

**School of Chemistry**

Athena Swan

Silver application



Awarded May 2024

# Applicant information

|  |  |
| --- | --- |
| Name of institution | University of St Andrews |
| Name of department | School of Chemistry |
| Date of current application | March 2024 |
| Level of previous award | Bronze |
| Date of previous award | April 2017 |
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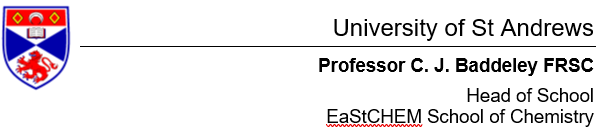
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### Notes

1. In the following discussion the analysis of gender (sex) is split into only two categories (men and women). We acknowledge that this does not necessarily reflect the entire diversity of identity in our community. As University data collection evolves to include appropriate information on non-binary diversity, intersectionality etc. we will be modifying our approach to take new data and new reporting norms into account. We use the definition of gender balance as a female:male ratio in the range 60:40 to 40:60 percent.
2. Colours for diagrams and figures have been checked for accessibility through websites: <https://www.color-blindness.com/coblis-color-blindness-simulator/>; <https://webaim.org/resources/contrastchecker/>.
3. 2018AP refers to action numbers in the previous application action plan.
4. 2024AP refers to action numbers in the future action plan.
5. A1 and A2 are used to refer to table/chart numbers in Appendices 1 and 2.

# Section 1. An overview of the department and its approach to gender equality

## 1. Letter of endorsement from the head of department



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25 March 2024

Dear Ms Glazzard,

I am delighted to introduce our Athena Swan application. Equality, Diversity and Inclusion (EDI) is at the forefront of our activities in the School of Chemistry, and I am extremely committed to ensuring that we continually improve and further embed EDI in the School’s culture. Our previous Head of School championed EDI and led the development of our strategy ([School of Chemistry strategic plan 2020-2025](https://www.st-andrews.ac.uk/assets/university/schools/school-of-chemistry/documents/Chemistry_Strategic_Plan_Jan_2020__2025.pdf)) which places EDI at the centre. When I became Head of School in 2021, I viewed it as essential that we maintain our momentum with EDI activities and I have been heavily involved in the production of this application (as a SAT and writing group member).

The feedback from our 2018 application was a wake-up call for us, and I would like to thank again the assessment committee for their valuable comments. It demonstrated that while we were active, we were not perceived to be strategic. After a robust self-assessment, we have renewed our approach. A vision for EDI is now explicitly at the centre of our strategy which is being implemented through our annual operational planning process and through the Action Plan as described below. As part of this process, we have reformulated a statement of our EDI values ([School of Chemistry ED&I Strategy](https://www.st-andrews.ac.uk/assets/university/schools/school-of-chemistry/documents/equality-and-diversity/School%20of%20Chemistry_EDI%20strategy.pdf)).

We have identified five strategic priority areas (Section 3.2):

* Improving our governance and identification of best practice
* Improving our culture of equality and diversity
* Improving our representation
* Improving our staff career development and progression
* Ensuring equity of individual experience

This approach is already starting to reap benefits. As is common for the physical sciences, there is a marked decrease in the proportion of women at each step in the pathway from undergraduate student to academic staff member. We have significantly improved this in two areas. First, women made up 57% of the undergraduate population in Academic Year 2022-23 – well above the national average for chemistry. Second, our recent appointment strategy has led to an increase in female academic staff from 11% to 19%. We now do better than the UK average in all categories reported by the Royal Society of Chemistry (RSC). There remains much work to do but it represents very encouraging progress. We have raised external funding (supplementing our own investment) to support ‘Diversity Fellowships’ – these will provide enhanced opportunity for women who want to become academic researchers.

Our strategy has also been to raise the profile of EDI by making it the first substantive item on the agenda at monthly Chemistry Management Group meetings and at our quarterly School Council meetings. Such a simple change has had a measurable effect on the time and depth of discussions and we will embed this practice in all School meetings. We have also made great strides in improving our approach to family-related leave (see Box 2.2 in section 2.2.2). In addition, we now provide a ring-fenced budget to support EDI activities.

In our future action plan, each action is specific and measurable. We have introduced a RASCI model (Box 1.2) both to formalize the individual responsible for an action and to define the wider group who supports them. The model additionally identifies who must be consulted as an action is planned and implemented, and who needs to be informed upon completion. This will ensure we spread participation and ownership to our whole community.

In closing, this is an exciting time for EDI in the School of Chemistry. While we still face challenges, I am optimistic that we are moving in the right direction with a strong plan supported by committed members of our community. I fully endorse this application and I hope that the Advance HE panel shares our excitement regarding our strategic initiatives for EDI.

Yours sincerely,

Professor Christopher J Baddeley

## 2. Description of the department

The School comprises ~150 staff and >500 students. Figure 1.1 provides a snapshot of the gender split and changes to representation of women since our 2018 Athena Swan (AS) submission.

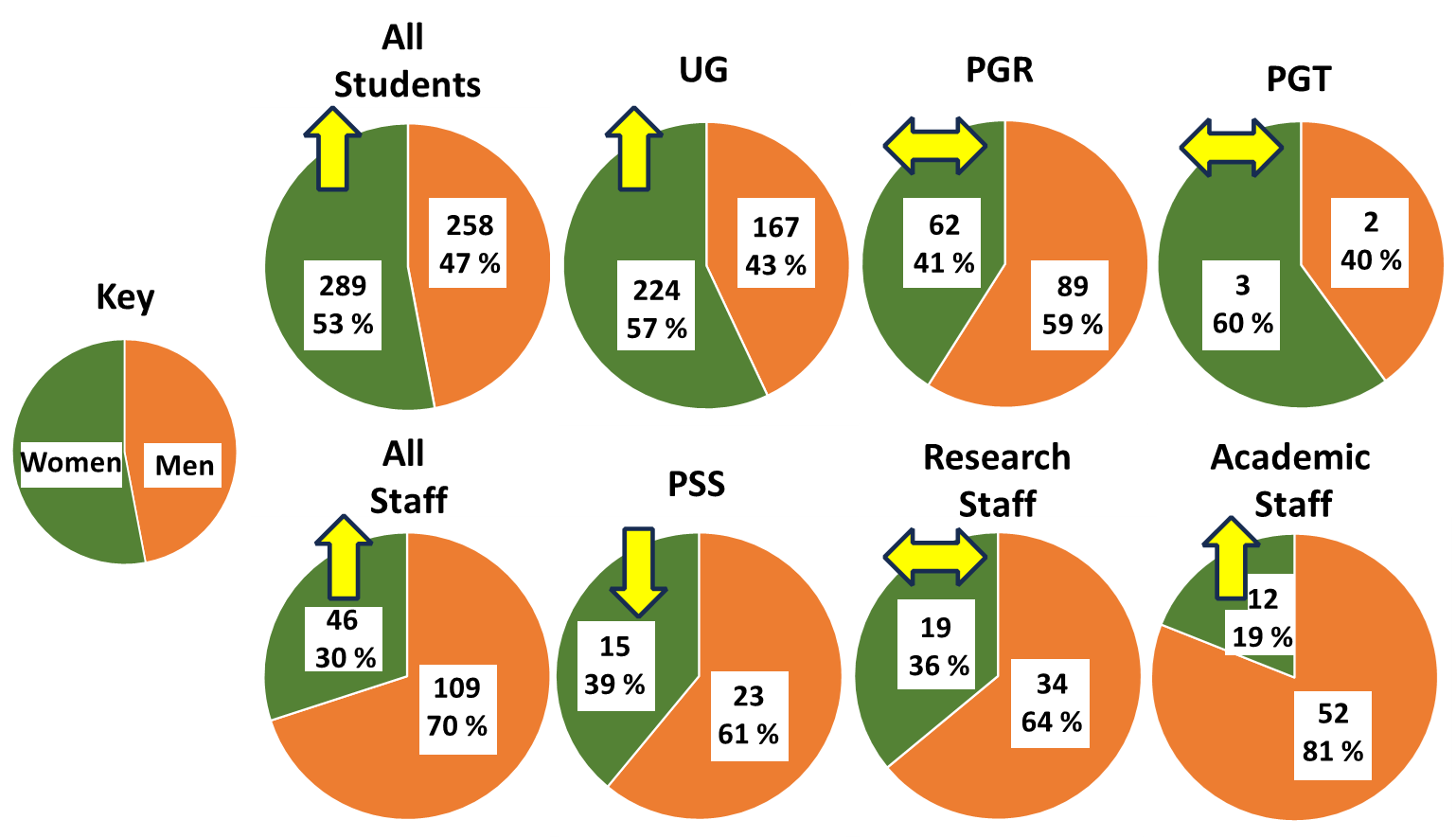


Figure 1.1 Snapshot of student (Figures A2. 1-1 to 1.4-4-1) and staff (A2 section 3&4) headcounts and percentages for categories consistent with 2018AS submission. Arrows indicate direction of change in percentage female representation since 2018. Research staff includes staff on research focused contracts at Grade 6 or below; Grade 7 or above are included in academic staff.

The School has a strong reputation for teaching (UK number 1 in 2023 and 2024 Guardian University League Tables) and research (ranked 10th in REF2021 – joint submission with The University of Edinburgh).

**Teaching:**

* We offer BSc (3/4 years), integrated masters (MChem, 4/5 years) and several joint degrees.
* 2023 graduating class: 56 MChem (60%F:40%M) and 25 BSc (56%F:44%M).
* Small PGT offering at MSc level.
* 44% women and 43% men achieved first-class degrees in last six years (Figure A2.2.2-1).
* Overall student population gender balanced (53%F:47%M).
* Undergraduate (UG) student numbers increased since last submission by 17%.
* UG female representation on steady upward trajectory for several years (Figure A2.1.2-1), now at 57%, (above chemistry UK-RSC average, 44%).
* 2022-23 UG population: 25% international (37 countries) and PG 59% international (32 countries).
* UG/PGR cohorts 8%/14% Black, Asian and Minority Ethnic (BAME).
* Consistently rank highly in National Student Survey (NSS).

**Research:**

* Defining feature is EaStCHEM, (collaboration with The University of Edinburgh).
* Since 2005, joint RAE/REF submissions.
* REF2021 environment statement, rated 100% 4\* (100% internationally leading); highlighted welcoming atmosphere and collegiality central to our ethos.
* Largest cohort of PGR (PhD+MRes) students in the University (>150). Students combine with postdoctoral researchers (PDRs) and technical staff to generate vibrant research environment.
* Gender balance among PGR students and research staff broadly stable over last few years (Figures 1.1, A2.1.4-1 and A2.3-3).
* PG female representation (42%) above UK-RSC average (39%). Specific aim of action plan (2024AP-3.3) to embed parity with year-on-year gender-balanced recruitment.

Since 2018, expanded Professional Services Staff (PSS) from 28 to 38.

* Appointed Environmental Health & Safety Manager and Buildings Manager in 2020/1.
* Major review undertaken led to further investment in School Manager and Technical Operations Manager and enhanced technical/administrative support (2024AP-3.5).
* Number of PSS women increased from 11 to 15 (39% of total), although overall percentage decreased (Figure 1.1).
* PSS expansion had positive effect on women’s workload in support and administration functions in School.

Two major incidents have impacted the School since 2018: a devastating fire (2019, Figure 1.2) and the COVID-19 pandemic. The fire caused the closure of the entire Biomolecular Sciences (BMS) building rendering unusable laboratory and office space of around 20% of School research staff. Other research groups contracted their occupied space so those affected by the fire could continue their research. The COVID-19 pandemic struck almost exactly one year later. During the first lockdown in 2020, the School worked tirelessly to prepare the laboratories for reopening in recognition of the fact that the wellbeing of staff was badly affected by an inability to carry out practical research. Requirements for social distancing created a particular challenge given that the School’s research space had been contracted by the fire. The situation only truly began to return to normal with the reopening of the Biomolecular Sciences building in late 2022. These incidents have meant a shift in the remit for EDI, with more emphasis on resilience and other aspects of wellbeing. Continuing the recovery from both the fire and COVID-19 remains a priority for both wellbeing and career progression (2024AP-4.3 and 5.7).

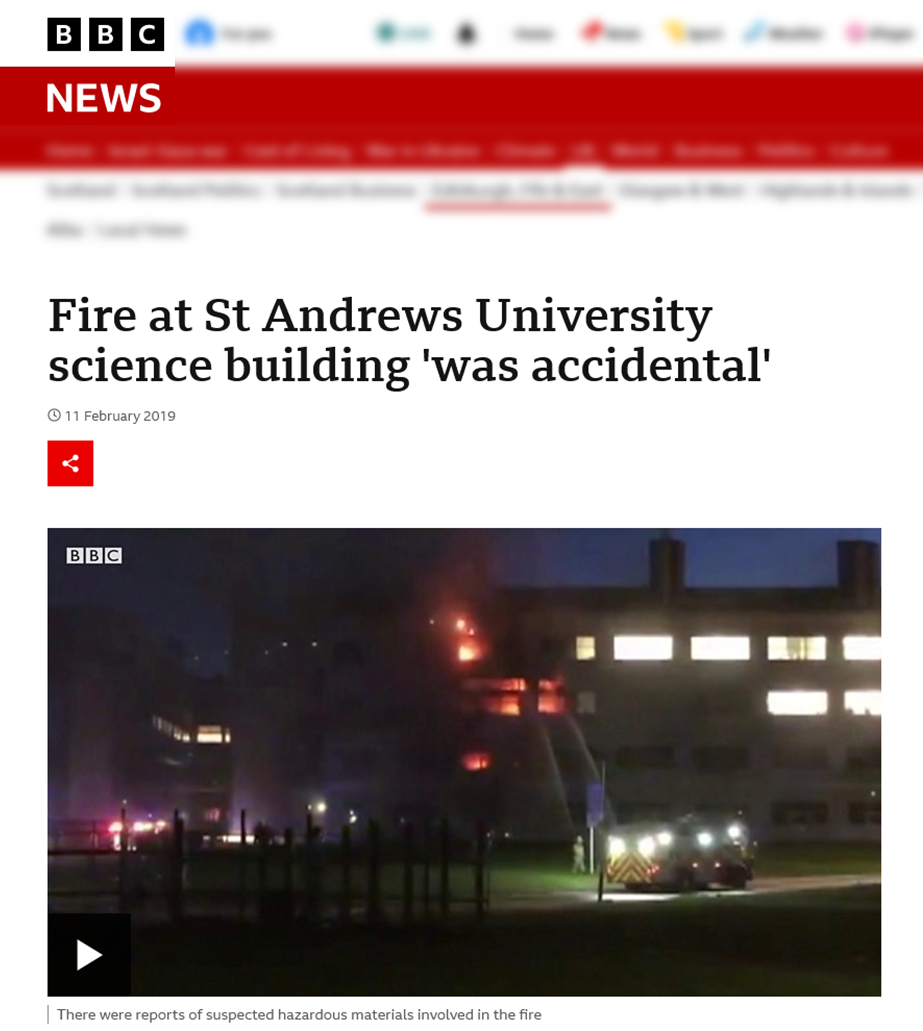


Figure 1.2 News coverage of the School fire, February 2019.

## 3. Governance and recognition of equality, diversity and inclusion work

The School governance structure is shown in Figure 1.3. The Chemistry Management Group (CMG; currently 29%F) meets monthly and is chaired by the Head of School (HoS), includes professorial, non-professorial and PSS representation, and includes the Deputy Head of School (DepHoS), Directors of EDI, Research, Teaching and Impact and Innovation (EDIdir, DoR, DoT and DoII) and the School Manager. This core group has rotating membership so new voices and those with different experiences are represented. Chemistry Management Group is accountable to School Council which meets quarterly and comprises all academic, PSS and contract research staff. EDI is a standing item on all School committees, but in 2020 was moved to be the first substantive item on School Council and Chemistry Management Group agendas. This has had a measurable effect on both the time available and the depth of discussion. We will extend this to all School committees (2024AP-1.2).

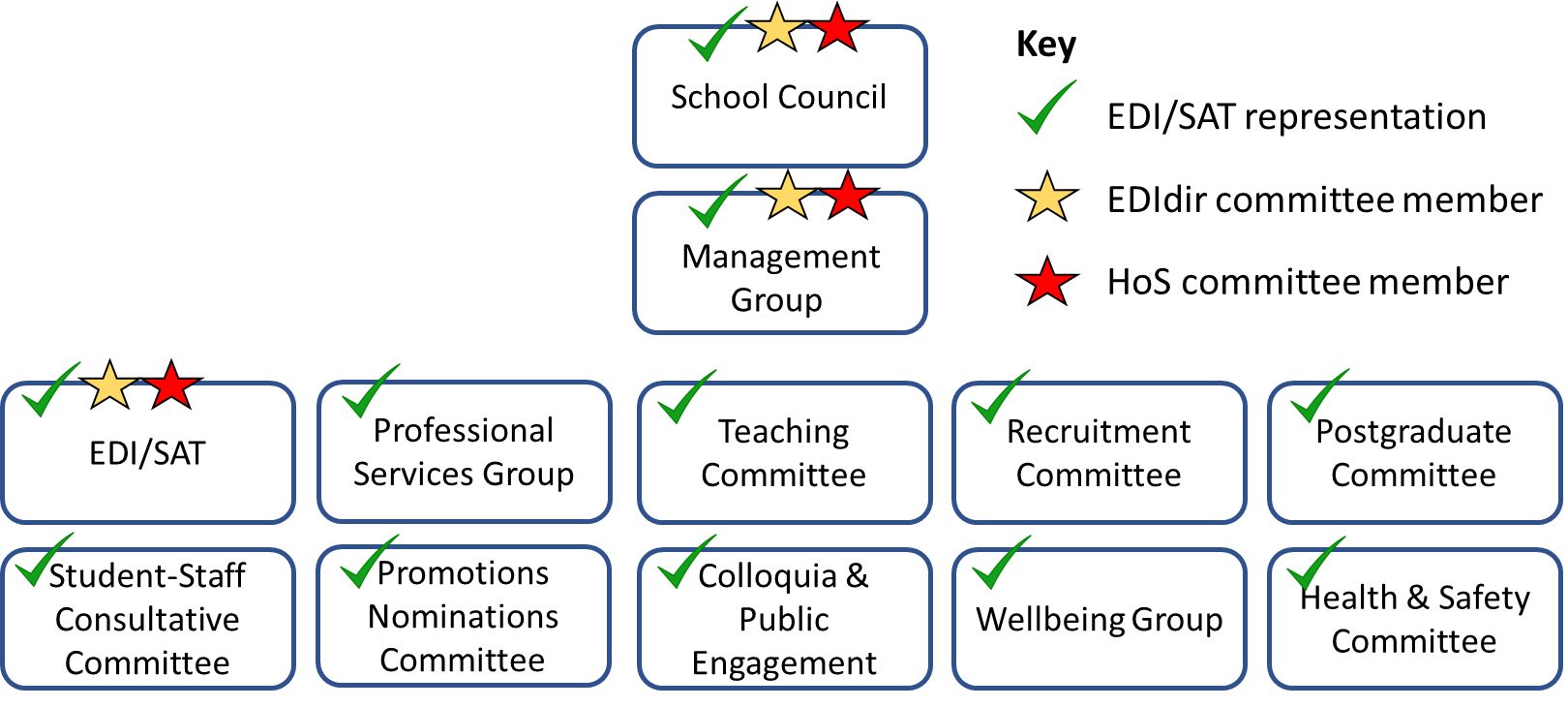
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Figure 1.3 School governance structure.

**The EDI committee/self-assessment team** (EDI/SAT) (40%F Table 1.1) chaired by the Director of EDI is the largest School committee and has representation on all others (Figure 1.3). EDI/SAT (formed 2013) adopts a long-term strategic view to improving our culture but remains strongly operational in suggesting and measuring actions (e.g. Figure 1.4).

**Workload for EDI** **activities** for academic staff is counted in the Workload Allocation Model (WAM). Each EDI/SAT member is allocated 44 hours per year. An additional 100 hours is allocated to the Director of EDI and 300 hours is allocated to leading the writing of the Athena Swan application. Staff contributions to other University EDI initiatives (e.g. Director of EDI attends Science EDI Directors Group) are also accounted for. Where appropriate, EDI activities and responsibilities are included in role descriptions of PSS.

**Recognition of EDI activity** is an important component in promotion, regrading and professorial salary reviews (element of Service and Leadership). The new promotions/nominations committee (2024AP-4.3) will proactively advise individuals on EDI incorporation into applications.

Table 1.1 Current EDI/SAT committee membership (8F:12M – November 2023).

|  |  |  |
| --- | --- | --- |
| Name | Position in School | Committee Role(s) |
|  | Independent Research Fellow (R) | Website Group,  Writing Group,  Ethnic minority champion |
|  | Reader (ER) | SAT deputy chair,  Writing Group,  Data Group,  Work-life balance champion |
|  | Deputy Director of Teaching & Lecturer (E) | Survey group,  Writing Group |
|  | Head of School & Professor (ER) | Writing Group |
|  | School Manager (PSS) | PSS representative,  Data Group |
|  | UG student | UG student representative |
|  | Professor (ER) | Survey Group |
|  | School President 2023-24 & UG student | UG student representative |
|  | Administrative Lead (PSS) | Student disabilities coordinator |
|  | Former Medicine Director of EDI and Athena Swan Chair | External adviser |
|  | Lecturer (E) | Survey Group,  Writing Group,  LGBTIQ+ champion |
|  | University Equality and Diversity | External adviser |
|  | Research Staff (R) | Contract research staff representative |
|  | Postdoctoral researcher (R) | Postdoctoral representative |
|  | Lecturer (E) | Web Group |
|  | Lecturer (E) | Writing Group,  Data Group,  Disability champion |
|  | PGR student | PhD student representative,  Gender equality champion |
|  | Professor (ER) | Writing lead,  Writing Group |
|  | Building Manager (PSS) | PSS representative |
|  | **Reader (ER)** | **Director of EDI and SAT chair,**  **Writing Group,**  **Web Group** |

Figure 1.4 Evolution of EDI in governance resulted in sustained improvement.

## 4. Development, evaluation and effectiveness of policies

Policies at School-level relating to staff and students (e.g. HR policies) are developed and published centrally. Staff (e.g. Director of EDI/Head of School/Deputy Head of School) and student representatives help shape University policy and can suggest changes; e.g. Director of Teaching (member of the University Learning and Teaching Committee) involved in discussions determining education-related policies. Reviewed or newly introduced policies undergo university-wide consultation. These are communicated to staff and students through weekly newsletters, Head of School and relevant School role-holders. The University engages with staff and student networks/groups (e.g. Early Career Women Network and BAME Students’ Network). Changes to University policies requiring revisions to School processes are discussed by relevant committees and communicated in School Council, email correspondence and Head of School reports before approval/implementation to ensure transparency and accessibility. At School-level, students are given the opportunity to share feedback on policies and processes through the Student-Staff Consultative Committee chaired by the School President, which meets each semester and includes key role holders (Director of Teaching and Deputy Head of School etc.).

Changes to School policies can be requested through engagement with relevant role holder(s).

* Discussed and evaluated at committee level before discussed by Chemistry Management Group.
* Staff and students consulted through various means (e.g. School Council and Student-Staff Consultative Committee).
* Once discussed and approved, policy changes disseminated via email, School Council and Student-Staff Consultative Committee meetings.

Effectiveness of School policy changes are analysed using staff and student data, and through Culture Surveys (CS). EDI/SAT encourages all staff and students to share/develop ideas that improve our culture and representation. For major initiatives, the University [equality impact assessment toolkit](https://www.st-andrews.ac.uk/hr/edi/eia/) to test for positive/negative impacts of proposed practices is used.

Examples of our policy development and implementation:

* **Flexible working**
  + **Culture Survey** asked staff whether School enables flexible working.
  + Question added as direct result of School policy change to enable staff to work-from-home (affecting women disproportionately due to caring responsibilities).
  + **CS2023** 90%W:89%M positive response.
  + No negative responses.
  + Suggests policy had meaningful impact in supporting staff.
* **Core hours**
  + Implemented core hours policy that School-wide and major meetings take place between 10.00 am and 3.00 pm.
  + Ensures staff (particularly women with caring responsibilities) able to most effectively manage their workday.
  + Led to School Council meetings (scheduled year in advance) starting at 10.00 am.
  + **Culture Survey** queried whether core meetings/events scheduled during core hours. 100% positive responses in 2023 (83% 2020).
  + Concerted efforts from all staff ensuring core hours observed likely contributed to success.

## 5. Athena Swan self-assessment process

**EDI/SAT Remit/organisation:**

* Embed and uphold our EDI values and responsibility for monitoring and implementing the AS action plan.
* Membership (reviewed annually) taken from all parts of community (shown in Table 1.1).
* Action (2024AP-2.4) to ensure that all members of School continue to have equal opportunity to participate and coverage of potential inequalities is appropriate (2024AP-3.1).
* EDI/SAT supports EDI-related projects, funded jointly by School and University, such as website interviews of women in chemistry, Hidden Figures (highlighting underrepresented chemists) and gender bias in student assessments.
* EDI/SAT originally sat quarterly (Figure 1.5), although in preparation for this submission, meetings were held monthly (August 2022 to February 2024) Monthly meetings expected to continue.
* Subgroups meet more regularly (e.g. bimonthly) when required:
  + Data Group, Web Group and Survey Group (established August 2019)
  + Writing Group (established February 2022 for this application) met monthly from May 2022 to December 2023 then weekly from January 2024 (Figure 1.5) and ensures application is written with appropriate consultation.
* EDI/SAT remit broadened since the fire and pandemic to include greater focus on wellbeing. However, focus of this Athena Swan submission remains on gender equality.
* EDI/SAT measures success in two main ways: comparing data with benchmarking and regular surveys of our community.

Figure 1.5 Meetings of the EDI/SAT (top) and Writing Group (bottom).

**Benchmarking** data sourced from a [Royal Society of Chemistry (RSC) report](https://www.rsc.org/globalassets/02-about-us/our-strategy/inclusion-diversity/womens-progression/media-pack/v18_vo_inclusion-and-diversity-_womans-progression_report-web-.pdf) and the [Higher Education Statistics Agency](https://www.hesa.ac.uk/) (HESA). Other sources used for better understanding of Scottish and UK context, include ‘[*Tapping all our Talents’*](https://rse.org.uk/programme/policy-advice/inquiries/tapping-all-our-talents-2018/) and [Advance HE statistical reports](https://advance-he.ac.uk/knowledge-hub/equality-higher-education-statistical-reports-2022). Data used are the latest available.

Culture Surveys (Appendix 1) provide data on attitudes and allows EDI/SAT to chart progress of actions.

* Surveys in 2020, 2022 and 2023 (referred as **CS2020**, **CS2022** and **CS2023**).
* Anonymous; questionnaires distributed to appropriate cohorts of staff and students.
* Questions (~50/survey) are mostly set centrally by the University and are tailored to respondents’ roles (Appendix 1).
* Respondents **CS2023**: 68 staff (36M:22W:6 Redacted:4 Prefer not to answer) and 64 students (21M:32W:6 Redacted:5 Prefer not to answer).
* **CS2020** took place during pandemic lockdown with different questions from **CS2022** and **CS2023**.

**Consultation and communication.** EDI/SATreports to School Council and Chemistry Management Group and communicates using varied methods (Box 1.1). The RASCI model (Box 1.2) ensures wide participation in EDI and formalises consultation. EDI/SAT identifies good practice and systematically promotes beacon activities, including our own role models (2024AP-3.9) (Box 3.2). Staff and students were invited to comment on the application draft (Table 1.2).



Box 1.1 EDI/SAT communicates EDI successes and issues with the community.

Person Responsible (**R**): **Writing Group Lead**

Person Accountable (**A**): **Director of EDI**

Support (**S**): **Writing Group and EDI/SAT Committee**

Consultation (**C**): **Chemistry Management Group, School Council, All staff and students**

Informed(**I**): **All staff and students**

Box 1.2 RASCI model ensures we support actions appropriately and consult and inform widely.

Table 1.2 Action Plan Consultation Log

|  |  |
| --- | --- |
| Consultation with: | Date: |
| Writing Group | 03/07/2023 |
| Chemistry Management Group | 04/08/2023 |
| School Council | 28/08/2023 |
| All staff (School intranet) | 01/09/2023 |
| External Advisers (email) | 04/09/2023 |
| Writing Group | 03/11/2023 |
| PG and UG students | 04/12/2023 |
| Writing Group | 11/01/2024 |
| Director of EDI Sign-off | 21/03/2024 |
| Head of School Sign-off and Submission | 25/03/2024 |

# Section 2. An evaluation of the department’s progress and success

## 1. Evaluating progress against the previous action plan

The annotated Action Plan from the 2018 submission (2018AP) can be found in Appendix 4.

### 2.1.1 Implementation, monitoring and evaluation

Given feedback from the 2018 submission, the Action Plan has been superseded (new format, see section 2.1.2). It is noteworthy that some of our successful actions in section 2.2 have no direct action in 2018AP. This demonstrates that the action plan was continuously evolving.

* EDI/SAT, Data Group, Survey Group and Web Group carried out monitoring and evaluation (see section 1.5).
* Final evaluation and RAG rating of 2018AP carried out by Writing Group and EDI/SAT in consultation with School Council (Figure 2.1).

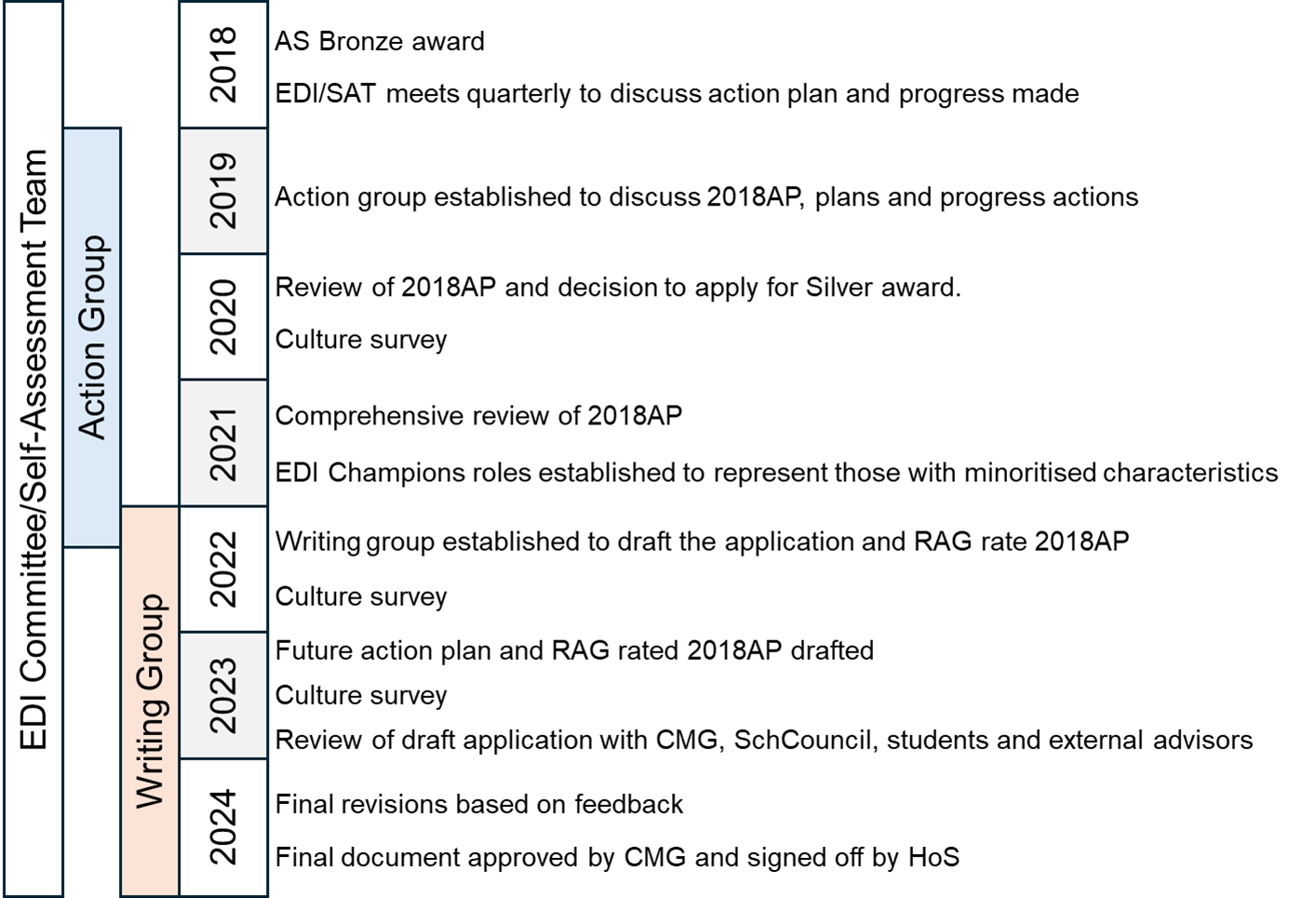


Figure 2.1 Timeline of activities related to preparation and self-assessment.

### 2.1.2 Reflections on 2018AP and how it impacted the design of the new Action Plan

Based on review and supporting Culture Survey data, we made good progress in several of our proposed actions and the majority (79%) of original actions have been completed and rated green. However, in all other actions only partial progress was made (amber). Thematic barriers to success were:

* **Overly ambitious success criteria:** 
  + We made progress in large number of actions since the last submission but several amber-rated actions had criteria for success (often achieving gender balance) that were either too ambitious or not possible in short-term.
  + E.g. increasing percentage of female academic staff to 50% by 2021 (2018AP-4.7) and having uptake of ≥80% in exit interviews (2018AP-4.4).
  + Both actions are still priorities, however with hindsight the rationale for setting these values was flawed and more modest, rationalised and measurable success criteria derived from real data are needed.
* **Lack of clarity in responsibility for actions:** 
  + In 2018AP, we identified person(s) responsible for each action.
  + Some amber-rated actions not achieved due to lack of clarity on who was expected to lead each action.
  + An example was 2018AP-3.5 (minutes of Athena Swan meetings collated on intranet), where having multiple responsible parties may have led to uncertainty with who was expected to progress the action resulting in only partial success.
* **Low staff turnover and professorial numbers:**
  + Progress made with respect to 2018AP-4.7; indeed it is one of our more successful improvements since our last submission.
  + Low staff-turnover and current University strategy will not allow us to expand in the medium term, so our focus is on career progression.
  + Female professorial representation is above UK-RSC average and improved from 2017, but at 14% (Figure 2.2 and Figure A2.3-1) there remains scope to improve.
  + Since the 2018 submission, no outside professorial appointments meaning any changes to representation is necessarily a long-term project depending on promotions and upcoming retirements (likely men).

2018AP was criticised by the AS panel for not being SMART enough (and did not pay enough attention to aspects such as the pipeline and family-related leave). Given this review and issues identified with respect to success criteria, we have re-designed our action plan (Section 4). Specifically, the plan:

1. Is more strategic in its approach;
2. Is data-driven, with relevance and rationale related to data as much as possible. The same data will then form the framework for success measures;
3. Retains the principle that each action is the responsibility of a single person, but overall accountability, support and consultation groups (RASCI) are now formally identified.

## 2. Evaluating success against the department’s key priorities

Like other physical sciences, our challenge is developing career progression: we have successfully increased the numbers of women students and staff at early career levels. We have had significant success in addressing gender equality in two key areas:

### 2.2.1 Improving representation and recruitment practices towards gender balance at all levels

**Students:**

In particular, recruitment of a gender-balanced cohort of undergraduates has been a great success (Figure 2.2). We now have 57% women undergraduates, significantly above the national average (44% women, RSC; latest HESA average is ~50%, Figure A2.1.2-1) and a significant improvement from 2017/18 (48%).

Figure 2.2 Sustained and long-term effort to ensure increased female representation at UG (Relevant action 2018AP-4.1, maintaining gender balance of Visiting Day assistants).

The School has taken direct control over offer-making and post-offer admissions through our recruitment committee (with representation from the EDI/SAT committee) and feel that this is one of the key contributors to the improvements that we are observing.

Of particular importance to the success in attracting women (Figure 2.2 & 2.3) to apply and accept our offers are the excellent chemistry Visiting Days, which focus on the collegiality of the department. To maximise Visiting Day numbers, we:

* Provide financial aid to those in need (travel and lodging).
* Ensure that student helpers are gender balanced so applicants get true reflection of our student body.
* Helpers are trained to break the ice and make applicants feel comfortable.

Box 2.1 shows a quote from a prospective student’s parent highlighting the inclusive approach taken to recruitment.

“Just a quick email to say thank you so much for arranging our visit to the Chemistry Department. We hadn’t expected such a senior member of staff to accompany us and we really appreciate them taking the time to give us a guided tour. [Name] is quite a reserved person and it takes her a little while to express her feelings in new surroundings, but she was genuinely delighted with everything we saw and heard” (**Parent of Female Prospective Student, June 2023**)

Box 2.1 The School prides itself on being welcoming and inclusive to visitors and potential students

**Staff:**

Our last application had actions relating to recruitment of postdoctoral researchers and academic staff (2018AP-4.6, 4.7) as it was acknowledged that to achieve gender balance, a larger and more balanced pool of applications was needed. As a priority we targeted an improved process for appointment of academic staff. Advertising, panel composition, longlisting and shortlisting processes have been tightened since the last Athena Swan submission. Updated policies necessitate that no appointment panels or candidate shortlists are single-sex (unless approved by a Vice-Principal in exceptional circumstances) and that all panellists must have undertaken unconscious bias training.

These changes to recruitment policy have been particularly successful at non-professorial level and we have since observed that the number of women applying for positions has increased (25% from 20% in 2017); this has resulted in an increase in the number of women being offered positions (33% from 23% in 2017). Between 2018 and May 2023 (after data cutoff) we appointed 10 new members of non-professorial academic staff, including six women (Figure 2.3). Some of these appointments are not included in the latest data we report in Appendix 2 as they occurred after the cutoff date but do indicate that previous actions are paying dividends. This will further improve our female representation at non-professorial academic level over that shown in Figures 1.1 and 2.4.

Figure 2.3 Recent appointees to non-professorial academic staff in the last five years on Education (E), Education and Research (ER) and Research (R) contracts (photograph taken 05/2023). Two new appointees (1W and 1M) are not pictured. Some appointments occurred after the staff data were compiled and are therefore not included in the data tables and figures.

The [RSC report](https://www.rsc.org/globalassets/02-about-us/our-strategy/inclusion-diversity/womens-progression/media-pack/v18_vo_inclusion-and-diversity-_womans-progression_report-web-.pdf) highlighted issues with the gender pipeline for chemistry in the UK. Across both student and staff levels, we are consistently above UK-RSC averages in every category (Figure 2.4).

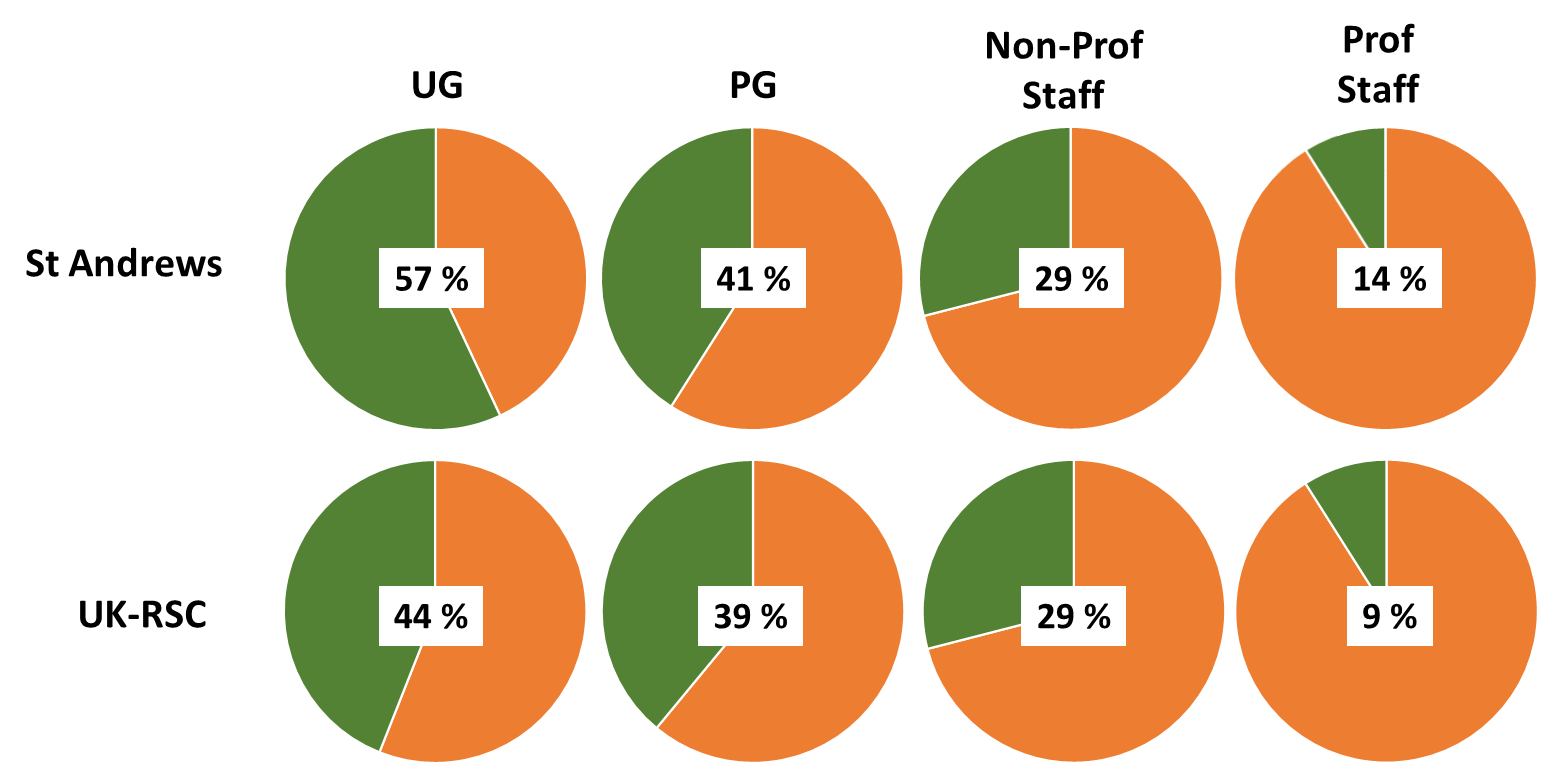


Figure 2.4 A comparison with UK-RSC averages as reported in the Royal Society of Chemistry’s (RSC 2018) ‘[*Breaking the Barriers*](https://www.rsc.org/globalassets/02-about-us/our-strategy/inclusion-diversity/womens-progression/media-pack/v18_vo_inclusion-and-diversity-_womans-progression_report-web-.pdf)*’* report on women. Central number is % women in category. Headcount categories are chosen to match those reported in RSC report. UG = undergraduate, PG = postgraduate, Non-Prof Staff = non-professorial academic staff, Prof Staff = professorial academic staff. Students in 2022-23 (Figure A2.1-1) and staff in November 2021 (Figure A2.3-1).

While we are above the UK average in every category, it is clear that retention and progression should remain the focus of our efforts if we are to achieve gender balance at all levels. Although we have made progress in this area, there is more work to be done, therefore two of our five priority areas (Section 3.2) directly target this pipeline. HESA data (Figure A2.3-1) allows for year-to-year comparisons unlike RSC (2018 only), but we remain at or above HESA averages also.

### 2.2.2 Improving our working practices, particularly those that disproportionately affect women

While our recruitment processes have a role to play in achieving gender balance, we also recognise that our working practices are a significant factor in being able to attract and retain women within the School and are important if we are to support and encourage the careers of women.

Since the last application, we have considerably improved our practices, supporting those who require modifications in work patterns or short-term changes to accommodate individual needs (agile working) beyond just following University guidelines.

We are pleased that staff are now taking up shared as well as maternity, paternity and adoption leave (since the most recent update to the data reported in Appendix 2.11.1). Box 2.2 shows quotes from staff who have had family-related leave highlighting that the process has been received well.

“I very much appreciated the School’s approach to my maternity leave, going over and above the minimum to ensure I had a much flexibility as possible as my partner and I took advantage of the shared parental leave policy” (**Female academic staff member**)

“When I approached the School about taking adoption leave in 2022, they were extremely understanding and supportive throughout the process. They allowed for me to work flexibly when I needed to attend adoption-related activities and accommodated my needs when required” (**LGBT+ academic staff member**)

Box 2.2 Quotes from staff who have been on family-related leave.

Between 2018 and 2020 five women took maternity leave and all returned to work (Table A2.11.1-1). This contrasts with the 2018 submission where four staff left after their leave. We view this as evidence of success. University provisions for family leave have recently been updated with improved benefits and the Director of EDI has emailed Chemistry staff about these changes. Through experience, we have learned how to better navigate University processes and we will now provide mentor support from staff who have previously taken family-related leave (2024AP-2.2) with the hope that this will continue to support current female staff as well as making the School more attractive to potential applicants.

Our work since the last submission has also focused on ensuring that women were not being disproportionately affected by established working practices. There is evidence that casual contracts affect women more than men (e.g. [Watson, 2000](https://www.theguardian.com/education/2000/dec/12/highereducation)) and Box 2.3 shows a quote from one female member of academic teaching staff who worked repeatedly on a casual contract. We made the case, partly based on inclusivity arguments, to transfer them to a standard contract. The effort required was very much appreciated by the individual. This was not an action included in 2018AP but added as a priority afterwards and as a result, we now have no teaching staff on casual contracts.

“For several years I taught on a casual contract in the School of Chemistry. In January 2020 I was quickly moved onto a standard part-time contract. I will always be grateful to the School for acting so quickly – not only did it help throughout the COVID-19 restrictions, it also showed that my work in the School was valued.” (**Female Lecturer**)

Box 2.3 Quote from female lecturer who moved off casual contract in 2020.

# Section 3. An assessment of the department’s gender equality context

## 1. Culture, inclusion and belonging

The three main values we espouse in this document are:

* **Every individual matters** – We strive to live by the principle of *getting it right for everyone in our community*. We value our differences and we all benefit from our diversity of thought, background and experiences.
* **Championing good practice** – We will all act as champions for good behaviours. We stand up for behaviours that align with our vision and challenge behaviours that don’t.
* **Data-driven change** – Data collection and analysis will be pivotal in supporting our leadership and decision making. We will be honest and transparent about the changes we make and the progress that ensues.

The School aims to be a welcoming, collegiate and inclusive place to work and study (Box 3.1). To facilitate this:

* We include EDI statements in student handbooks highlighting the right to work and study in a welcoming and supportive environment.
* We implemented a standard EDI code of conduct for centrally organised seminars.
* During postgraduate inductions, a representative from the EDI committee discusses some of the expectations and support available during their studies.
* EDI and Wellbeing teams highlight availability of resources for both students and staff to identify and report unacceptable behaviour.
* We successfully trialled a change to the agenda in certain meetings to prioritise EDI – this will be extended to all School meetings (AP1.2) and highlight the importance of this in the culture of our School.

More widely, the School engages in several collaborations with both student groups (e.g. supporting a student-run science conference) and with other Schools and institutions that enables the sharing of best practice. Perhaps the most striking example of this is the long-standing collaboration with Chemistry in Edinburgh (EaStCHEM). The inclusivity of our culture made up an important part of our Environment Statement for the REF2021 submission, which received the highest possible score of 100% 4\*– one of only three submissions in the UK to receive such a rating.

“Of the four universities I have undertaken research at, none could vial the exceptionally welcoming environment created by St Andrews School of Chemistry. Right from the highest position of leadership it feels like St Andrews truly cares about every individual student.”

“I have always felt valued by the School – even when final decisions went against my own view I always had the feeling that the School was listening to my point of view, taking it seriously and only going against by view when others had different views (that were also listened to).”

**Free text responses, 2023 Culture Survey**

Box 3.1 The School prides itself on being welcoming and inclusive.

### 3.1.1 Intersectional – gender and caring responsibilities

We aim to support everyone in our community*.* While this submission is necessarily concentrated on gender aspects that are the focus of the Athena Swan process, we are modifying our own structures to enable a wider view of EDI, including more focus on intersectional aspects. Of most relevance to this submission is our work on intersectional inequalities surrounding gender and caring responsibilities (especially improving our record with respect to parental, adoption and shared leave – see section 2.2.2). We recognise that remote/home working is an important part of the modern workplace. However, as we are dominated by laboratory-based work this is less of an option than it would be in other disciplines. Nevertheless, we abide by the University of St Andrews guidelines and we support such requests as much as we can. We use online meetings in addition to face-to-face as appropriate to maximise inclusivity.

This application has given us the opportunity to identify best practice (e.g. core-hours to better accommodate those with caring responsibilities) and to highlight areas where we could improve our approach (e.g. better support for those returning from leave). To support this, we introduced the roles of Champions into the EDI committee with the purpose of highlighting voices from those with protected characteristics, like our work-life balance champion to represent those with caring responsibilities (disproportionately affecting women) and our gender equality champion.

### 3.1.2 COVID-19

Our recovery from the impacts of the COVID-19 pandemic has been relatively successful. We were proactive in contingency planning, allowing staff as much time as possible to prepare for online teaching provision. For example, the School invested in cameras for each academic staff member to aid in recording and delivering online material.

* Workloads associated with moving teaching online were significant but managed to provide high-quality teaching experience, as seen in excellent NSS scores.
* Responses in University 2021 Staff Survey regarding demands during employment were noticeably more positive for School staff (62.3%) than the University (58.4%) suggesting support provided had meaningful effect on staff*.*

Nevertheless, there are areas that need attention. Academic promotions were suspended during the pandemic. Very low numbers of women applying for promotion since 2016 (Table A2.9-1&4) can be partially explained by the fact that few women were eligible for promotion in this period but the disproportionate effect of COVID-19 on those with caring responsibilities was also a likely factor. To address the low number of women applicants, we have instigated a promotions/nominations committee whose remit it is to better support potential applicants (2024AP-4.3) including recently appointed members of staff once they become eligible to apply.

### 3.1.3 Gender-balanced representation

Chemistry remains male dominated in academia and industry. A key objective is to improve gender representation from postgraduate students to professors. We outperform latest UK-RSC averages in all categories of students and academic staff (Figure 2.2) but there remains much work to be done. As described above, changing staff representation numbers, especially at senior levels, is a long-term process. We have therefore concentrated on developing the pipeline from junior levels upward and this is beginning to have success (Figures 2.3-2.4). To further support women, Director of EDI acts as the Chemistry Champion of the WISSA (Women in Science in St Andrews) network, who organise monthly lunches and evening events to facilitate organic conversation and connections.

### 3.1.4 Extending our influence (2018AP-5.6)

We have improved our sharing of best practice since 2018 (Box 3.2) and aim to embed this communication ethos into School culture (AP3.9). Some examples of female Professors who are role models are:

* [NAME] (who helps shape University EDI practice through University-wide SAT committees and other Schools and universities, e.g. Computer Science SAT and Lancaster Chemistry SAT) was highlighted in the Royal Society of Edinburgh’s Women in Science exhibition that ran for several years at Edinburgh Airport.
* [NAME], award-winning entrepreneur.
* [NAME], exemplary mentor highlighted by a past student.

Box 3.2 Celebrating our role models as beacons of good practice.

### 3.1.5 Initiatives to improve the inclusivity of our School

The School actively organises and engages with a range of events to promote inclusivity. Several of these initiatives highlight current diversity within the School. Examples (Figure 3.1):

* EDI photo competitions (in 2018, 2020, 2023)
* “Hidden Figures in Chemistry” project (highlighting School diversity)
* Interviews with women @standrewschem (female members of School)
* Fortnightly coffee meetings (social events)
* “I belong in Chemistry” (invited external speaker)
* “A Celebration of Women in STEM” (panel discussion and networking event)

We acknowledge that data we hold on trans and non-binary identities is limited due to small numbers (19% redacted respondents in **CS2023**) but this has not prevented us from engaging in trying to improve inclusivity for this group, particularly due to negative perceptions of strong role models (**CS2023-Q9**, 14%W:13%M:18%Redacted).

Introduced initiatives include:

* Encouraging staff pronoun use in email signatures.
* Highlighting use of inclusive language and students’ pronouns on University systems.
* Introducing School LGBTIQ+ champion.
* School representation at Pride in STEM panels.

Figure 3.1 Some School inclusivity initiatives.

## 2. Key priorities for future action

The following priority areas are based on the assessment presented above, with reflection on data, survey responses and feedback from our last Athena Swan submission and consideration of the feasibility of achieving targets, such as those highlighted in Table 3.1 below.

### Priority Area 1. Improving governance and identification of best practice to better embed EDI practices

Governance is the fundamental mechanism by which we discuss, consult, support and implement actions that will ultimately make the most difference to our community.

* Our Action Plan (Section 4) has five APs in governance section (2024AP-1.1-1.5) plus major action to formulate new promotions/nominations committee (2024AP4.3) (see Section 3.1).
* Several actions informed by analysis of data obtained from School Culture Surveys.
* One intended change relates to how School committees operate, as staff and student responses to **CS2023-Q2** (relating to whether EDI priority) highlighted particularly women (10%) view current approach negatively.
* Simplest change recently is trialling moving EDI up to top of agendas for School Council and Chemistry Management Group.
* Successfully given more time for discussion of EDI issues, leading to deeper discussion and greater visibility of EDI.
* Supported by 91%W:89%M positive staff responses to **CS2023-Q14** (School leadership supporting EDI), up from 2022 (82%W:86%M).
* Extended to all committees as part of action plan (2024AP-1.2).
* Current perception of the workload allocation model is that it doesn’t adequately encompass equity (**CS2023-Q45** average response only 51% positive).
* 2024AP-1.4 describes using the workload allocation model more effectively, led by the School Manager with Head of School oversight, to help all staff with workload issues identified in Culture Surveys, particularly to mitigate workload associated with disproportionate requests for women to serve on recruitment panels and external committees.
* To maximise impact from governance processes we need to have strong pipeline of ideas. This means having a proactive culture of identifying best practice from elsewhere within and out with the University.
* 2024AP-1.5 summarises taking notes of developments in the EDI sector and feeding them into decision making. Also important to share our good practice and this feeds into other actions (e.g. 2024AP-3.9).

### Priority Area 2. Improving our culture of equality and diversity

Our values describe succinctly the culture we target: a community where everyone is welcomed and included, where behaviours uphold our shared vision of what that community should look like and where we are honest with ourselves in using the best possible data to drive improvement. **CS2023-Q17** (School welcoming environment) highlighted disproportionately more negative responses from women (15%) compared to men (1%) highlighting the need to prioritise this area. Intersectionality is an ever more important aspect of EDI and we are conscious that, for example, the challenges facing a disabled woman are more complex than simply summing those of being a woman and being disabled.

The specific priorities within this section are:

* To develop an ever more robust, honest and reflective approach to our assessment of progress that is data driven, and supported by strong measurement with as many specific targets as appropriate against which we can benchmark ourselves (2024AP-2.1).
* Prioritise the intersection of gender and caring responsibilities (highlighted in the review process, see section 2). We view how parental/adoption/shared leave is appreciated in the School as one of our successes in recent years (no negative responses to **CS2023-Q52***,* School supportive of leave). However, there is still progress to be made. It is excellent that the University is currently overhauling its policies – some of which we have fed into. Due to caring responsibilities often disproportionately affecting women we will continue our focus in this area in the current action plan (2024AP-2.2).
* The level of information we have on experiences of other intersections is not sufficient. The collection, storage and processing of personal information from small cohorts is challenging, and we must be careful and realistic in what we can propose. Priority therefore to appoint a champion who will work with the University to improve our knowledge of intersectionality, and if appropriate improve information and data on intersectional issues (2024AP-2.3). Appendix 1 Figure 2 illustrates the challenge: CS responses show significant numbers of students and staff prefer not to say when asked about protected characteristics. The low numbers also mean that responses are redacted lest individuals become identifiable. This is an even greater issue as we intersect these characteristics with sex/gender.
* Best intersectionality data currently is across Science at St Andrews – e.g. staff at grades 5-7 (8.7% BAME women); grades 8/9 (<1% BAME women).
* Data from **CS2023-Q21** (School communicates opportunities within EDI) suggests staff and students want more opportunities to become involved in EDI work, so we will improve our open advertising for positions on EDI/SAT (2024AP-2.4) and encourage staff and students to become involved in short EDI-related projects to improve both participation of our community and develop our resources/information on EDI issues (2024AP-2.6).
* AP2.5 will prioritise gender balance in visiting speakers to continue to provide role models to our staff and students, particularly those who are female or with other minoritised characteristics. **CS2023-Q7** (diversity in guest speakers) responses from women highlight this problem area, particularly among students (32% negative). Several specific actions will be targeted at developing both balance in the speakers we invite and perception amongst senior students that we are targeting a balanced culture.

### Priority Area 3. Improving representation towards gender-balance across all cohorts

We will target gender-balanced admission/recruitment in all categories of staff and students. Analysis of data (Figures 1.1 & 2.2, and Figures A2.3.1-1 & A2.3.1-2) shows that representation of women drops significantly the more senior the position. The level of attrition is particularly large from UG to PGR students, and from postdoctoral researchers to academic staff (Figures A2.3.1-1 and A2.3.1-2).

Since the last Athena Swan submission, strong improvements in numbers of women in the UG cohort and in non-professorial staff are observed (Figures 1.1 & 2.2, Appendix 2 sections 1 and 2). These are important successes as they build the pipeline of female representation from the bottom up. In the case of UG students our success has been such that our action in the area (2024AP-3.2) is to watch in case the cohort becomes imbalanced in the other direction with too few men represented. Encouraged by excellent progress in these areas we now feel confident that we can target improvements in all categories of staff: PGs, postdoctoral researchers, PSS, non-professorial staff and professorial staff and independent research fellows (2024AP-3.3-3.8). However, an important aspect of this is how we attract better balanced numbers of applicants. Data shows only 26% women applicants across all advertised posts but women do slightly better in getting offers of employment (32% Table A2.7.1-4). Therefore 2024AP-4.1, targeting improved appointment processes at all levels, is important.

In Table 3.1 we present specific targets for most categories. It is important to realise that these targets are based on an analysis of feasibility.

* Staff targets formulated based on real data on our current position, age profile of staff and expected turnover of staff based on historic data. This is provided by the University Planning Statistics unit and included in our annual operations plan.

**Professorial staff:**

* + Estimated number of appointments at this level in next 5 years based on expected number of retirements together with expected staff turnover and promotion, based on historical numbers.
  + Targeting gender-balanced recruitment, estimate achievable targets of 20% (5 years) and 25% (10 years) female representation.
  + Gender-balanced recruitment remains challenging as only a small number of women in position to apply for these senior positions – applications for posts at this level remain low across chemistry.
  + Therefore we must be rigorous in ensuring advertising and marketing materials are scrupulously unbiased (2024AP-4.1).
  + Importantly, these are current estimates of staff turnover, and as real data becomes available will be refined on an annual basis. Using the same methodology, we can estimate targets for each of the categories against which we measure progress.
* Several realistic targets for this Athena Swan award cycle are to reach gender balance (female representation 40-60%). For other categories, such as professors, this could only feasibly be reached in the long term. Success in reaching stated targets will strengthen the gender pipeline significantly.
* It is important that we take care in ensuring that representation on committees and other School activities is balanced, and we do not overburden any individual (2024AP-3.1). As numbers of female staff increase it is important to ensure that we continue to communicate their successes both internally and externally, as highlighting role models is an important way of attracting new applicants (2024AP-3.9).

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Community Sector** | **2018 Bronze Award** | **Current** | **5-year target** | **10-year target** |
| UG student | 48% | 57% | Gender balance  40-60% | Gender balance  40-60% |
| PG student | 41% | 42% | 43-45% | Gender balance  40-60% |
| PSS | 50% | 39% | 42% | Gender balance  40-60% |
| Research Staff  (≤ Grade 6) | 36% | 36% | 43% | 45% |
| Non-Professorial Staff | 11% | 19% | 25% | 35% |
| Professors | 11% | 17% | 20% | 25% |

Table 3.1 Proposed female representation (%) targets. Gender balance refers to consistent year on year representation within specified range.

### Priority Area 4. Improving our female staff career development and progression

Concentrates on gender issues in supporting recruitment and career progression, particularly in relation to the ‘leaky pipeline’ and its effect on our potential to reach gender balance.

* 2024AP-4.1 targets improvements in recruitment to ensure that best practice is embedded in all that we do.
* Other points target improving our induction processes to better share information and opportunities for mentoring, training and development (2024AP-4.2), a more useful annual review process (2024AP-4.4) and to ensure training course uptake is gender balanced where possible (2024AP-4.6).
* Targeted improved career-development opportunities for professional services staff (2024AP-4.5).
* Major priority to advise staff on University promotions processes (**CS2023 Q38-Q41**) so that we can better support potential applicants.
* Clear differences in Culture Surveys how sexes view promotion process and guidance and support we offer (positive responses **CS2023-Q38**36%W:64%M) indicating need to better support female staff and so we will constitute new promotions/nominations committee (2024AP-4.3), chaired by Deputy Head of School to prioritise improvement.
* Anecdotal evidence that female staff wait longer before applying for promotion; we hope this new committee will identify eligible female staff at early stage and help better signpost important information and guidance and ultimately better support them through the process.

### Priority Area 5. Ensuring equity of individual experience

We strive to make everyone who works or studies in the School feel appreciated and valued so their experience is as equitable as it can be. Our final priority will target specific individual issues surrounding health and wellbeing: the gender disparity in reported mental health issues (2024AP-5.1), workplace effects of menopause (2024AP-5.2) and support for men’s health (2024AP-5.3) – these are University targets and the University has invested heavily in [Peppy](https://www.st-andrews.ac.uk/staff/peppy/) (an application that connects staff to expert practitioners and personalised support on health matters) and we will strongly support these initiatives.

* Generally positive responses (65%W:59%M) to **CS2023-Q24** (School supports mental health/wellbeing) but more negative responses from women (16%) indicated greater support in this area would be valued.
* We target improved understanding of mentoring and development opportunities (AP5.6) and good work-life balance for everyone (2024AP-5.5).
* Better promotion of mentoring programmes is particularly important in ensuring that our female staff have support through career progression and opportunities to gain essential experience.
* CSs indicate current awareness of these particularly poor (**CS2023 Q28-Q32**).
* Only 27% women aware of Aurora Leadership Programme (**Q28**).
* We are running projects to understand any gender differences resulting from different types of assessment on individual student outcomes (2024AP-5.4), to help us develop assessments and ensure gender fairness across degrees (Appendix 6).
* Continuing recovery from 2019 fire and COVID-19 pandemic so 2024AP-5.7 focuses on awareness of University policies for hybrid, online and in person working.

# Section 4: Future Action Plan

## 1. Action plan

### Explanation of thinking

**Title and Relevance**

The title and rationale are self-explanatory. Wherever possible the actions should be data-driven, and this should be explained in the rationale section with specific examples.

**Specific Actions**

The actions are designed to be relevant to the overall goal and targeted at a specific measurable outcome. They are designed to be achievable in the stated timescale.

**RASCI**

Rather than follow the previous format of the Action Plan and only mention one person in this column, we provide a wider framework that does not then risk single point of failure for any action and to prevent any single person being overwhelmed with excessive responsibility. Of particular importance is to identify the group that will provide the first line of support to the responsible person and those who will need to be consulted and informed if actions are to be successful.

The abbreviations used are:

* **R** – **Responsible** – the person responsible for carrying out the action. This is always a single individual.
* **A** – **Accountable** – the person who has overall control over the whole task and who is responsible for any resources required. This is almost always a single individual.
* **S** – **Support** – the group who provides support during the design and implementation of the action.
* **C** – **Consulted** – the groups who are consulted before and during the implementation of the action.
* **I** – **Informed** – the groups who are to be informed about the progress and final decisions taken in implementing the action. These may be the group who will actually be involved in providing measurement of the success of an action (through, for example, responses to surveys).

**Time**

Some of the actions can be implemented immediately, while others are ongoing commitments to improvements. If ongoing a time for regular review is incorporated. Some actions will have a specific date to be completed or a specific date to achieve a result.

**Measuring Success**

Measures of success will depend on various factors. Some actions will have a specific target that can be used to measure the overall impact of any action. Some of these targets may be longer term and if this is the case then there will be measures of progress towards the target to measure the trajectory. Success will either be in terms of reaching a target at a specified date or by showing a positive trajectory depending on the specific action. Some measures of success will use responses to the staff/student surveys while others will use numerical data. We are acutely aware that the numbers in certain categories are small. Benchmarking is important, and especially for the data-driven actions it will be important to make sure comparisons are relevant to understand the success of any actions – generally a good benchmark to use will be the national averages for chemistry, although on occasion it may be the average for the University as a whole etc.

#### Action plan 2024-2029

### Priority 1. Improving our governance and identification of best practice

| AP | Title and Relevance | Specific Action(s) | RASCI | Time | Measure(s) of Success |
| --- | --- | --- | --- | --- | --- |
| **1.1** | **Put EDI and gender at the centre of our strategic and operational planning**  Ensure that diversity in all its forms is a central challenge in the School of Chemistry strategy, and that it links with the annual School operational plan and this Action Plan.  Our current strategy (2020-2025) has diversity as one of the five major challenges for the School, but this should be updated and added to the operational plan to make it more central.  In the most recent department Culture Survey (**CS**), the answers to **CS2023-Q2** *“****EDI is a priority within the School****”* resulted in a negative response (disagree or strongly disagree)) from 4% of staff and 15% of students. | Explicitly state EDI as one of the principal challenges for the School in both the overall strategy (which will be freely available on the website) and in the annual operations (Ops) plan for the School.  Ensure that both strategy and Ops plan link with this Action Plan. For the strategy all staff and students will be consulted and informed prior to the plan being published on the website. | R: HoS  A: HoS  S: CMG/PSMG  C: AllStSt  I: AllStSt | Regular 5-year update to strategic plan with the next update in early 2025.  Annual update to Ops plan (submitted Oct 2024).  Progress against plans reported annually. | The appropriate plan modifications will be noted and the entire School will be aware of the changes. This will be measured using School Culture Survey questions (run in 2025 and 2027) with a 5-year target of more than 90% of both staff and student respondents giving a positive answer to **CS Q2** *“****EDI is a priority within the School****”.*  In surveys we will also measure how many staff/students are aware of how to find the strategy documents and how to contribute ideas and feedback. Progress against the strategic and operational plans will be measured annually and reported to School Council. |
| **1.2** | **Move EDI and gender up the agenda**  To enhance the visibility of EDI and gender across all important decision-making committees and to ensure time for deeper discussion of EDI issues. | Move EDI to the first substantive agenda item for each of the main School committee meetings shown in Figure 1.3. | R: AdLead  A: HoS  S: AllComm  C: AllStSt  I: AllStSt | Immediate & ongoing. All committees to have this structure by Apr 2024.  CMG and School Council meetings have already had this enacted. | Every formal meeting will have EDI as their first substantive agenda item, offering enhanced opportunity for all in the School to contribute to the gender equality and EDI discussion.  Increases in time for discussion and engagement will be monitored and recorded in minutes and used to determine the overall success of the action.  Additional measurement provided by responses to **CS Q2** *“****EDI is a priority within the School****”* and **CS Q13** *“****The School handles EDI concerns well****”.* |
| **1.3** | **Implement a professional services management group (PSMG) to promote EDI for AllProfSt**  To enhance the representation of professional services in decision making in the School and to increase visibility of EDI issues for this cohort of staff. | The School Manager will form a new committee to represent professional services in the School and with EDI issues as the first substantive issue on the agenda. The remit of this committee will include an emphasis of EDI aimed primarily at the Professional Services Staff in the School. | R: SchMan  A: HoS  S: PSMG  C: AllProfSt  I: AllProfSt | Jan 2024 & ongoing. Reporting on EDI issues annually to School Council. | PSMG formed and offering an opportunity for professional services staff to make contribution to the debates surrounding gender equality and EDI in the School.  Time and content of discussion on EDI will be monitored and recorded in minutes and used to determine the overall success of the action. |
| **1.4** | **Use the workload allocation model more effectively to balance gender and workload issues**  Our workload model is highly regarded (and much of it has been included in the University standard). However, it is important that workload allocation is a transparent process and consultation with all staff is carried out on a regular basis, and that the outcome is as fair as possible to all.  While only 10% of staff disagree that the model encompasses equity (**CS2023-Q45)** about 30% of all staff note that their role(s) are not appropriately recognised in the model (**CS2023-Q46**). Men are slightly more negative than women, but this issue is particularly important for gender-based intersectional issues and the workload model should be proactively used to iron out any specific issues for individuals. | Update the model annually after consultation and reporting to all staff. The refined model is presented to the School Council and published on the website (published model data will be anonymised but each staff member informed where they are on the model). Anomalies due to gender, other protected characteristics and intersectional issues to be identified and passed to HoS and CMG.  Note the workloads associated with the RASCI model employed in this action plan will be included in the workload allocation model. | R: SchMan  A: HoS  S: CMG  C: AllSt  I: AllSt | Annual update (from Mar 2024) of the model. | The effectiveness of our workload model will be assessed through individual discussions during annual review processes and to reduce negative answers to **CS Q43** to **CS Q47**, which specifically deal with the workload model.  The number and, if appropriate, the nature of individual anomalies will be reported back to inform future iterations of the model. The progress of this action will be monitored for anomalies with a reduction in issues being viewed as a successful trajectory.  The long-term target for success in this action will be the reduction of individual anomalies based on gender or intersectionality. |
| **1.5** | **Proactively search out and share best practice on EDI issues**  Overall, only 8% female and 4% male staff/students think the School does not handle EDI concerns well (**CS2023-Q13**) and we have many examples of good practice in the School that have been shared with others.  There are also many examples of the School embracing good ideas that have been shared by others whenever we have seen a need/opportunity. However, this is not as formal as it might be. We would like to formalise this to ensure that we more fully promote all of the resources that we have developed, and to ensure that we systematically consider development of additional activities and resources. | Systematically promote best practice through the following actions:  (a) Consideration at EDI meetings of material that should be better advertised both internally and externally.  (b) Additional resources to be made available online. Website will be updated to include these new resources.  (c) Work with other Schools/Institutions to develop further resources (e.g. with Biology (AS Gold Award) to develop guidance documents for “How you promote EDI activity” for academic staff).  (d) Work closely with our Edinburgh EaStCHEM partner to develop inter-University resources using best practice from both institutions. | R: EDIdir  A: HoS  S: EDI/SAT  C: AllStSt  I: AllStSt | (a) Ongoing action with annual reporting back from the EDI/SAT to AllStSt  (b) Regularly reviewed at monthly EDI/SAT meetings. Website to be updated by mid-2024  (c) At least one shared resource developed by Dec 2025.  (d) Meetings throughout 2025 to identify potential resources. Develop resources in 2026. | Instances when others use our resources minuted (through verbal collection and through recording downloads where possible), and tally included in annual report.  Instances when we use outside resources minuted and tally included in our annual report.  Number of resources developed with others will also be monitored and reported annually. The target will be to have at least three shared resources available and in use by December 2028.  We will continue to monitor the Culture Survey responses as an indicator that we are using good practice in our approach. The target is to keep responses to **CS Q2 and Q13** at broadly the same level with less than 10% negative responses to both. |

### Priority 2: Improving our culture of equality and diversity

| AP | Title and Relevance | Specific Action(s) | RASCI | Time | Measure(s) of Success |
| --- | --- | --- | --- | --- | --- |
| **2.1** | **Ensure robust and regular self-assessment and reporting of gender and EDI issues**  In combination with action points 1.1, 1.2 and 1.3 above which look to put equality and diversity at the centre of our planning and practice, we understand that our culture of diversity must be supported by robust measurement procedures, reflective self-assessment and honest reporting.  In **CS2022** only 2 people (1 male, 1 female, 85 respondents) gave a negative response to the statement (**CS2023-Q13** *“****The School handles EDI concerns well****”*). The **CS2023** survey indicated only 2 more people being negative andso the framework seems acceptable overall, but individual textual comments in the survey reveal occasional uncertainty in how to find information/resources on the website. | Improve reporting and feedback for EDI work across whole School. We will take specific action to target reporting to our student population (both undergraduate and postgraduate) as well as our staff. This will include the following further actions:  (a) Reorganise and utilise the website to highlight initiatives and resources more effectively to the whole School community.  (b) Ensure whole School is aware of this action plan and all are given opportunity to comment and contribute to its successful implementation.  (c) School to receive annual report on progress against this action plan. | R: EDIdir  A: DepHoS  S: EDI/SAT & CompOff  C: AllStSt  I: AllStSt | (a) Website reorganised by Dec 2024 with annual review and update.  (b) Action plan shared with School upon Award outcome (May 2024) and accessible on intranet.  (c) Action plan progress to be shared annually at Sep School Council meetings. | Measurement will be primarily through analysis of forthcoming Culture Surveys.  Negative responses to the statement (**CS Q13** *“****The School handles EDI concerns well****”*)are targeted to remain below 10% of respondents and we will also be targeting a reduction in free text comments indicating the need for better signposting of resources.  Report of progress on website development will be reported as standing item at every EDI/SAT meeting and an annual report made to School Council. |
| **2.2** | **Flexible Working: Increase awareness, planning of and return from parental, adoption and shared leave**  The School offers reasonable adjustments to working practices to help flexible/agile working during pregnancy/adoption and post return (as well as other University leave options). Shared leave was taken by two staff members. The University process to get this approved is more cumbersome than it could be (Box 2.1).  We are also aware that the transition from flexible working back to full time can be a difficult one. Pleasingly there were no negative responses to **CS2023-Q52** *“****When I took maternity/paternity/adoption leave…the School was supportive****”* although there is slightly more uncertainty among staff who have not yet had such leave **CS2023-Q49***“****I am confident the School would be supportive..****”****.*** There was also a significant number of women respondents who were unsure where to find information **(CS2023-Q48).** | (a) Survey staff on awareness of options for parental, shared and adoption leave and the process by which leave is claimed.  (b) Promote new University policies and the new family leave checklist actively on internal website and by individual meetings where appropriate.  (c) Provide a mentor who has been through the process to help smooth the planning and application process for maternity, adoption or shared parental leave. This is particularly important for the shared leave offering which is more difficult to negotiate. The mentor will help the transition back from leave/flexible working. | (a) and (b)  R: EDIdir  A:HoS  S: EDI/SAT  C: AllStSt  I: AllStSt  (c) to (d)  R: HoS  A: HoS  S: EDI/SAT  C: AllStSt  I: AllStSt | (a) Annually during review interviews  (b) Immediate and ongoing with at least annual updates to website.  (c) Implement changes at earliest opportunity once notified by individual of intention to take leave. | Awareness of options will be discussed in annual reviews. Each person requesting (or planning to request) any form of flexible/agile working will have a mentor. The effectiveness of mentorship will be measured through individual interviews with the person who took leave.  **CS Q48, Q49 and Q52** will be the main Culture Survey questions that will be used to measure progress and success of this action. |
| **2.3** | **Improve our understanding of intersectional staff and students**  Intersectionality is known to affect University careers in different ways. At present our understanding of how this manifests itself in the School is relatively poor. In, for example, the Culture Survey the responses of those with potential intersectional issues are redacted because with small numbers they become identifiable (Appendix 2). This means we only have broad data at faculty level (See section 3).  Some staff do not supply this information to the University and so the data completeness is low. | (a) Appoint an Intersectional Champion (IntCham) to highlight the need to understand these issues to the whole School.  (b) Work with the University Planning and Statistics team to understand better issues with gender/ethnicity/disability intersectionality.  (c) Give staff the opportunity to discuss (anonymously if requested) issues surrounding intersectionality. | R: IntCham  A: EDIdir  S: EDI/SAT  C: AllStSt  I: AllStSt | (a) Opened call Feb and appoint Apr 2024.  (b) Discussions to take place annually in May at completion of each academic year.  (c) Twice yearly in the annual review process and staff survey. | Ethnicity and disability data will be compiled and reported annually. However, we understand that in a small School such as ours with small numbers we must be very mindful of confidentiality. Success will be measured by a clearer understanding of the issues.  All staff will have at least two opportunities to raise issues of intersectionality (during the confidential annual review process and through School Culture Survey). Ideas/suggestions will be compiled and published online on website for discussion, but again making sure that confidentiality is protected. |
| **2.4** | **Increase the percentage of staff and students with experience of EDI work.**  Wide membership of the EDI/SAT, including UG, PG, Early Career, professional services and academic staff, has brought a range of different perspectives to the self-assessment process, and has helped spread awareness of gender-equality issues across the School. Rotating members year by year will give us a valuable opportunity to expand that engagement further.  Only 60% of women and 50% of men thought that we are open enough in advertising opportunities to participate in committees (**CS2023-Q21**). Note the School President and other student representatives rotate annually by election. | (a) Open call to all members of the School for expressions of interest in EDI/SAT membership annually in April, in time for allocation of administrative role allocations and committee memberships for the academic year following.  (b) Continued policy of rotating membership of EDI/SAT to encourage more people involved in the EDI process. | R: EDIdir  A: HoS  S: EDI/SAT  C: AllStSt  I: AllStSt | Membership to be advertised in Jan every year with expressions of interest in Apr.  New committee confirmed for Sep 2024. | All members of the School will be offered the opportunity to express an interest to become a member of EDI/SAT.  Rotation of members will mean at least one new staff member not previously involved with EDI will become a member of EDI/SAT.  Membership will be reported in annual report and will be lodged with the workload allocation model. The response to **CS Q21** *“****The School openly communicates opportunities to participate in its committees or other School roles****”* will be used to monitor progress of these actions. |
| **2.5** | **Gender-balanced seminars**  We currently have a small gender-balanced (1 F: 1 M) group that requests nominations for speakers from all staff and ensures balanced invitations.  Seminar monitoring is in place and while we are seeing improvements towards gender balance of invited speakers, this is variable year to year and not yet embedded. There is the possibility of rigorous processes slipping as the membership of seminar organisers is rotated. Seminars are not yet gender balanced and **CS2023-Q7** *“****..good balance of diversity among guest speakers****”*revealed only 40% of women (60% men) answered positively (agree or strongly agree). | Actively pursue gender-balanced external speakers with  (a) Mandatory nomination of speakers who are underrepresented.  (b) Obtaining acceptance from minority speakers prior to filling other slots.  (c) Ensuring gender balance of speakers.  (d) Make online presentations available where this helps to ensure speaker availability. | R: SemOrg  A: DoR  S: AllSt  C: AllStSt  I: AllStSt | Starting in early Summer 2024 and reviewed yearly. | Success will be measured by maintaining the target of a gender-balanced seminar programme. Also measured by maintaining a target of proportional gender balance among School hosts, ensuring that no individual is overburdened.  **CS Q7** will also be used to monitor the perception of gender equality among external speakers. |
| **2.6** | **Encourage participation in EDI-related projects**  The University and the School contribute to several different funding programmes for UG, PGR and staff to engage in EDI-related projects. For example, during the summer break (2023) there were two such projects ongoing. A St Andrews Enterprise Team project for seven UG students (led by a PhD student and mentored by two staff members) to look at *Hidden Figures in Chemistry* and a St Andrews EDI project for an UG/staff team to explore if there are any biases in assessment in Chemistry at St Andrews (appendices 5 and 6). Both projects have gender-balanced teams. | The actions associated with these useful projects are to engage with UG, PGR and staff to develop projects that increase our knowledge of EDI issues in the School and if possible, develop further ideas to mitigate these issues. We will encourage participation by:  (a) Advertising availability of projects to the whole School, including UGs. Our target would be to have at least one funded project every summer.  (b) Actively develop gender-balanced teams for the projects.  (c) Publicise the results of the projects widely on website or through other means (such as a report/public event, social media etc). | R: EDIdir  A: HoS  S: AllStSt  C: AllStSt  I: AllStSt | Jun to Sep 2024 and annually thereafter. | Target is to have on average one EDI-related project submitted for funding yearly with the hope that funding success will be 50% over this award period. Reports from the projects will be disseminated on the EDI website (in redacted form if appropriate). |

### Priority 3: 1. Improving our representation and communication

| AP | Title and Relevance | Specific Action(s) | RASCI | Time | Measure(s) of Success |
| --- | --- | --- | --- | --- | --- |
| **3.1** | **Ensure a balanced committee representation**  Committee structure is a common aspect where under- or over-representation can cause significant imbalance and stress to those impacted. However, we are very conscious of the issues raised by the representative burden that can be placed on individual women in particular if they are involved in too many initiatives. | Internal committee structure and composition to be assessed annually by the EDI/SAT committee. Report made annually to the School Council. Any imbalance in representation greater than 70:30 brought to the attention of the Head of School for assessment.  Data for committee membership external to School/University collected. Any representational burden (e.g. too many commitments for one member of staff) to be identified at the workload model allocation stage and rectified by the HoS. | R: EDIdir  A: HoS  S: EDI/SAT  C: AllSt  I: AllStSt | Annual assessment in Mar 2024 and yearly thereafter. Any imbalances identified and fixed by Oct of same year. | Our target in this action is to have committee representation that lies within the range 60:40 to 40:60 women:men. However, we must also be aware of any representation burden caused by any individual, usually a female, being on too many committees simply to reach this target. Such individual burden will be monitored through the workload model (AP1.4) and any anomalies fixed by the HoS. |
| **3.2** | **Undergraduate Students**  The gender balance in our undergraduate student intake is good, rarely varying over the last few years outside of 40:60 to 60:40 F:M ratio. The % of female students for 2022 was towards the upper boundary of this (57%) and we will monitor this carefully.  For BAME students (8% of student intake) we significantly outperform the local population but underperform compared to national figures for Chemistry in the UK. | Continue to monitor the gender balance of our undergraduate intake closely to ensure that it remains gender balanced.  We will continue to focus on inclusive communication, both in our advertising and in our replies to applications, with prospective students as this has proved successful. We will continue to provide resource for travel to St Andrews for Visiting Days etc. to those in need. | R: RecChair  A: HoS  S: RecComm  C: AllSt  I: AllStSt | Summer 2024 and ongoing for annual recruitment cycle. | Measurement by monitoring the data packages provided annually by the University and to include applicants, offers and acceptances.  Target is to remain gender balanced in terms of recruitment of undergraduates.  Our targets for BAME students will be to increase the numbers of applicants year on year and close the gap on BAME representation with the UK figures. |
| **3.3** | **Postgraduate Students**  Current data for the representation of PGR students in the School is broadly gender balanced at the same figure (41%) as in our previous submission. However, this snapshot hides some variability by year. | The success in driving up UG admissions to a position of consistent gender balance will be replicated for PGR students. Increased female representation in the UG classes offers us an opportunity to strengthen the pipeline of progression by targeting recruitment from our own UG students. | R: PGChair  A: HoS  S: RecComm  C: AllSt  I: AllStSt | Summer 2024 and ongoing for annual recruitment cycle. | Measurement by monitoring the data packages. 5-year target to beat the national average for chemistry (43-45%) with continual progress of the three-year rolling averages towards equal representation of genders and increased ethnic diversity. Overall our measure of success will be consistent gender balance year on year. |
| **3.4** | **Postdoctoral Research Staff**  The recruitment of research staff is a priority as our current snapshot data is below 40% of female representation (36%).  As we (as a subject) strengthen the pipeline from UG to PGR students the relevant goal is for our recruitment to be gender balanced. This will involve making our offering attractive to all by making sure that our applications and appointments are as close to gender balanced as possible.  Culture Survey responses indicate a general need for increased activities across the School for this category of staff. | (a) Ensure inclusive language is included in all adverts for postdoctoral research staff by introducing guidance in the form of a checklist for how to write inclusive advertising material.  (b) Prior to taking part in interviews the staff interviewers must pass University Unconscious Bias and How to Interview Online training.  (c) Provide an increased level of induction and social events for postdoctoral students to provide a welcoming atmosphere.  (d) Provide an increased voice for postdoctoral staff through their representatives (on e.g. School Council) so that as a group they find it easier to integrate into the School as a whole as well as identifying with their research groups. | R: DoPG  A: DoR  S: AllSt  C: AllSt  I: AllSt | (a) Checklist to be developed and implemented by Sep 2024.  (b) Training highlighted annually at School Council meetings.  (c) and (d) Starting with Sep 2024 intake and continuing quarterly. | Measurement by monitoring the data packages provided by the University.  5-year target to beat the national average for chemistry with continual progress of the three-year rolling averages towards equal representation of genders and increased ethnic diversity.  We have a specific target of raising the female representation to 43% in this Athena Swan cycle and for consistent gender balance thereafter.  We will measure compliance with uptake of staff training. |
| **3.5** | **Professional Services Staff**  This category of staff is the only one where we saw a decrease in the percentage of female representation since the last Athena Swan submission (despite the absolute numbers of women in this category increasing – Figure 1.1). This coincided with a significant expansion of total staff numbers in a wide range of different roles, but particularly in technical.  Now that this one-off expansion of staff numbers is complete, we need to focus on gender balanced appointments across the PSS. However, we note that there is significant variation of numbers of women in different job types (admin, technical etc) across the University. | (a) Fully implement the recommendations of the Professional Services review.  (b) Ensure that the skills and values of professional services are recognised by the School by making sure a diverse membership of the School are invited to participate in School Away Days (and similar events) with specific highlighting of the contribution of PSS to the School.  (c) Develop an improved Review and Development process for PSS staff led by the School Manager. | R: SchMan  A: HoS  S: AllProfS  C: AllSt  I: AllSt | (a) Completed by Apr 2024.  (b) Ongoing action starting in Jan 2024 and reviewed annually.  (c) Start in Mar 2024 and updated annually. | The measurement of action (a) will be assessed on completion as to the alignment with the Professional Services review report.  Action (b) will be measured though annual review interviews.  Overall gender balance of PSS will be monitored annually through University data packages. We have a target of 42% female PSS staff after 5 years. |
| **3.6** | **Non-Professorial Academic staff**  The increase in female representation in the non-professorial academic staff category has been one of successes over the last few years (See Figures 1.1 and 2.1).  This success has been based on good advertising and marketing communication to make the department attractive to all genders, and a focus on gender balanced appointments (e.g. already implemented University no single-sex shortlist policy). This needs to be continued to build the pipeline of academic staff from the bottom up. | (a) Develop a 5-year plan to continue the development of female representation concentrating on ensuring gender-balanced appointments.  (b) Ensure we are using best practice (AP4.1) in our advertising material to ensure we have balanced numbers of applicants, followed by balanced representation on shortlists/offers/appointments.  (c) Target specific independent research fellowships (AP3.8) to further strengthen the pipeline of non-professorial staff, including some target specifically at underrepresented cohorts. | R: HoS  A: CMG  S: AllSt  C: AllSt  I: AllSt | (a) Plan completed by Mar 2024 and updated annually.  (b) & (c) Continuing actions starting in Jan 2024 and progress reviewed annually. | This will be measured by monitoring the recruitment of non-professorial academic staff using University data for applications and appointments.  5-year target for this category currently set at 25% female representation (Table 3.1). |
| **3.7** | **Professorial Staff**  While greater than the national average for chemistry, the number of female professors remains low at 17%. The slow turnover at St Andrews means that progress in this area will necessarily require a long-term plan.  By ensuring non-professorial staff representation is gender-balanced (AP3.6) we are hoping to build our pipeline from the bottom up, with the long-term goal of more gender-balanced senior staff. | (a) Use the annual School operational plan (AP1.1) to develop an achievable plan for increasing the percentage of female professors. This will be used to update the measurable targets.  (b) Proactively use the new promotions/nominations committee (AP4.3) to maximise internal promotion possibilities for women.  (c) Ensure we are using best practice (AP4.1) in our advertising material. | R: HoS  A: CMG  S: AllSt  C: AllSt  I: AllSt | (a) Plan completed by Mar 2024 and updated annually.  (b) & (c) Continuing actions starting in Jan 2024 and progress reviewed annually. | This will be measured by monitoring the recruitment of professorial academic staff using University data for applications, shortlists and appointments.  We will closely monitor promotion applications and success.  The 5-year target for this category is currently set at 20% female representation (Table 3.1). |
| **3.8** | **Increase independent research fellowships while retaining diversity**  Independent research fellowships (such as Royal Society URF, EPSRC etc) are an important part of the academic pipeline in UK academia. Currently we have four such fellows (2F:2M). Our goal is to increase this number.  A survey of best practice (and particularly noticing the success of the Christina Miller fellowships at our EaStCHEM partner) has convinced us that fellowships targeted to increase diversity are an appropriate action. We have successfully raised funding for this and an action is to implement this now. | (a) Proactively approach a gender-balanced set of candidates to apply for independent research fellowships. The School will provide support in developing the applications.  (b) Implement new ‘Diversity fellowship’. Funding for these has been raised through philanthropic giving plus investment from the School. These will be specifically targeted at underrepresented cohorts. | R: HoS  A: CMG  S: AllSt  C: AllSt  I: AllSt | Approaches to potential candidates began in Nov 2023. First appointee to be in place for Sep 2025. | The target for successful funding applications is gender balance in the medium term (over 5 years), and we will monitor their success.  We target two new diversity fellows over the next five years. |
| **3.9** | **Communicating the success of our role models**  The School has some outstanding role models across different areas. We are acutely aware that we should be doing ever more to celebrate the achievements of all members of community who are from underrepresented constituencies.  One text response in the most recent Culture Survey made this point explicitly “*The School could do more to provide more visible role models*”.  In the most recent Culture Survey staff and students of both sexes reported only 60% agreement to the statement **CS2023-Q9** *“****There are strong role models for me within the School****”.* However, there was a gender disparity in student responses with 80% of men agreeing while only 60% of women agreed.  Clearly there is a need to communicate successes of our female role models more effectively. | (a) Using the website, newsletter and posters we will actively promote some of the achievements of our role models with the goal of expanding the knowledge of the School as a whole. Role models will range from students, to ECRs to senior professors.  (b) Interviews with role models will be put on the EDI web page. Results of any EDI-related projects (e.g. Hidden Figures in Chemistry, AP2.7) will be openly communicated on the website and disseminated through other means (e.g. social media). | R: EDIdir  A: HoS  S: EDI/SAT  C: AllSt  I: AllStSt | (a) Mar 2024  Website, newsletter, articles etc. to be generated starting immediately and continue indefinitely.  (b) Interviews have already started and will be added to from Apr 2024. | Measuring this action will include tallying the total number of EDI-related articles on the website, in the School newsletter or on any other means.  The goal for this will be to increase the visibility of strong role models within the School, as measured by the responses to the staff survey statement **CS Q9** *“****There are strong role models for me within the School****”*.  We will target getting ten interviews on the EDI section of the School website. |

### Priority 4: Improving our career development and progression

| AP | Title and Relevance | Specific Action(s) | RASCI | Time | Measure(s) of Success |
| --- | --- | --- | --- | --- | --- |
| **4.1** | **Developing policy and advice for staff to improve appointments process**  School and University policy regarding recruitment has developed significantly over recent years. This prompts staff to minimise biased wording and highlight existing support for minorities and those with protected characteristics etc. However, while this is strongly embedded in our recruitment activity there are still areas where we need to be even more vigilant to ensure positive compliance. Recruitment checklists to remind advertisers of good practice have been shown to be effective in recent times (e.g. School of Biology, AS gold award) in attracting a gender balance of applicants. | (a) Develop a checklist (based on good practice developed by other Schools in the University to remind staff of best practice in writing adverts.  (b) Update recruitment further particulars to highlight existing support and welcoming School culture for all minorities. | R: HoS  A: HoS  S: CMG  C: AllSt  I: AllSt | Develop checklist and further particulars between Jan 2024 and Sep 2024. Implement from Sep 2024.  Checklist and further particulars to be reviewed annually. | The measure of success will be progress towards gender-balanced applications and appointments as measured using human resources data. |
| **4.2** | **Continue development of induction processes for new staff**  The induction processes for new staff have been developing over the last few years, but our Culture Survey text responses suggest that School aspects of induction are not well remembered or valued. This seems especially true for postdoctoral researchers and PSS who start at any time of the year and tend to identify with their research groups/units rather than with the School as a whole. | (a) Develop a regular (quarterly) welcome meeting for new postdoctoral staff and PSS so that they feel welcomed by the School as a whole.  (b) Solicit suggestions on how to improve welcome/induction from recently inducted staff (focus groups for Academic Staff, PSS staff at Away Day) and from mentors and managers of new staff (second focus group).  (c) Improve the induction procedure based on focus group feedback. Monitor the checklist for completion of compulsory components (e.g., unconscious bias training).  (d) Post-induction survey 6 months after welcome meeting. Results summarised in EDI/SAT annual report. | R: HoS  A: HoS  S: CMG  C: AllSt  I: AllSt | Implement quarterly welcome meeting from Apr 2024.  Suggestions requested from Jan 2024 for inclusion into induction Sep 2024. | Staff feedback incorporated into design of new induction material.  Encourage participation through targeted emails. Target of >80% completion of post-induction survey.  >75% of new staff agree (in post induction survey) by 2027 that School induction contained appropriate information and was useful. |
| **4.3** | **Develop a proactive promotions/nominations committee for academic staff**  In a relatively small School like ours, numbers requesting promotion are small (usually no more than 2/3 per year and in some years fewer), as are nominations for external prizes and other awards that can be beneficial to careers.  There is anecdotal evidence of a gender imbalance in the amount of time taken before application for promotion or awards (females take longer to apply).  Since the fire and lockdown there is evidence of a further decrease in confidence amongst staff to submit applications for promotion. This lack of confidence manifests in the answers in the most recent culture survey. **CS2023-Q38** *“****..I am satisfied with the information available to me in advance****”* (<40% F positive, 64% M positive), **CS2023-Q39** *“****..I am satisfied with guidance from the School****”* (45% F positive, 52% M positive) and most damningly of all, only ~28% of both sexes agree or strongly agree that they are *“***..*satisfied with the overall promotions process****”*(**CS2023-Q41**, almost 40% of both sexes are **actively** dissatisfied)*.* There is a clear gender difference in some of the responses, especially about guidance.  Students are optimistic about their career possibilities (>80% of positive answers to **CS2023-Q42** “***I am optimistic about my options for career progression****”.* Staff on the other hand show only 40% optimism (with no gender difference). | A gender-balanced promotions/nominations committee will be set up (chaired by Deputy Head of School) to provide a better link between staff to career progression opportunities, particularly targeting areas where there are gender differences.  (a) Create internal policy to clarify steps needed for promotion (including staff on fixed-term contracts). Liaise with HR to ensure link with University Procedure.  (b) Develop an early career/new staff forum in which promotion criteria are explained to staff (including fixed-term) at the outset of their careers to make sure expectations are commensurate with those of the University.  (c) Actively target relative equality of eligible numbers going forward for promotion and being nominated for external awards (averaged over a five-year period).  (d) Actively target parity in average time taken until promotion applications for equivalent cohorts of staff.  (e) Survey academic staff (during annual review process) who have not put themselves forward for promotion after >3 years to find out why (e.g., not clear about process, feel they are not ready etc), ensure they do not lack information and address any other issues raised.  (f) Draw up a more extensive list of staff for nominations for external prizes (e.g. Royal Society of Chemistry, Royal Society of Edinburgh) and fellowships in national academies. | R: DepHoS  A: HoS  S: EDI/SAT  C: AllSt  I: AllSt | Immediate and ongoing (starting from Sep 2023) targeting the promotion cycle (submissions annually from Feb 2024) and awards cycles from different organisations throughout the year | Success will be measured by engaging with more staff regarding promotions and awards, including an increase in the number of promotion applications submitted as well as the success rate of these applications and the time taken to obtain promotion (i.e. since last promotion or recruitment). Such data is available in the data packages supplied by the University.  Success will also be measured by number of nominations for external awards and their success rate.  A major target will be an improvement in positive responses to Survey Questions **CS Q38, CS Q39, CS Q41** which show the largest gender differences and an overall improvement for staff optimism about their career progression (**CS Q42**). |
| **4.4** | **Ensure that the Annual Review & Development process is forward looking and includes discussion of EDI issues**  The take-up of the Review & Development Scheme (RDS) in the School is almost 100% for academic staff, but it is taken up less well by PSS and by postdoctoral staff. However, even some of the academic staff do not find the process as useful as it might be. The process comprises a form completed prior to an interview, followed by feedback.  To highlight the lower take-up amongst PSS, almost 40% of women and 20% of men said they had not had a review meeting (**CS2023-Q36**). More than 80% of men thought it will be a useful opportunity, but fewer women (~70%) thought this was the case (**CS2023-Q33**).  Gender differences to other questions (**CS2023 Q34** & **Q35**) were lower. | (a) Develop a new RDS process that is more relevant to development (rather than review) and is therefore more forward looking. This should make it more useful for developing careers.  (b) Use the new PSS governance structure (AP1.3) to improve the take-up and usefulness of RDS in the PSS and postdoctoral researcher categories, especially among women.  (c) Ensure that the form contains questions on EDI issues that can be raised during the meetings for all staff. | For Academic staff  R: HoS  A: HoS  S: CMG  C: AllSt  I: AllSt  For PSS  R: SchMan  A: HoS  S: PSMG  C: AllSt  I: AllSt | Fully implemented by Mar 2025 and annual cycle thereafter. | This will be measured by:  Increased take-up of PSS and postdoctoral staff year-on-year (target >80% of each)  An increased number of all staff indicating that they find the process useful (assessed in Culture Survey/or in ARDs process itself).  Specific questions in the Culture Survey to be monitored are **CS Q33**, and **CS Q36** as these show the largest gender difference, although responses to **CS Q34** and **CS Q35** will also be measured closely, and the goal will be significant narrowing of the gender gaps and overall increase in numbers of positive responses. |
| **4.5** | **Improve career development opportunities for PSS**  PSS roles can often be viewed as ‘fixed’ in terms of career development and the University regrading system (as opposed to promotion) is poorly understood, leading to a perception among PSS that career development opportunities are limited.  In answer to **CS2023-Q31** *“****I have heard of the Professional Staff Mentoring Scheme (St Andrews)****”*60% of staff (slightly more women than men) answered in the positive*.* | (a) Embed annual PSS away day. Use this to provide PSS with opportunities for career development and regrading. Include a session about leadership opportunities (e.g. training courses provided by the University (AP4.6) and other schemes such as the Aurora Scheme). Highlight the availability of funding to support additional training.  (b) School manager and line managers to showcase the diversity of career paths available, e.g. by moving School/Unit within the University. Consider invited talks from University Human Resources. | R: SchMan  A: HoS  S: PSMG  C: AllSt  I: AllSt | Away day in Apr 2024 and annual reviews targeting monthly regrading opportunities. | Measured by an increase in optimism in Culture Survey results among PSS regarding career progression possibilities (**CS Q31**), feedback during ARDs and increased numbers of regrading applications. |
| **4.6** | **Ensure training and career-development course uptake is gender balanced**  The University offers a substantial number of training courses through the Organisational and Staff Development Services (OSDS).  Some courses, especially those to do with unconscious bias and safety are compulsory for all staff and others, such as recruitment practices are compulsory for those involved in specific activities. Many others are voluntary.  In **CS2023**, responses to **Q25** & **Q26** indicated that females were more aware of, and took more advantage, of all training courses than men. | (a) Collect additional data on who is undertaking training (by staff role or into administrative/technical PSS).  (b) Ensure promotion of training opportunities equally to both genders at annual review. | R: SchMan  A: HoS  S: CMG  C: AllSt  I: AllSt | Data collection at end of academic year (start Jun 2024) and annually thereafter. | Measurement through OSDS data collection with target of no significant gender difference in training uptake in the next five years.  Responses to **CS Q25** and **Q26** will be monitored to support the OSDS data. |

### Priority 5: Ensuring gender equity across the student and staff experience

| AP | Title and Relevance | Specific Action(s) | RASCI | Time | Measure(s) of Success |
| --- | --- | --- | --- | --- | --- |
| **5.1** | **Gender and Mental Wellbeing**  We have made excellent progress with our health and wellbeing programme instigating a new wellbeing group in the School, which we now want to develop further and embed even more deeply into our culture.  We would also like to share our success with other Schools in the University. However, we are still aware of a stigma that persists around mental health, and in particular gender disparities in this.  External surveys (e.g. the 2020 Wellcome Trust survey into research culture indicated that most academic staff members feel overly stressed, with less than a third of scientists feeling secure in their mental health at work. While this affects both sexes, there is some evidence that issues are more prevalent in women (67% of respondents to the Wellcome Trust survey were women).  In our Culture Survey, responses to **CS2023-Q24** indicate that only 60% (slightly more women than men) are positive about the support for mental health and well-being from the School but with more women (16%) than men (10%) being negative. | Encourage staff and students, during School Council and by email/website communications, to take part in University-run workshops for staff and students that will:  (a) provide staff and students, through the wellbeing group, with information about support available within the University (e.g. Occupational Health and HR).  (b) include specific seminars in our internal series that develop our understanding of issues surrounding mental health for scientists in the workplace. | R: WBGrpChair  A: HoS  S: WBGrp  C: AllStSt  I: AllStSt | Apr 2024 and academic year 2024/25 for the seminar series. | This will be measured by **CS Q24** in the Culture Survey and during the Annual Review Process. The target is to improve knowledge of mental health provision in the University (measured by attendance information gathered at workshops) and to improve those viewing support by the School as positive. |
| **5.2** | **Drive best practice on menopause issues in the workplace**  Symptoms of menopause affect 3 in 4 women, and 1 in 4 have severe symptoms that can significantly impact on their working lives. Menopause is currently not a protected characteristic but there are excellent resources available to help staff and students (both men and women) cope with the issues, but signposting is not yet well known nor well appreciated.  The University has recently invested in an application (called Peppy, with a module specifically on menopause <https://www.st-andrews.ac.uk/staff/peppy/>). | (a) Raise awareness of Menopause Policy and University resources to all staff/students.  (b) Build an open culture to help all feel confident to raise any menopause related issues and to seek support when needed.  (c) Signpost the resources that are available to help, including the University menopause policy and the Peppy application. | R: WBGrpChair  A: HoS  S: WBGrp  C: AllStSt  I: AllStSt | Guidance to be shared annually through School email. | This can only be measured by asking specific questions of the staff about their awareness and whether they feel the culture is improving.  A particular target will be to increase awareness among men of the issues faced by women. |
| **5.3** | **Drive best practice on men’s health issues in the workplace**  Men’s health is often ignored. The University of St Andrews has recently invested in a new application as part of the Peppy investment concentrating on increasing knowledge of men’s health in general.  While it is very broad and therefore not very detailed in many instances it is an excellent first step in raising awareness of issues that are often ignored. | (a) Raise awareness of men’s health and University resources to all staff/students.  (b) Build an open culture to help all feel confident to seek support when needed.  (c) Signpost the resources that are available to help, including the University men’s health resources. | R: WBGrpChair  A: HoS  S: WBGrp  C: AllStSt  I: AllStSt | Apr 2024 and guidance to be shared annually through School email. | The awareness of men’s health resources will be explored in the Culture Survey. |
| **5.4** | **Gender Balance of Student Outcomes**  Overall student degree outcomes are remarkably gender balanced, with 44% women and 43% men achieving first class honours over the last six years (Appendix 2). However, we are not complacent in this success, and a St Andrews EDI-funded project (summer 2023 – see AP2.6) is designed to assess whether different forms of assessment in chemistry are biased to any degree.  For example, there is anecdotal (but as yet unpublished) evidence from some Universities that such biases do exist when considering, for example, exams versus continual assessment.  Since examination style changed during the pandemic this gives us information on how that affected different students also, which may give us more information on gender-related issues in the pandemic (**CS2023-Q15**). | (a) Assess all module assessments going back to 2017 question by question in order to develop an understanding of any gender biases in assessment.  (b) Feedback the information to the teaching committee for analysis of whether any biases in the overall outcomes for students across all assessment types can be reduced or eliminated  (c) Results to be published on the website. | R: EProjL  A: DoT  S: TComm  C: AllStSt  I: AllStSt | Data received in Dec 2023 and analysis by Jun 2024 to decide on changes for assessment for the following year. Process to be repeated every 5 years. | Measures for this will be completion of the data collection and analysis, and dependent on the results whether any appropriate changes are made to assessment procedures to mitigate any bias. Published report made available to all. |
| **5.5** | **Promoting good work-life balance for everyone**  The academic calendar at St Andrews does not overlap perfectly with, for example, school holidays (which are also different in the different regions of Scotland in which staff live). This can adversely affect those with caring responsibilities, which can place a particular burden on women.  As noted in the answers to the **CS2023-Q22** there are slightly more women than men who are negative about their work-life balance, although the difference is small (36% versus 32%). | (a) Where feasible, administrative commitment for staff will be reduced during school holidays and half-terms.  (b) Staff Council reports will include committee meeting dates and times.  (c) EDI/SAT annual review will include assessment of meeting dates in report.  (d) Reiterate guidance to staff on good practice regarding sending emails out of hours, while considering the need for flexible work patterns for some staff. Include in School Handbook and on EDI website. | R: EDIdir  A: HoS  S: WBGrp  C: AllStSt  I: AllStSt | Sep 2023 and ongoing. Annual review to take place mid-Summer with changes to dates shared by Sep each year. Guidance to be reviewed annually. | Measures and targets for these actions will include:  (a) >80% of meetings to be held in core hours and outside of school holidays.  (b) Annual reminder of good practice regarding email etiquette and timing.  (c) Reduction of negative responses to **CS Q22**. |
| **5.6** | **Advertising external mentoring & development opportunities**  Every new member of staff is provided with a mentor. However, there are several other opportunities available outside the School that are not understood as well as they might be.  Positive (‘yes’) responses to **CS-2023 Q28, Q29, Q30** & **Q32**, which all ask whether respondents have heard about various mentoring and development opportunities (e.g. Aurora Leadership programme or the St Andrews Elizabeth Garrett mentoring scheme for women). were below 50%. The only question of this type where the positive response was 60% was for the Professional Services Staff Mentoring scheme (**CS2023-Q31**). | (a) Continue to assign mentors to all new staff and offer mentors for all staff.  (b) Proactively advertise the various mentoring schemes using emails and website.  (c) Use the ARDS/RDS processes to encourage uptake of these opportunities. | R: HoS  A: HoS  S: CMG  C: AllSt  I: AllSt | Advertised Summer 2024 with annual updates. | Measured by 100% assignment of mentors to new staff. Increased positive answers to **CS Q28, Q29, Q30, Q31** & **Q32.** The goal is to increase take-up of these opportunities (as both mentor and mentee). |
| **5.7** | **Recovering from local and world events (COVID & fire). Building the community back.**  There have been several changes to working practices since the COVID-19 pandemic coupled with local changes after the 2019 fire.  One important change has been the development of hybrid and solely online meetings to supplement in-person meetings. There are ongoing discussions about the balance of these meetings – some like online-only and not hybrid because they find it hard to contribute and so feel isolated.  The University has a ‘flexible working’ policy to help with managing online and working from home, but this is poorly known, especially for people who have arrived after the end of the pandemic.  There were very few negative answers to **CS2023-Q15** regarding the  School’s response to gendered issues surrounding the pandemic. However, about 50% of women were neutral about this question (as were about 40% of men). | (a) Advertise the University’s flexible working policy more extensively.  (b) Have discussions with individuals to assess whether the balance of hybrid/online/in-person meetings is as inclusive as we can make it. | R: HoS  A: HoS  S: CMG  C: AllSt  I: AllSt | Sep 2023 and annual. Advertise flexible working twice yearly. | Measurement in individual ARDS/RDS interviews to ensure that balance of online/hybrid/in-person meetings does not overly isolate individuals or make them feel uncomfortable and through responses to **CS Q15** “***The School has taken action to mitigate the adverse gendered impact of the COVID-19 pandemic***”. |

# Appendix 3: Glossary

|  |  |
| --- | --- |
| *General* |  |
| Gender balanced | A female:male ratio in the range 40:60 to 60:40 percent |
| F | Female |
| M | Male |
| Σ | Total sum |
| %F | Percentage female |
| %M | Percentage male |
| 2018AP | 2018 Action Plan |
| 2024AP | 2024 Action Plan |
| AP | Action Point |
| AS | Athena Swan |
| BAME | Black, Asian and Minority Ethnic |
| CS | Culture Survey |
| EDI | Equality, Diversity and Inclusion |
| HESA | Higher Education Statistics Agency |
| NA | Not applicable or Not available in the information provided by planning |
| NG | Not given. For example in female or male job applications, offers *etc.* |
| NSS | National Student Survey |
| PA | Priority Area |
| RAE | Research Assessment Exercise |
| RSC | Royal Society of Chemistry |
| REF | Research Excellence Framework |
| RSE | Royal Society of Edinburgh |
| StAPhysSci  or  StAP | A benchmark that contains that contains the physical science schools excluding Chemistry at the University of St Andrews which are Schools of Earth and Environmental Studies, Physics and Astronomy, Computer Science, and Mathematics and Statistics. |
| StASTEMM  or  StAS | A benchmark that contains that contains the STEMM schools including Chemistry at the University of St Andrews and the Schools of Medicine, Psychology and Neuroscience, Earth and Environmental Studies, Biology, Chemistry, Physics and Astronomy, Computer Science, Mathematics and Statistics and Geography and Sustainable Development. |
| StA | Relating to the University of St Andrews, more specifically, the School of Chemistry |
| WAM | Workload Allocation Model |
| *People and groups* |  |
| AdLead | Administration Lead |
| AllComm | All members of appropriate committees |
| AllPSS | All Professional Services Staff |
| AllStSt | All staff and/or students in the School |
| AllSt | All academic and professional services staff |
| ASWritGrp | Athena Swan Writing Group |
| BuildMan | Building Manager |
| CMG | Chemistry Management Group |
| CompOff | Computing Officer |
| DataGrp | Data Group |
| DepHoS | Deputy Head of School |
| DoII | Director of Impact and Innovation |
| DoPG | Director of Postgraduate Studies |
| DoR | Director of Research |
| DoT | Director of Teaching |
| E | Education focused (academic staff job family) |
| EDI/SAT | Equality, diversity and inclusion committee and self-assessment team |
| EDIdir | Director of EDI and Chair of EDI/SAT committee |
| EProjL | Staff EDI project leads |
| ER | Research and education focused (academic staff job family) |
| G6 or G7 *etc.* | Grade 6 or grade 7 *etc.* |
| HoS | Head of School |
| IntCham | Intersectional Champion |
| ManAdm | Managerial Specialist and Administrative |
| OpFac | Operational and Facilities |
| PDR | Postdoctoral Researcher |
| PGChair | Chair of postgraduate committee |
| PGComm | Postgraduate committee (PG admissions) |
| PSMG | Professional Services Management Group |
| PSS | Professional Services Staff |
| R | Research focused (academic staff job family) |
| RecChair | Chair of recruitment committee |
| RecComm | Recruitment committee (UG admissions) |
| SchCouncil | School Council |
| SchMan | School Manager |
| SchPres | Student School President |
| SemOrg | Seminar Organisers |
| StStCons | Student-Staff Consultative Committee |
| SurveyGrp | Survey Group |
| TComm | Teaching Committee |
| TechExp | Technical and Experimental |
| WBGrpChair | Chair of Wellbeing Group |
| WBGrp | Wellbeing Group |
| WebGrp | Website Group |
| *Students* |  |
| BSc | Bachelor of Science |
| MChem | Master of Chemistry |
| MRes | Master by Research |
| MSc | Master of Science |
| UG | Undergraduates |
| PG | Postgraduates, which includes PGT and PGR |
| PGT | Postgraduate taught students |
| PGR | Postgraduate research students including PhDs and MPhil |