The Renewal Report

The Department is seeking retention of its Gold award status, following its Gold award in 2007.

A. Organisation of renewal report
   B. Letter of Endorsement from the Head of Department
   C. A Picture of the Department
   D. Departmental Data
   E. Departmental report on action plan submitted May 2007
   F. Updated action plan
   G. Promoting the Athena SWAN Charter
   H. Case Study: Impacting on Individuals
   I. Further SET-specific Initiatives
   J. The Self-Assessment Process

B. Letter of Endorsement from the Head of Department
See York Chemistry Letter from HoD.pdf

C. A Pen Picture of the Department
The Department is one of the leading and largest chemistry Departments in the UK for both teaching and research. It currently (May 2010) has 45 academic staff (including our recent shared professorial appointment in May 2010), 6 teaching fellows, 6 independent research fellows, and ~70 postdoctoral fellows together with supporting administrative and technical staff. There are approximately 160 research students, 20 taught postgraduate students and 470 undergraduate students registered on the Department’s programmes. There are four senior academic staff who have joint appointments with other Departments.

The Department enjoys a high reputation for the quality of its teaching. It contributes to all levels of chemical education; at primary level through the Chemical Industries Education Centre (unique in the UK), at secondary level through its many years of authoring and developing the Salters A-level curricula and at tertiary level through high quality provision. For example, in the National Student Survey, the Department consistently ranks in the top UK Chemistry Departments for the percentage of students satisfied with their course: in 2007 it was ranked first. Moreover, the Department is the only one in the UK to have three Royal Society of Chemistry Higher Education Teaching Award winners.

Alongside its teaching success, the Department also ranks highly in terms of research. The 2008 Research Assessment Exercise rated the Department very highly indeed, placing it comfortably in the top ten of national chemistry Departments. Its academic staff have received many national/international research prizes.

A number of the Department’s staff hold key positions in the Royal Society of Chemistry where they contribute to the national direction of the subject. (word count 265)
D. Departmental Data

Student Data

(i) N/A, the Department does not offer any access or foundation courses

(ii) Undergraduate male and female numbers

![Departmental undergraduate statistics chart]

(iii) Postgraduate male and female numbers completing taught courses
The only postgraduate taught course with a statistically significant number of students is a Masters level taught course in Green Chemistry.

![MRes Green Chemistry Students chart]
(iv) Postgraduate male and female numbers on research degrees

The PhD student cohort has, over the 5-year period, an average of 39% female, with the last two years of data giving an average 44%.
(v) Gender analysis and ratio of applications, offers and acceptances for (ii), (iii) and (iv) above

The undergraduate course at York is extremely popular with over 8 applications for each place. Average A-level grades on entry are AAB. The percentage of female students has remained at about 40% for the last five years. We have, however, seen a significant increase this current admissions season of percentage of female applicants. See gender analysis below.
Undergraduate entry

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage Female</th>
<th>Total Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>36</td>
<td>120</td>
</tr>
<tr>
<td>2006</td>
<td>37</td>
<td>125</td>
</tr>
<tr>
<td>2007</td>
<td>38</td>
<td>130</td>
</tr>
<tr>
<td>2008</td>
<td>39</td>
<td>135</td>
</tr>
<tr>
<td>2009</td>
<td>40</td>
<td>140</td>
</tr>
<tr>
<td>2010</td>
<td>41 (FA forecast)</td>
<td>145</td>
</tr>
</tbody>
</table>

**Ratios of Applications, Offers and Entry for Undergraduates Admissions**

**Female**

- Applications:
  - 2005: 0.85
  - 2006: 0.9
  - 2007: 0.95
  - 2008: 1
  - 2009: 1.05
- Offers:
  - 2005: 1
  - 2006: 1.05
  - 2007: 1.1
  - 2008: 1.05
  - 2009: 1.1
- Entry:
  - 2005: 0.85
  - 2006: 0.9
  - 2007: 0.95
  - 2008: 1
  - 2009: 1.05

**Male**

- Applications:
  - 2005: 0.9
  - 2006: 0.92
  - 2007: 0.94
  - 2008: 0.96
  - 2009: 0.98
- Offers:
  - 2005: 1
  - 2006: 1.02
  - 2007: 1.04
  - 2008: 1.06
  - 2009: 1.08
- Entry:
  - 2005: 0.9
  - 2006: 0.92
  - 2007: 0.94
  - 2008: 0.96
  - 2009: 0.98

* % applications/% applications : % offers/% applications : % entry/% applications
Postgraduate Taught Course-MRes Green Chemistry

MRes Green Chemistry applications

- Total number of applicants
- Percentage female
- Year: 2005/06 to 2009/10

MRes Green Chemistry offers

- Total offers
- Percentage female
- Year: 2005/06 to 2009/10

Ratio of applications, offers and entry MRes green chemistry-female

- Year: 2005/06 to 2009/10
- Ratio of applications, offers and entry
ratio of applications, offers and entry MRes green chemistry-male

year

date: 0

0.2

0.4

0.6

0.8

1

1.2

applications

offers

entry
Postgraduate Research Degrees

Application data for post graduate degrees (by research)

Offers for postgraduate degrees (by research)

Acceptances for postgraduate degrees (by research)
ratio of application, offers and acceptances for postgraduate degrees (by research)-female

ratio of applications, offers and acceptances for postgraduate degrees (by research)-male
(vi) Degree classification by gender

**B.Sc. Chemistry**

**Female BSc graduating students**

<table>
<thead>
<tr>
<th>Year</th>
<th>Ordinary</th>
<th>3rd</th>
<th>2.2</th>
<th>2.1</th>
<th>1st class</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>4</td>
<td>3</td>
<td>3</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>2006</td>
<td>3</td>
<td>5</td>
<td>5</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>2007</td>
<td>3</td>
<td>2</td>
<td>8</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>2008</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>2009</td>
<td>2</td>
<td>3</td>
<td>3</td>
<td>8</td>
<td>1</td>
</tr>
</tbody>
</table>

**Male BSc graduating students**

<table>
<thead>
<tr>
<th>Year</th>
<th>Ordinary</th>
<th>3rd</th>
<th>2.2</th>
<th>2.1</th>
<th>1st class</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>10</td>
<td>14</td>
<td>7</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>2006</td>
<td>2</td>
<td>5</td>
<td>8</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>2007</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2008</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2009</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

The numbers presented on the graphs are absolute numbers not percentage.
#### MChem Chemistry

**Female MChem graduating students**

<table>
<thead>
<tr>
<th>Year</th>
<th>3rd</th>
<th>2.2</th>
<th>2.1</th>
<th>1st class</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>6</td>
<td>9</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>2006</td>
<td>5</td>
<td>13</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>2</td>
<td>12</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>3</td>
<td>14</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>14</td>
<td>13</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Male MChem graduating students**

<table>
<thead>
<tr>
<th>Year</th>
<th>3rd</th>
<th>2.2</th>
<th>2.1</th>
<th>1st class</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>6</td>
<td>13</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>6</td>
<td>14</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>9</td>
<td>22</td>
<td>16</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>2</td>
<td>10</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td>11</td>
<td>29</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
(vii) Length of time for postgraduate completion by gender

**MRes Green Chemistry Students Graduating in 1 Year**

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004/5</td>
<td>86</td>
<td>100</td>
</tr>
<tr>
<td>2005/6</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2006/7</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2007/8</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>2008/9</td>
<td>100</td>
<td>100</td>
</tr>
</tbody>
</table>

**PhD students graduating within 4 years***

<table>
<thead>
<tr>
<th>Start Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-4</td>
<td>84</td>
<td>87</td>
</tr>
<tr>
<td>2004-5</td>
<td>89</td>
<td>64</td>
</tr>
<tr>
<td>2005-6</td>
<td>88</td>
<td>67</td>
</tr>
</tbody>
</table>

**PhD students graduating within 5 years$**

<table>
<thead>
<tr>
<th>Start Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-4</td>
<td>92</td>
<td>93</td>
</tr>
<tr>
<td>2004-5</td>
<td>94</td>
<td>82</td>
</tr>
<tr>
<td>2005-6</td>
<td>74</td>
<td>73</td>
</tr>
</tbody>
</table>

* Only 3 years statistics available, numbers presented are a percentage
$ Only 2-3 students per annum graduated in year 5
Staff Data
(viii) Number of male and female staff (academic and independent research fellows who teach) at each grade

**Total female academic staff**

![Graph showing the total number of female academic staff from 2005 to 2010.]

**Senior Lecturer/Reader**

![Bar chart showing the number of male and female Senior Lecturers/Readers from 2005 to 2010.]

**Professorial**

![Bar chart showing the number of male and female Professorial staff from 2005 to 2010.]

13
The Department has seen a major change in the number of female staff at the higher academic grades. 69% of the female academic staff are on senior grades, which is now comparable to male staff at 68%.
Research Staff

Grade distribution

Numbers on graphs are percentages
(ix) Jobs application and success rates by gender and grade

**Academic Appointments**

Academic recruitment is a limited data set due to the low recruitment over the 5-year period.

**academic appointments (grade 7) 2006/2007**

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006/07 ap</td>
<td>22</td>
<td>54</td>
</tr>
<tr>
<td>2006/07 int</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>2006/07 apt</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**academic appointments (grade 7) 2007/2008**

<table>
<thead>
<tr>
<th>Year</th>
<th>Female</th>
<th>Male</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007/08 ap</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2007/08 int</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2007/08 apt</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

*Numbers on graphs are absolute numbers.*

*ap= applications*

*int= interviews*

*apt= appointments*
Research Appointments

Note: The data for Grades 7 and 8 are presented as numbers rather than percentages due to the small data set.

<table>
<thead>
<tr>
<th>Year</th>
<th>Applications</th>
<th>Interviews</th>
<th>Appointments</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006/07</td>
<td>121</td>
<td>38</td>
<td>7</td>
</tr>
<tr>
<td>2007/08</td>
<td>48</td>
<td>12</td>
<td>4</td>
</tr>
<tr>
<td>2007/09</td>
<td>98</td>
<td>15</td>
<td>6</td>
</tr>
<tr>
<td>2008/09</td>
<td>238</td>
<td>30</td>
<td>14</td>
</tr>
<tr>
<td>2009/10</td>
<td>9</td>
<td>3</td>
<td>7</td>
</tr>
</tbody>
</table>

Numbers on graph are absolute numbers

Grade 6 is the only data set with significant numbers; the trend shows that female applicants are more likely to be appointed to post as seen below.
Ratio of applications, interviews and offers research grade 6-male

Research Posts (grade 7)

Research posts (grade 8)
(x) Turnover by grade and gender
Note: data specifies number not percentage due to the very small data set.

Leavers, including retirement (professorial)

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004/05</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>2005/06</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2006/07</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2007/08</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2008/09</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Leavers (grade 8)

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004/05</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>2005/06</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2006/07</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2007/08</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>2008/09</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Leavers (grade 7)

<table>
<thead>
<tr>
<th>Year</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004/05</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>2005/06</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2006/07</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>2007/08</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>2008/09</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Grade 6 is the only dataset with significant numbers and includes those staff employed on fixed term contracts.

(xi) Maternity return rate
Over a 5 year period, two members of staff took maternity leave, both returned

(xii) Paternity, adoption and parental leave uptake
Over a 5 year period, three male members of academic staff took paternity leave. One male member of staff took flexible paternity leave where he could be absent from the Department if necessary.
(xiii) Promotion application and success rates by gender and grade

**Academic Promotions**
Over a 5-year period the Department has a 100% success rate in promotions. Since 2005 an increasing number of women have applied for promotion, this we believe, is a direct result of the Department identifying and encouraging women in the Department to apply for promotion.

![promotion data chart]

**Research Promotions**
There have only been 3 applications for research promotions, all male with a 100% success rate.

(xiv) Male and female representation on Departmental committees
Three key Departmental committees, Board of Studies, Research and Finance are chaired and/or co-chaired by women. The gender balance on committees reflects the academic gender balance in the Department.

![representation on key departmental committees chart]
(xv) Numbers of applications and success rates for flexible working* by gender and grade
Two applications, both successful 1 female at professorial grade and 1 female at grade 8.
* Flexible working is defined here as a change to contracted hours (part-time working). See Section E for details of alternative flexible working patterns available in the Department.

(xvi) Female to male ratio of academic staff on fixed term and open contracts
Over a 5 year period only 1 male and 1 female academic were on fixed term contracts, the remaining academic cohort are employed on open contracts.

E. Departmental report on previous action plan submitted May 2007

The Department identified two key targets for improvement from its 2007 Action Plan:

- Remove female underrepresentation at higher academic grades.
- Attain gender parity in undergraduate students

These were chosen as they address the two principal issues affecting gender inequality in science, viz the underrepresentation of females and gender inequalities in promotion and advancement.

The Department is pleased to report significant progress against both.

Female representation at higher academic grades
Drop-off of female staff at higher academic grades is an endemic UK problem, and a telling indicator of cultural and policy inadequacies. Indeed, a recent report\(^1\) showed that—despite years of effort to address the issue—every single academic subject in the UK has this problem, even in those, where there is a preponderance of women. Tackling this issue, therefore, is a major aspect of the Department’s work on gender inequality and consequently, there has been a marked change in the fraction of female staff at higher academic grades. The change has been dramatic with 69% of female academics now on senior grades, compared with 28% in 2005. The crucial factor was movement away from male-centric measures of academic achievement with greater emphasis on the value of teamwork, coupled with sensitive mentoring and encouragement of women to apply for promotion.

Chemistry at York can now report that there is little change in female representation through its academic ranks from lecturer (26 % F) to SL/reader (31 % F) to professor (22% F). This fact alone marks the Department out amongst UK academic science Departments (RSC and IoP report\(^1\)) and we believe it is a hallmark of a Departmental culture truly rooted in equal opportunities.

Undergraduate students:
The Department has made determined efforts to address underrepresentation of female undergraduate entrants (~39% in 2007). These have centred on creating a welcoming physical environment (including major refurbishment of teaching rooms),

---
\(^1\) Royal Society of Chemistry and the Institute of Physics follow-up study of the finances of chemistry and physics departments in UK universities, final report, Nigel Brown Associates January 2010.
and overhaul of marketing material. The Department’s new website presents several undergraduate student profiles of which 75% are of female. (http://www.york.ac.uk/chemistry/undergraduate/personalviews). The Gold Athena SWAN award is displayed prominently in all publicity material, and the importance of gender equality in the Department is made clear to all applicants.

The Department holds a number of pre-application days where prospective applicants visit the Department informally; we ensure that women at all levels are highly visible on these occasions. The Department also maintains visible gender balance at UCAS fairs. In 2007 and 2008 we aimed for female members of academic staff to interview female candidates as we believed that positive role models could increase the percentage of female applicants accepting offers. This had no positive effect and has been discontinued.

We are optimistic that these efforts are having a positive effect overall. Entry for 2009 improved and 2010 entry is forecast to be ~45% female.

1. Baseline and SET academic profile.

Increasing the percentage of female academic staff in different categories.
- The Department presents gender data to Departmental Personnel Committee and HoD Advisory Group biannually. These key committees reflect on data and discuss strategies, enabling the Department to address gender issues.
- Whilst significant progress has been made on female representation at higher academic grades, much still needs to be done in increasing the overall fraction of female academic staff. The Department continues actively to encourage suitable female candidates to apply for academic posts. All jobs (academic and support) advertise the Department's family-friendly policies and flexible working hours (§ 2 below).

Increasing the percentage of female research staff and graduate students
- A Departmental Graduate and Postdoctoral Skills Development (GAPSD) Officer was appointed in 2006 and continues in post.
- Since 2007, there have been initiatives put in place to support postgraduate students and postdoctoral researchers. A roles and responsibilities document has been written, outlining expectations of both graduate students and PIs.
- A Researchers Day showcasing PDRA research is run annually to raise the profile of PDRA researchers in the Department.
- The Department has run a careers symposium every year. In 2010 it was run with Biology and was open to all STEM Departments at York. The symposium provided information on a healthy work-life balance and showcased female role models in a variety of professions (§ H below).
- The Department is fully involved in mentoring schemes, including an induction process for all new postdoctoral researchers. The ‘buddy’ mentoring discussed in the 2007 submission had low uptake and has now been replaced by a more formal programme. CV and interview advice are provided on a one-to-one basis.
• A ‘Chemical Interactions’ group, set up originally to give international students the opportunity to socialise, is now open to all students and staff. It is seen by the Department as a way of counteracting the isolation sometimes felt by some female students who may work in male-dominated research groups.

• To further promote inclusivity, postdoctoral researchers are included in many aspects of the Department. For example, a female PDRA is a key member of the Departmental Communications Committee.

• The Department has made the research ‘pump-priming’ funds available to postdoctoral researchers. Significantly, one previous female recipient has now successfully secured a Dorothy Hodgkin Fellowship based on work carried out with this support (§ H. below).

• The Department has doubled the number of PDRAs with open contracts over the past 3 years.

**Increasing applications and appointments for academic posts**
The Department aimed for 40% of those shortlisted for academic posts to be female. There have been three academic appointments in 2007-2010 and women were 30% of those shortlisted but 67% of those appointed (§ D(ix)).

2. **Positive Support for Women at Career Transition Points**

This is largely addressed above. Departmental policies and practices have impacted positively on the progression of women through the academic grades.

**Monitoring and analysis of statistics at HoD advisory group**
Advisory Group regularly discusses gender statistics for promotion, part-time/flexible working and key transition points. In the light of these statistics, the group has taken a variety of actions, most notably on flexible working (see below), support for staff taking career breaks and supporting promotions. Moreover, each case is considered by the HoD personally: this has been a success. Staff who have taken career breaks are not disadvantaged in their career—the Department can draw on several examples including the promotion of a female academic to professor with two career breaks.

*Flexible working*
Progress is reported under ‘Work-Life Balance’ (below).

3. **Changing the Culture and Gender Balance in Decision-Making**

The Department is proactive in ensuring that the principles of the Athena SWAN charter are embedded in Departmental culture at all levels. This new culture is now the norm.

---

2 The Chemistry PhD: the Impact on Women’s Retention. RSC report 2008
Increasing numbers of female visitors, external examiners and external speakers
There have been several important initiatives, including a proactive approach by seminar organisers to invite external female visitors. This has been successful, with 30% of Departmental seminars being delivered by women in 2008/2009.

We report some success in increasing the percentage of female external PhD examiners (in 2009, 10%) but further improvement needs to be made. Supervisors have been strongly encouraged to consider examiners from the EU if suitable UK-based female academics cannot be identified; a budget for this is available.

Open Departmental consultation
- A new governance structure has been established with the HoD’s advisory group now chaired by an independent academic.
- All management decisions are published on the intranet and discussed in open forum.

Communications
The Department now has a Communications Group, part of whose brief is to ensure good gender balance in all communications. Consequently, the Department’s marketing material and website have improved significantly.

Representation of female staff on key committees
More women now chair Departmental committees (§ D(xiv))

4. Work/Life Balance

Social and networking activities
The Department has an annual barbeque to which all staff and their families are invited. This is part of the family-friendly social activities offered by the Department.

Flexible working and scheduling of meetings
- There is an awareness of, and support for, different working patterns in the Department. The HoD set up a flexitime working group which introduced formal (where timesheets are filled in) and informal (where a member of staff has to take time out of the day, and then make the time up later) schemes. The latter is unique within the University, as it gives maximum flexibility (and trust) to employees. The informal scheme has been successful.
- The Department will approve all reasonable requests from full-time staff to move to part-time working and, then—at a time of the member of staff’s choosing—will approve the reverse.

5. Champions, Responsibilities and Accountabilities

Performance Review and Mentoring
- Performance Review has been used to actively mentor staff in career development. We can now identify several examples of career development of female staff (§H. below).
- The percentage of female internal PhD examiners has improved, increasing to 35%.
**Involvement of HoD on SWAN activities**
The HoD has been very actively involved internally in Athena SWAN activities. Additionally, he has done much work outside the Department and University (§ G below).

(word count 1498)

**F. Updated action plan (May 2010)**
See York Chemistry Updated Action Plan.pdf

The Department has made major strides forward in addressing gender inequalities, in particular in career progression for female staff. It now wishes to capitalize on its progress by adopting ambitious targets and progressive/inventive policies.

**G. Promoting the Athena SWAN Charter**
The Gold Award in 2007 provided the Department with a valuable public platform from which it could promote equality issues. Accordingly, Departmental members have been very active in engaging with promoting both the Athena SWAN charter and a wider diversity agenda. For example, our outreach coordinator has produced articles on great women scientists for *Chemistry Review*, a magazine aimed at A-level students. In addition, she works with groups such as the *Girl Guides* to inspire girls to consider careers in chemistry. The Departmental coffee room displays posters on the life and work of Dorothy Hodgkin and we have a display about Athena SWAN in the foyer of the Department. Chemistry and Biology are producing an Athena Forum bookmark, printed on which will be details of resources available for researchers at York. Members of the Department’s Athena SWAN subgroup share expertise with other departments both within York and across the UK. They are regularly invited to give advice and presentations on the York experience. This has proved to be a valuable means of disseminating good practice as other departments and institutions seek to emulate what has happened within the Department at York. For example, the HoD has been a Queen's University Belfast Gender Initiative lecturer and visitor in 2009, is Chair of RSC’s diversity group and an Athena SWAN judge. He has also acted as an advisor to other UK departments in their Athena SWAN activities (Queen's UB, Imperial College). Professor Robin Perutz is a member of the Athena SWAN steering committee. Other members of the subgroup have presented at universities and conferences. What is notable about these activities is the desire to tackle the issues surrounding gender inequalities in science. This extends overseas, and the Head of Department in particular has given several presentations about Athena SWAN in Sydney, Australia. What others see is that Athena SWAN is a proven means of achieving their aims in addressing equality issues. As a result, members of the Department here at York have fulfilled two main roles: the first is to show others that real and lasting progress can be made if there is commitment to change the culture, the second is to disseminate experience in what was successful and what was less successful at York.

(word count 373)

**H. Case Study: Impacting on Individuals**
Dr Verena Görtz was appointed to the Department as a PDRA in 2005 and became a key member of the Departmental Athena SWAN subgroup in 2006. Her career aspiration was to develop an independent research career and was successful in her application for *Departmental pump priming funding* in 2008. This enabled her to
obtain experimental results which became the basis of her successful application for a Dorothy Hodgkin Research Fellowship in 2009. In order to further her academic experience she has taken on a small teaching load. In 2010/2011 she will give a short lecture course. In April 2010 she spoke at joint Chemistry/Biology careers symposium on her career progression to date.

I. Further SET-specific Initiatives

The Department was involved in the Framework 7 EU PRA.G.E.S. - PRActising Gender Equality in Science project where we outlined our actions and progress in gender equality at a Departmental level. The project has produced a good practise database and our integrated Departmental programme supporting women graduate students and researchers has been gold benchmarked as a program of excellence.

J. The Self-Assessment Process

The Athena SWAN working group comprises

- Paul Walton (Head of Department, Departmental representative at the University Athena SWAN working and sub-group)
- Anne Routledge (Lecturer, Departmental representative at the University Athena Swan working group-responsible for Departmental submissions)
- Caroline Dessent (Senior Lecturer, ERC starting grant holder)
- Sue Couling (Teaching Fellow, Graduate & Postdoctoral Training Officer, Departmental representative at the University Athena SWAN working group-responsible for University submissions)
- Verena Görtz (Royal Society Dorothy Hodgkin Fellow)
- Robin Perutz FRS (former Head of Department, member of the National Athena Swan steering committee)

The group meets on a regular basis. The remit of the group is to;

(ii) Identify and evaluate Departmental initiatives supporting Charter principles.
(iii) Identify the key data/statistics needed for self-assessment process.
(iv) Formulate and disseminate Athena SWAN process within the Department.
(v) Formulate a strategy/timetable towards submission
(vi) Evaluate the data/statistics collected, identify key barriers
(vii) Formulate new initiatives.

Although the group has the core membership outlined above, it works closely with the University Research Policy Manager (Anna Grey) and members of the University Athena SWAN working group. Three members of the Department subgroup are also members of the University working group, sharing good practise with other Departments to support their applications for Athena SWAN awards. The Departmental subgroup also consults the Department via a number of mechanisms; Board of Studies, HoD advisory group and staff forums.