WG to research best practice for supporting F staff taking maternity leave **(Action 5.24)**.

- Currently, the university entitles academic staff to 3 months free from teaching and administrative responsibilities on their return. However, in recognition of the impact of a career break on F academics, the department provides funding for teaching cover (e.g. a PDRF who would gain valuable teaching experience) and allow up to 1 year free from teaching and administrative duties on their return.

- If a PDRF's funder does not provide maternity pay, UCL does. In recognition of the impact of a maternity break on F PDRFs at this crucial stage of their career, we will investigate the financial impact of the department providing an additional 3 months funding, regardless of their source of funding **(Action 5.25)**.

(iv)   Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary.

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

Table 46: Maternity Leave

Year	Staff category	Number taking leave	Number returned	Number still at UCL after:		
				6 months	12 months	18 months
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███	███	█	█	█	█	█
	██████	█	█	█	█	█
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(v)   Paternity, shared parental, adoption, and parental leave uptake

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

Table 47: Paternity Leave and Shared Parental Leave

Staff Category	2014/15	2015/16	2016/17	2017/18	2018/19
███████	▮	▮	▮	▮	▮
██████████	▮	▮	▮	▮	▮
██	▮	▮	▮	▮	▮
██	▮	▮	▮	▮	▮

*   Shared parental leave

• A paternity checklist is available on the departmental SharePoint.

• All staff are entitled to 4 weeks paid paternity leave and all have taken it.

• We have not had requests for adoption leave but will support any staff who request it.

• In the 2019 departmental staff survey, only 3% M academic staff, 10% M PDRFs and 0% M PSS said they felt paternity leave had damaged their career.

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(vi)   Flexible working

Provide information on the flexible working arrangements available.

• All staff are entitled to request flexible working arrangements (e.g. annualised hours, flexitime, working from home occasionally or on a regular basis) and the department supports this where possible.

• Data from the 2019 departmental staff survey showed that for academics, 4% work annualised hours (2 M), 4% worked flexitime (1 F, 1 M), 64% work from home occasionally (9 F, 20 M), 18% work from home on a set day each week (2 F, 7 M) and only 20% do not work flexibly (2 F, 8M). For PDRFs, 7% work annualised hours (1F, 2 M), 2% work compressed hours (1 M), 16% worked flexitime (1 F, 5 M), 47% work from home occasionally (8 F, 12 M), none work from home on a set day each week and 37% do not work flexibly (7 F, 8M). For PSS, 13% work annualised hours (2 M), 7% work compressed hours (1 F), 13% worked flexitime (2 F), 40% work from home occasionally (4 F, 1 M), 20% work from home on a set day each week (3 F) and 20% do not work flexibly (1 F, 2M).

- For administrative staff we expect core hours of 10 am - 4 pm for everyone with the flexibility to start and finish at any time between 8 am and 6.30 pm.

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

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

- Staff returning from maternity leave can elect to take their accrued leave as 1 day/week or any other pattern they choose provided it can be balanced with departmental requirements. When this happens, they meet with their line manager to review their job description so they are not expected to carry out a f/t workload on a reduced FTE.

- We have had requests to move from full-time to part-time and in these cases staff are advised to keep a worklog so we can sensibly decide what tasks they will relinquish when they reduce their hours.

- If a member of staff wishes to go part-time, we follow UCL guidelines and advise that they may not be able to increase their hours later as we cannot guarantee the workload will be there on their return. However, as a department, we would do our best to accommodate individual wishes.

5.6. Organisation and culture

(i) Culture

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

The department organises a wide range of social activities for all members of the department and makes a particular effort to be inclusive of everyone, regardless of gender, ethnicity or other protected characteristics. Activities are advertised in the weekly newsletter, EDI website and noticeboard, Twitter and include:

- CPS weekly seminars in term-time and social events such as quiz and film nights.

- Termly departmental social events within core hours (10 am – 4 pm) advertised in advance allowing those with caring responsibilities time to make arrangements to attend.

- EDI Seminars including "Mental Health & Wellbeing in the Workplace", "Who Cares for the Carer?", "LGBTQ+ in the Workplace", "Inspiring females to take a career in STEM".

- We plan to relaunch coffee mornings every Wednesday. All staff (academic, PDRF, PSS), PGR and PGT will be invited to all mornings but each week will have a theme aimed to promote specific

networking (e.g. PDRF-PhD, academic staff-PSS) and a relevant senior member of staff will attend these (e.g. PGR and PDRF tutors, HOD and DM) **(Action 5.26)**.

- We will monitor the success of our "Harwell Integration" project and develop actions to improve communication and networking between staff in London and Harwell **(Action 5.27)**.

███████████████ attended an RSC conference exploring the workplace for LGBTQ+ physical scientists. We learnt that there was an overall lack of awareness of LGBTQ+ issues in the workplace. Following this we:

- Recruited a chemistry LBGT+ Champion.

- Made "Out@UCL" and "Friends of Out@UCL" stickers an "opt out" option rather than "opt in" for all staff to show how supportive we are of the LGBTQ+ community.

- Introduced LGBTQ+ visibility lanyards.

- Established an active chemistry LGBTQ+ Network.

- Reviewed our staff handbook to include what we do to support the LGBTQ+ community in the department and UCL.

- Offered "Out@UCL" training for staff to address casual behaviours and assumptions.

- ████████████████████████ attend the LGBTQ+ STEMinar in York in 2018 and their feedback was so positive that this event will now advertised to all PGR students **(Action 5.28)**.

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- Refurbished some departmental toilets to be gender neutral.

To address comments about social space and events for PGR students made in surveys, we

- Launched a PGR network, ChemNet with a "PhD ChemNet L[a]unch". Attendance was: 57% M, 40% F, 3% PNS; 37% year 1, 20% year 2, 17% year 3, 20% year 4, 6% other. 86% students reported finding the event useful for meeting other students, 90% expressed an interest in a departmental PGR mentor/mentee scheme.

- Created and refurbished spaces around the CIB for PGR students to have meetings, lunch or work away from offices and labs.

Although >90% of all academic staff, PDRFs and PSS responded that they understood what AS was and supported its ethos, in our 2019 department survey, there was less awareness of our action plan (92% F and 81% M academics, 73% F and 40% M PDRFs, 67% F and 75% M PSS) and senior colleagues recognize that AS principles could be embedded in the departmental culture even more. Furthermore, in the 2019 departmental staff survey, 46% F and 28% M academic staff, 53% F and 53% M PDRFs, 63% F and 40% M technical staff felt that they were treated unfavourably because of their gender.

To address this,

- The HOD will co-chair the EDI committee from April 2020 and take responsibility for the action plan.

2019 annual departmental celebration (top); CPS committee members at the 2018 annual lab dinner (middle); molecular science and materials modelling masters students at the 2019 annual symposium (bottom)

(ii)   HR policies

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

- HRAdmin (2 PSS) keep abreast of UCL HR policies and inform staff via emails and staff meetings.

- Departmental Dignity at Work Officer for staff and students.

- EDI website provides a portal for HR information.

- Senior HRAdmin is DEOLO, a member of UCL HR Generalist Committee, Gender Equality Group and Disability Working Group.

- HRAdmin ensure all recruitment panels have at least 33% F representation.

- We advertised the UCL "Full Stop" to bullying and harassment campaign widely.

- The Dean reports cases of bullying identified by the "Full Stop" campaign to the HOD. If these are not anonymous, the HOD takes appropriate action.

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- The UCL Academic Manual details expected high standards of behaviour for students, including integrity, responsibility and recognition of diversity. The departmental staff handbook details the "Chemistry Code of Conduct".

- Our 2019/20 surveys revealed that we could improve awareness of EDI and AS within the student cohorts in the department: 92% F, 94% M academics; 100% F, 100% M PSS; 93% F, 85% M RFs; 23% F, 42% M PGR; 34% F, 44% M PGT; 14% F, 13% M UGs rated their awareness of AS as good. To address this, we will look at good practice in other departments in the UK, hold a series of focus groups with our students and then introduce EDI training for our students **(Action 5.29)**.

(iii)   Representation of men and women on committees

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

Table 48: Academic and PSS on Department Committees

Committee	Gender	2014/15			2015/16			2016/17			2017/18			2018/19			2019/20		
		Academic	PSS	Total	Academic	PSS	Total	Academic	PSS	Total	Academic	PSS	Total	Academic	PSS	Total	Academic	PSS	Total
Management Working Group	F	3	2	5	3	2	5	2	2	4	2	2	4	2	2	4	2	2	4
	M	4	0	4	4	0	4	4	0	4	4	0	4	4	0	3	4	0	4
	%F	43	100	56	43	100	56	33	100	50	33	100	50	33	100	57	33	100	50
EMWG	F	4	2	6	4	3	7	3	2	5	2	2	4	4	1	5	4	3	7
	M	6	3	9	5	3	8	7	3	10	7	3	10	7	3	10	8	3	11
	%F	40	40	40	44	50	47	30	40	33	22	40	29	36	25	33	33	50	39
Safety	F	0	1	1	0	0	0	4	1	5	5	1	6	4	3	7	4	3	7
	M	4	4	8	3	5	8	3	4	7	3	5	8	3	4	7	4	4	8
	%F	0	20	11	0	0	0	57	20	42	63	17	43	57	43	50	50	43	47
Research	F	2	0	2	1	0	1	1	1	2	2	1	3	3	1	4	3	1	4
	M	6	0	6	7	0	7	7	0	7	6	0	6	5	0	5	5	0	5
	%F	25	-	25	13	-	13	13	100	22	25	100	33	38	100	44	38	100	44
P&R	F	1	2	3	1	2	3	1	2	3	0	2	2	1	2	3	1	0	1
	M	6	0	6	6	0	6	6	0	6	6	0	6	4	0	4	5	1	6
	%F	14	100	33	14	100	33	14	100	33	0	100	25	20	100	43	17	0	14

Data show that with the exception of P&R, female representation is good relative to that within the department.

MWG is the most influential panel with respect to decision making and the running of the department (Fig. 1). However, each panel has significant influence within their area, such as the Teaching Committee and the Research Committee. Some committee memberships arise due to the particular role that a person is doing; e.g. all HOSs are on MWG and EMWG. The usual term of office for committee chairs and members is 3 years, extendable to 6 years.

Gender equality is always considered in committee membership, but it can be difficult as most F academic staff are on committees or hold significant positions of responsibility (HOD, 1 HOS, DORes, co-chair EDI, Deputy Safety Officer).

(iv) Participation on influential external committees

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

- All staff are encouraged by their line-managers during appraisals to participate in activities that enhance their careers or represent the Department. This information is included in our Departmental Workload document and taken into consideration when allocating departmental teaching and administrative responsibilities.

- Examples of major external roles undertaken by colleagues in the Department include external examining at UK universities (currently 7 academic staff, 3 M and 4 F), member of REF 2020 Chemistry Review Panel ████████████, chair of RSC Publishing Board 2012-16 (████████████ ██

- Membership of external committees for academic staff is included in our workload model and for PSS is noted in appraisal paperwork.

(v) Workload model

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

- Before 2016, HOSs kept records of the teaching and enabling responsibilities of their colleagues and attempted to balance workloads. However, different HOSs kept different records and there was no departmental overview.

- In 2016, we developed a workload model based on one first developed in PCCP, to record FTE, all teaching commitments, departmental, institutional and external administrative roles, research supervision responsibilities and a record of historical contributions to the Department/sabbaticals etc. Importantly, this new workload is a single document for the whole department that can be sorted by gender or section to ensure fairness and it is available in a SharePoint folder that all academic staff and TFs can access. It undergoes intensive revision during the summer and the start of the academic year when teaching and research supervision responsibilities are finalized; however, staff can update the information at any time of the year by emailing their HOS with new information.

- It is pleasing that our workload document matches very well with the "best practice in the development and use of Work Allocation Models" published by the Royal Society earlier this year.

- However, in the 2019 departmental staff survey, only 39% F and 44% M academics believe the department has a clear and transparent way of allocating work and only 39% F and 47% M academics believe work allocation in the department is fair. This could be because 92% F and 91% M academics said they regularly worked longer than contracted hours; nonetheless MWG will revisit the implementation of the workload model and endeavour to improve fairness and transparency in the way work is allocated **(Action 5.30)**.

(vi) Timing of departmental meetings and social gatherings

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

- Most major and decision-making committees meet during core hours (10 am – 4 pm). MWG is the only major committee held outside these hours (9.45 am – 11 am); however, if this was inconvenient for a new member of MWG we would delay the start to 10 am. There are times when staff are required to be at UCL outside these hours in order to fulfil their work commitments, in particular teaching, but every effort is made to accommodate flexible working patterns.

- Termly departmental social gatherings are scheduled during core hours.

- Since 2015, teaching responsibilities for all staff for the whole academic year are scheduled during the summer. All Staff meetings are held on Wednesdays at 1 pm to enable all staff (academic and PSS) to attend. Times and dates of all departmental meetings are circulated at the start of each academic year so that all staff know well in advance when meetings are scheduled so they can make alternative arrangements if necessary.

(vii) Visibility of role models

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

- **Research seminars are held on Wednesday afternoons within core hours and we are proud that since 2014, ~45% of speakers have been F as a result of positive action taken by seminar organisers to aim for 50% F.**

- Departmental champions and advisors are listed in the staff handbook and on the EDI webpages (LGBTQ+, Wellbeing, Female Student Advisor, Dignity at Work Advisor, Mental Health First Aiders).

- Since 2018, we highlighted women in chemistry for International Women's Day (IWD).

- In 2019, we took group photo of all women in the department for IWD and are continuing this every year as well as taking a group photo of all men in the department for International Men's Day.

▮ Other IWD activities include lectures inspiring women to have a career in STEMM chaired by HOD ▮▮

- We make an effort to maintain visibility of women on our webpages.

▮▮

(viii) Outreach activities

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

We communicate chemistry to schools and the wider public through many outreach activities.

- We developed an UG skills course in 2017 in which our students work with over 40 primary schools in a citizen science research project measuring air pollution and educating children in the social context and chemical concepts. The excellence of this was recognised by the 2017 Provost Award for Team Collaboration and Achievement in Teaching.

- We hold several days each year in which students from schools visit the department to attend lectures and carry out laboratory work. These are hosted/managed by academic staff (10% F, slightly lower than the % F in the department, reflecting their active engagement with numerous other activities) assisted by PGR students (88% F, a high participation in comparison to the gender balance of the cohort). Unfortunately, outreach is undertaken by a very small group of staff (<10% academics, 33% of whom are women). We plan to address this by assigning outreach activities to staff based on the workload model **(Action 5.31)**.

- Credit for helping out at these events is included in the workload model for staff and contributes to staff enabling activities which are considered at annual appraisals and as part of the case for promotion. Credit is also given to PGR students by being recorded in their formal PGR skills record.

- Since 2015, >90 schools have visited UCL Chemistry to take part in outreach days. Our UG gender balance has been stable at very close to 50% for several years, and our main focus for outreach is to increase the number of students from less advantaged background applying and being admitted to UG chemistry programmes nationally. Overall of the schools who visit, 17% are independent, and 83% are state-funded. Amongst our visiting schools, the average percentage of Free School Meals eligible students is 29.2% (national average 29.1%) and those with English as an additional language is 28.5% (national average 16.1%). Having identified that our outreach programme reaches a disproportionate number of independent schools, we have partnered with a number of charities since 2016 to recruit pupils from less advantaged schools. Schools who have visited through this programme are 100% state-funded, with an average of 51% of their pupils eligible for free school meals.

Section 5: 6901 words

SILVER APPLICATIONS ONLY

6.   CASE STUDIES: IMPACT ON INDIVIDUALS
Recommended word count: Silver 1000 words

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

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

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

[REDACTED]

Section 6: 974 words

7. FURTHER INFORMATION
Recommended word count: Bronze: 500 words | Silver: 500 words

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

8. GLOBAL PANDEMIC
Recommended word count: 500 words

- Undergraduate teaching on campus ceased on 13 March 2020.

- The department moved to remote working (apart from Covid-19 research and support activities) from 18 March.

- All departmental meetings have taken place as virtual meetings using MS Teams. In addition, we have weekly academic and PSS staff meetings to keep everyone informed of developments and ensure everyone stays in touch; the AS submission was circulated for discussion at the academic and PSS staff meetings on 22 April 2020.

8.1. Staff and research fellows during the global pandemic

- PSS line managers are in regular contact with staff to discuss well-being, workload and working arrangements and to suggest refocussed activities if necessary. Arrangements are being monitored by the DM and HOD.

- HOSs will be contacting staff individually to discuss their well-being, workload and working arrangements and will be organising monthly MS Teams section meetings.

- Academic staff have regular contact with PDRFs in 1:1 or research group MS Teams meetings.

- The well-being champion forwards advice for maintaining physical and mental health during remote-working.

- We recognise the particular challenges for staff with pre-school or school-age children. We have encouraged these staff to speak with their line managers and arrange their time flexibly to manage their personal situation. From a new survey, of the 27 (9F, 17M, 1 PNS) staff who responded, ██ ██ ██ ██ ████████████████████████████████

- The UCL PACT Network has organised a webinar series (e.g. 'Parenting during a global academic: a mother's perspective', 23 April 2020).

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8.2. PGR students during the global pandemic

- Academic staff are advising PGR students through 1:1 or group MS Teams meetings on their academic progress and physical and mental well-being.

- A 'COVID-19 Measures' section on the PGR Moodle page provides information and a communication channel with the PGR tutor.

- All PGR students have been provided with a 3-month writing up extension to cover the period of studying remotely.

- Guidance and tips for working from home effectively and looking after mental health has been sent to all PGR students.

8.3. PGT students during the global pandemic

- The PGT tutor, MSc/MRes tutors and project supervisors have been in regular contact with students.

- Every effort has been made to ensure that PGT research projects can continue remotely and students can develop new skills applicable to future research and the workplace.

8.4. UG students during the global pandemic

- The DTutor is updating students regularly and providing additional support and advice, particularly on operation of modified extenuating circumstances policies. The DTutor has asked all personal tutors to communicate regularly with their personal tutees and to advise or flag support available.

- Teaching continued remotely since 13 March 2020 and we have modified assessments to account for no campus based exams and home circumstances.

8.5. Revising our action plan in response to the global pandemic

- To account for the additional workload and challenges associated with the working during the pandemic, we have revised the timescales and priorities.

- Our first priority will be to assess and refine our remote working practices and procedures to ensure we continue to deliver high quality research and teaching whilst maintaining the well-being of staff and students and ensuring that no-one's career will be disadvantaged by the global pandemic (**Action 8.1**).

Section 8: 609 words
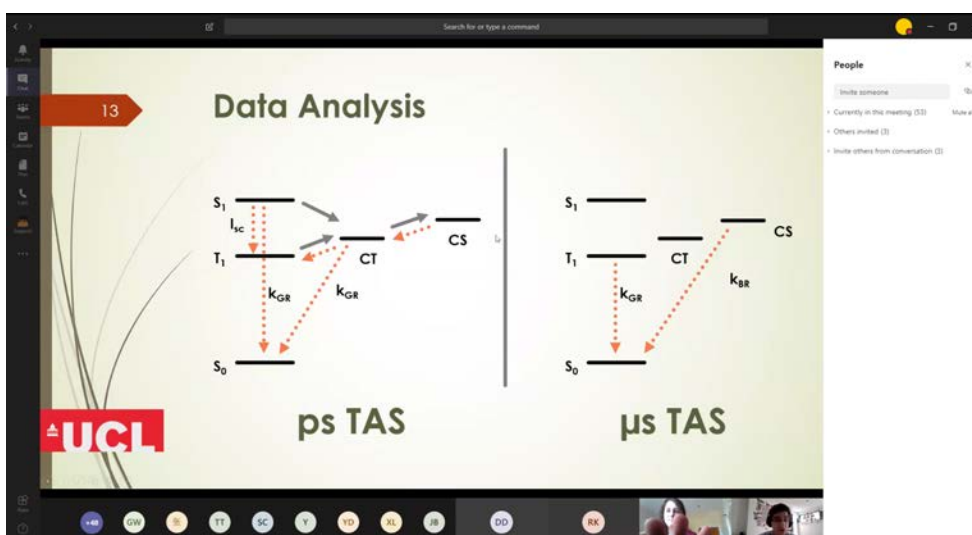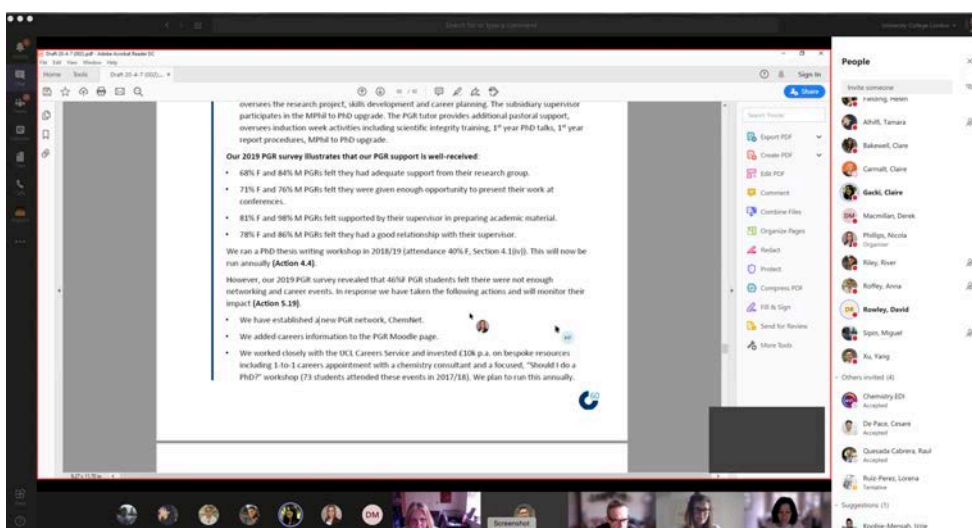
PSS virtual coffee morning (top); EDI Athena SWAN committee Teams meeting (middle); Spectroscopy and Dynamics Group research seminar (bottom)

9. ACTION PLAN

The action plan should present prioritised actions to address the issues identified in this application.

Please present the action plan in the form of a table. For each action define an appropriate success/outcome measure, identify the person/position(s) responsible for the action, and timescales for completion.

The plan should cover current initiatives and your aspirations for the next four years. Actions, and their measures of success, should be Specific, Measurable, Achievable, Relevant and Time-bound (SMART).

See the awards handbook for an example template for an action plan.

Note: the priorities of actions are reflected by their start dates.

Item	Objective	Rationale	Specific actions and implementation	Responsibility	Timescale/ priority	Success criteria/ outcome measures
Section 3: Self-assessment process						
3.1	Review EDI Committee membership and SAT.	To maintain the continuity and diversity of the EDI committee. To replace PhDs and PDRFs and to rotate staff membership, whilst balancing workloads.	Establish an annual process whereby potential members of staff will be identified by MWG. PDRFs and PhDs will be invited to express their interest in joining the EDI committee.	MWG, EDI co-chairs	Summer 2020 to Summer 2021	Annual process in place and included in annual planning cycle. Annual reviews held. A representative, diverse and active EDI committee in place.
3.2	Increase PGT and UG numbers in the EDI committee.	To improve the visibility and appreciation of the EDI work within the department.	Produce a revised role descriptor and establish an annual advertisement for EDI committee membership to PGT and UG community. If required, select based on informal interview to assess motivation for joining.	EDI PGT and UG WG academics liaising with PGT Tutor and DTutor	Oct 2020 to Summer 2021	Annual process in place to recruit PGT and UG EDI committee members.
			Use PGT and UG surveys to measure awareness of EDI work each year.		Oct 2020 to Jan 2022	PGT and UG surveys showing >80% awareness of EDI work.
3.3	Set up EDI annual planning cycle.	Need a mechanism for recording regular activities, updating datasets and assessing progress against action plan and updating it (annually).	Create an annual EDI planning cycle comprising a clear annual timetable and checklist of scheduled monitoring activities and resulting response rates.	EDI secretary	Oct 2020 to Jan 2021	Department EDI planning cycle set up. Formal annual review of data, progress on action plan and update of action plan.

Item	Objective	Rationale	Specific actions and implementation	Responsibility	Timescale/ priority	Success criteria/ outcome measures
3.4	Establish annual surveys and identify relevant focus groups annually.	It is important to monitor progress by consulting staff and students.	(i) Review and improve staff survey and establish as an annual process incorporated into EDI and departmental planning.	EDI co-chairs, PDRF Tutor, EDI secretary	By Oct 2020	Survey held. Staff response rate >70%. Survey incorporated into departmental planning cycle.
			(ii) Staff survey analysis to be presented to EDI and EMWG and key issues arising from the survey are discussed in EDI meetings and if necessary amend action plan.	EDI co-chairs, PDRF Tutor, EDI secretary	By Jan 2021	Discussions held at EDI committee and MWG. Action plan amended as appropriate.
			(iii) Review and improve PGR/PGT surveys and establish as an annual process incorporated into EDI and departmental planning.	PGR/PGT WG academics, PGR/PGT Tutor	By Oct 2020	Survey held. PGR/PGT response rate >70%. Survey incorporated into departmental planning cycle.
			(iv) PGR/PGT survey analysis to be presented to EDI and EMWG and key issues arising from the survey discussed in EDI meetings and if necessary amend action plan.	PGR/PGT Tutors	By Jan 2021	Discussions held at EDI committee and EMWG. Action plan amended as appropriate.
			(v) Review and improve UG survey and establish as an annual process incorporated into EDI and departmental planning.	UG WG academics, DTutor, DOTeach	By Jan 2021	Survey held. UG response rate >70%. Survey incorporated into departmental planning cycle.
			(vi) UG survey analysis to be presented to EDI and EMWG and key issues arising from the survey discussed in EDI meetings and if necessary amend action plan.	DTutor, DOTeach	By Mar 2021	Discussions held at EDI committee, departmental teaching committee, EMWG. Action plan amended as appropriate.
			(vii) Establish a round of annual focus groups to address issues	EDI co-chairs	By Dec 2021	Focus groups held and incorporated into

Item	Objective	Rationale	Specific actions and implementation	Responsibility	Timescale/ priority	Success criteria/ outcome measures
			identified in last series of annual surveys.			departmental planning cycle. Action based on feedback incorporated into action plan revision.
Section 4: The department						
4.1	PGT admissions analysis.	Need to analyse applications across all PGT programmes to ensure transparency and fairness in the admissions process.	Investigate why % F applications for some PGT courses are low. Propose changes to the admissions policies.	PGT Tutor	Jan 2021 to Oct 2021	Analysis completed and any systematic patterns identified. Changes to admission policies proposed and signed off for implementation.
			Implement changes to admissions policies. Determine effect by examining PGT entry data.		Oct 2021 to Nov 2022	Positive actions to address these proposed and implemented. % F application increases to 50%.
4.2	PGT attainment analysis.	Need to analyse attainment across all PGT programmes to ensure consistency.	Investigate attainment data for all PGT programmes by gender, ethnicity and module. Investigate specifically why % M achieving merit or distinction in PGT courses is greater than % F. Establish a detailed examination of the data by gender, ethnicity and module as a regular part of exam board meetings.	PGT tutor	Nov 2021	Analysis completed and any systematic patterns identified. Positive actions to address these devised and signed off. Detailed examination of data established as part of examination board business.
			Implement identified actions and monitor the resulting impact.		Nov 2021 to Nov 2022	Changes implemented. No significant difference in the % F and % M achieving merit or distinction.

Item	Objective	Rationale	Specific actions and implementation	Responsibility	Timescale/ priority	Success criteria/ outcome measures
4.3	PGR admissions review.	Need to analyse PGR admissions to ensure transparency and fairness.	Review admission policies and procedures for PGR students. Specifically review admission policies and procedures as well as studentship adverts for PGR students. Increase the visibility of adverts and monitor gender and demographic data on shortlist applicants and interviewees.	PGR tutor and PGR admissions tutor	Jul - Aug 2021	Review carried out and new procedures devised and presented to MWG for approval ready for 2020/21 admissions process.
			Examine feedback from recently recruited PGR students to ascertain the impact of changes to the admissions process.		Oct 2023	Feedback from PGR students showing that at least 75% agree that admissions processes are transparent and fair.
4.4	PGR completion time review.	Need to bring the completion time for F PGR students in line with that of M PGR students.	Establish the thesis writing workshop as an annual event, monitor feedback and assess what other support PGR students would appreciate.	PGR supervisors and PGR tutor	Jul 2021	Thesis writing workshop held, feedback collected and analysed by PGR tutor and EDI committee, other support identified.
			Implement additional support for PGRs. Effect on completion rates of F and M PGRs assessed.		Oct 2021 to Mar 2024.	Additional support implemented. Equal completion times for F and M PGR students.

Item	Objective	Rationale	Specific actions and implementation	Responsibility	Timescale/ priority	Success criteria/ outcome measures
4.5	Understand the UG to PGR pipeline	We would like to understand whether F UGs are more or less likely to stay in chemistry/science than M UGs.	Use DLHE and Graduate outcomes data to investigate the destinations of our UGs by gender and ethnicity keep in touch with them after they have left though LinkedIn.	DTutor and Departmental Careers Tutor	Mar 2021 to Mar 2022	Procedure in place to receive graduate Outcomes data from university. Data analysed in the annual cycle of data evaluation and presented to EDI committee. Any significant gender and ethnicity differences in outcomes identified.
			If any significant differences are identified, set up further work to investigate the cause of the differences in order to design intervensions to address issues identified.		Apr 2022 to Dec 2022	Follow up work carried out if required. Report produced outlining reasons behind differences in graduate outcomes. Interventions proposed to address issues identified.
4.6	Develop action plan to investigate gender and ethnicity balance of PGR students.	The proportion of home F PGR students has been rising but the proportion of overseas F PGR students has been falling since 2016/17.	Set up a WG to investigate the gender/ethnicity distribution of PGR students and suggest actions to balance it.	PGR tutor, PGR admissions tutor	Jan 2022 to June 2022	WG set up, investigation carried out and actions suggested and implemented by PGR admissions tutor.
			Implement actions identified in investigation.		Jul 2022 to Oct 2024	Proportions of F PGR students to increase annually towards 50%.
4.7	Understanding career progression of PDRFs	We would like to understand the career progression of our F PDRFs.	Develop exit questionnaires and establish protocol for PDRF exit interviews to be held with members of staff who are not their line manager.	PDRF tutor	Jan 2021 to Aug 2021	Questionnaire developed, exit protocol established, exit interviews held. Procedure in place for data to be collected and analysed in Aug each year. Included in planning cycle.

Item	Objective	Rationale	Specific actions and implementation	Responsibility	Timescale/ priority	Success criteria/ outcome measures
			Collate and analyse data in Aug each year.			
4.8	Understanding career progression of academic staff and PSS	We would like to understand the career progression of our F academic staff and PSS.	Keep records of exit questionnaires and analyse these in the annual cycle of review in Aug each year.	HRAdmin	Jan 2022 to Aug 2022	Questionnaire reviewed, protocol for collecting anonymous data established, data collected and analysed in Aug. Process included in annual planning cycle.
Section 5: Supporting and advancing women's careers						
5.1	PGR-PDRF networking	We want to increase visibility of F PDRFs and knowledge of PDRF careers to F PGR students.	Introduce monthly PGR-PDRF networking coffee mornings (also see Action 5.24).	EA to HOD	By Jan 2021	PGR-PDRF networking coffee mornings take place, at least 80% of respondents give positive feedback in PGR and staff surveys.
5.2	PDRF support programme	% F PDRF applicants is below the national pool of F PGR students so we want to increase support for F PDRFs.	Develop a support programme for PDRFs, e.g. networking training. Monitor feedback and assess what additional support PDRFs would appreciate.	PDRF tutor	By May 2021	Support programme developed, >80% positive feedback in staff survey. Support programme revised in response to feedback.
			Implement additional support for PDRFs. Effect on % F PDRF applicants assessed.		Jun 2021 – Dec 2023	Additional support implemented. % F PDRF applicants increases towards the pool of F PGR students and has increased by 5% to 33%.
5.3	Academic promotions	We need to understand academic staff perception of the promotion process	Hold focus groups to discuss the promotion process, analyse feedback and make recommendation to MWG on	HOD	By Jun 2021	Focus group held, feedback analysed and recommendation approved by MWG.

Item	Objective	Rationale	Specific actions and implementation	Responsibility	Timescale/ priority	Success criteria/ outcome measures
			communication of the promotion process			
			Implement changes to communication of the promotion process and assess effect in staff survey.		Jul 2021 – Oct 2021	Communication of promotions process adapted. Feedback on fairness of promotions process >80% positive in annual staff survey.
5.4	PDRF promotions	PDRFs are supported on grants with a fixed budget, limiting the possibility of promotion.	Investigate the cost implications for the department to cover the additional costs associated with the promotion of PDRFs.	HOD	By Jan 2022	Feasibility of the department funding additional costs for PDRF promotion evaluated.
			Develop and implement scheme and introduce a PDRF career progression workshop.		Feb 2022 – Jul 2022	If financially feasible, scheme developed and implemented.
			Evaluate success of scheme by collecting feedback from PDRFs and by monitoring promotions data.		Aug 2022 – Dec 2023	If financially feasible, >75% of PDRFs report in staff survey report that they understand the promotions process. At least 3 applications for promotion received from PDRFs by Dec 2023.
5.5	REF submission analysis	We need to ensure F and M staff publication contributions are in line with F/M ratio of staff.	Carry out a gender analysis of the departmental REF submission and if necessary propose to change to selection of REF publications.	HOD, DORes	By Oct 2020	Gender analysis carried out and selected REF publications modified if necessary.
			Make changes to REF publications.		Nov – Dec 2020	F and M staff publication contributions are in line with F/M ratio of staff.
5.6	PSS away day	Disseminate and discuss the career development	Organise a PSS away day with specific focus topic on career	HOD, DM	By May 2022	PSS away day held. Feedback from attendees collected and

Item	Objective	Rationale	Specific actions and implementation	Responsibility	Timescale/ priority	Success criteria/ outcome measures
		and progression prospects of PSS staff	development within the department and career progression within UCL.			analysed. Feedback on career development in the department and career progression within UCL >80% positive in annual staff survey.
5.7	"Where do you draw the line training"	We want to eradicate bullying and harassment.	Organise mandatory "Where do you draw the line?" training for all staff (academic, PSS and PDRFs).	HRAdmin	By May 2021	Training organised. Attendance from all staff monitored. 100% attendance.
5.8	Staff training records	Need to ensure that training is appropriate and that there are no gender biases in take up.	Keep accurate records of all staff training and analyse in the annual cycle of review Aug each year. If there any clear gendered patterns in take up investigate in more detail and if necessary take action to address issues identified.	HRAdmin	Jan 2022 – Aug 2022	Accurate records of staff training collected and analysed in Aug each year. Process included in annual planning cycle. If gendered patterns identified, further work carried out and actions put in place to address issues.
5.9	Staff training requirements	Need to ensure that training is appropriate and effective as defined in the appraisal process.	Keep accurate records of feedback from staff training to determine whether or not their appraiser helped them identify it and whether it was valuable. Analyse in the annual cycle of review Aug each year and if necessary propose changes to the way appraisers identify training requirements.	HRAdmin	By Jul 2021	Accurate records of staff training kept and analysed in Aug. Process included in annual planning cycle. Approach to identifying training needs revised if necessary.
			Monitor feedback in annual staff survey.		Aug 2021 – Jun 2022	>80% staff believe staff training of value in annual staff survey.

Item	Objective	Rationale	Specific actions and implementation	Responsibility	Timescale/ priority	Success criteria/ outcome measures
5.10	Appraisal training	Need accurate record of staff appraisal training and ensure that it is up to date.	Collect data on which staff have received appraisal training in the last 5 years. Organise a refresher course for those whose training was >5 years ago.	HRAdmin	By Sept 2022	Accurate records of up-to-date appraisal training held. Process included in annual planning cycle. All staff to have had appraisal training within the last 5 years.
5.11	PDRF appraisals	Need to make PDRF appraisals more useful for PDRF career progression.	Setup a focus group to understand how PDRF appraisals could be more useful.	PDRF tutor	By Dec 2021	Focus group held. Findings analysed.
			Use findings from focus group to prepare an appraisal coversheet that highlights key points for appraisers to discuss to steer the discussion in appraisals.		Jan 2022 – Jun 2022	New appraisal coversheet developed for PDRF and implemented. >80% PDRF believe appraisal is useful and helpful for career progression in annual staff survey.
5.12	Annual PDRF symposia	We need to provide more opportunities for our PDRFs to network scientifically.	Establish an annual PDRF symposium at which PDRFs present research talks and posters and chair sessions. Monitor feedback and assess how future symposia could be improved.	PDRF tutor	By Mar 2022	Symposium held. Feedback analysed.
			Implement changes to the format of symposia.		April 2022 – Feb 2023	Changes implemented. Feedback used to inform the style of future symposia.
5.13	PDRF social networking events	We need to provide more opportunities for our PDRFs to network socially	Hold a series of social networking events for PDRFs to meet informally and discuss their experiences and ambitions. Monitor feedback.	PDRF tutor	By Dec 2021	Networking events held. Feedback analysed by EDI committee.

Item	Objective	Rationale	Specific actions and implementation	Responsibility	Timescale/ priority	Success criteria/ outcome measures
			Feedback analysed and used to plan future events.		Jan 2022 – Dec 2022	Feedback used to inform the style of future events. >80% positive feedback on departmental support in annual staff survey.
5.14	Leadership training	Ensure mid-career staff develop leadership skills	Ensure leadership training is offered to and taken up by mid-career staff. Monitor training.	HOD, HOSs, DM, HRAdmin	Sep 2021 - Sep 2023	Leadership training taken up by mid-career staff. All mid-career staff attend at least 1 leadership training course every 5 years.
5.15	Fellowship grant writing workshop	Assisting our PDRFs in applications for independent fellowships and permanent positions.	Organise annual fellowship grant writing workshop in the department, with talks from early career researchers who have been successful in research fellowship applications. Monitor attendance, feedback and future fellowship applications and outcomes.	PDRF tutor	By Jul 2021	Workshop held. 30% PDRF attendance, >80% of attendees giving positive feedback. Future fellowship applications and outcomes monitored.
			Implement additional workshops. Effect on fellowship applications and outcomes assessed.		Aug 2021 – Jul 2023	Increased number of F PDRFs applying for fellowships so that there are equal proportions of F and M PDRFs are applying for fellowships.
5.16	LinkedIn workshop	Helping our PDRFs develop their employability and professional branding.	Organise biennial LinkedIn workshop. Monitor attendance and feedback.	HRAdmin	By Jun 2021	Workshops in place . Feedback reviewed. >80% PDRFs having LinkedIn profiles.
5.17	Boosting mid-career staff research	Improve support for mid-career academic staff	Develop a support package and implement it. Assess its impact	MWG	By Jun 2021	Support package developed and implemented. Impact assessed annually.

Item	Objective	Rationale	Specific actions and implementation	Responsibility	Timescale/ priority	Success criteria/ outcome measures
		whose grant income has fallen.	annually through numbers of grant applications.			
			Identify and implement improvements to the support package.		Jul 2021 – Jun 2023	>90% of mid-career staff have research grant income.
5.18	Cultural awareness	Help staff improve support for our increasing numbers of o/s students.	Provide training for academic staff on cultural awareness.	DTutor	By Sep 2022	Training provided. >80% o/s students feel supported by the department in the annual UG survey.
5.19	PGR career actions impacts	We need to improve networking and career events for our PGR students.	Ensure the ChemNet PGR network thrives through the following actions:	PGR tutor, EDI committee PhD students	Sept 2020 to Aug 2021	Regular ChemNet events in place (at least one a term) with at least 75% of PGR attending at least one event a year.
			Add careers information to the PGR Moodle page.		Sept 2020 to Aug 2021	Career information added to Moodle page.
			Hold "Should I do a PhD?" workshop annually		Sept 2020 to Aug 2022	Annual workshop established.
			Hold annual workshop on cover letter and CV writing.		Sept 2020 to Aug 2022	Annual workshop established.
			Establish a PGR mentoring scheme. Appoint a scheme coordinator, identify mentors and provide training.		Sept 2020 to Aug 2022	Mentoring scheme running successfully with at least 20 mentor-mentee pairings.
			Assess PGR students' views of the provision of careers and networking events		Oct 2022	>80% of PGR students feel there are enough networking and career events in annual PGR survey.

Item	Objective	Rationale	Specific actions and implementation	Responsibility	Timescale/ priority	Success criteria/ outcome measures
5.20	Improve support to achieve success with grant applications	Understand whether our current support works well for both F and M investigators and understand if there are any gender imbalances in success rates.	Collect grant application and success rate data by gender.	Research Administrator and DORes	By Dec 2020	Protocol for collecting grant application and success data established. Data collected and analysed in Dec. Process included in annual planning cycle.
5.21	PSS appraisals	Need to make PSS appraisals more useful for PSS career progression.	Setup a focus group to understand how PSS appraisals could be more useful.	HRAdmin	By Dec 2021	Focus group held. Findings analysed.
			Use findings from focus group to prepare an appraisal coversheet that highlights key points for appraisers to discuss to steer the discussion in appraisals.		Jan 2022 – Jun 2022	New appraisal coversheet developed for PSS and implemented. >80% PSS believe appraisal is useful and helpful for career progression in annual staff survey.
5.22	Mentors for maternity	Improve support for staff before and during maternity leave.	Assign mentors to staff as they prepare for and during maternity leave.	HRAdmin	By Sept 2020	Mentors assigned. >80% staff feel supported before and during maternity leave.
5.23	Record KIT/SPLIT take up	We need to keep a record of KIT/SPLIT days taken by staff.	Establish system of recording of KIT/SPLIT days taken by staff, including how they were used.	HRAdmin	By Sept 2020	KIT/SPLIT days recorded. Information included in annual data review.
5.24	Improve maternity support	Reduce the impact of maternity leave on careers of women.	Establish a WG to investigate how to improve support for F staff taking maternity leave. Make recommendations to MWG.	HOD	By Mar 2021	WG set up. Recommendations made.
			Implement improvements to support for F staff taking maternity leave.		Apr 2021 – Jun 2023	Improvements implemented. <20% staff taking maternity leave since 2020 have the perception that maternity leave has a negative impact on

Item	Objective	Rationale	Specific actions and implementation	Responsibility	Timescale/ priority	Success criteria/ outcome measures
						their career in annual staff survey.
5.25	Funding for additional support for PDRFs taking maternity leave	Reduce the impact of maternity leave on careers of PDRFs at this crucial stage of their career.	Investigate the cost implications for the department providing an additional 3 months funding for all F PDRFs who have taken maternity leave.	HOD	By Jun 2021	Feasibility of the department funding additional costs for PDRF promotion evaluated.
			Cost implications investigated. If financially feasible, scheme for providing additional support for PDRFs developed and implemented.		Jul 2021 – Sep 2021	If financially feasible, scheme developed and implemented.
5.26	Networking coffee mornings	We would like to improve networking between all staff and students.	Relaunch Wednesday coffee mornings. All staff (academic, PDRF, PSS), PGR and PGT will be invited to all mornings but each week will have a theme aimed to promote specific networking (e.g. PDRF-PhD, academic staff-PSS) and a relevant senior member of staff will attend these (e.g. PGR and PDRF tutors, HOD and DM).	EA to HOD	By Oct 2020	Coffee mornings held weekly.
			Assess views of coffee morning in annual staff surveys		By June 2021	>80% positive feedback about coffee mornings in annual staff, PGR, PGT, UG surveys.
5.27	Harwell integration project	We need to ensure that staff based at Harwell are integrated with those at the main Bloomsbury campus.	Develop an annual survey for Harwell staff to monitor the effectiveness of the "Harwell integration project".	DM	By June 2021	Annual survey developed. >80% positive feedback networking opportunities for Harwell staff in an annual survey.

Item	Objective	Rationale	Specific actions and implementation	Responsibility	Timescale/ priority	Success criteria/ outcome measures
5.28	LGBTQ+ STEMinar	Ensure PGR students and PDRFs have the opportunity to attend the annual LGBTQ+ STEMinar	Advertise the annual LGBTQ+ STEMinar on PGR and PDRF moodle pages and in the weekly newsletter. Monitor attendance.	PGR tutor	By Oct 2020	LGBTQ+ STEMinar advertised and UCL PGR/PDRFs represented.
5.29	Student awareness of EDI and AS	We need to improve awareness of EDI and AS amongst our UG, PGT and PGR students	Research good practice in other departments. Hold a series of focus groups for UGs, PGT and PGR students.	Co-chair EDI Committee	By Dec 2021	Research undertaken. Focus groups held and information analysed.
			Introduce EDI training for UGs, PGT and PGR students.		Jan 2022 – Jun 2022	EDI training held. >80% awareness of EDI and AS in UG, PGT and PGR annual surveys.
5.30	Clarity, transparency and fairness of departmental workload model	We need to ensure that the departmental workload model is clear, transparent and fair.	MWG to revisit how workload is distributed and research good practice in other chemistry departments. Identify good practice strategies.	MWG	By June 2021	Good practice strategies identified.
			Revise implementation of our workload model to improve fairness and transparency in the way work is allocated and disseminate to all academic staff.		Jul – Sep 2021	Implementation of workload model revised to improve fairness and transparency in the way work is allocated. Explain how MWG distribute workload to all staff. >70% positive feedback in which academics believe the department has a clear and transparent way of allocating work and that it is fair.

Item	Objective	Rationale	Specific actions and implementation	Responsibility	Timescale/ priority	Success criteria/ outcome measures
5.31	Assign outreach to staff in workload model.	We need to ensure that the diversity of our staff is represented in our outreach activities.	HOSs will assign staff to outreach activities rather than rely on them volunteering as is currently the case.	HOSs, Chair of Publicity and Recruitment Committee	By Jun 2021	Outreach responsibilities assigned by HOSs, % staff contributing to outreach >50%
Section 8: Global pandemic						
8.1	Assess and refine our remote working practices and procedures.	It is important that we carry out high quality research and deliver high quality teaching whilst maintaining the well-being of staff and students and ensuring that no-one's career will be disadvantaged by the global pandemic.	Survey all staff (academic, PSS, PDRFs) to find out what is working well with remote working and support and what could be improved.	HOD, DM, MWG, PDRF tutor	May 2020	Survey held and results analysed. Practices and procedures revised to respond to suggestions. >10% improved satisfaction with the departmental effort in subsequent surveys, which will be held every 3 months and adapted as the situation evolves.
			Add a Covid-19 section to appraisal checklists to allow line managers to record the impact of parenting responsibilities on career progression.	HOD, DM	May 2020	Checklist modified. >80% satisfaction in staff surveys that the impact of parenting will be taken into account when applying for promotion.
			Survey all PGR students to find out what is working well with remote working and support and what could be improved.	PGR tutor, PGR WG	Jun 2020	Survey held and results analysed. Practices and procedures revised to respond to suggestions. >10% improved satisfaction with the departmental effort in subsequent surveys, which will be held every 3 months and adapted as the situation evolves.

Item	Objective	Rationale	Specific actions and implementation	Responsibility	Timescale/ priority	Success criteria/ outcome measures
			Survey all PGT students to find out what is working well with remote teaching, research project work and support and what could be improved.	PGT tutor, PGT WG	Jul 2020	Survey held and results analysed. Suggestions taken into account when planning for next cohort of PGT students.
			Survey all UG students to find out what worked well with remote teaching and support and what could be improved for the next academic year.	UG tutor, UG WG	Jun 2020	Survey held and results analysed. Practices and procedures revised to respond to suggestions. >10% improved satisfaction with the departmental effort in subsequent surveys, which will be held at the end of each term and adapted as the situation evolves.