



Athena SWAN Gold Department award renewal application

Name of institution: University of York

Department: Chemistry

Date of application: April 2015

Contact for application: Professor Paul Walton

Email: paul.walton@york.ac.uk **Telephone:** 01904 324457

Date of previous award: Silver then Gold in 2007 and gold renewal in 2010

Date of university Bronze and/or Silver SWAN award:

Bronze renewal in November 2013

Departmental website address: <http://www.york.ac.uk/chemistry/>



Table of Abbreviations (also provided as separate sheet for ease of reference)

AGL	Academic Group Leader
AS	Athena SWAN
BME	Black and Minority Ethnic
BoS	Board of Studies
CIEC	Centre for Industry Education Collaboration
CROS	Careers in Research Online Survey
DMT	Departmental Management Team
DRC	Departmental Research Committee
DTC	Departmental Teaching Committee
E&D	Equality and Diversity
E&D Officer	Employability and Diversity Officer
EDG	Equality and Diversity Group
ERC	European Research Council
f/t	full time
GSB	Graduate School Board
HE	Higher Education
HEIDI	Higher Education Information Database for Institutions
HoD	Head of Department
HR	Human Resources
H&S	Health and Safety
iDTC	innovative Doctoral Training Centre
IPM	Independent Panel Member
LGBT	Lesbian, Gay, Bisexual and Transgender
MChem	Master of Chemistry degree/course
MSc	Master of Science
o/s	overseas
PAG	Personnel Advisory Group
PhD	Doctor of Philosophy
PGCAP	Postgraduate Certificate in Academic Practice
p/g	postgraduate
p/t	part time
RCUK	Research Councils UK
RSC	Royal Society of Chemistry
SAT	Self Assessment Team
SET	Science, Engineering and Technology
SCI	Society for Chemical Industry
SL/R	Senior lecturer/reader
SMG	Safety Management Group
STEMM	Science, Technology, Engineering, Medicine and Mathematics
UB	Unconscious bias
u/g	undergraduate

Pay Grades

Grade	Research Staff	Academic Staff
Grade 6	Researcher	-
Grade 7	Research Fellow	Lecturer
Grade 8	Senior Research Fellow	Senior Lecturer or Reader
Professorial Band	-	Band 1, 2 or 3 Professors

Data

Benchmarking data have been drawn from the Athena SWAN gold submissions from Imperial and Edinburgh chemistry departments. National data have been drawn from HEIDI <https://heidi.hesa.ac.uk/>. Further data have been obtained from *Oxford Research and Policy*.

We have obtained and analysed data split by gender from two staff surveys, 2011 and 2014. 2011: 100 staff respondents (40 female). 2014: 172 staff respondents (56 female). We have also used data from the 2013 CROS survey.

1. Letter of endorsement from the Head of Department – maximum 500 words (498 words)



DEPARTMENT OF CHEMISTRY

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Head of Department:
Professor Richard J K Taylor
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April 2015

Dear Miss Dickinson,

It is with the greatest pleasure and enthusiasm that I support this application for renewal of York Chemistry's Athena SWAN Gold Award. Equality, particularly gender equality, is something which is pivotal to both the department and to me personally.

Before I became HoD, in 2010 equality practice was embedded in all that the department did. Since then, I have continued to place equality at the centre of all we do. The last few years have seen significant strides forward, some of which are described in the submission. I would draw particular attention to the growth of our work in areas of equality other than gender (sexual orientation and disability in particular), the success of our innovative p/t working initiatives, our new approach to openness on pay, the commitment of my colleagues to spreading the gender equality word not just in the University of York (e.g. the Biology department) and other departments around the UK, but also to institutions across Europe, and the influence that York Chemistry has had in bringing and to recognising the benefits of gender equality practice. These initiatives are hallmarks of the culture we have here at York, they attest to the personal commitment of heads of department and my colleagues. The equality culture is owned by everyone, it is not something which falls on the shoulders of a few individuals. It is something which is distinctive about York and something that we strongly support and zealously safeguard. This attitude is reflected in the fact that Equality and Diversity is a standing item on all departmental committee agendas, that the HoD is an *ex officio* member of the Equality and Diversity Group, and that the Chair of the E&D Group is an *ex officio* member of the Departmental Management Team. We have many examples of the success of this culture, including, for instance, Professors Lucy Carpenter and David Smith, both highly successful academics who work p/t, and Dr Jacqui Hamilton who was promoted to senior lecturer while working p/t.

My term as head finishes later this year but already my successor, Professor Duncan Bruce, is fully part of the department's equality activities. He is an outspoken advocate of equality, having supported it at local and national levels, notably through his role at the Royal Society of Chemistry. He also helped to bring the Joliot-Curie conference here to York in 2016. Duncan says: "I am extremely committed to gender equality—it will be a key aspect of my coming tenure as HoD. Indeed, in preparation I have already attended several meetings of the EDG and will support, both managerially and financially (e.g. through continuing the dedicated budget for Athena SWAN), the innovative equality practices that are coming out of this very active group. The next few years will continue to see exciting new developments."

Put simply, equality was, is and will continue to be at the heart of all we do. It is in this context that I wholeheartedly and enthusiastically commend this submission to you.

Yours sincerely,

A handwritten signature in blue ink, appearing to read 'R J K Taylor', written over a horizontal line.

The self-assessment process (1000 words)

(a) description of the self assessment team: members' roles (both within the university and as part of the team) and their experiences of work-life balance, flexible working and parental leave etc;

The Department's Equality and Diversity Group (EDG) forms its Athena SWAN SAT. Its members are drawn from different departmental areas, grades and responsibilities and thus have a wide range of different working patterns, experience in equality issues and, importantly, the authority to see through changes.



Academic Staff



Lucy Carpenter, Professor

- joined the department in 2000 as lecturer
- academic group leader
- works p/t (case studies)



Caroline Dessent, Senior Lecturer

- member of the EDG since its formation
- following maternity leave took advantage of the department's flexible "p/t working assurance" (case studies)



Alison Parkin, Lecturer

- joined department from Oxford in 2012
- works f/t and is establishing her academic career with support from the department (case studies)



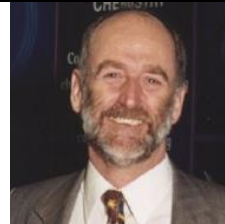
Kirsty Penkman, Senior Lecturer

- promoted in 2012 having joined department in 2007 as Lecturer
- works p/t following maternity leave
- Graduate Student Support Officer



Robin Perutz, Professor

- joined department in 1983, HoD 2000-04
- leads the department's work on disability
- academic group leader
- works f/t



Richard Taylor, Professor and current HoD

- joined department in 1993, becoming HoD in 2010
- works f/t



Paul Walton (chair), Professor

- joined department in 1993, HoD 2004-10
- actively involved in equality issues, has promoted AS widely both in UK and overseas
- works f/t



Derek Wann, Lecturer

- joined Department in 2013, previously in Edinburgh's School of Chemistry, so well placed to compare & contrast practices in two AS Gold departments
- works f/t

Research Staff and Students



Ruth Purvis, Researcher

- worked for National Centre for Atmospheric Science in department since 2008
- works p/t following maternity leave (case studies)



Katie Read, Technical Researcher

- joined department in 2005
- works p/t following maternity leave, (case studies)



Adam Vaughan, p/g student

- joined the University in 2013 from the University of Hull

Support Staff



Eliza Bonello, HR Administrator

- joined department in 2014
- supports staff during recruitment and with HR issues
- works f/t



Helen Coombs, Departmental & Recruitment Manager & Training Officer

- plays a leading role on EDG, focusing on HR strategy
- Joined department in 1998 & worked p/t for 7 years while her children were young





Amanda Dixon, Research Technician

- responsibility for departmental chromatography service
- co-leads on mental health
- works p/t



Emma Dux, Research Technician

- did both her u/g and p/g studies in the department
- co-leads on mental health
- works f/t

 <p>Corrine Howie, HR Manager assigned to department</p> <ul style="list-style-type: none"> • provides the EDG with professional advice, for instance on the department's pay review • works p/t 	 <p>Catherine Jardine, Lead Administrator for large research group</p> <ul style="list-style-type: none"> • joined 2012 with prior experience on Physics EDG • professional legal background • works f/t
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(b) an account of the self assessment process, with reference to year-on-year activities since the original Gold award application, details of the self assessment team meetings, including any consultation with staff or individuals inside or outside of the university, and how these have fed into the submission;

- Formal meetings of the EDG occur at least four times each year, with minutes posted on the departmental Intranet. In addition, many topic-specific EDG meetings are held (~six a year) to which additional staff are invited. Topics, many of which have arisen from consideration of the action plan, include data-collection/analysis, management structure, maternity, paternity and adoption leave support, pay-gap analysis, named researcher and direct appointment procedures.
- Staff are consulted/involved regularly by the EDG: diversity is a standing item on *all* departmental committees, EDG chair reports to academic staff at BoS meetings and sits on the DMT, the department has a committee-observer system, and all staff are consulted widely by electronic means (email, surveys, twitter, noticeboards) or through specific fora on issues related to diversity (e.g staff survey results).
- EDG bases its work on evidence. It considers statistics on an annual basis (taking action where necessary) and reviews data/information related to gender equality (e.g. survey results). It organises Focus Groups to discuss topics including career progression for researchers, workload model and the PhD student experience. EDG recently published a pay audit.
- University staff from outside the department (Economics, Biology and Electronics) are, or have been, members of EDG.
- In 2014 EDG had an external audit carried out by Dr Sean McWhinnie and Caroline Fox.
- EDG team members speak very widely about equality issues, including on the international stage, with 15 gender equality seminars delivered across Europe since 2011 and further invitations to speak in Asia later in 2015.

Key achievements since last Gold Award in 2010 are shown in the following scheme below which is colour-coded for ease of reading:

orange —activity related to key transition point, career development

purple —culture

green —flexible working

2011

- Increased researcher representation on committees
- Equality item on Planning Group agenda
- Reinvigorated Chemical *InterActions* group for international staff and students
- AS information included in induction packs
- Promoted awareness of flexible working following on from 2011 Staff Survey results

2012

- Revised advertising material to attract more female applicants
- Improvement in transparency of academic roles and committee membership
- Women represented on H&S committee
- Teaching opportunities promoted for researchers
- AS website improved
- Terms of reference for AS formalized
- AS newsletter introduced
- Trained AGLs on equality issues
- Introduced mentors for all new staff including researchers
- Introduced Maternity and Paternity guidelines

2013

- Introduced a researchers' forum

- Promoted action against harassment, bullying, demotivation and stress
- Held Focus Groups on a wide range of gender-related matters
- Presented latest research on UB at staff meetings
- Re-launched AS Website
- Held a departmental LGBT survey
- Influenced a university equality consultation on LGBT staff
- Workload model introduced
- Introduction of Quiet Room for staff

- Maternity leave shared between lecturer and partner

2014

- New management structure, including EDG chair on DMT
- Minutes from committees are published
- AS group expanded to become EDG with representation from all staff categories and across grades
- Diversity issues included as standing item on agendas of all committee meetings
- Annual budget provided for EDG
- Appointed male harassment adviser
- Identified a list of LGBT support contacts
- Increased focus on mental health issues
- Held UB training at Staff Away Day
- Held Focus Groups on issues identified in staff survey
- Commissioned an external audit of EDG

- Female p/g gave external equality seminars
- Survey carried out on post-PhD career pathways
- Introduced Named Researcher and Direct Appointment monitoring procedure
- UB is addressed in the interviewing process through active observation
- Researcher representation included on Research Committee
- Appointed a Researcher Champion
- Longitudinal survey of male/female degree outcomes benchmarked against entry grades
- YSOC: York Science Outreach Centre opened in Chemistry
- Introduction of newsletters for graduate students
- Chemistry mentoring scheme introduced for u/g students
- Introduction of Anniversary Lecture: at least 50% of speakers will be female

- Supported remote participation in meetings
- Daphne Jackson Fellowship awarded to Chemistry at York for male p/t researcher
- Supported graduate student through maternity leave which led to new student policy
- Workload model developed further to support p/t staff
- Agreement to cover childcare costs for staff attending conferences on non-working days

2015 so far

- Performed an equal pay audit
- Developed Eleanor Dodson fellowships (funding in place for first fellow)
- Event held for early career researchers interested in independent fellowships
- EDG Chair recognised by University as Departmental Equality and Diversity 'champion'
- Influenced University policy on promotion criteria for part-time staff

- Developing workload model to include research activities (Action 6.4.1)
- Creation of anonymous online suggestion box
- Creation of Departmental Communications Strategy

- Started to address issues related to short deadlines for p/t staff (Action 7.2.4)
- Updated guidelines on maternity, paternity and adoption leave for staff and students
- Influenced University maternity, paternity and adoption guidelines for students

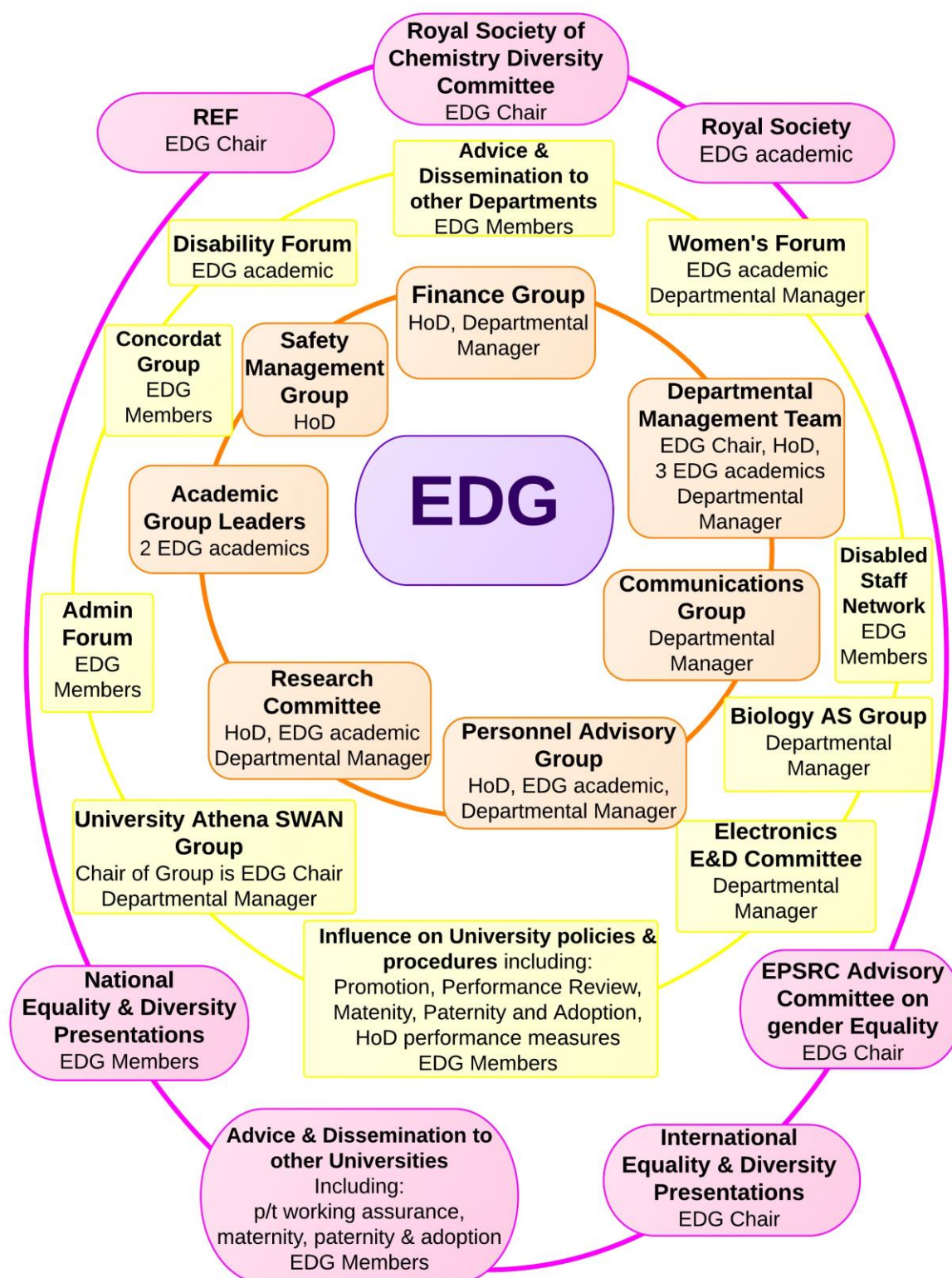


(c) plans for the future of the self assessment team, such as how often the team will continue to meet, any reporting mechanisms, and how the team will continue to engage with SET departments to encourage them to apply for awards.

- EDG will continue to meet at least four times per year and have topic-specific meetings to discuss key areas identified in the action plan.
- EDG reviews its membership on a regular basis, seeking wide representation. We will recruit an u/g (Action 2.1.1) and encourage more involvement from p/g students (Action 2.5.1). In 2014 the group changed its name to EDG to recognise its widening remit (e.g. disability, sexual orientation, ethnicity, mental health). (Actions 1.1.1, 1.1.2)
- EDG will report directly to the department's BoS, DMT, DRC and PAG. EDG members will continue to consult with u/g, p/g and researchers, e.g. through discussion at staff-student committee or on 'researcher days' in the department.
- EDG members are very active in engaging with the wider university (see Diagram 1).
- Through dissemination at University AS committee, many of the practices from Chemistry and Biology (the other York Gold award department) are now adopted by other departments. For instance, other STEMM departments have seen success in addressing leaky-pipeline issues and pay gaps (%F STEMM professors at York rose from 15% in 2008 to 22% in 2014) and equality is now a HoD performance measure. (Actions 1.2.5 and 1.2.7)
- We recognise our particular responsibility to act as a beacon department for equality practice. We specifically see this work extending into non-STEMM departments at York, into HE management, professional societies and further on the international stage. (Actions 1.2.1, 1.2.2, 1.2.4, 1.2.5, 1.2.6, 1.2.7)

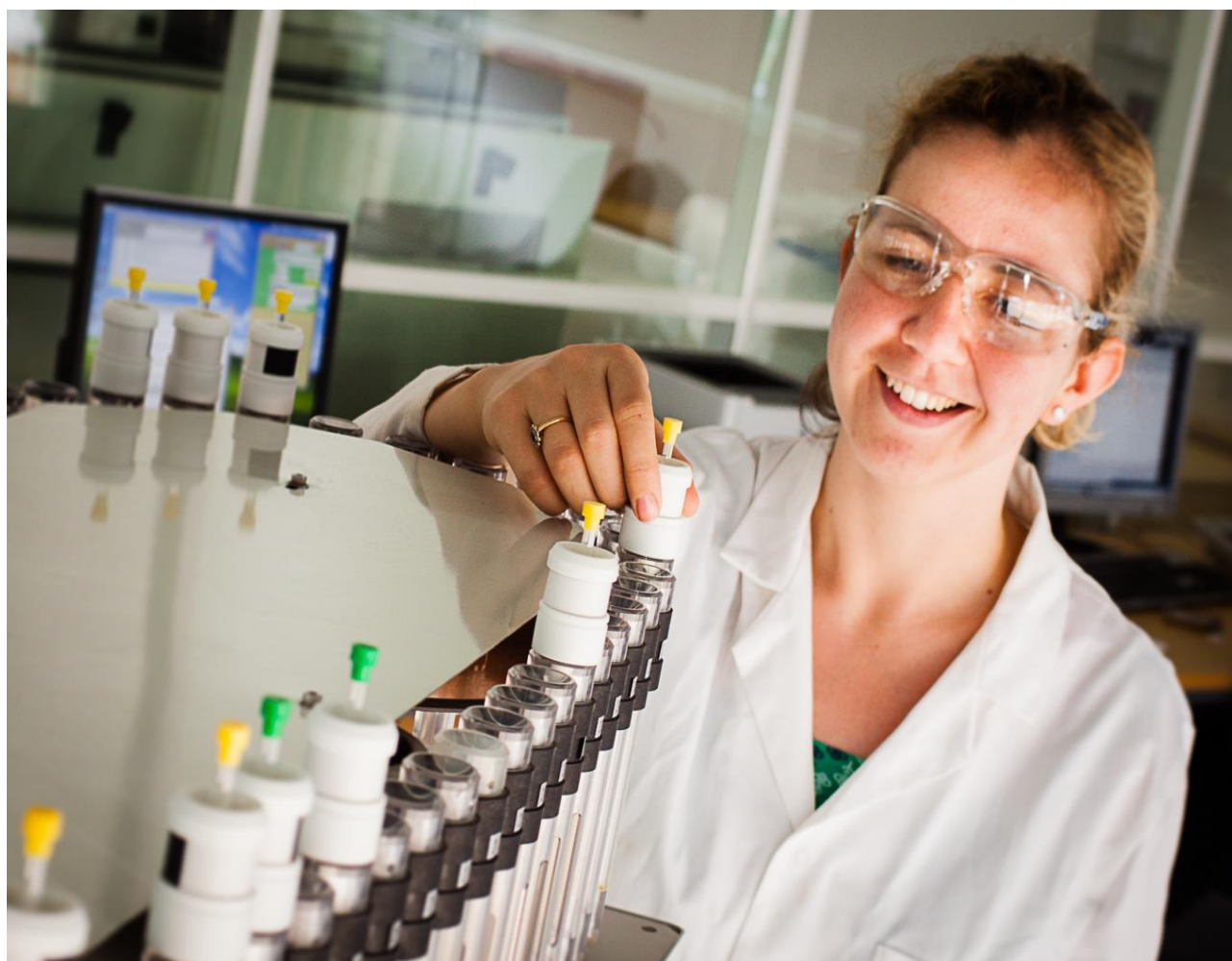
Diagram 1 represents the influence which the EDG expects to continue to exert in the department, the University and beyond.

Diagram 1



Working method and strategy

Our strategy is informed by our surveys, accurate data/statistics and their analysis, and is focussed on clear, measurable and ambitious targets (see Action Plan for details). Our work is underpinned at all levels by evidence from the social sciences drawn from a variety of sources,¹ several of which have been discussed at length by the EDG. Strategic objectives are to extend our gender equality work into other equality dimensions, and to enhance further our beacon status as an AS Gold department (see Diagram 1).



1561 words, not including captions and Diagram 1.

¹ 'Why So Slow? The Advancement of Women in Science', Virginia Valian, 1999. 'Science Faculty's subtle gender biases favour male students', Moss-Racusin et al, *Proc. Nat. Acad. Sci.*, **2012**, 16474. "Focusing on publication quality would benefit all researchers", Pautasso, *Trends in Ecology and Evolution*, **2013**, 28(6), 318.

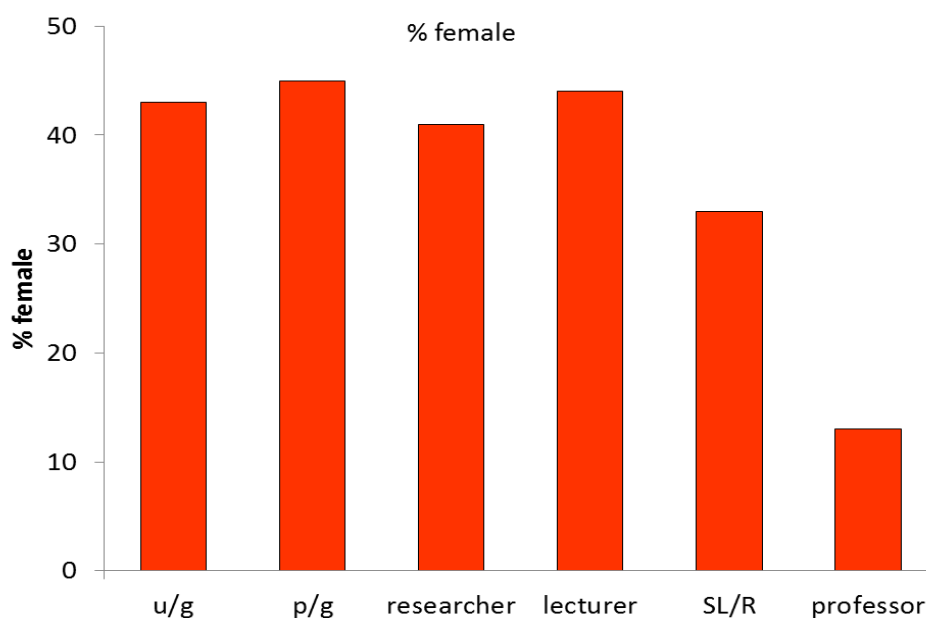
3. A picture of the department (max 2000 words)

Provide a pen-picture of the department to set the context for the application, outlining in particular any significant changes since the original application.

The department in numbers

York Chemistry is one of the largest Chemistry departments in the UK. It has 50 academic staff (24% F), ~80 researchers, ~160 research students and ~650 u/g students. We have a high reputation in research, being placed seventh in REF2014 for research power. The Department prides itself on high standards of teaching. In 2014 it achieved a 96% score on student satisfaction in the NSS survey. U/g admissions are buoyant with over 1200 applications each year for 160 home places, and the A-level average points score corresponds to AAA – A*AA. In 2007 we became the first department to gain an AS Gold award.

Figure 1. %F at different stages (April 2015)



The department's view of success

We aim to be a place of educational choice for prospective u/g students, generating graduates who go on to high quality careers; for instance, in 2014 we had the best u/g positive destination statistics amongst UK chemistry departments. We have an approach which treats students as individuals, achieving this by teaching through small groups, emphasising skills development and putting personal supervision at the heart of the student-tutor relationship. 2014 saw the opening of brand new teaching laboratories, including a social area to enhance the existing student common room.

We further seek to carry out world-leading research, evidenced by publications in the highest-ranked journals, the highest standards of p/g training and researcher career development, and high levels of research grant income. We aim for our research to make a lasting and positive impact in the wider world, through—for instance—our involvement in the development of therapeutic insulins or through our contributions to the chemical understanding of air quality and its health

effects. We have had a programme of investment in research facilities since 2004 including 5 new research buildings.

We seek to communicate chemistry to schools and the wider public through our many outreach activities. Uniquely amongst UK chemistry departments we have a dedicated unit for primary school engagement (CIEC) and a new venture called the *York Science Outreach Centre* housed within the department (opened 2014).

Our ambitions are high. They require us to attract the very best human talent and to provide our staff and students with a supportive environment. Accordingly, equality is at the heart of all we do.



How we create a culture of equality

We have cultivated and encouraged a culture of equality over the years; all of which dovetails with our AS work. Its essence is a dignity and respect for others that cannot easily be described in a document like this since it comprises very many acts: support for staff under pressure; listening carefully to others in meetings; an open system of decision-making; termly staff fora; having transparent finances; respecting the points of views of others in every staff group and level; sharing workload during times of stress; a vibrant staff-student committee; joint staff and student societies (ChemSoc and Chemical *InterActions*); being positive and encouraging towards colleagues with family responsibilities; being open about pay and promotion; having active discussions about equality issues in the coffee room; a dedicated quiet room (for prayer, breast-feeding and time away from communal offices); welcoming children into the department (baby changing facilities available), and so on.

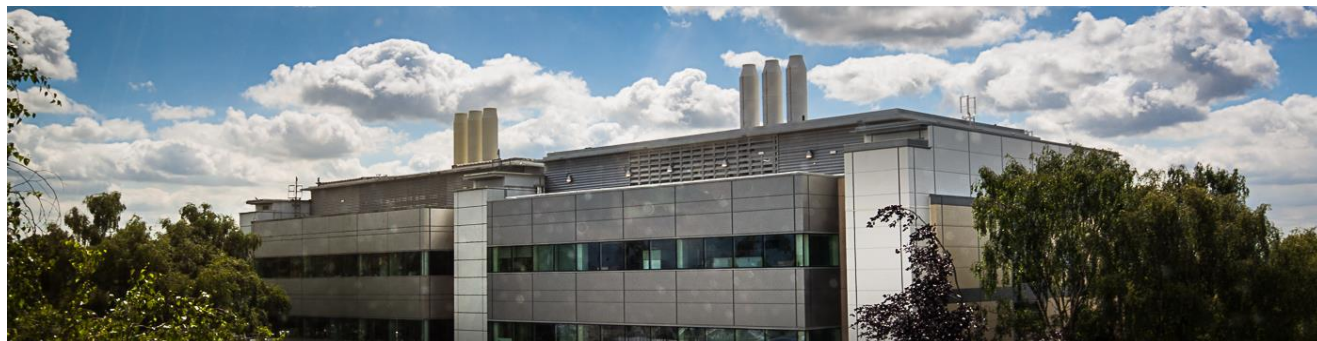
There are procedures and guidelines which we have put in place to help sustain this culture. Most importantly in this regard is that power does not lie with a select group of professorial staff but is dispersed amongst all staff groups (see section 6 for details). We also ask and expect our academic managers to take an active leadership role in promoting equality. Beyond our management practices, there are many examples of our abiding commitment to openness and accountability: minutes of committee meetings available on the web; equality as a standing item for all committees; staff committee observer scheme (Action 6.3.3); and a recently initiated open

consultation on the gender pay gap (Action 6.11.1). All of these and more lead to an open and supportive culture, in which inequalities where they arise can be addressed quickly and effectively.

We have innovative and powerful new working practices. Our flexible working scheme contains the 'p/t working assurance' where staff can request changes to their working hours without threat of losing a future full-time contract (now emulated elsewhere). There have been notable increases in flexible and p/t working (p/t academic staff, 6% in 2009, 18% in 2015). A specific example of our commitment in this regard is that the department funds its own timetabling officer, such that *ad hoc* requests to accommodate school hours and family duties within the timetable can be agreed.

Since the last AS submission the culture in the department has noticeably developed and grown from a focus on gender equality. For instance, the ethnic diversity of our graduate school has widened significantly, we have made major strides forward in supporting disabled staff and students, and we have staff and students who openly identify as LGBT.

We are not, however, complacent. We retain a critical eye on our efforts. For example, in the last twelve months, audits of our department have shown up examples of gender inequality in promotion, job allocation and recruitment of named researchers. And, while we are well ahead of national norms, we are working to address the drop-off of %F at professorial grades. We have also had to deal with cases of harassment and bullying against LGBT students, all of which have been successfully resolved. These issues and other audits/analyses inform our strategy and form key parts of our action plan.



Dorothy Hodgkin building and the plaque outside the building. Dorothy worked in York in the latter stages of her career.

Student data

(i) Undergraduate male and female numbers – f/t and p/t

- The %F undergraduates is rising strongly and above national benchmarks
- The drop in 2015 is of concern

Figure 2: Percentage female u/g students

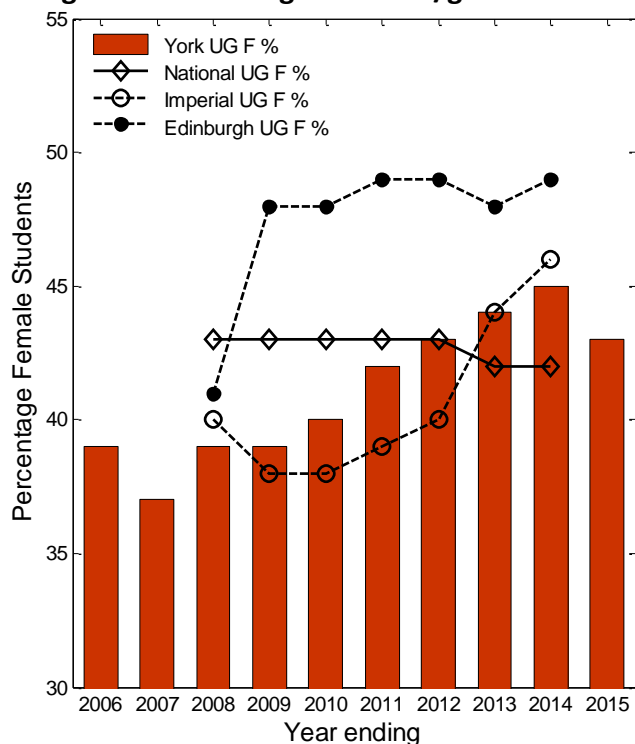


Table 1. Numbers and percentage female u/g students

	F	M	Total	%F			
				York	National	Edinburgh	Imperial
2006	157	245	402	39			
2007	159	269	428	37			
2008	178	277	455	39	43	41	40
2009	182	282	464	39	43	48	38
2010	191	287	478	40	43	48	38
2011	223	304	527	42	43	49	39
2012	255	338	593	43	43	49	40
2013	274	355	629	44	42	48	44
2014	296	361	657	45	42	49	46
2015	273	358	631	43			

- From 2006 to 2014, the percentage of female undergraduates rose from 39% to 45%, higher than the national average (42%) and in line with other AS Gold chemistry departments.

- Despite its importance, we would not necessarily identify our schools outreach work as the reason behind the rise, since the department was strongly involved with these activities well before 2006. The timing of the rise is however commensurate with our AS status and reflects anecdotal evidence that gender equality is an important factor in applicants' choice of university.
- We will make much greater use of our AS-related work in our existing schools outreach programme (Action 6.1.1), see Section 6 vii.
- The dip in 2015 is a cause for concern; we will seek to identify the reasons behind this (Actions 2.2.1, 2.2.2) and enhance the presence of our gender equality work on our website (Action 1.2.1).

(ii) **Postgraduate male and female numbers on and completing taught courses – f/t and p/t**

- **Small numbers here make definitive analysis uncertain**
- **M/F rolling average has been even for several years**

Figure 3: Percentage female taught p/g

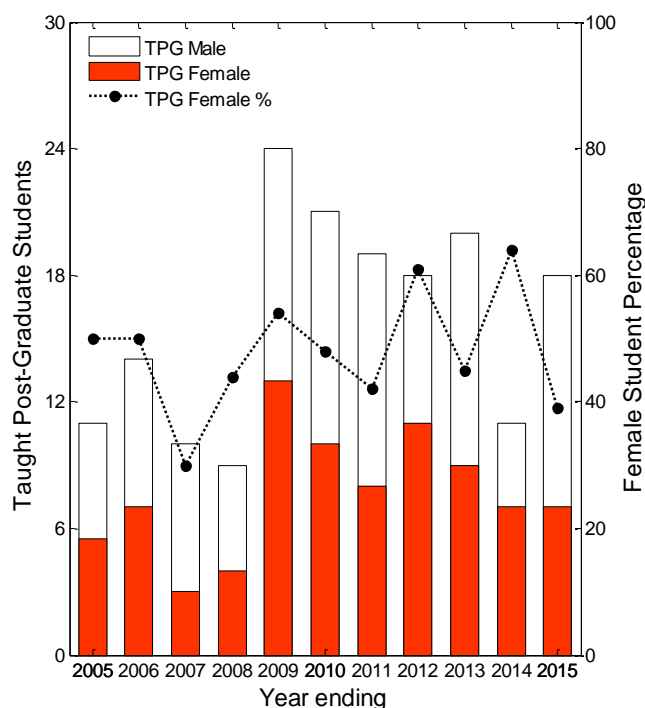


Table 2. %F p/g taught students

	F	M	Total	%F	Nat
2005	5	5	10	50	
2006	7	7	14	50	
2007	3	7	10	30	
2008	4	5	9	44	42
2009	13	11	24	54	46
2010	10	11	21	48	44
2011	8	11	19	42	41
2012	11	7	18	61	45
2013	9	11	20	45	48
2014	7	4	11	64	49
2015	7	11	18	39	

(Nat = national)

- The numbers on our MSc courses fluctuate, but averaged over the 2005-2015 period there are 44%F from 164 students.
- This balance reflects the excellent promotion and advertising efforts of our p/g admissions team, who highlight our gender equality efforts. We note the high fraction of o/s students

on our MSc courses (averaged over 5 years from 2009, 51% of MSc students were o/s with 51%F) and see the possibility of promoting more widely our equality work. We therefore intend to build on our reputation and understand what attracts o/s students, monitor carefully statistics for our AS webpages and to translate pages into, for example, Mandarin and Spanish (Action 1.2.1).

(iii) **Postgraduate male and female numbers on and completing research degrees and completion– f/t and p/t**

- The M/F balance of PhD students has improved from 2010
- The M/F ratio is consistently above national benchmarks and other AS gold departments
- There is a rise in %F p/g (45%) from %F u/g (43%)
- There is no significant gender disparity in completion rates

Figure 4: Postgraduate students research (PGR)

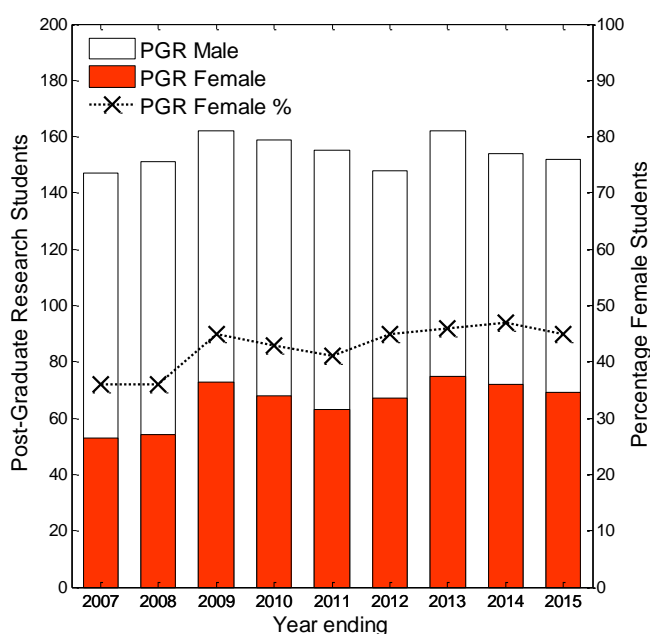


Figure 5: Completion rates (over five years)

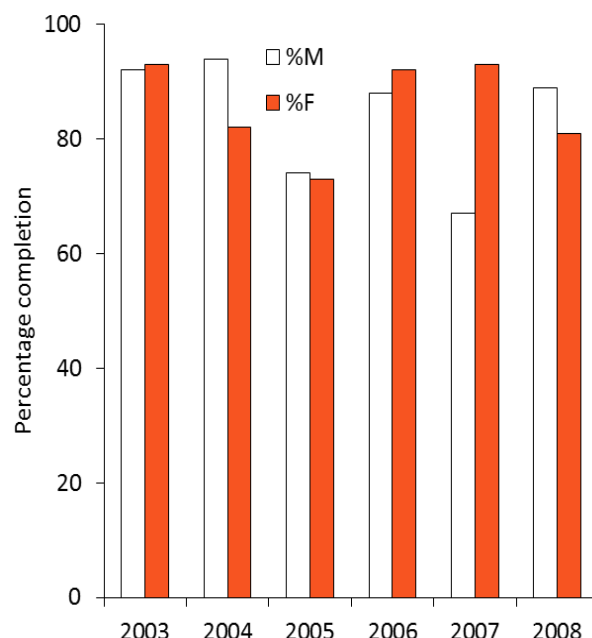


Table 3. %F p/g research students, York with comparators

	F	M	Total	%F	National	Ednbrgh	Imperial
2007	53	94	147	36			
2008	54	97	151	36	40	34	49
2009	73	89	162	45	40	37	46
2010	68	91	159	43	40	42	47
2011	63	92	155	41	40	40	43
2012	67	81	148	45	39	40	43
2013	75	87	162	46	40	38	43
2014	72	82	154	47	40	33	44
2015	69	83	152	45			

- We note the rise in the %F p/g students since 2010 (41% to 45%). The current levels are above benchmarks elsewhere (in 2015: national 40%, Imperial 44%, Edinburgh 33%).
- While it is not possible to draw a causal relationship we note that this rise is commensurate with our wider AS efforts, particularly the involvement of p/g students in gender equality matters (Actions 2.4.2, 2.5.1). We will analyse the importance of AS in recruitment by running Focus Groups and publishing the findings on our website (Action 2.4.4).
- Against a background of falling %F acceptances on research degrees (see below) our target is to achieve and maintain a p/g M/F ratio of 50/50 by 2022 (Actions 2.4.1, 2.4.3) through a set of focussed efforts, including greater use of an alumni donation (the Wild fund) to attract more o/s female students (Action 2.4.5).

(iv) Ratio of course applications to offers and acceptances by gender for (i), (ii) and (iii) above

- **Steady rises in %F u/g offers and applications from 2006 to 2014**
- **Importance of departmental 'appearance' in recruitment to be investigated (see below)**
- **Fall in %F u/g acceptances in 2014/15 (table 4, highlighted in red)**
- **Large fall in p/g %F acceptances in 2013 and 2014 (table 6, highlighted in red)**

Figure 6: %F UCAS applicant/offers/acceptances

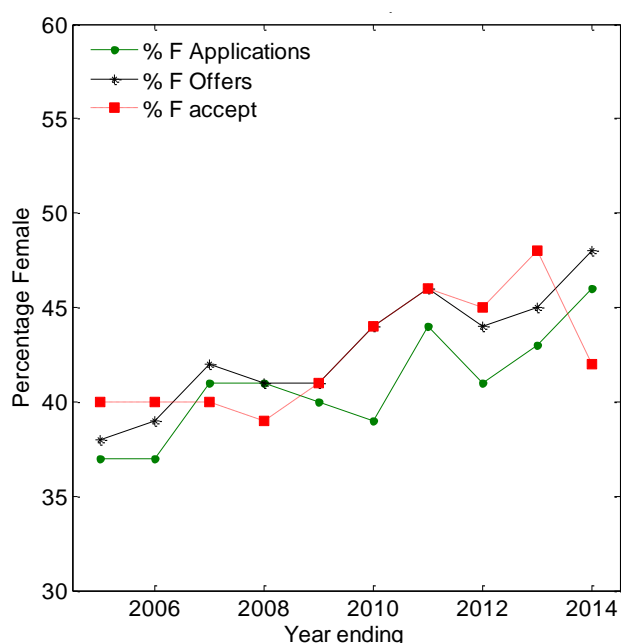


Table 4. UCAS applications, offers and acceptance ratios (presented as numbers and ratios)

	F apply	Total apply	F offers	Total offers	F accept	Total accept	% F apply	% F offers	% F accept
2005	294	794	264	697	54	134	37	38	40
2006	328	887	295	757	54	136	37	39	40
2007	372	907	346	823	52	131	41	42	40
2008	357	870	324	791	51	131	41	41	39
2009	408	1019	353	860	61	148	40	41	41
2010	491	1260	396	899	89	202	39	44	44
2011	478	1087	394	857	83	180	44	46	46
2012	449	1095	394	896	77	170	41	44	45
2013	463	1076	415	922	88	183	43	45	48
2014	544	1182	466	971	75	179	46	48	42

	Gender	Apply	Offers	Accept	Offers/Apply	Accept/Offers	Accept/Apply
2006	Female	328	295	54	89.9%	18.3%	16.5%
	Male	559	462	82	82.6%	17.7%	14.7%
	%F	37%	39%	40%			
2007	Female	372	346	52	93.0%	15.0%	14.0%
	Male	535	477	79	89.2%	16.6%	14.8%
	%F	41%	42%	40%			
2008	Female	357	324	51	90.8%	15.7%	14.3%
	Male	513	467	80	91.0%	17.1%	15.6%
	%F	41%	41%	39%			
2009	Female	408	353	61	86.5%	17.3%	15.0%
	Male	611	507	87	83.0%	17.2%	14.2%
	%F	40%	41%	41%			
2010	Female	491	396	89	80.7%	22.5%	18.1%
	Male	769	503	113	65.4%	22.5%	14.7%
	%F	39%	44%	44%			
2011	Female	478	394	83	82.4%	21.1%	17.4%
	Male	609	463	97	76.0%	21.0%	15.9%
	%F	44%	46%	46%			
2012	Female	449	394	77	87.8%	19.5%	17.1%
	Male	646	502	93	77.7%	18.5%	14.4%
	%F	41%	44%	45%			
2013	Female	463	415	88	89.6%	21.2%	19.0%
	Male	613	507	95	82.7%	18.7%	15.5%
	%F	43%	45%	48%			
2014	Female	544	466	75	85.7%	16.1%	13.8%
	Male	638	505	104	79.2%	20.6%	16.3%
	%F	46%	48%	42%			

Table 5. Taught p/g, offers and acceptance ratios (note that total accept numbers are different from numbers on course, see table 2, as some students do not accept the offer).

	F apply	Total apply	F offers	Total offers	F accept	Total accept	% F apply	% F offers	% F accept
2008/2009	13	26	13	24	10	19	50	54	52
2009/2010	22	56	20	37	16	32	39	54	50
2010/2011	31	66	18	29	15	38	47	62	39
2011/2012	47	98	36	69	25	43	48	52	58
2012/2013	40	85	28	60	21	40	47	47	53
2013/2014	55	96	42	69	25	43	57	61	58
2014/2015	68	119	42	84	26	57	57	50	46

Table 6. Research p/g students, offers and acceptance ratios

	F apply	Total apply	F offers	Total offers	F accept	Total accept	% F apply	% F offers	% F accept
2009	74	170	23	64	13	38	44	34	34
2010	66	156	20	54	15	37	42	39	41
2011	83	192	25	56	20	42	43	47	48
2012	92	173	31	66	26	54	53	45	48
2013	90	212	26	66	23	62	42	37	37
2014	89	222	22	64	18	51	40	36	35

- There has been a rise in both the %F applicants for our u/g courses (39% in 2010, 46% in 2014) and %F offers. We will analyse our course content to encourage more female applications (e.g. some types of interdisciplinary courses may appeal more to female students, Actions 2.2.3, 2.3.1).
- There was dip in number of u/g F applicants and acceptances in 2014 (46% in 2013, 43% in 2014). Before the application cycle for 2014 the department had a serious fire in its teaching laboratories (February 2012) which significantly affected the “look and feel” of the department for an extended time.
- We note the possible link between the appearance of the department and %F acceptances. (There is evidence from the RSC that H&S issues do affect M/F perceptions of science.²) The EDG will acquire new budget (£100,000 to be spent by 2018, Action Plan 2.2.4) and use this to help maintain the department’s appearance and its on-going commitment to high levels of H&S. We will continue our programme of commissioning high quality images of female scientists (Action 2.4.6).
- There is a large dip in %F acceptances on our postgraduate research students from 48% in 2012 to 35% in 2014. The reasons for this are unclear, but we are confident we have ‘spotted this early’ and can take action. This now forms a critical aspect of our Action Plan (Action 2.4.2).

² http://www.rsc.org/images/womensretention_tcm18-139215.pdf

Staff data

- (v) Female:male ratio of academic staff and research staff – researcher, lecturer, senior lecturer, reader, professor (or equivalent).

- Since 2011, a steady rise in the %F researchers
- The %F ratio at this level is significantly higher than the national figure
- There is a small drop-off from %F p/g (45%) to %F researcher (41%)
- Action taken when number of female researchers dipped in 2011 (see pages 30-31)

(a) Figure 7: Research staff

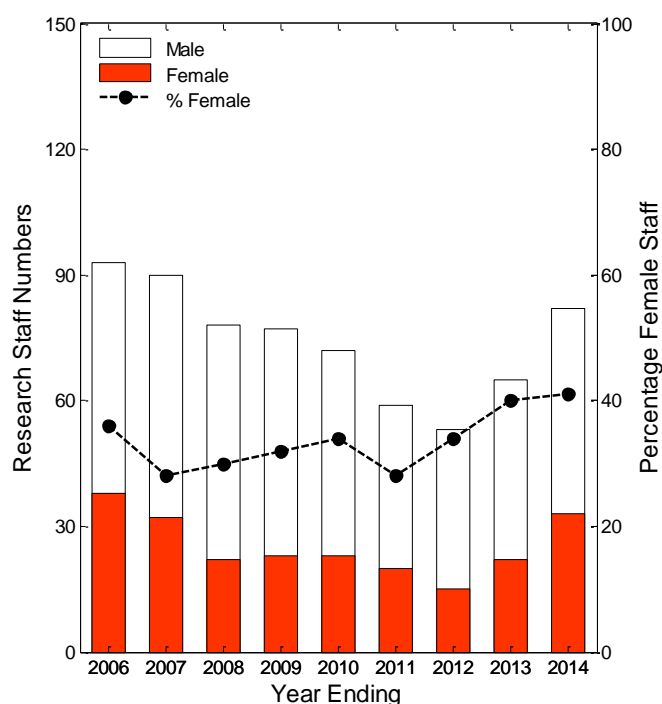


Table 7. %F research staff, York and comparators

	F	M	Total	%F	National	Edinburgh	Imperial
2006	38	55	93	36			
2007	32	58	90	28			
2008	22	56	78	30	30	31	33
2009	23	54	77	32	30	36	36
2010	23	49	72	34	29	31	33
2011	20	39	59	28	29	26	26
2012	15	38	53	34	28	29	28
2013	22	43	65	40	29	9	26
2014	33	49	82	41	30	25	35

- The %F researchers in 2014 was 41%, significantly higher than comparators, national (HEIDI, 2011/12) ~28%, Edinburgh 19%, Imperial 29% (Action 3.1.1)

- The drop-off from p/g students (%F 45%) is slight and runs counter to the usual drop-off of 5-15% at each stage of progression in academic chemistry. It is possible that this is related to the wide range of interdisciplinary research in the department.
- We seek to build on our good practice through our newly appointed E&D Officer (page 43) whose role is to enhance further the career development of our researchers (Actions 4.1.1, 5.3.1, 5.3.2, 5.3.3).
- We will check on the impact of our named researcher and direct appointment procedure (Action 3.1.2) and explore issues of job security for research staff (Action 3.2.1) as highlighted in the 2014 survey results.

(b) Academic staff

- Since 2010, %F lecturers have remained steady at 40-50%, representing no drop-off from %F p/g (45%)
- There is drop-off (44% to 33%) between lecturer and senior lecturer/reader
- Following an initial rise in 2010 there has been no progress on %F professors and a large drop-off to 13 %F from grade 8 (absolute numbers remain at three)

Figure 8: Academic staff, pay grade 7

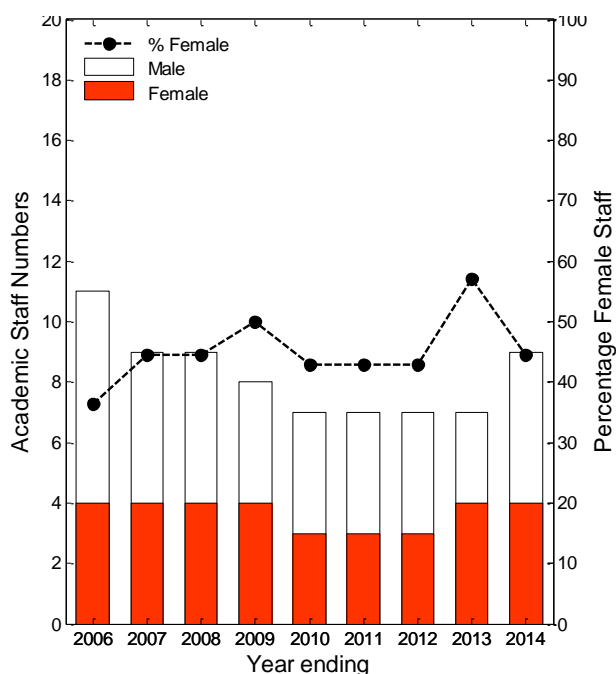


Figure 9: Academic staff, pay grade 8

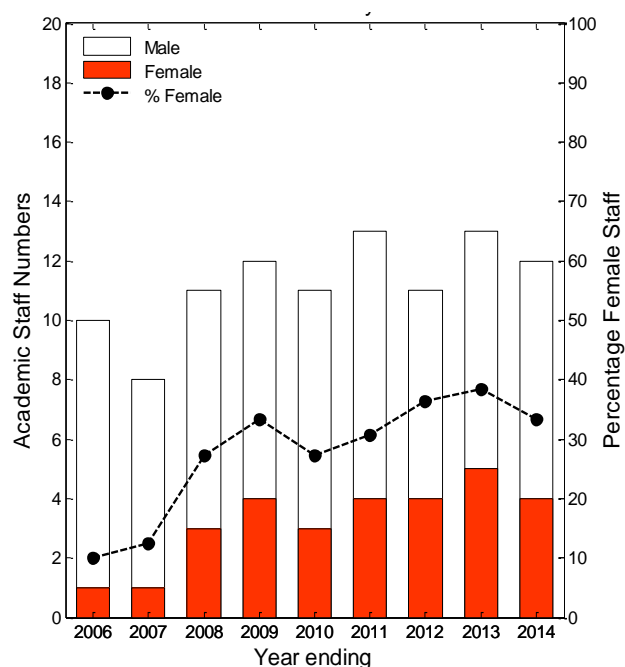


Table 8, Grades 7 (lecturers) and 8 (senior lecturers and readers) academic staff

	Grade 7				Grade 8			
	F	M	Total	%F	F	M	Total	%F
2006	4	7	11	36	1	9	10	10
2007	4	5	9	44	1	7	8	12
2008	4	5	9	44	3	8	11	27
2009	4	4	8	50	4	8	12	33
2010	3	4	7	43	3	8	11	27
2011	3	4	7	43	4	9	13	31
2012	3	4	7	43	4	7	11	36
2013	4	3	7	57	5	8	13	38
2014	4	5	9	44	4	8	12	33

Figure 10: Academic staff, reader

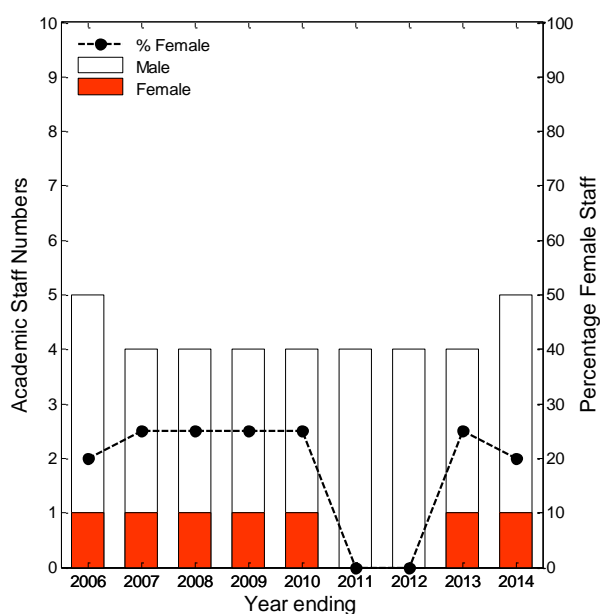


Figure 11: Academic staff, professor

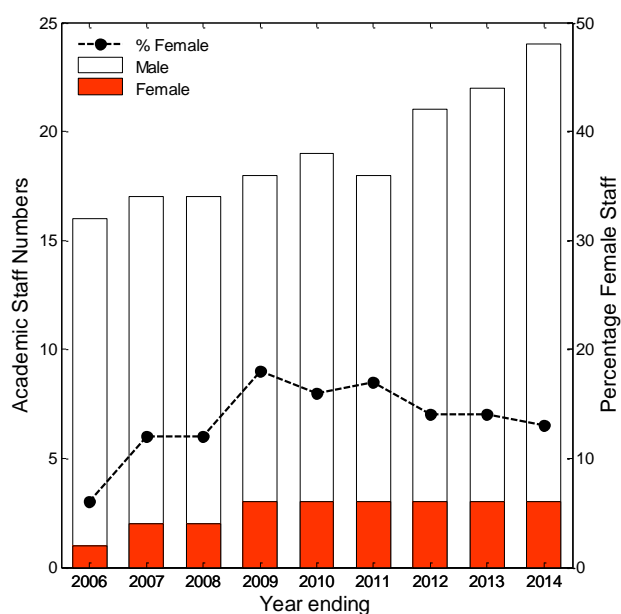


Table 9, Readers and professorial staff

	Reader				Professor			
	F	M	Total	%F	F	M	Total	%F
2006	1	4	5	20	1	15	16	6
2007	1	3	4	25	2	15	17	12
2008	1	3	4	25	2	15	17	12
2009	1	3	4	25	3	15	17	18
2010	1	3	4	25	3	16	19	16
2011	0	4	4	0	3	15	18	17
2012	0	4	4	0	3	18	21	14
2013	1	3	4	25	3	19	22	14
2014	1	4	5	20	3	21	24	13

- A high level of %F lecturers over the entire period, well above the national levels for chemistry departments (Action 3.4.1).
- Since 2010 four women have been promoted from lecturer to the next grade and we have appointed 2 new female staff at lecturer grade. At this transition we will review our recruitment practices (Actions 4.2.1, 4.3.1, 4.3.2) and continue to monitor actively for UB during appointment (Action 3.4.3), see section 4iii.
- We will make further use of statistics to inform departmental strategies on increasing number of females in all academic positions; in particular using 'time on grade', 'effect of leave' and pay statistics to help guide discussions and policy (Action 3.4.2)
- Following an initial strong rise in 2008 and 2009, the %F staff at senior lecturer/reader level plateaued at an average of ca 35 %F from 2010 to 2015. This is above national norms, but represents a slight drop-off from the %F lecturers and further represents a small drop-off from u/g level (43.4% F average from 2010 to 2015). While there are some areas for improvement we seek to maintain our current career development and promotion procedures (Actions 5.1.3, 5.1.4).
- Of concern to us is the significant fall at professorial grade to 13% F. While we are above the national average at this level (8.9% F) the drop-off has not improved since 2010. This is a focus of our new Action Plan (Actions 3.3.1, 3.3.2, 3.3.3, 3.3.4, 4.2.1, 4.3.1, 5.1.1, 5.1.2).

(vi) Turnover by grade and gender

Table 10. Staff leaving the department

	2007	2008	2009	2010	2011	2012	2013	2014
Academic	1 M	1 M	1 M	1 F	1 M	0	0	1M
Research	13 F 19M	14F 19 M	4 F 24M	10F 27 M	10 F 19 M	11 F 23 M	12 F 15M	5 F 12M

- There is no significant pattern to the M/F ratio of leavers from the department. Since 2010 there have been 48 female and 96 male researchers leave the department. 3 Academic staff have left the department since 2010, 2M and 1F.

2214 words, not including captions, tables, titles and figures.

Supporting and advancing women's careers – maximum 5000 words

Please provide a report covering the following sections. Within each section provide data and a short analysis for at least the last five years (including clearly labelled graphical illustrations where possible) on the data sets listed, commenting on changes and progress made since the original application, and including details of successes and where actions have not worked.

4. Key career transition points

(i) Job application and success rates by gender and grade

- In the last three years %F researcher appointments exceeded %F applicants
- For the 42 researcher vacancies since 2012, we achieved M/F parity in appointments
- Of the six academic appointments since 2011, two have been female (33%)
- We see clear positive effects of “UB observers” in shortlisting meetings

Table 11. Application, interview and appointment statistics for researchers (presented as numbers and ratios)

	Applications				Interviews				Appointments			
	F	M	Total	% F	F	M	Total	% F	F	M	Total	% F
2011	47	91	138	34	8	15	23	35	0	6	6	0
2012	149	407	556	27	21	55	76	28	5	9	14	36
2013	151	357	508	30	29	38	67	43	10	9	19	52
2014	95	204	299	32	17	17	34	50	5	4	9	55

		Applications	Interviews	Appointments	Interview/ Applications	Appointment/ Interview	Appointment/ Applicants
2011	F	47	8	0	17.0%	0.0%	0.0%
	M	91	15	6	16.5%	40.0%	6.6%
	%F	34%	35%	0%			
2012	F	149	21	5	14.1%	23.8%	3.4%
	M	407	55	9	13.5%	16.4%	2.2%
	%F	27%	28%	36%			
2013	F	151	29	10	19.2%	34.5%	6.6%
	M	357	38	9	10.6%	23.7%	2.5%
	%F	30%	43%	52%			
2014	F	95	17	5	17.9%	29.4%	5.3%
	M	204	17	4	8.3%	23.5%	2.0%
	%F	32%	50%	55%			

Table 12. Application, interview and appointment statistics for academics (presented as numbers and ratios)

	Applications				Interviews				Appointments			
	F	M	Total	% F	F	M	Total	% F	F	M	Total	% F
2011	2	16	18	11	2	2	4	50	0	0	0	-
2012	31	127	158	20	3	16	19	16	1	1	2	50
2013	14	86	100	14	2	11	13	15	0	3	3	0
2014	18	119	137	13	2	4	6	33	1	0	1	100

		Applications	Interviews	Appointments	Interview/ Applications	Appointment/ Interview	Appointment/ Applicants
2011	F	2	2	0	100%	0.0%	0.0%
	M	16	2	0	12.5%	0.0%	0.0%
	%F	11%	50%				
2012	F	31	3	1	9.7%	33.3%	3.2%
	M	127	16	1	12.6%	6.3%	0.8%
	%F	20%	16%	50%			
2013	F	14	2	0	14.3%	0.0%	0.0%
	M	86	11	3	12.8%	27.3%	3.5%
	%F	14%	15%	0%			
2014	F	18	2	1	11.1%	50.0%	5.6%
	M	119	4	0	3.4%	0.0%	0.0%
	%F	13%	33%	100%			
Overall	F	65	9	2	13.8%	22.2%	3.1%
	M	348	33	4	9.5%	12.1%	1.1%
	%F	16%	21%	33%			

- EDG brought to the department's attention the dip in 2011 of female researchers (and took action, see pages 30-31), after which %F applicants for researcher positions increased to around one third, which is lower than the national %F p/g research students (40%) but significantly higher than comparator departments (Imperial, 23% in 2012). Notwithstanding the good ratio of applicants, we are determined to see this increase with a focussed effort on recruitment and promotion of our gender equality work, especially to o/s candidates (Action 1.2.1).
- There is a pleasing success rate for female applicants with ca 50% of all researcher appointments now being female, significantly higher than comparators (Imperial, 30% in 2012). We seek to maintain this (Actions 4.2.1, 4.3.1).
- The %F applicants for academic positions is disappointing at ca 15%. (Action 4.3.1).
- Opportunities for recruitment to academic posts are limited, but we will create a number of professorial positions in the next five years which will lead to a more balanced professoriate. (Actions 3.3.1, 3.3.2, 3.3.3, 3.3.4).

(ii) **Applications for promotion and success rates by gender and grade**

- **100% success rate for female academics applying for promotion (male 88%)**
- **Very large increase in male professors since 2010, no female promotions to professor in that time period**

Table 13. Promotion statistics for academic staff

	Senior lecturer				Reader				Professor			
	Applications		Success		Applications		Success		Applications		Success	
	F	M	F	M	F	M	F	M	F	M	F	M
2008	0	1	0	1	0	0	0	0	0	0	0	0
2009	1	0	1	0	0	1	0	1	1	0	1	0
2010	1	1	1	1	0	0	0	0	0	1	0	1
2011	0	0	0	0	0	2	0	2	0	1	0	1
2012	1	1	1	1	0	1	0	0	0	2	0	1
2013	0	0	0	0	1	0	1	0	0	1	0	1
2014	1	1	1	1	1	2	1	2	0	1	0	1
Totals	4	4	4	4	2	6	2	5	1	6	1	5

- Since 2010 there have been no applications from women for professorial promotion (although 100% of women professors have been promoted within the 'professorial bands', data not shown but evident in pay gap data, see later). Such a lack of female applications for professorial positions is a major area of concern for the department and is a centrepiece of our new Action Plan (5.1.1, 5.2.1)
- Data not shown, but since 2010 there have been seven promotions of researchers, of which one was female.

(iii) *Impact of activities to support the **recruitment of staff** – how the department's recruitment processes ensure that female candidates are attracted to apply, and how the department ensures its short listing, selection processes and criteria comply with the university's equal opportunities policies. In particular comment on changes to the process and the impact of these changes.*

From a low base in 2011 for the appointment of both female researchers and academics, the department improved its recruitment procedures. As the data in Tables 11 and 12 show, the effects have been positive, except at professorial grade. The most notable impacts are the increasing %F appointments at both researcher and academic level. This impacts may be linked to the following interventions:

- *Advertisement.* We reviewed our material and made changes designed to emphasise the departmental equality agenda in 2011 and again in 2014 when we influenced the University to allow for inclusion of customised images of chemistry staff, students, buildings and equipment (see screenshots below). As well as positive images, the changes include the use of the AS strapline, more information on flexible working, family friendly policies, and

support to staff with partners. We will develop our selection criteria further to stress team-working and communication as well as subject-specific skills (Action 4.2.1). In addition, future professorial vacancies will be vigorously promoted with focus on attracting female candidates (Actions 3.3.1, 3.3.2, 3.3.3, 3.3.4, 4.3.1, 4.3.2)

Screenshots of typical advert and of candidate brief

https://jobs.york.ac.uk/wd/plsql/wd_portal.show_job?p_web_site_id=3885&p_web_page_id=215257

The post is fixed-term for a period of up to 48 months and will be available from 1st September 2015 or as soon as possible thereafter.

• [More about](#)

Informal enquiries may be made to Professor Duncan Bruce by email at duncan.bruce@york.ac.uk

The Department of Chemistry holds an Athena SWAN Gold Award and is committed to supporting equality and diversity for all staff and students.



1).pdf - Adobe Reader

Page 6 (6 of 10) 60.6%

Tools Fill &

THE DEPARTMENT

representation throughout the Department. Support for all staff at all stages of their career is recognised as being extremely important. Social events are held for members of staff.

The Department was placed in the top ten UK universities for Research Power by the 2014 Research Excellence Framework exercise (REF). Amongst our academic staff, we have four fellows of the Royal Society and several national and international prize winners contributing to a dynamic and thriving department.

Opportunities for employment for partners exist across the University, Science City York or within the City of York. The Department recognises that employment for partners is an issue and will be understanding if you raise this and will do its best to help.

The Department is trying to establish a culture of environmental good-practice and all staff are asked to go about their duties in a resource efficient way and minimise impacts to the environment wherever possible.

The University has recently invested heavily in Chemistry including a new research building, the Dorothy Hodgkin Building, which houses Analytical and Synthetic Chemistry, an NMR Centre, and the Centre of Excellence in Mass Spectrometry which opened in 2009. NMR facilities are housed in a purpose-built facility (2006) while construction of a building to house a new Centre for Hyperpolarisation in Magnetic Resonance Imaging was completed in October 2012. The second phase of the Dorothy Hodgkin building for materials, synthetic, catalytic and mechanistic chemistry was completed in summer 2012 and the Wolfson Atmospheric Chemistry Laboratories were opened in 2013. Most recently, construction of a two-storey building housing new teaching and research laboratories (to house Green Chemistry) and offices was completed in March 2014.

THE DEPARTMENT

The Bruce Research Group

Details of the Bruce research group can be found at <http://www.york.ac.uk/chemistry/staff/academic/a-c/bruce/>

The Department of Chemistry <http://www.york.ac.uk/chemistry/> is one of the largest and most successful academic departments at York. The undergraduate courses, which typically attract over 1200 applications for the ca. 180 places, have a flexible modular structure with opportunities for specialisation in environmental, industrial and medicinal chemistry. There are three-year (BSc) and 4-year (MChem) courses with opportunities for students to spend a year at one of a number of overseas universities or in industry.

The Department has nearly 60 academic staff (including teaching fellows), over 40 technical staff, more than 600 undergraduate students, approximately 160 graduates (mainly studying for PhDs) and over 70 research fellows. The Department has a group of coherent laboratories, recently extended and modernised, which provide an excellent environment for teaching and research. The Department has particular research strengths in the areas of analytical science, atmospheric chemistry, chemical and structural biology, green chemistry, materials chemistry, metalloproteins, organometallic and catalytic chemistry, synthetic organic chemistry and time-resolved spectroscopy.

There are 28 administrative staff (including those funded externally) as well as the technical staff who provide assistance in the teaching and research laboratories and maintain the workshops supporting these activities.

The Gold award from Athena SWAN for promoting women in science was won by the Department of Chemistry in 2007 and renewed in 2010 and 2014. This was the first Gold award made in this scheme. The Athena SWAN Charter recognises and celebrates good employment practice for women working in science, engineering and technology (SET) in higher education and research. See <http://www.york.ac.uk/chemistry/departments/athenaswan/> for further information.

The Department of Chemistry operates a set of family-friendly policies. Staff working patterns are flexible and a formal flexitime system is also in operation. The Department has developed a maternity and paternity leave policy to help provide support for staff and the University has a nursery, see <http://www.york.ac.uk/university/mrty/> and a Child Care voucher scheme.

The Department provides support for all categories of staff in their applications for promotion, role reviews, awards and prizes and rewarding excellence nominations. Staff are encouraged to attend training events including those offered by the University Learning and Development Team (<http://www.york.ac.uk/admin/training/>). The Department strives to address diversity inequalities and ensure that there is a culture that supports equality and encourages better

- *Selection Panels.* The requirement for at least one member of each gender on appointment panels now extends to research appointments. Panel members are required to attend a recruitment and selection course, which includes E&D training. All staff are required to complete an on-line equal opportunities module. AGLs (page 36) and DMT have been alerted to the importance of the researcher M/F ratio.
- In 2014, we further decided to include an UB observer (an academic who has received UB awareness training) on academic short-listing panels. The role is to listen to and record the decision-making and to reflect back to the panel any instances of bias.

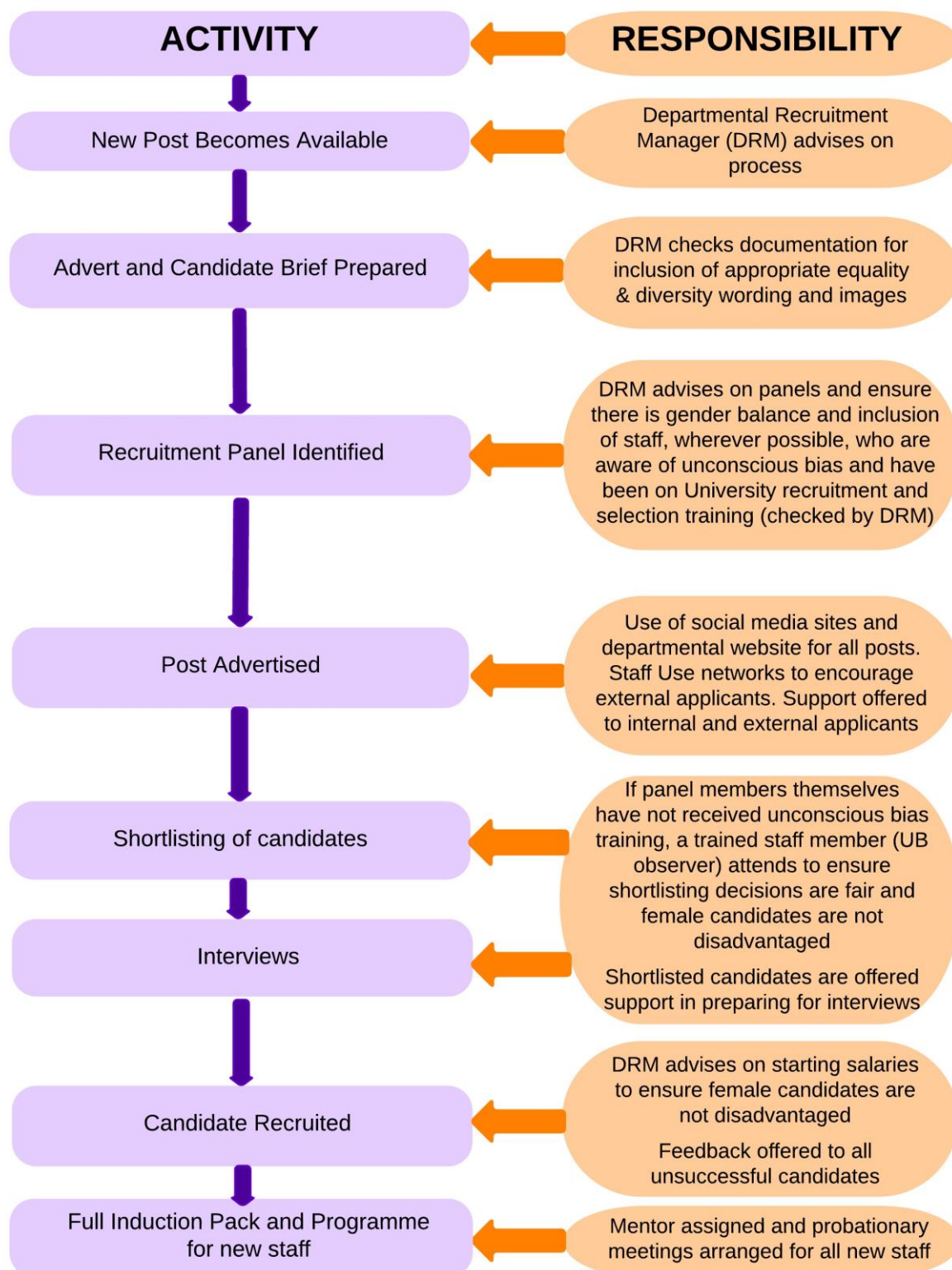
Quote from staff member involvement in an observed selection panel:

Being observed while shortlisting 130 candidates down to 5 had a significant impact - in particular by having it pointed out how easily implicit assumptions made by some individuals while rapidly assessing CVs could significantly sway the considered opinion of the panel. The process of being observed made me much more reflective in considering how I personally came to such decisions, and has gone on to influence my ongoing recruitment practice.

The success of this scheme means that addressing UB is a constant feature of our recruitment process, see Flowchart 1, (Action 3.4.2). We further seek to promote the benefits of such a scheme to other university departments (Action 1.2.7).

- *Direct appointments (i.e. appointing from existing or known staff).* The EDG further noticed that named researcher or direct appointments were seemingly subject to gender bias. Accordingly, a new procedure was drawn up, implemented and will be monitored (Action 3.1.2).

Flowchart 1: Recruitment



- (iv) *Impact of activities to **support staff at key career transition points** –interventions, programmes and activities that support women at the crucial stages including work on the Concordat, such as personal development training, opportunities for networking, mentoring programmes and leadership training. In particular comment on recent initiatives and their impact.*

This is an area in which the department has been very active, as described below (and Tables 8 and 13) we see little drop-off from %F undergraduate level up until lecturer level. Over the 2010-2015 period, the focus of our activities has been on the academic grades up to lecturer (see below), but it is clear that our focus now needs to broaden to include the senior academic grades (Actions 4.4.1, 4.6.1, 4.8.1, 4.8.2, 5.6.1).

- *Transition from u/g to p/g.* Since 2010, we have programmed talks to our MChem cohorts about research degrees. U/gs are invited to termly Graduate Research Seminars where PhD students talk about their research (44%M, 56%F since 2012), and we have research student profiles on our website. All PhD advertisements include the AS strap line. On the u/g course, we created a personalised degree programme (from 2010) which has a timetabled integrated transferable skills programme, including several career activities (a business exercise, sessions on CVs and interviews, and a Careers Symposium featuring York graduates), see: www.rsc.org/eic/2014/11/science-students-consumers-creators.
- *Transition from p/g to researcher.* CV/interview, one-to-one advice and networking sessions have been run for early career researchers with greater uptake of these sessions by women (typically >50 %F attendees); the new E&D Officer will continue with these (Action 5.3.3) as well as encourage students to take part in online employability tutorials. We are developing informal networks for p/gs and researchers through social networks and alumni (Action 4.5.1).

In addition to the University provision Chemistry has an extensive graduate training programme (incorporating all PhD students), which, since 2014, is within a single framework called the iDTC (Actions 5.3.4, 5.5.1). At the heart of the iDTC lies bespoke training packages for p/g students, with specific attention given to the student's personal development (see screenshot). Feedback on the training is continually sought and enhanced training planned (Action 5.3.4).

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Training, Career Development & Employability

The Department of Chemistry recognises that as well as successfully achieving a qualification in your chosen subject, it is vital for today's graduates to have other transferable skills to equip them for a successful career. Throughout your period of postgraduate study, you will have numerous opportunities to enhance such skills through a variety of training sessions and activities both inside and outside of the Department.

Training
Career Development
Employability
Destinations

- Demonstrating** - after completing the required training, research students have the opportunity to demonstrate in labs to undergraduate students enabling you to earn extra money as well as improve your own transferable skills
- Presenting** - it is important that you are able to present your work to colleagues. There are many opportunities for you to do this at conferences and symposia at York, around the UK and abroad
- Departmental competitions** - the department holds two competitions for 3rd year PhD students, giving the opportunity to present their work with the chance of winning prizes
- Outreach work** - the department has strong links with schools and runs a full [Outreach](#) programme. Postgraduate students have the opportunity to assist with Open Days, Chemistry Camp and a variety of outreach activities
- Researcher Development Team** - a dedicated team who provide support and guidance for researchers. The RDT is also part of a national organisation called [Vitae](#) who pioneer training and support for researchers, including [UK GRADSchools](#) and the [Researcher Development Framework](#)
- Committee membership** - there are opportunities for students to get involved in a range of groups and committees at University and Departmental level, such as the Chemistry Graduate School Board, Board of Studies, Graduate Students Association to name a few.

Postgraduate Degree Courses in Chemistry

[Enquiries and Further Information](#)

[University Postgraduate Admissions](#)

[International Team](#)

[Student Support Services](#)

[Equality and Diversity Office](#)

[Current PhD Vacancies](#)

- *Transition from researcher to academic.* The University engaged enthusiastically with the 2008 re-launch of the Concordat to support the Career Development of Researchers, as a means of extending our commitment to develop our staff. Chemistry's EDG has representation on the University Implementation Group which develops the actions and shares good practice. (<http://www.york.ac.uk/admin/hr/researcher-development/staff/concordat.htm>).

The Department continues to develop its Concordat action plan which includes Actions 4.10.1, 4.10.2 and 4.10.3. For example, in 2007 a comprehensive review led to transfer of 25% of fixed term researchers to open contracts.

New or Improved Initiatives brought in since 2010:

- AGLs were introduced in 2014 and are responsible for academic and research staff within their groups, including gender equality (by recommendation of EDG). They have been informed about UB and further training will be provided (Action 3.4.3).

AGL responsibilities as published in department

- Provide leadership and represent views to DMT
- Review performance of academic staff
- Communicating department developments and host discussions of relevant issues (e.g. research strategy)
- Monitor 'health of group' including equality and diversity and work-related stress (stress awareness training provided)
- Advise HoD on personnel matters within group including promotion and prize nominations
- Provide support and assistance to all group members on promotion, research grant applications and publications
- Monitor progress of researchers and assist with fellowship applications
- Facilitate requests for financial resources to HoD, especially in connection with personnel issues such as compassionate and maternity leave

- *Improved Probation procedures* - A new system ensures processes are followed and understood by new research staff and their supervisors. The process is discussed at the induction sessions run by the E&D Officer and information is included in the induction packs.
- *Mentoring* The mentoring scheme has been improved and embedded into induction. All new staff, regardless of category, are assigned a 'buddy mentor'. An objective-led mentoring scheme will be developed (Action 4.8.1), with an internal mentor/mentee training programme including UB training, linked to the accredited University coaching scheme (Action 4.8.2).
- *Networking* - The departmental induction session and social activities give opportunities for new research staff to meet each other. (Actions 4.5.1, 4.7.6).
- *Communication with researchers* – Researcher representatives sit on the BoS, GSB, Communications Group and DRC and we have a new 'researcher champion' academic role. We will continue to run Focus Groups to optimise communication with research staff (Action 4.9.1).
- The department has created and raised funding for '*Eleanor Dodson*' Fellowships to encourage applications from researchers for independent research fellowships (Action 4.7.5).

- Regular *Researchers' Fora* have been introduced for research staff and final year PhD students; these cover issues such as equality and diversity, academic careers, maternity and paternity and ethics. The HoD and EDG have attended individual sessions.
- *Independent Fellowships* - We recently held an Independent Fellowships event for early career researchers to encourage and support internal applications for fellowships (over 60% of the researchers attended and feedback was excellent). We will run this as an annual activity (Actions 4.7.1, 4.7.2, 4.7.3). Opportunities for staff to apply for funding will be highlighted (Actions 4.7.4, 4.7.6, 4.7.7).
- We will hold the Joliot-Curie Conference in York in 2016 (Action 1.2.3).

There is further evidence of the impacts of our initiatives:

- Increase in female graduate students to 45%
- Increase in female researcher recruitment to 45% in 2013
- 33%F academic appointments
- Specific case study for Ruth Purvis
- Excellent destination statistics for PhD students and research staff:
- In 2011-12 highest % of students working at graduate level who studied at Russell Group University (York 84.1%, Imperial 81.4%, Edinburgh 82.1%)

Table 14 PhD student and researcher destination statistics (from 2009), categories with numbers in brackets afterwards.

PhD Student			Researcher		
Category	%F	%M	Category	%F	%M
<u>Academia (total)</u>	32	68	<u>Academia (total)</u>	29	71
Researcher (84)	32	68	Researcher (54)	33	67
Academic (6)	33	67	Academic (10)	20	80
Support (3)	0	100	Support (3)	0	100
Teaching/technical (12)	42	58	Teaching/technical (4)	25	75
			Independent Fellow (2)	50	50
Industry (54)	50	50	Industry (11)	19	81
Teaching (7)	57	43	Teaching (2)	0	100
Publishing (4)	50	50	Publishing (1)	100	0
			Other (3)	100	0

5. Career development

(i) Impact of activities to support promotion and career development

The promotion of all staff is something which the department takes very seriously. To this end it has a range of pro-active and innovative practices which support staff through the preparation and process of achieving promotion. The process is transparent and supportive at all stages of development, it's not just about the promotion process itself.

The broad context of career development is provided by the following:

- Annual staff performance reviews are held for all staff, see Flowchart 2. Reviewers must attend University training. The review process is closely linked to career development.
- In an important development in 2012, the department used the process to ask staff how they would like to see their administrative contributions support their career development. This is achieved by asking staff which administrative jobs they would like to undertake; this information is then used to assist job allocation. All academic administrative roles are advertised, e.g.:

Dear All

The Equality and Diversity Group (Athena SWAN as was) have proposed (and Departmental Management Team agreed) that we establish a new departmental academic role with an overview brief for the research staff (a "researcher champion"). This would involve supporting the relevant staff, canvassing them for their views, representing the group and communicating their views to key Departmental Committees, ensuring good communications in both directions, etc. The role holder will be a member of Research Committee and will attend researcher fora.

This would be a role for an academic member of the BOS with relevant experience (and would accrue k-points towards departmental load).

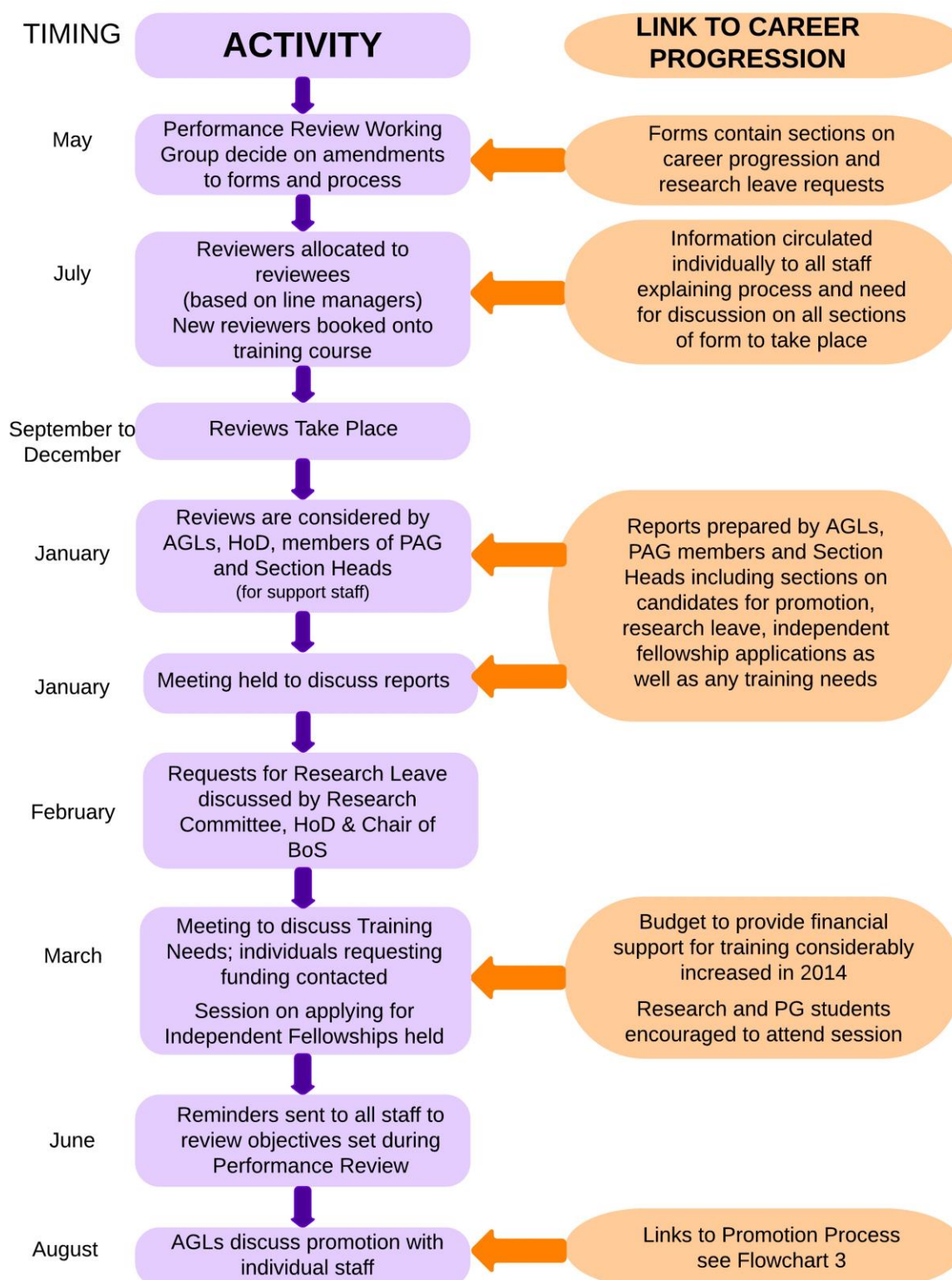
If you are interested in being considered for this new role, please let me know asap.

Many thanks

Richard

- See section 4(iv) for details of the mentoring scheme (Actions 4.8.1, 4.8.2)

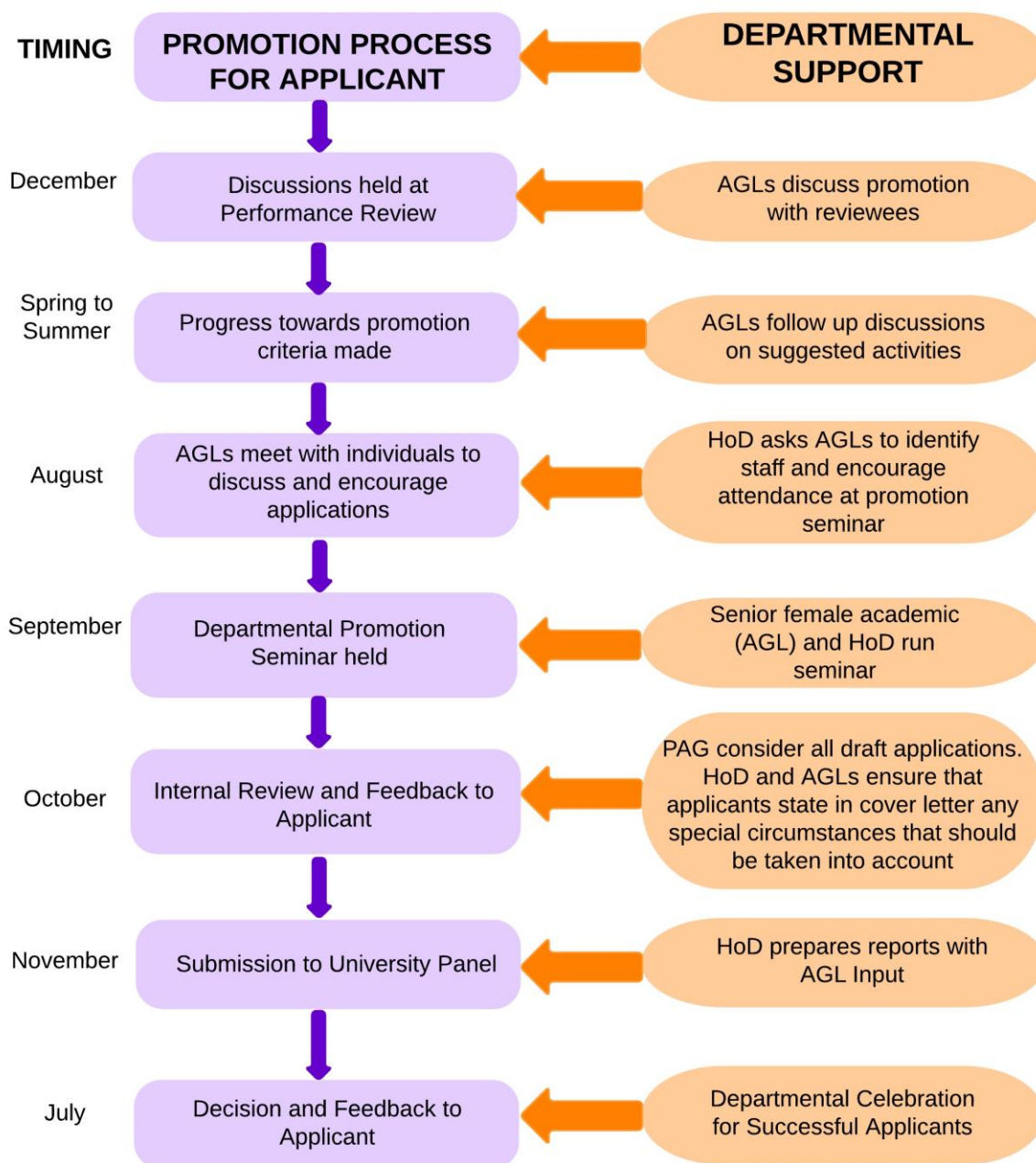
Flowchart 2: Performance Review



Much of this is standard practice across the sector. As a Gold department, however, we have made significant extra efforts in supporting staff development and promotion. We draw particular attention to the following:

- AGLs have a direct and personal responsibility for mentoring and developing staff in their groups and for ensuring gender balance in promotion and opportunity. This includes planning and supporting colleagues through the promotion process.
- We have transparent promotion procedures (Flowchart 3). Notably, the process contains specific identification, encouragement and support of staff thinking of applying for promotion with an over-riding emphasis on quality of work.
- In the annual promotion seminar, the achievements of staff who had been promoted previously (anonymised) are published, such that the criteria for successful promotion are clear. AGLs & HoD encourage academics to attend promotion seminars and the briefings introduced by the University in 2014. We will further encourage research staff to attend (Action 5.2.1).
- All new academic staff are given reduced teaching and admin loads in the early years of their appointment.

Flowchart 3: Promotion



Reminder: Promotion for Academic, Research & Teaching Staff

Information concerning the 2013-14 promotions round is available at:

www.york.ac.uk/about/departments/support-and-admin/registrars-secretary/academic-promotions/

The deadline for submission of electronic applications to the Head of Department's Office will be **16.00 on Tuesday 1 October** (Note: revised deadline) with a deadline of submission to the Centre of **14:00 on Wednesday 16 October** 2013.

A Departmental Promotion seminar will be held on **Wednesday 4 September at 14.00** in A128 for anyone who would like to find out more about the promotions procedure - this is open to ALL research, teaching and academic staff.

Dear All

I attach promotions info with new guidelines for the 13/14 round. Please note the dates and the fact that this year the University is running briefing sessions. Also a reminder that the Departmental Briefing is next week (Tues 9/9, A122, 10-1100) - all welcome.

Richard

Impact

- 99-100% of all staff completed the Performance Review process between 2010 and 2014.
- From 2014 staff survey, 67% of staff had taken part in development activities agreed at their last performance review (cf 62% in 2011).
- New academic staff are highly appreciative of the departmental support. Dr Terry Dillon who joined the department as a new lecturer in 2013 says:

...the department ensured that my teaching load was significantly reduced in my first and second years. This, together with the provision of some start-up funds and a PhD studentship greatly helped in getting started on my independent research career.

- Dr Alison Parkin; see case study
- Dr Verena Görtz (research fellow in the department from 2005) received support from the department's research priming fund and a Royal Society Dorothy Hodgkin fellowship and

established an independent research programme which then allowed her win a f/t academic position at the University of Lancaster (2013).

- Dr Isabel Saez, joined the department in 2005 (mid-career) and was appointed as a research fellow paid for fully by the department. Her independent research career was nurtured and supported leading to her appointment as a lecturer in 2011.
- Dr Martin Bates joined the department in 2005 as an independently-funded fellow. The department underwrote his position at the end of his fellowship in 2008, allowing Martin to continue his career and, along with his wife, care for his two small children. Martin successfully became a lecturer in 2011 and will move to a p/t contract from Summer 2015 to help meet his family responsibilities.
- Dr David Carslaw appointed as p/t Reader in April 2015 (senior position at p/t)
- Four of our professorial staff work p/t, of which three were promoted while working p/t.
- Since 2010 there have been 19 applications for academic promotion, five from women and twelve from men; success rates are 100% F and 88% M.
- The gender pay gap for professorial staff has reduced significantly from 25% in 2010 to 8% in 2014 (see section on culture).

(ii) Impact of activities to support induction and training

Training is a key element of our staff support, some of which have already been discussed above. Many elements of our training have equality as an integral part.

- Induction packs are prepared for all new staff and customised according to their role; information includes introduction lists and photographs, check-lists, departmental, health and safety and equality and diversity information. Compulsory E&D Training is included in induction sessions for staff. We will introduce this for students (Actions 2.1.2, 5.4.1).
- The University's Learning and Development team (*THES award winners*) runs a variety of training courses for staff to help with career development. These include programmes in PGCAP (many Chemistry staff have attended), *Leadership in Action*, *Supervising Doctoral Research* and the *Research Leaders* programme (six female staff from Chemistry have attended these courses).
- Researchers are specifically encouraged to apply for University research priming funds and summer student bursaries. This allows them to gain research independence to aid their applications for fellowships and/or academic positions (Actions 4.7.4, 4.7.7)
- Dr Leonie Jones will start as E&D Officer in Summer 2015, her remit is to enhance the career development of researchers, with a particular focus on gender equality (Action 4.4.1).

Several researchers have benefitted from the previous person in post (Dr Sue Couling), particularly in terms of then moving on to academic positions.

- A Leadership skills workshop was run in the Department in December 2012, which will be integrated into the training programme available for research staff. (Action 5.3.2).

Impact

- From the CROS in 2009, only 13% of researchers agreed/strongly agreed that they had the same opportunities for promotion as academic staff. We recognised this and improved communication of criteria for promotion; an increase to 63% was seen in 2013.
- The 2014 staff survey showed that 76% of all staff understood the pay and grading structure, although this is less positive for female staff and forms part of our Action Plan (Action 5.5.1)
- Two of the female administrative staff who attended *Leadership Training* have since been promoted to senior positions.
- The 2014 staff survey showed that 62% of *all* staff had taken part in learning/development training over the previous three years, (cf 44% in 2011). 59% of respondents believed that this training had helped them in the workplace (cf 31% in 2011). The rise between surveys was notable for female researchers (43%, 2011 to 94%, 2014).

(iii) Impact of activities that support female students

- At u/g level we have a women's officer, two harassment officers (one male, one female).
- We hold an u/g careers day highlighting female role models.
- We have started to monitor closely the F/M degree outcomes as a function of entry grade to ensure that there is no gender bias on our u/g course.
- Over 50% of the u/g representatives on the department's BoS are female.
- At p/g level, a student has an IPM. The IPM acts as an alternative person to approach and an independent assessor of progress. Panel meetings occur every six months to assess progress. A p/g mentor is appointed for new students before arrival in York and helps settle students in. Mentors are selected taking into account research interests, country of origin, cultural background and gender. The Departmental Graduate Office and Graduate Student Support Officer (female) also provide further support and are independent of the supervision process.
- See section 4(iv) for details of the iDTC for p/g students.

Impact

- %F at consistently high levels for u/g and p/g and high MSc to PhD conversion rates and excellent PhD completion rates (see Section 2).

- Good M/F balance among p/gs creates a virtuous circle as u/gs see the postgraduates as lab demonstrators.
- In 2014 a Focus Group was held for researchers and final stage p/g students. They felt that there was a good atmosphere within the department and they felt strongly that they were part of the department. They specifically mentioned the importance and support of the department's Research Facilitator and E&D Officer in career development.
- We provide specific UB training for our p/g students.

6. Organisation and culture

(i) Male and female representation on committees

Table 15. M/F membership of key committees

	2010			2011			2012			2013			2014		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F	F	M	%F
HoD AG (replaced in 2014)	3	7	30	2	7	22	2	8	20	2	9	18			
Finance	2	3	40	2	3	40	2	3	40	2	4	33	2	4	33
PAG	2	5	29	2	4	33	2	4	33	3	3	50	3	3	50
Planning (replaced in 2014)	3	11	21	3	11	21	4	12	25	3	12	20	4	11	27
REF	1	6	14	2	5	29	2	5	29	2	5	29			
Research	3	11	21	3	11	21	4	11	26	2	12	14	5	17	23
H&S	0	7	0	1	8	11	1	8	11	1	8	11	2	9	22
Teaching	2	11	15	1	13	7	2	13	13	1	13	7	1	13	7
EDG	10	1	91	10	2	83	9	2	82	10	4	71	8	5	62
Communications	7	3	70	7	3	70	7	4	64	6	4	60	8	3	73
Totals	30	58		34	72		37	74		34	78		35	69	

- The Department aims to ensure that female staff members are represented on departmental committees. 33% of key committees (see section iii) are chaired or deputy-chaired by women. In 2009/10 the Department increased the percentage of female staff on departmental committees from 26% to 34% and this proportion increased to 36% in 2012/13. To increase beyond this point would overburden the female staff. The EDG expects to see this % maintained over the coming period (Action 6.3.1).
- Membership selection to departmental committees takes account of the workloads of individuals. We will prepare job description roles for all key academic administrative roles so that staff know what is expected of them (Action 6.3.2).

(ii) **Female:male ratio of academic and research staff on fixed-term contracts and open-ended (permanent) contracts**

Research staff

	Grade 6				Grade 7				Grade 8			
	M Open	M FTC	F Open	F FTC	M Open	M FTC	F Open	F FTC	M Open	M FTC	F Open	F FTC
2009	9	33	7	11	6	2	5	0	4	0	0	0
2010	9	30	6	10	6	1	5	1	2	0	0	0
2011	6	26	3	9	5	1	5	2	1	0	0	0
2012	4	25	3	6	4	2	4	1	3	0	0	0
2013	4	31	4	15	3	2	2	0	2	0	0	0
2014	4	34	4	23	5	1	2	0	2	0	0	0

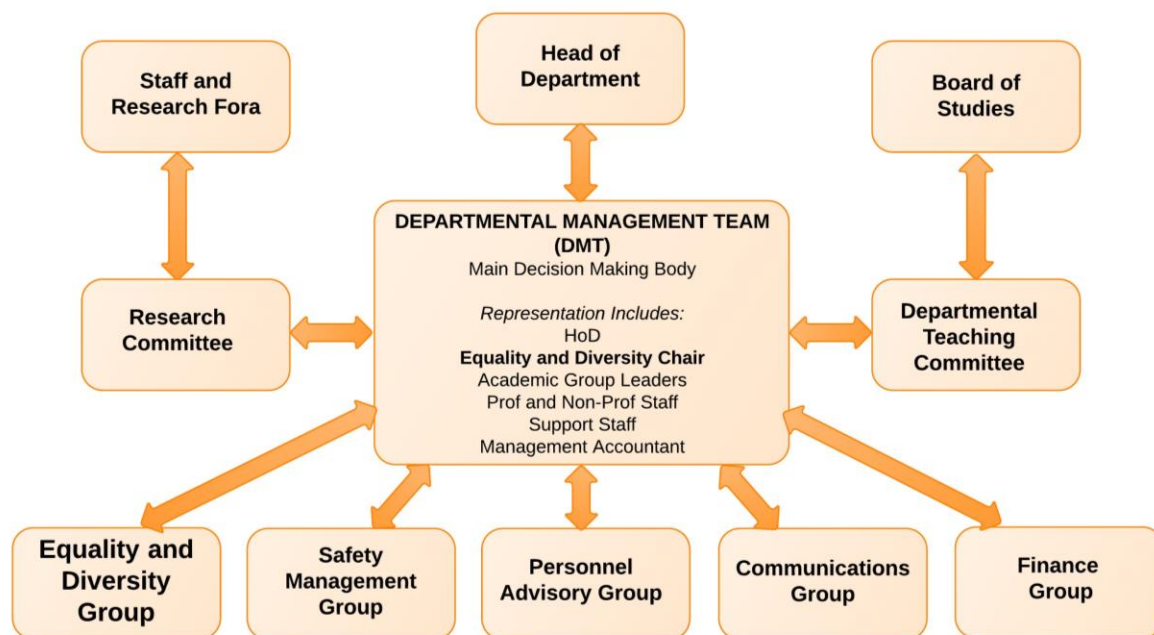
Academic staff

	Lecturer				SL / Reader				Professorial			
	M Open	M FTC	F Open	F FTC	M Open	M FTC	F Open	F FTC	M Open	M FTC	F Open	F FTC
2009	4	0	3	1	11	0	5	0	16	0	1	0
2010	4	0	3	0	11	0	4	0	16	1	2	0
2011	4	0	3	0	12	0	5	0	15	1	3	0
2012	4	0	3	0	11	0	4	0	18	1	3	0
2013	3	0	4	0	12	0	5	0	17	2	3	0
2014	8	0	4	0	11	0	5	0	19	2	3	0

- For grades 7 and 8 of research staff, and academic staff the numbers on FTCs are generally small.
- At grade 6, the average %F on FTCs is 29% and on open contracts 43%. These percentages essentially remain constant at grade 7 (FTC, 31%F; open 44%F) showing that there is no barrier to progression between these grades which is dependent on contractual status.

(iii) **Representation on decision-making committees**

- The key committees within the Department from 2010-2014, along with their M/F membership, are shown in Table 15. The primary decision-making committee was Planning Group (25%F). In 2014, informed by equality considerations, the department undertook an overhaul of its committee structure. Planning Group and HoD advisory group were replaced with a single Departmental Management Team (DMT) with 26 %F membership. The chair of EDG sits *ex-officio* on DMT.

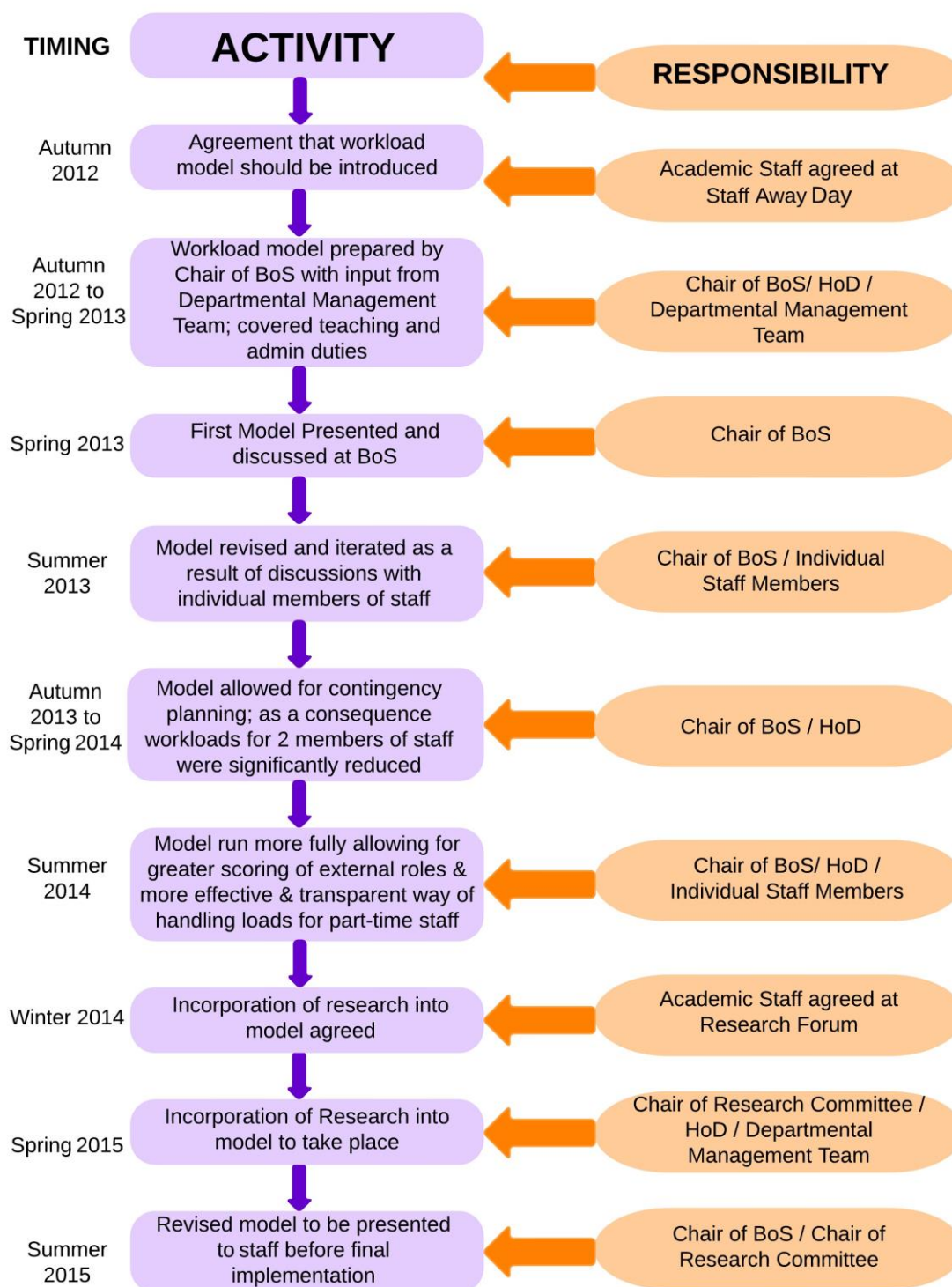


- During the period women have been well represented on the key departmental committees. What is of possible concern, however, is the higher %F on EDG and Communications (Action Plan 6.3.1).

(iv) **Workload model**

The department has a quantitative workload model. The model works on a 'K-points' system (1K point = 10 hours). Every member of staff receives an annual breakdown of their workload, see Flowchart 4.

Flowchart 4: Workload Model



	PHW Roles	Associated K Point
ADMINISTRATIVE ROLES		
Athena Swan & Inclusiveness Chair	1	25.0
Tony Wild Liaison	1	3.0
Board of Studies Member	1	2.0
Athena Swan Group Member	1	1.0
Year 3 Committee Member	1	1.0
Module Coordinator - Core 7	1	3.0
Module Coordinator - BI	1	3.0
TEACHING DELIVERY		
Mod 7 - Bioinorganic Chemistry	1	3.4
Mod 9 - Review of the Periodic Table	1	3.0
Mod BI - Bioinorganic Model Complexes I	1	3.4
Tutorial Load	1	10.0
UCAS Interviewing	0.67	2.0
Undergraduate Supervision Load	1	3.0
Marking - Year 3 Scientific Literacy	1	1.5
Marking - Year 4 Hot Topics	1	1.5
Second Marking - MChem Projects	2	0.8
PROJECT SUPERVISION		
MChem (York) Project Supervisor	2	5.0
MChem (Ind) Supervisor	1	2.0
Number of Joint PhD Students and PhDs >3	3	6.0
Number of IPMs	2	1.5
RESEARCH ROLES		
Number of PDRAs	2	6.0
EXTERNAL ROLES		
Total External Roles (Scored in Consultation)	15	15.0
SPECIAL FACTORS/FELLOWSHIPS/PART-TIME		
Special Factors (listed on worksheet)	15	15.0
Total Assigned Load		120.6
Summary of Roles and Points		
ADMIN ROLES	41.5	
TEACHING ROLES	28.61	
PROJECT SUPERVISION	14.5	
RESEARCH ROLES	6	
EXTERNAL ROLES	15	
FELLOWSHIPS	0	
PART-TIME/JOINT	0	
SPECIAL FACTORS	15	
Any Remaining K Points	49.4	
SPECIAL FACTOR University AS chair with further responsibility for overseeing and writing AS submission		
EXTERNAL Athena Swan presentations		
RSC Diversity Chair		

Example of a workload profile for an individual staff member. Note the specific accounting for external diversity duties (newly included in workload model in 2014).

Impact

- In the 2011 staff survey, 72% of staff agreed that 'people in the Department cooperate to get the work done, even if this means doing something outside their usual activities'. In the 2014 survey, 31% of female academic and teaching staff agreed that workload was distributed fairly in the department. In 2014, following the introduction of the new workload model, this had increased to 54%. However, our qualitative surveys revealed some dissatisfaction with the management of workloads, with women staff more critical

than men. The Department therefore decided to improve transparency of assigning jobs and workload, with explicit recognition of outside work done on behalf of the Department.

- Evidence that the new workload model is functioning well comes from Focus Groups specifically set up to discuss these matters. An example of a comment: *'the model has improved things and the situation is much better than before the model was in place'*. The EDG is accordingly pleased with how the model is helping to balance activities across the department but recognises that more work needs to be done to refine the model (see Flowchart 4 and Action 6.4.1)

(v) **Timing of departmental meetings and social gatherings**

- The Department strives to ensure that family-friendly hours are adopted for departmental meetings. Committee meetings are generally held between 9:45-4:15. Departmental seminars are held at 14:00.
- We are developing further the concept of 'distributed meeting' through use of streaming and video-conferencing to allow attendance of meetings from remote locations (e.g. home) (Action 6.5.1)
- We hold an annual family BBQ on a summer afternoon in July, usually starting with sports in the early afternoon; the sports event was changed from cricket to rounders with a subsequent greater participation of female staff (from 10% to ~50% female taking part).
- There is an annual evening party organised by p/gs open to all staff and p/gs and their partners.

(vi) **Culture**

As described in 'Pen Picture of the Department', we are proud of our well-established friendly, open and equality-based culture. Some examples of how we support this culture are:

- Proactive consideration of female speakers by seminar organisers: 2011, 24%F; 2012, 21%F; 2013, 31%F (nationally there are 23% F chemistry academics/researchers.) We will use other initiatives to increase further the percentage of female speakers (Action 6.7.1). We will also invite a departmental speaker on an equality and diversity topic each year (Action 6.2.1).
- High profile of women visitors to the department. Since 2010, 57% of all p/g visitors, 55% of non-professorial staff visitors and 25% of professorial visitors have been women. Female external examiners for u/gs have been a constant feature since 2004 (currently at 23%F for PhD). We will increase the %F p/g student examiners, Action (6.8.1).
- The EDG publishes a regular AS newsletter. We use the newsletter to report on the activities of EDG, promote and publicise women scientists and stimulate discussion amongst staff and students (e.g. see below). We also have a website www.york.ac.uk/chemistry/department/athenaswan/ which contains resources for people interested in gender equality (over 2000 unique page views in 2014).

- We will introduce biennial surveys for staff and students to check on the ‘culture health’ of the department (Action 6.10.1)



December 2014

Chemistry Equality and Diversity News

Quality and Equality

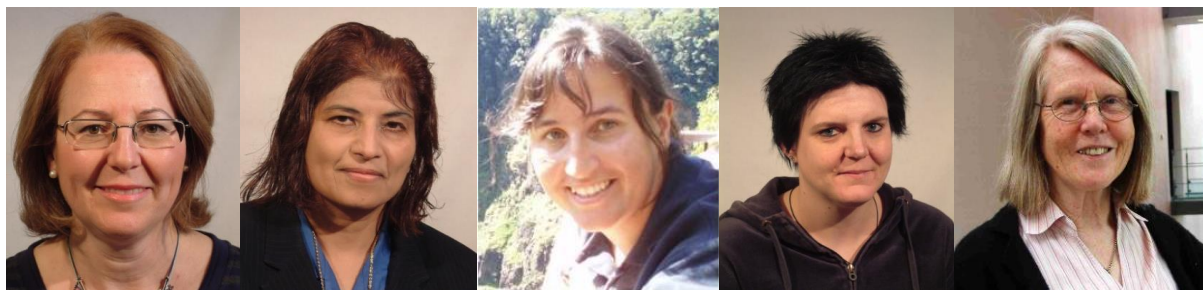
What drives the very best science? Hard work, creativity, an eye for detail, determination, passion, technical know-how, luck – yes, all of these, but what about diversity? What is the importance of working in teams which have a wide range of experiences, backgrounds, ethnicities etc. in doing the best science? It's certainly not something that often appears in research strategies, nor even in the impressions that many of us form when we think about how great science materializes. And yet, the evidence base for the importance of diversity in addressing the biggest scientific challenges continues to grow.

Indeed, as social scientists grapple with the issue of what leads to great science, the more and more they are showing that diversity is an important and possibly even essential element of scientific achievement. This is perhaps demonstrated no more vividly than in a recent study published in *Nature* (2014, 513, 305) where an association was shown between the implied ethnicities of co-author surnames on research papers and the subsequent performance of those papers in those scientific metrics (impact factor etc.) which have come to be the principal arbiters of our performance. This is an astonishing insight. In fact, such a compelling association between quality and equality opens up a wider debate of how we should value equality practice in terms of our own endeavours here in the department – the evidence is that when diversity is taken seriously, it really does make a difference: a significant one.

Paul Walton, chair of Equality & Diversity Group

Successes for all staff are widely publicised and celebrated through departmental parties: Recent awards for female staff are listed below. A particular indicator in this regard is the department's ‘Demonstrator Awards’ which recognise excellent teaching by p/g student laboratory demonstrators. Of the 14 awards since 2013, 71% are female p/g students. We will continue to support females in applying for prizes and awards (Action 6.6.1) and also seek to influence the national agenda in improving the gender balance of research prizes (Action 6.6.2)

From 2010–2014, female prize winners: Isabel Saez: the Cyril Hilsum Medal of the British Liquid Crystal Society (2013). Pratibha Gai: Laureate for Europe in the L'OREAL-UNESCO Women in Science Awards (2013), fellow of the Royal Society of Engineering (2014). Kirsty Penkman: a Philip Leverhulme Prize by the Leverhulme Trust (2012). Verena Görtz: the Young Scientist Prize of the British Liquid Crystal Society (2011). Eleanor Dodson FRS: 9th Ewald Prize of the International Union of Crystallography (2011)



Isabel Saez Pratibha Gai Kirsty Penkman Verena Görtz Eleanor Dodson
Academic prize winners



Examples of student awards

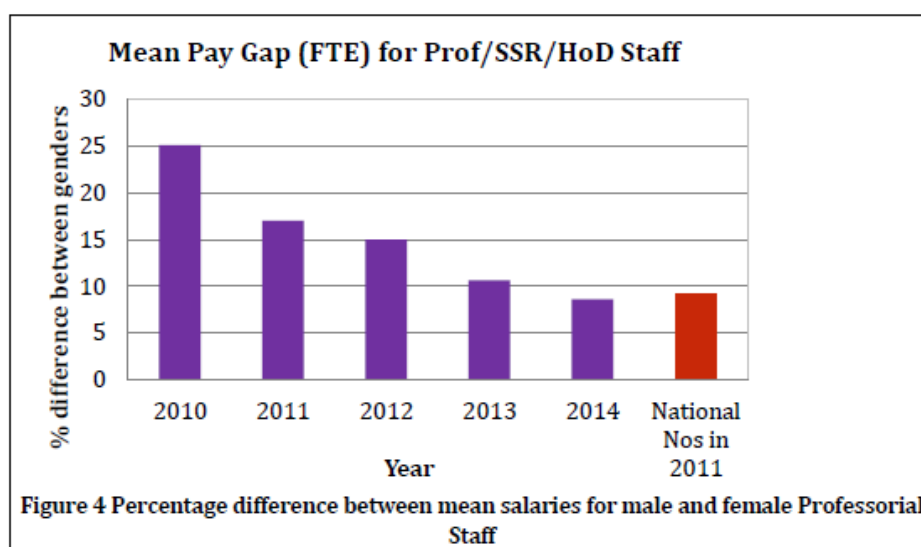
- Professor Odile Eisenstein (CNRS Montpellier) is a visiting professor and was awarded an honorary degree in 2015.
- Perhaps our open culture is no better signalled than on The RSC's 175 Faces of Chemistry website which celebrates the achievements of five staff and (ex-)students from York: Cheryl Alexander (ex-student, now teacher), Pratibha Gai (academic), Dave Smith (academic), Babatunde Okesola (p/g student), Paul Walton (academic) and Abi Storey (departmental glassblower). In this context, we will continue to expand our success in gender equality into other equality dimensions (Action 1.1.1).



- Social Activities and Charity Fundraising.*** In addition to the annual departmental BBQ we run other social activities such as quizzes. We have mixed sports teams and run charity fundraising events such as Macmillan Coffee mornings, Movember, a charity auction for the Pakistan flood victims and significant fund-raising for breast and prostate cancer charities. Since 2010, we have raised over £8000 for charities. We will continue to make similar activities part of our culture (Actions 6.9.1, 6.9.2).



- The EDG analyses and publishes gender pay gap data for the department, see figure below for example. This is a new initiative and we believe that we are the first department in the UK to publish its own data. We have asked staff to comment on the data.
- In recognition of our beacon status, we wish to promote widely the use of pay-gap data in University departments as a powerful index of gender inequality. Indeed, we make as one of our principal objectives the closure of the pay-gaps in our own department to the following levels: academic staff (less than 5% by 2020) support staff (less than 10% by 2020) and to see the use of such data amongst all SET departments at York by 2018 (Actions 6.11.1 and 1.2.7).



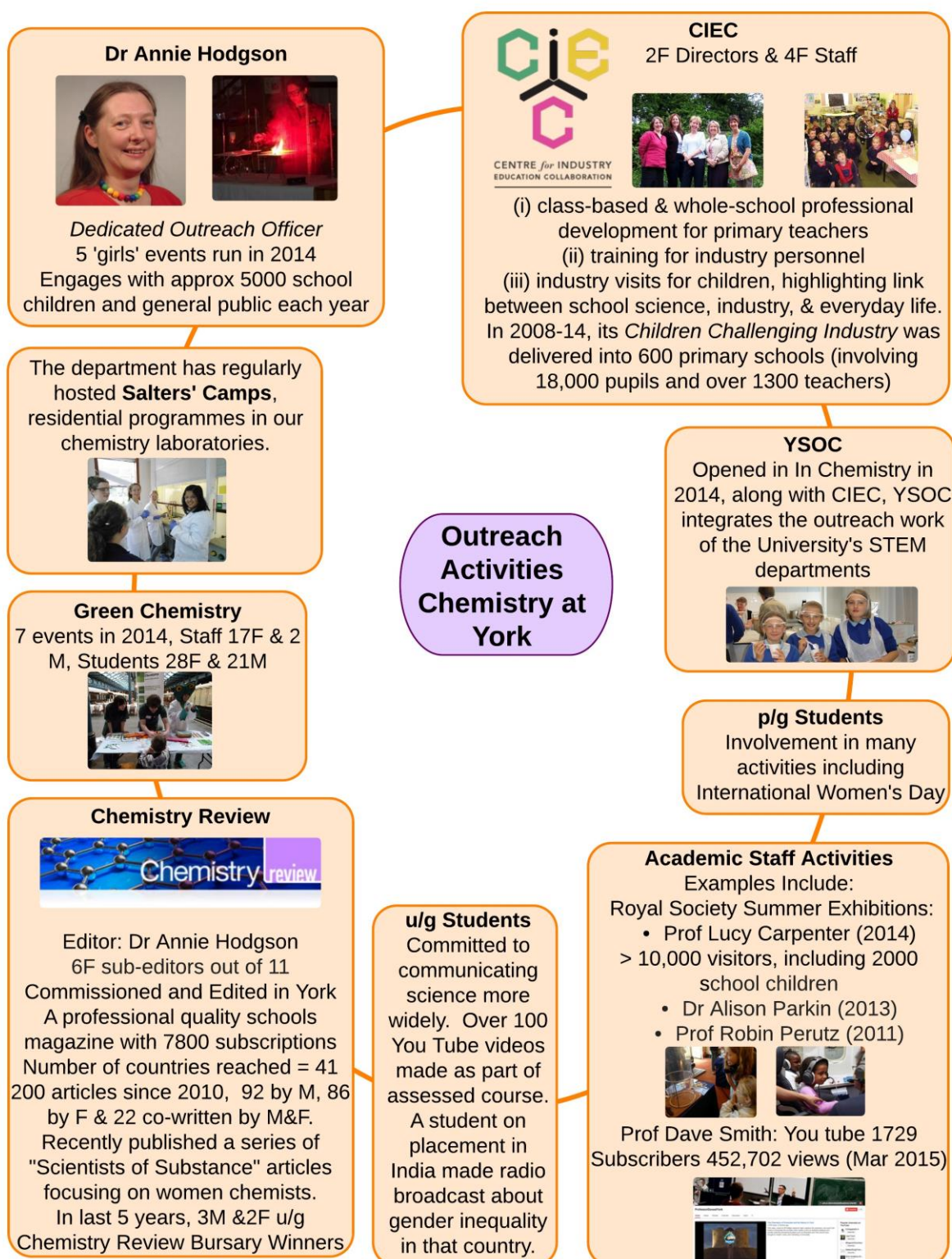
- The pay gap has declined and in 2014 become lower than the national average
- The pool of females who can be promoted is small so change is harder to implement
- The data includes professorial appointments, promotion to professor and promotion within the professorial bands

Extract from our internal pay-gap analysis published in January 2015.

(vii) Outreach Activities

- The department has a long history of outreach work with focus on encouraging girls into science (<http://www.york.ac.uk/chemistry/schools/>). We have a dedicated Outreach Officer, Annie Hodgson, and the department houses the CIEC (www.ciec.org.uk).
- Staff and students, male and female, are involved in outreach activities, some examples are given in Diagram 2.
- We intend to make much greater use of our AS-related work in both our extensive and existing schools outreach programme (Action 6.1.1), at both primary and secondary levels.

Diagram 2. Outreach Activities



7. Flexibility and managing career breaks

(i) Maternity return rate

(ii) Paternity, adoption and parental leave uptake

- There is a 100% return rate from maternity leave
- There is increasing uptake of paternity/adoption leave
- We have developed new maternity, paternity and adoption guidelines for both staff and students

Table 16. Paternity and adoption leave uptake

	Maternity		Paternity		Adoption	
	Research	Academic	Research	Academic	Research	Academic
2007						
2008			1			
2009	1		2			
2010	1	1	1			
2011	1	1	1			
2012	3			1		
2013	2	1	1			
2014			3		1	
2015				1		1

(iii) Numbers of applications and success rates for by gender and grade

Table 17. Staff working part-time

	Researcher					Academic						
	Grade 6		Grade 7		Total Researcher	Lecturer		SL/reader		Professor		Total Academic
	M	F	M	F		M	F	M	F	M	F	
2009		4	1		72					1	1	40
2010	1	4	1		67					1	1	40
2011	1	2	1	1	56		1		1	1	2	42
2012	1	4	1	3	48		2		2	2	1	43
2013	1	4		2	59		2		2	2	1	46
2014	1	5		2	71		2		2	2	2	49
2015	1	5		2	71	1	2	1	2	2	2	49

- All applications for part-time working have been approved by the Department including those where an *increase* in hours is requested following on from a previous decrease to allow for family commitments (p/t working assurance). Our assurance states that subject to

available finances and role availability, the Department expects to approve all reasonable requests from full-time staff to move to part-time working and vice-versa (we have disseminated information on the assurance both internally and externally to the University).

- It is encouraging to see the number of academic staff, including males, working part-time *has increased at all grades* (since 2012, the number of requests for a change in hours is 11 (1M, 10F) for research staff and 8 (2M, 6F) for academic staff).

(iv) Flexible working

- The Department supports a healthy work-life balance and encourages and commends the use of flexible working arrangements through a *flexible working scheme* (requiring a contractual change) or *flexi-time scheme* (no contractual change needed). This includes: part-time, job-share or job-split, term-time only working, staggered hours, unpaid leave and career breaks.

Professor Dave Smith Twitter quote:

Husband has been admitted to hospital. Times like this I'm really glad my job is so flexible and my department so family friendly.

Chemistry intranet site on Flexible working:

The screenshot shows the Department of Chemistry intranet. The header includes 'Department of Chemistry' and navigation links for 'Chemistry' and 'University'. Below the header is a breadcrumb trail: 'University | A to Z | Departments' and 'Chemistry > Chemistry intranet > Information for Staff > HR information > Flexible working'. A left-hand menu lists various categories like 'Chemistry home', 'Information for Staff', 'Committees and academic job allocations', 'Graduate admissions information', 'Graduate supervision', 'HR information', 'Research Staff', 'Undergraduate admissions info', 'Undergraduate exams, teaching and supervision', 'Working in Chemistry', 'Information for Undergraduates', 'Information for Graduates', 'Health and Safety', 'Research Support', 'Events Calendar', and 'Alumni'. The main content area is titled 'Flexible working' and contains the following text:

Information about flexible working and the department's flexi-time scheme.

The Department supports a healthy work-life balance and encourages and commends the use of flexible working arrangements through one of the flexible working or flexi-time schemes.

All staff have the right to request flexible working (involving a contractual change) provided that they have worked at the University for 26 weeks. The Department of Chemistry strongly supports flexible working and subject to available finances and role availability, the Department expects to approve all reasonable requests from full-time staff to move to part-time working and vice-versa.

Some needs for flexible working may be met by adoption of the formal or informal flexi-time scheme and hence there will be no need for a contractual change. This scheme can be adopted by new and existing members of staff. Please see the two flexi-time schemes described below.

Formal or Informal flexi-scheme

1. A formal flexi-time scheme (which should be adopted for staff in grades 2-5 but may also be used for staff who are Grade 6 and above, including academic staff) which will involve formal time sheet completion. [Further information and details.](#)
2. A flexible working scheme (for staff who are Grade 6 and above including academic staff) which does not necessitate the completion of time sheets although it is envisaged that some staff will use the time sheets on an informal basis to help keep a personal account of their hours worked.

On the right side of the page, there is a photo of a laboratory and three links: 'HR website', 'MyView: self-service for staff', and 'Staff VLE'.

- In the 2011 and 2014 University staff survey, 93% of Chemistry female staff indicated that they have access to flexible working arrangements. In the 2011 survey, 77% of staff stated that their 'immediate manager helps me find a good work-life balance'. In 2014, 78% of female Chemistry staff stated "My line manager is considerate of my life outside of work". We aim to improve this in the 2017 survey (Action 7.2.1) and are investigating effects of p/t working on promotion and assessment deadlines (Actions 7.2.3, 7.2.4)

(v) Cover for maternity and adoption leave and support on return

Departmental support for maternity leave is shown in Flowchart 5. The Department provides cover for teaching and research for staff on maternity and paternity leave, and in 2011 developed comprehensive maternity and paternity guidelines for all staff and graduate students. These were recently reviewed with the advice/experience of staff and students (Focus Group held) and now include adoption leave. These guidelines are now being considered by the University's HR department and Equality and Diversity Office (Action 7.1.3)

- The student guidelines ensure that funded graduate students receive the RCUK rate no matter who funds them, and are thus treated equally. One student who was funded by industry took advantage of this in 2014, and allowing her to return to finish her PhD in 2015, see Case Studies (Action 7.1.5).
- We will integrate support for researchers taking leave, to remove differences between funders (Actions 7.1.1, 7.1.2).
- We offer enhanced support for staff on long term-sickness absence by covering duties of those staff while they convalesce; we will promote shared paternity leave (Action 7.1.4) and will continue to encourage other career breaks, ensuring support is available within the department. (Action 7.2.2).
- The guidelines include information for staff and students taking leave and their Line Managers; supplementing the University maternity and paternity leave policies which cover the University's legal obligations.

Section of Maternity leave form:

Other issues to be discussed at the follow-up return to work meeting may include:

Career Progression	
Teaching Activities	
Publications	
Grant Funding	
Supervision of students	
Employee's Signature	Date
Supervisor's Signature	Date

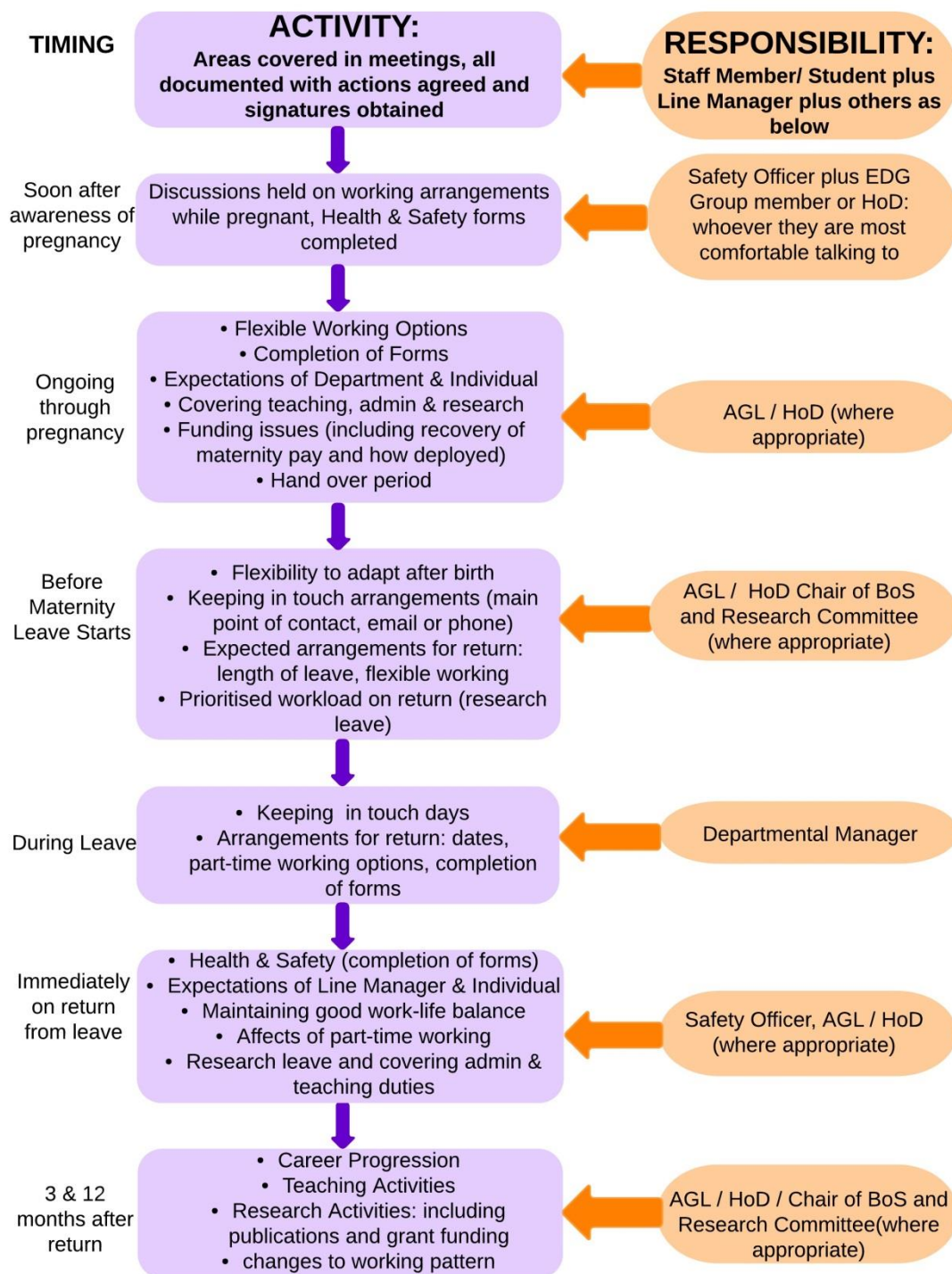
If members of staff have other areas that they would like to discuss outside of these meetings then they can request a meeting with the Head of Department.

The University has a Campus Nursery available to all staff and students and runs a childcare voucher scheme. We are aware of the childcare issues which staff and students face when at work and attending conferences and following liaison with childcare providers the following are in place:

- Agreement with the Campus nursery to advertise nursery provision during conference season.
- Agreement with the University 'summer holiday club' to promote its provision to summer conference delegates.

4821 words not including figures, tables, callout boxes, flowcharts and titles

Flowchart 5: Maternity Leave



Any other comments – maximum 500 words

(i) External Activities

We have been very active in supporting the AS charter in external events in the UK and abroad between 2010 and 2015. They include projects, committee service, publications, seminars and speeches in the UK and abroad. We list these events on our website (screenshot below).

Introduction	Achievements	Strategic aims	News	Case Studies	External Activities	Links
External Activities						
Membership of Committees and Groups						
▶ University of York Athena SWAN working group: Paul Walton (chair), Helen Coombs, Robin Perutz (2006-11)						
▶ Paul Walton is Chair of the Royal Society of Chemistry's Diversity Working Group [†] and an Athena SWAN Champion						
▶ Robin Perutz is on the panel for the Royal Society's Rosalind Franklin award [†] and is a member of the Royal Society's Diversity Committee						
▶ Caroline Dessent is a Friend of the Daphne Jackson Trust [†]						
▶ Ambassador for European INTEGER project [†] (Institutional Transformation for Effecting Gender Equality in Research): Paul Walton						
▶ Served on Athena SWAN judging panels: Paul Walton						
▶ Member of York Biology and Electronics equality groups: Helen Coombs						
External events						
April 2015	Helen Coombs	Advice to University of Newcastle on enhancing the role of women in Science and Technology				
April 2015	Paul Walton	Sex in Science seminars, Wellcome Trust Genome Campus				
March 2015	Paul Walton	Talk on gender equality at University of Nijmegen, Netherlands				
January 2015	Paul Walton	Gender equality talk to Wellcome Trust				
November 2014	Emma Dux Robin Perutz	Athena Forum, London				
October 2014	Helen Coombs	Advice to Equality & Diversity Unit, University of Oxford, on part-time working policy				
October 2014	Paul Walton	Gender Equality talks at Universities of Oxford and Huddersfield				
September 2014	Ruth Purvis	Symposium on 'Promoting STEM Subjects to Girls in Primary Schools', Queen's University Belfast				
June 2014	Alison Parkin	Keynote speaker at Stokesley School 'Science and Engineering Day' focused on enthusing Year 10 pupils about science careers. Talk and workshops with ~180 pupils.				
June 2014	Paul Walton Kate Horner	Promoting Female Excellence in Theoretical and Computational Chemistry, Oslo 2014: equality talk by Paul Walton; conference delegate Kate Horner				
June 2014	Kirsty Penkman	Represented Department at Westminster briefing on "Gender and STEM: evidence and future opportunities"				

While Paul Walton has led on the majority, significant contributions have been made by others. For example, Kate Horner (now a researcher at Durham) gained experience in talking about equality matters while she was p/g student at York. She is now a regular contributor to the gender equality speaking circuit. Caroline Dessent and Robin Perutz regularly give outside seminars on equality. Dave Smith has given outside seminars on LGBT issues in science. Our strategy is to address AS awards directly and also cover wider gender equality issues. We endeavour to respond positively to invitations whenever possible. Our workload policy takes account of these activities.

The significant effect on members of the academic community is illustrated through examples below, but many other enthusiastic responses have been received:

Professor Sue Gibson MBE, Imperial College.

...there's no doubt that the campaign at Imperial drew inspiration from the pioneering work in the Department of Chemistry at York. In particular Paul Walton's thought-provoking lecture at Imperial a few years ago about York's innovative activities designed to create a working environment in which all flourish and excel, significantly influenced the development and direction of our Academic Opportunities Committee, and through that our bid for Athena Gold.

Professor Lesley Yellowlees MBE, University of Edinburgh and past RSC President.

When we decided to go for the gold award from the School of Chemistry at the University of Edinburgh we contacted Chemistry at York to ask for your help. This you gave us - willingly and generously. Members of the chemistry department from York visited us several times, advising us on how best to proceed and reading parts of our submission. ...As President of the Royal Society of Chemistry (RSC) I must also commend the activities of two members of the staff at York. Paul Walton has chaired our working group on Equality and Diversity for many years.

Dr Derek Wann, recent lectureship appointment at York.

It is true that I was interviewed at another Chemistry Department, where the only female involvement in the whole process was someone drafted in from HR. The York process was far the better for including a good proportion of women. ...I think the number of female speakers coming to York is probably much higher than elsewhere



430 words including quotes but not screenshots.

8. Action Plan (see attached)

See separate documents for updated 2010 Action Plan and New Action Plan

9. Case studies (maximum 1500 words)

Dr Caroline Dessent: 1997 started as researcher; 1999-2008 Royal Society University Research Fellowship; now Senior Lecturer in physical chemistry holding a ERC Starting Grant (2008-2015).

I have had three children (James 14, Grace 9, and Kitty 5) over the time I've worked at York. As my children are spaced out in age, I've had the chance to experience first-hand how attitudes to maternity leave and flexible working have changed. I had James in 2000, and came back to work full-time after four months of maternity leave. When I had Grace in 2005, I returned to work full time after six months, but was able to work very flexibly with the department's support. After Kitty was born in 2009, I was on leave for ten months and then returned to work three days a week initially. The demands of having three children and a busy husband are substantial (!) and I felt that it wasn't possible for me to balance the demands of caring for my enlarged family with working full-time. It was very reassuring to know that the department would be fully supportive of my decision to work part-time. Like most issues around work-life balance, what was good for my family was not ideal for my laboratory, and I've increased my part-time hours gradually since Kitty turned 2, so that I now work 4.25 days a week. The three quarters of a day "time-off" is important to me as it gives me flexibility to pick up my daughters from school several days a week. Working four and a quarter days is certainly a much more comfortable compromise for my working life. However, it was probably essential for me to have the flexibility to work less when Kitty was very young due to the demands on the whole family over that period, and it was certainly very good to be able to make these decisions knowing my employer was supportive.

Caroline says:



Professor Lucy Carpenter: 2000 started as temporary Lecturer; 2006 Senior Lecturer; 2009 Chair; 2013, AGL of Physical and Atmospheric Chemistry. She is an Atmospheric Chemist, specializing in clean marine atmosphere.

I had two periods of maternity leave lasting 5 and 6 months for Josie (now 12) and Finlay (8). As anyone who has been through it knows, returning to work after maternity leave is highly emotional and stressful! The Department was very supportive in allowing me to return half time for the first few months, which really helped. I moved back to full-time for a while with Josie, but quickly realized that was not going to work well for us! Life became easier after moving to 4 days a week and a house move from Leeds to York. Maternity leave for Finlay was much easier partly because my husband Ally Lewis had joined the Department.

Soon after returning to work in 2006, I was awarded a grant to examine atmospheric processes in the Canadian Arctic. All well and good, but it meant leaving the children behind in early 2008 (ages 2 and 6) for 3 weeks to lead a field experiment. In the end, both I - and more importantly they - did absolutely fine.

Once the children had started school, I reduced hours but over 5 days a week so I can leave early 2 days per week. I feel fortunate that having a flexible job has meant I've spent maximum time with them whilst attempting (not often succeeding) in trying to keep on top of things at work. The Department also supported my career helping me with promotion even when working part-time, and recently supported me in returning to full-time for a one-year period to allow me sufficient time to contribute to the 2014 Stratospheric Ozone Assessment as a lead chapter author. This flexibility and culture of supporting work-life balance has been invaluable to me.

Lucy says:



Dr Katie Read: 2005 started in Chemistry as researcher in the National Centre for Atmospheric Science; her husband has worked in the Department since 2003. Katie set up and now manages an atmospheric observatory in Cape Verde. Initially, she travelled to Cape Verde frequently and for extended times. Her first child, Nina, arrived in 2010 six weeks early, needing time in the Special Care Baby Unit. The Department allowed her husband to split his paternity leave between then and when Nina came home. Returning to work 9 months later, Katie was supported in returning part-time and worked for 3 months at 50%. Later Katie increased her work to 80% and in April 2012 took a second maternity leave for Leighton's birth. She returned in November working 3 days per week which by the end of the year was increased back to 4 days or 80%.

There has always been an informal flexibility in my working due to supportive colleagues but recent changes to the departmental flexible working scheme have made this more acceptable and more transparent. Work trips away when I have to work 7 days a week are balanced at other times by childcare needs and school commitments. I feel confident that my seniors care about both my scientific career and personal needs as a mother and I feel very secure in my position in the Department.

Katie says:



Professor Dave Smith: 1999 started as Lecturer; 2004 Senior Lecturer; 2006 Chair. Dave is an 'out' gay academic who was selected as one of the RSC's 175 Diverse Faces of Chemistry in 2014 and has won national awards for his teaching and research. In 2010, his husband, Sam, was listed for a lung transplant, which took place successfully in January 2011.

The department was very supportive in helping me spend a full month away, in the middle of teaching, with effectively no notice.

Dave says:

In 2014, Dave and Sam adopted a little boy, at which point Dave took 6 weeks away from work, and in December 2014, Dave came back to work 80% time.

The department was fully supportive of this process and helped fund a postdoctoral researcher in my laboratory to assist with group management and my small group teaching responsibilities. Furthermore, my role as Chair of Board of Studies was redeveloped as a shared administrative job (with Prof Jane Thomas-Oates - also currently 80% time).

Dave says:

Dave has given flagship lectures on the representation of LGBT scientists, a topic he has also written about in Chemistry World and discussed as part of his extensive YouTube outreach work.



Dr Alison Parkin 2012 started as Anniversary Research Lecturer.

I was able to very quickly settle into life at York due to help from my mentor, Dr Anne Duhme-Klair, and other colleagues in the Inorganic sub-section who offered support on both a practical level (generous help research laboratory set up, invitations to collaborate etc) and a personal level (being offered accommodation by Prof Paul Walton so I could attend an “Away Day” before moving to York, being invited to lunch every day by my new colleagues). I now have a thriving research group which includes a number of shared students (see photo).

I have held positions on a number of important committees such as Equality and Diversity, Research Committee and the Departmental Management Team and my experience has been that the inclusivity of the committee structure reflects a genuine desire for the best ideas to be supported and for there to be a transparent decision making policy across the Department.

Alison says:



Dr Laurence Abbott has worked in the Department since 1998 in a role combining teaching, research, and research support in physical chemistry.

In 2011, my daughter Jessica had to be delivered 10 weeks prematurely owing to the deteriorating health of her mother. Jessica subsequently spent 6 weeks in the Special Care Baby Unit, which tragically coincided with my wife entering into palliative care. I took some time off to adapt to my new life as a single parent, and after Jessica was allowed home, I was fortunate to find a local child minder who was willing to take her despite her young age. Owing to the circumstances, I was very keen to keep busy and return to work full time to get a sense of normality back, but was able to be flexible to fit work around Jessica's care needs.

Jessica now spends weekdays with her child-minder and at nursery school, allowing me to continue working full time. With no family nearby, I am fully responsible for Jessica's care and have to stay at home with her when she is suffering from the endless illnesses that small children catch. This can involve having to drop everything immediately to go and pick her up at short notice. Fortunately, the department allows me to be flexible and work around any sick days. Jessica being ill sometimes means rearranging commitments at very short notice but staff and students have always understood, even when not being aware of the full reasons.

Now being older, Jessica has several 'adult' friends in the department, allowing the potential for help in the future if there are problems with childcare. Jessica has joined me at several departmental social events recently such as the BBQ and Christmas drinks, meaning I can join in without the hassle of arranging additional childcare. The departmental flexible working scheme has been crucial in these difficult times.

Laurence says:



Dr Ruth Purvis works for the National Centre for Atmospheric Science (NCAS) as a research scientist and has been based in the department since 2008. She returned p/t after her first maternity leave and has varied her hours since returning to work and currently works 30 hours a week.

I have had two periods of maternity leave since joining the department (Tom 3, Lucy 1) and have found the whole experience of maternity leave and returning to work very good. I found the department to be very flexible and was not worried about asking about returning part time. I returned at 3 days a week after having Lucy which I later increased to 4, which I was able to do as I work from home one morning a week. I find a major challenge with balancing work and family. However my colleagues are supportive and I find that a nice balance has been achieved and flexibility is the key!

Ruth says:



Lilly Wells, Chemistry PhD student in York Structural Biology Laboratory, started in 2012

I had my son in November 2014 at the end of the second year of my PhD studies, and at the time of writing I am still on maternity leave. As a PhD student having a baby, I felt my situation was a little uncommon but I was never once made to feel like an inconvenience by anyone in the Department. The level of support I received along every step of the way was above and beyond what I expected, and my supervisor was incredibly understanding and helpful.

As my situation (an industry-funded student requiring maternity arrangements) was unprecedented in the Department, and therefore outside all existing guidelines, I needed help with everything from leave and pay to childcare options. My case was dealt with on an individual basis and, very patiently, the Department devised and offered solutions to all the issues I faced.

In terms of my working life, I feel that the Department is supporting me to complete my PhD with very little disruption. I was able to continue working, with appropriate safety arrangements, right up until I went on leave. For my return, I have been allowed flexibility to work 4 days per week, which I feel will allow me to juggle being a mother and completing the final year of my PhD. Although I am very much enjoying the time with my new son, I am also looking forward to returning to the lab and resuming my life as a scientist!

Lilly says:



1976 words

Summary of Status of Key Aims from 2010 Action Plan

Key Aim	PROGRESS and IMPACT UPDATE: Ongoing / Successful / Beacon
1.1 Continue to increase the percentage of female academic staff in all categories.	<p>Ongoing Ambitious target Little recruitment has occurred since 2010 so little opportunity to make progress in this category but 33% of all academic recruitment has been female. 24% of Female staff in academic grades <i>See Figures, 1, 8-11</i> Fall in %F professorial staff from 16% to 13%; M staff promoted to Professor over period <i>See Figure 11 and Tables 9, 13</i></p>
1.2 Increasing percentage of female research staff and graduate students. 1.3 Increasing female applications for academic posts.	<p>Ongoing (for p/g students) Current intake of p/g research students is at 35% F. Currently No drop-off from u/g percentage for total p/g research student cohort <i>See Figure 4 and Tables 3 and 6</i></p> <p>Ongoing (for Research Staff) Currently 24% of total academic staff at York are F and 44% of lecturers are F. Since 2001, We have steadily increased research staff to 41% F <i>See Figure 7 and Table 7</i></p> <p>Ongoing (for academic posts) Since 2011, % average of 16%F applications for academic posts and 29% for research posts <i>See Tables 11 and 12</i></p>
2.1 Monitoring destination statistics for graduates and researchers.	<p>Ongoing Destination statistics are compiled on a biannual basis and discussed at DMT meetings and at Grad School Board Since 2003, 81% of research staff leavers have gone onto further academic positions, 29% of these were F. <i>See Section 4(iv).</i> Twice as many males have left the department as females <i>See Table 10</i> Since 2009, graduate student destination statistics show a very healthy %F in different categories of employment: Lecturer 33%F, researcher 32%F, industry 50%F, teaching 57%F</p>
2.2 Part-time working statistics	<p>Successful There has been an increase in academic and research staff working flexibly (since 2009, p/t increased from 6% to 15% with 75% of the part-time staff being F) <i>see Section 7(iii) and Table 17</i> 93% of F staff were able to work flexibly – surveys in 2011 and 2014 and in 2014, 78% of F Chemistry staff stated ‘My line manager is considerate of my life outside of work’. The number of staff adopting flexible and part-time working has increased across all staff categories and grades. <i>See Sections 7(iv)</i></p> <p>Beacon <i>See Section 2(c) and 7(iv)</i></p>

2.3 Analysis of the impact of career breaks at all levels	<p>Successful (maternity leave) 100% return rate maintained <i>See Section 7(i)</i></p> <p>Successful (other leave) One member of academic staff took extended leave to care for partner. One member staff took temporary unpaid leave to pursue a family ambition. Paternity leave taken by a number of staff and two cases of adoption leave taken. <i>See Section 7(ii) and Case Studies for some examples</i></p> <p>Beacon Adoption leave guidelines for staff and students discussed with HR and Equality and Diversity office and changes are being made to University guidance and policies <i>See Section 7(v)</i></p>
2.4 Promotion statistics	<p>Successful for reporting <i>See Table 13</i></p> <p>Ongoing for female professorial promotion Female professorial staff were promoted to higher professorial bands in 2013 <i>see Section 7(ii)</i> 100% success rate for female academic promotion <i>See Section 7(ii)</i></p> <p>Beacon Chemistry Department significantly informed University wide promotions in SET Depts; University introduced promotion seminars in 2014 and equality is now an HoD performance measure <i>See Section 2(c)</i> Demonstrable progress for female promotion at reader and professorial level in SET departments</p>
2.5 Analysis of statistics at key transition points Link to 1.2 and 1.3 and 2.1	<p>Ongoing Significant increase in %F at PhD level (47%) means that we now have some drop off at researcher transition <i>See Figures 1 and 4</i></p>
3.1 Increasing numbers of female visiting professors, sabbatical visitors and external speakers	<p>Ongoing: Speakers Since 2010, %F speakers increased to 31%, although still higher than national average of %F academic staff (~23%) <i>See Section 6(vi)</i></p> <p>Successful: Visitors Since 2010, 25%F visiting professors and 55%F non professorial academic visitors with 57%F visiting graduate students <i>See Section 6(vi)</i></p>
3.2 Open departmental consultation	<p>Ongoing 7 Focus Groups held since 2010 with termly research and staff fora introduced. Immediate response following on from 2014 staff survey results to improve consultation within the Department</p>
3.3 Improving communications, internal and external	<p>Ongoing Preparation of Athena SWAN web site with inclusion of case studies and external resources</p> <p>Beacon</p>

	<p>Other departments have used Chemistry as a model for the Equality and Diversity websites</p> <p>Athena SWAN issues discussed at UG admissions interviews and open days with prospective students and their parents asking about the good practice at York . <i>See Section 3(i)</i></p> <p>Impact from external talks is far reaching <i>See Section 8</i></p>
3.4 The percentage of female staff on key committees and in key jobs	<p>Ongoing</p> <p>33% of committees currently chaired or deputy chaired by women <i>See Table 15 and Section 6(i)</i></p> <p>Continued high involvement of female staff on all committees with women and no committees being made up of solely male members.</p>
3.5 External Examiners	<p>Successful</p> <p>Female external examiners for undergraduates have been a constant feature since 2004. <i>See Section 6(vi)</i></p> <p>Ongoing for PhD examiners</p> <p>In 2014 PhD externals, 23% F <i>See Section 6(vi)</i></p>
4.1 Percentage of time available for social/networking activities	<p>Successful</p> <p>Several Departmental social events (e.g. summer barbecues) at which families were welcome and accommodated (e.g. by provision of toys and baby-changing facilities)</p> <p><i>See Section 6(vi)</i></p>
4.2 Staff Stress Survey	<p>Ongoing</p> <p>2014 survey showed virtual elimination in gender bias in staff stress and an overall reduction in stress in F research and academic staff; 33%M and 29%F staff rarely or never experienced stress in 2014, from 19% (2011) to 22% (2014) of F research and academic staff rarely or never experiencing stress.</p>
4.3 Scheduling of departmental meetings	<p>Successful</p> <p>Widespread take-up of new and successful flexible working policy with core hours of 9.45 to 4.15 <i>See Sections 6(v), 6(vi) and 7(iv)</i></p>
5.1 Mentoring	<p>Ongoing</p> <p><i>See Section 4(iv)</i> for destination information</p> <p><i>See Sections 4(iv) and 5(i)</i> for details of mentoring schemes</p>
5.2 Involvement of HoD on SWAN activities	<p>Successful</p> <p>Professors Robin Perutz and Paul Walton (ex-HoDs) have been <i>extremely</i> active in promoting Athena SWAN activities within and outside the institution. Other group members have been active in promoting Athena SWAN <i>See Section 8</i></p> <p>Beacon</p> <p>Other University (internal and external (Departments have followed lead of Chemistry in introduction of new procedures and policies <i>See Section 2(c)</i></p> <p>Chemistry Department has had an influence on University of York Athena activities <i>See Section 2(b) and (c)</i></p>

1. Baseline and SET academic profile	
Key Aim 1.1 Continue to increase the percentage of female academic staff in all* categories.	Objectives An increased percentage of female staff in all academic grades with the target of 40% F by 2020. Professorial grades to increase with the target of 30% F by 2015.
Actions Taken <ul style="list-style-type: none"> • Focussed on improving internal practices and eliminating unconscious bias in recruitment panels (training provided and inclusion of EDG member on s/l panels where appropriate) <i>See Section 4(iii)</i> • Direct intervention taken in recruitment panel in 2014 to eliminate unconscious bias • Gender balance required for all recruitment panels <i>See Section 4(iii)</i> • Significantly updated candidate briefs with greater emphasis on family-friendly policies and flexible working <i>See Section 4(iii)</i> • Specific support offered to partners (the Department is mindful of the two body problem) <i>See Section 4(iii)</i> • Introduction of Academic Group Leaders with specific equality brief <i>See Section 4(iv)</i> • Pro-active approach to targeting strong external and internal candidates and offering support throughout recruitment process <i>See Section and 4(iv)</i> • Research Facilitator appointment made to support researchers applying for fellowships <i>See Sections 2(b) and 5(iii)</i> • Fellowships event held for internal research staff and students <i>See Sections 2(b) and 4(iv)</i> 	
PROGRESS and IMPACT UPDATE: Ongoing / Successful / Beacon Ongoing Ambitious target Little recruitment has occurred since 2010 so little opportunity to make progress in this category but 33% of all academic recruitment has been female. 24% of Female staff in academic grades <i>See Figure 1</i> Fall in %F professorial staff from 16% to 13%; M staff promoted to Professor over period <i>See Figure 11 and Tables 9, 13</i>	
Key Aim 1.2 Increasing percentage of female research staff and graduate students. 1.3 Increasing female applications for academic posts.	Objectives Attaining higher researcher to academia employment statistics. Aiming for no loss of women at the researcher to academic transition point by 2013. To further increase the number of women applicants shortlisted for all academic appointments. To achieve at least 40% F applicants by 2013

Actions Taken

- Focussed on improving internal practices and eliminating unconscious bias in recruitment panels (training provided and inclusion of EDG member on s/l panels where appropriate). Gender balance required for all recruitment panels *See Section 4(iii)*
- Significantly updated candidate briefs with greater emphasis on family-friendly policies and flexible working *See Section 4(iii)*
- Introduced Named Researcher and Direct Appointments procedure *See Sections 2(b) and 4(iii)*
- Focus Groups and Survey held for researcher and PhD students to obtain information on factors affecting career choices and support required, *See Sections 2(b) and 5(iii)*
- Mentoring of PhD students introduced to help improve transition to researcher *See Section 4(iv)*
- Regular career sessions held for graduate students and research staff *See Sections 3(v) and 4(iv)*
- Research staff all invited to promotion seminars and individuals targeted *See Section 5(i)*
- Networking training provided for PhD students *See Section 4(iv)*
- Encouraged and increased uptake-up of training by research staff *See Sections 5(i) and 5(ii)*
- Increased visibility of female visitors, prize-winners and external examiner *See Section 6(vi)*
- Employability post available in department to provide 1:1 support for career development *See Section 4(iv)*
- Quiet confidential room available and baby changing facilities in place *See Section 3*
- Personal contact with female applicants continued *See Section 4(iii)*
- Agreement with University 'summer holiday club' to promote their provision for summer conference delegates *See Section 7(v)*
- Research Facilitator appointment made to support researchers applying for fellowships *See Sections 2(b) and 5(iii)*
- The data is considered by DMT and by Graduate School Chair *See Section 2(b)*

PROGRESS and IMPACT UPDATE: Ongoing / Successful / Beacon

Ongoing (for graduates)

Current intake of p/g research students is at 35% F. Currently No drop-off from u/g percentage for total p/g research student cohort *See Figure 4 and Tables 3 and 6*

Ongoing (for Research Staff)

Currently 24% of total academic staff at York are F and 44% of lecturers are F. Since 2001, We have steadily increased research staff to 41% F *See Figure 7 and Table 7*

Ongoing (for academic posts)

Since 2011, % average of 16%F applications for academic posts and 29% for research posts *See Tables 11 and 12*

2. Positive support for women at career transition	
Key Aim 2.1 Monitoring destination statistics for graduates and researchers.	Objectives Maintain the high percentage of positive destinations
Actions Taken <ul style="list-style-type: none"> • Employability post available in department to provide 1:1 support for career development <i>See Section 3(v) and 5(ii)</i> • Regular career sessions held for graduate students and research staff <i>See Sections 3(v) and 4(iv)</i> • Research staff all invited to promotion seminars and individuals targeted <i>See Section 5(i)</i> • Induction process enhanced with specific emphasis on career planning for researchers <i>See Section 5(ii)</i> • New employability tutorials introduced for all graduates <i>See Section 4(iv)</i> • Enhanced career planning discussions in researcher performance review <i>See Section 5(i)</i> • Enhanced opportunities for gaining teaching skills for researchers <i>See Section 5(i)</i> • Focus Groups and Survey held for researcher and PhD students to obtain information on factors affecting career choices and support required <i>See Sections 2(b) and 5(iii)</i> • Introduction of Academic Group Leaders with specific equality brief including researchers <i>See Section 4(iv)</i> • Research Facilitator appointment made to support researchers applying for fellowships <i>See Sections 2(b) and 5(iii)</i> • Fellowships event held for internal research staff and student <i>See Sections 2(b) and 4(iv)</i> • Chemical <i>InterActions</i> society events for all staff and students <i>See Sections 3 and 6(vi)</i> 	
PROGRESS and IMPACT UPDATE: Ongoing / Successful / Beacon Ongoing Destination statistics are compiled on a biannual basis and discussed at DMT meetings and at Grad School Board Since 2006, 81% of research staff leavers have gone onto further academic positions (including another research position), 29% of these were F. <i>See Section 4(i)v.</i> Twice as many males have left the department as females <i>See Table 10</i> Since 2009, graduate student destination statistics show a very healthy %F in different categories of employment: Lecturer 33%F, researcher 32%F, industry 50%F, teaching 57%F	
Key Aim 2.2 Part-time working statistics	Objectives Flexible working will continue to be promoted vigorously both within the department and in all appointment material. We aim for a 100% satisfaction in the survey to be run in 2011

Actions Taken <ul style="list-style-type: none"> Increased awareness of flexible working amongst all staff See Section 7(iv) Encouraged staff to consider part-time and flexible working when family and health situations changed for individuals See Section 7(iv) Split a job-role between two part-time members of staff to allow expertise to be maintained but not to be over burdensome on one individual See Section 6(i) Recruited part-time male member of staff at Reader level to start in April 2015 See Section 5(ii) 100% of requests for formal (including increasing and decreasing contracted hours) and informal flexible working were approved in period 2010 – 2015 See Section 3 and 7(iii) 	
PROGRESS and IMPACT UPDATE: Ongoing / Successful / Beacon Successful There has been an increase in academic and research staff working flexibly (since 2009, p/t increased from 6% to 15% with 75% of the part-time staff being F) see Section 7(iii) and Table 17 93% of F staff were able to work flexibly – surveys in 2011 and 2014 and in 2014, 78% of F Chemistry staff stated ‘My line manager is considerate of my life outside of work’. The number of staff adopting flexible and part-time working has increased across all staff categories and grades. See Sections 7(iv) Beacon See Section 2(c) and 7(iv)	
Key Aim 2.3 Analysis of the impact of career breaks at all levels	Objectives Maintaining our 100% record of staff taking career breaks and returning to academia.
Actions Taken <ul style="list-style-type: none"> Enhanced maternity / paternity / adoption leave guidelines developed in department for all staff and for graduate students See Section 7(v) Re-profiling of workload for staff on return from leave (meetings held at regular intervals; all discussions documented) See Section 7(v) Focus Group held for staff returning from maternity leave See Section 7(v) See case studies Enhanced support for staff returning from long –term sickness absence See Section 7(v) Supported staff taking career breaks See Section 7(v) 	
Successful (maternity leave) 100% return rate maintained See Section 7(i) Successful (other leave) One member of academic staff took extended leave to care for partner. One member staff took temporary unpaid leave to pursue a family ambition. Paternity leave taken by a number of staff and two cases of adoption leave taken. See Section 7(ii) and Case Studies for some examples	

Beacon Adoption leave guidelines for staff and students discussed with HR and Equality and Diversity office and changes are being made to University guidance and policies <i>See Section 7(v)</i>	
Key Aim 2.4 Promotion statistics	Objectives Higher number of female staff in higher academic grades especially addressing Professorial level with the aim of 30% F by 2015.
Actions Taken <ul style="list-style-type: none"> Continued wide communication on promotion criteria (promotion seminars held annually) <i>See Section 5(i)</i> Male/female promotion statistics form part of departmental planning and management, with added emphasis on gender equality for Academic Group Leaders <i>See Section 4(iii)</i> 	
PROGRESS and IMPACT UPDATE: Ongoing / Successful / Beacon Successful for reporting <i>See Table 13</i> Ongoing for female professorial promotion Female professorial staff were promoted to higher professorial bands in 2013 <i>see Section 7(ii)</i> 100% success rate for female academic promotion <i>See Section 7(ii)</i> Beacon Chemistry Department significantly informed University wide promotions in SET Depts; University introduced promotion seminars in 2014 and equality is now an HoD performance measure <i>See Section 2(c)</i> Demonstrable progress for female promotion at reader and professorial level in SET departments	
Key Aim 2.5 Analysis of statistics at key transition points Link to 1.2 and 1.3 and 2.1	Objectives Continue to improve transition of women at key transition points with the aim of eliminating the graduate to researcher drop off by 2015.
Actions Taken See section 2.1	
Ongoing Significant increase in %F at PhD level (47%) means that we now have small drop off at p/g to researcher transition <i>See Figures 4 and 1 respectively</i>	

3. Changing the culture and gender balance in decision making	
Key Aim 3.1 Increasing numbers of female visiting professors, sabbatical visitors and external speakers	Objectives More role models visible in the department with a target of 25% external female speakers at sectional level across the department by 2013.
Actions Taken <ul style="list-style-type: none"> Statistics collected regularly for review and discussed at DMT See Section 2(b) Anniversary lecture introduced in 2014, at least 50% of speakers to be F See Section 6(vi) Promotion internally and externally of award winners including Prof Pratibha Gai: 2013 L'Oréal-UNESCO For Women In Science European Laureate See Section 6(vi) Promotion internally and externally of York staff and students featured in RSC 175 faces of chemistry including 3 females See Section 6(iv) 	
Ongoing: Speakers Since 2010, %F speakers increased to 31%, although still higher than national average of %F academic staff (~23%) See Section 6(vi) Successful: Visitors Since 2010, 25%F visiting professors and 55%F non professorial academic visitors with 57%F visiting graduate students See Section 6(vi)	
Key Aim 3.2 Open departmental consultation	Objectives To continue the embedded open management culture of the department in the future to achieve high levels of staff satisfaction in survey

Actions Taken <ul style="list-style-type: none"> • Significant increase in the number of staff ‘forums’ for open discussion including all day academic staff away day held annually, research and staff fora held once per term and for a to discuss specific issues (for example the staff survey results) held as required See Sections 2 and 3 • Academic job allocations now widely advertised and interest discussed during performance review See Section 5(i) and 6(ii) • Research representatives on Board of Studies and Communications Group See Section 4(iv) • Consultation of staff in 2014 and outcome of staff survey resulted in the following actions: <ul style="list-style-type: none"> ▪ Minutes of DMT and other committee meetings available on intranet, DMT agendas circulated in advance and staff invited to submit agenda items See Section 3 ▪ Election of Researcher champion See Section 4(iv) ▪ Researcher representative on research committee See Section 4(iv) ▪ Election of non-professorial staff to DMT See Section 3 ▪ Remit of AGL discussed and expanded and Remit of DMT agreed (including diversity considerations) and circulated See Sections 3 and 4(iv) ▪ E&D chair sits on DMT and Chair of DMT sits on E&D Group See Section 3 ▪ Observers invited to attend DMT and other committee meetings See Section 3 ▪ Chemistry E&D group open to other departments See Section 2(b) ▪ Surveys and Focus Groups run See all sections 	
PROGRESS and IMPACT UPDATE: Ongoing / Successful / Beacon Ongoing Seven Focus Groups held since 2010 with termly research and staff fora introduced. Immediate response following on from 2014 staff survey results to improve consultation within the Department	
Key Aim 3.3 Improving communications, internal and external	Objectives Increase visibility of women at all levels in the department

Actions Taken <ul style="list-style-type: none"> • Regular Communications Group meetings with representation from all staff categories <i>See Section 4(iv)</i> • Overhaul of externally facing web pages undertaken and Chemistry Intranet re-structured and additional information included, positive images of female staff and students included <i>See Section 4(iv)</i> • Changes made to general departmental email circulation and consultation on improvements to use of emails held • Fora held on staff survey results and action plan prepared and communicated to staff <i>See Section 2(b)</i> • Anonymous online suggestion form implemented <i>See Section 2(b)</i> • Electronic noticeboards introduced around the Department <i>See Section 2(b)</i> • Chem@York Twitter account introduced for announcement of departmental news and advertising of all vacancies <i>See Section 2(b)</i> • External E&D presentations given by members of E&D Group (male and female) <i>See Section 8</i> • Several E&D Group members have attended E&D meetings or conferences • AS and then E&D newsletter introduced, now produced regularly once a term with contributions from E&D members <i>See Section 6(vi)</i> • Promotional literature for students improved and checked for balance of gender and other diversity characteristics 	
PROGRESS and IMPACT UPDATE: Ongoing / Successful / Beacon Ongoing Preparation of Athena SWAN web site with inclusion of case studies and external resources Beacon Other departments have used Chemistry as a model for the Equality and Diversity websites Athena SWAN issues discussed at UG admissions interviews and open days with prospective students and their parents asking about the good practice at York <i>See Section 3(i)</i> Impact from external talks is far reaching <i>See Section 8</i>	
Key Aim 3.4 The percentage of female staff on key committees and in key jobs	Objectives: Continued high involvement of female staff on all committees with women either as chair or deputy chair 30% by 2013 and no committees being made up of solely male members.
Actions Taken <ul style="list-style-type: none"> • Introduced advertising of all academic administrative roles including committee memberships. Roles advertised by Chair of BoS and/or HoD (including inclusion on DMT of two non-professorial staff, one male and female) <i>See Section 5(i)</i> • Asked staff at performance review to indicate which administrative roles (including committee membership) they are interested in 	

PROGRESS and IMPACT UPDATE: Ongoing / Successful / Beacon Ongoing 33% of committees currently chaired or deputy chaired by women <i>See Table 15 and Section 6(i)</i> Continued high involvement of female staff on all committees with women and no committees being made up of solely male members.	
3.5 External examiners	To increase the visibility of positive role models to female students. We still have the target of 30% F external PhD examiners by 2013.
Actions Taken <ul style="list-style-type: none"> • Encouraging internal examiners to think of possible female external examiners • Ensure we always have a female undergraduate external examiner 	
PROGRESS and IMPACT UPDATE: Ongoing / Successful / Beacon Successful Female external examiners for undergraduates have been a constant feature since 2004. <i>See Section 6(vi)</i> Ongoing for PhD examiners In 2014, 23% F <i>See Section 6(vi)</i>	

4. Work Life balance practices-introduction and uptake	
Key Aim 4.1 Percentage of time available for social/networking activities	Objectives Continue to promote a positive, inclusive working environment.
Actions Taken <ul style="list-style-type: none"> • Increased awareness of flexible working amongst all staff <i>See Section 7(iv)</i> • Chemical <i>InterActions</i> society revitalised and external funding received from RSC in 2015 to allow for more activities <i>See Section 3</i> • Regular mixed gender sports matches (e.g. cricket, football and rounders) <i>See Section 6(vi)</i> • Several fund-raising events organised and run by staff members. Approx. £8000 raised since 2010 <i>See Section 6(iv)</i> • RSC local section quiz held annually <i>See Section 6(iv)</i> 	

PROGRESS and IMPACT UPDATE: Ongoing / Successful / Beacon Successful Several Departmental social events (e.g. summer barbecues) at which families were welcome and accommodated (e.g. by provision of toys and baby-changing facilities) <i>See Section 6(vi)</i>	
Key Aim 4.2 Staff Stress Survey	Objectives To eliminate the gender imbalance in staff reporting stress
Actions Taken <ul style="list-style-type: none"> • Stress awareness training for managers and support staff put in place <i>See Section 4(iv)</i> • Mental Health Awareness campaign, discussions held at E&D Group meetings and DMT Meeting <i>See Section 3</i> • New male harassment officer appointed <i>See Section 5(iii)</i> • Introduction of workload model <i>See Section 6(iv)</i> 	
PROGRESS and IMPACT UPDATE: Ongoing / Successful / Beacon Ongoing 2014 survey showed virtual elimination in gender bias in staff stress and an overall reduction in stress in F research and academic staff - 33%M and 29%F staff rarely or never experienced stress in 2014, from 19% (2011) to 22% (2014) of F research and academic staff rarely or never experiencing stress.	
4.3 Scheduling of departmental meetings	Objectives Continue flexible scheduling of meetings to take account of more flexible working patterns To maintain the absence of barriers between flexible working and decision-making in the department
Actions Taken <ul style="list-style-type: none"> • Ensured that no evening sessions take place <i>See Section 6(v)</i> • Internal Departmental time-tabling officer ensures that all staff availability for teaching is taken into account <i>See Section 3</i> • Remote access to meetings trialled for staff working flexibly <i>See Section 6(v)</i> 	
PROGRESS and IMPACT UPDATE: Ongoing / Successful / Beacon Widespread take-up of new and successful flexible working policy with core hours of 9.45 to 4.15 <i>See Sections 6(v), 6(vi) and 7(iv)</i>	

5. Champions: responsibilities and accountabilities	
Key Aim 5.1 Mentoring	Objectives High success rate in employment without gender differences in numbers or destinations.
Actions Taken <ul style="list-style-type: none"> • Mentors allocated to all new staff, no matter what grade or staff category <i>See Section 4(iv)</i> • New mentoring guidelines produced and sent to all mentors <i>See Section 4(iv)</i> • CV and Interview advice continues to be offered individually <i>See Section 4(iv)</i> • Academic Group Leaders introduced with mentoring aspect to role <i>See Section 4(iv)</i> • Researcher champion appointed <i>See Section 4(iv)</i> • Mentoring for all PhD students introduced <i>See Section 4(iv)</i> • Undergraduate student identified as support contact in each of the teaching colleges <i>See Section 4(iv)</i> 	
PROGRESS and IMPACT UPDATE: Ongoing / Successful / Beacon Ongoing <i>See Section 4(iv)</i> for destination information <i>See Sections 4(iv) and 5(i)</i> for details of mentoring schemes	
Key Aim 5.2 Involvement of HoD on SWAN activities	Objectives: The HoD and EDG will maintain momentum in promoting Athena SWAN on a wider basis. The impact of this will be to embed the changes seen in York chemistry in other SET departments in the UK
Actions Taken <ul style="list-style-type: none"> • The current HoD, Richard Taylor, meets frequently with The Chair of EDG to implement its recommendations and to consult the on E&D Group on policy issues. He has been extensively consulted and is highly supportive of the Action Plan <i>See Section 1</i> • EDG chair sits on DMT and Chair of DMT sits on EDG <i>See Section 2(b)</i> • The incoming HoD, Duncan Bruce, attended the EDG meeting in Feb 2015 and approved submission and action plan <i>See Section 1</i> • HoD authorised dedicated budget for E&D activities <i>See HoD letter</i> • Diversity matters included on all departmental agendas <i>See Section 2(b)</i> 	

PROGRESS and IMPACT UPDATE: Ongoing / Successful / Beacon

Successful

Professors Robin Perutz and Paul Walton (ex-HoDs) have been *extremely* active in promoting Athena SWAN activities within and outside the institution. Other group members have been active in promoting Athena SWAN [See Section 8](#)

Beacon

Other University (internal and external (Departments have followed lead of Chemistry in introduction of new procedures and policies [See Section 2\(c\)](#)
Chemistry Department has had an influence on University of York Athena activities [See Section 2\(b\) and \(c\)](#)

Department of Chemistry, University of York, Athena SWAN gold renewal. 2015 Action Plan—going forward.

Staff currently in named positions and personally responsible for actions as identified in following Action Plan:

Admissions Team	Dr Andy Parsons and Katrina Sayer
BoS Chairs	Professor Dave Smith and Professor Jane Thomas-Oates
Departmental Manager and Training Officer	Dr Helen Coombs (EDG Member)
Disability Officer	Professor Robin Perutz (EDG Member)
DTC Chair	Dr Jason Lynam
EDG Chair	Professor Paul Walton
EDG p/g representative	Adam Vaughan
EDG Support Staff	Eilza Bonello, Amanda Dixon, Dr Emma Dux and Catherine Jardine
‘Eleanor Dodson’ Champion	Professor Robin Perutz (EDG Member)
Employability and Diversity Officer	Dr Leonie Jones (with awareness of disability issues)
Examinations Board Chair	Dr Martin Cockett
Graduate School Chair	Dr Paul Clarke
Graduate Student Support Officer	Dr Kirsty Penkman (EDG Member)
Head of Department	Professor Richard Taylor (EDG Member), Professor Duncan Bruce (HoD from Sep 2015)
LGBT Contacts	Professors Dave Smith, Duncan Bruce, Jane Thomas-Oates, Paul Walton, Peter O’Brien and Dr Derek Wann (EDG member)
Management Accountant	Mike Clark
Mental Health Awareness	Dr Emma Dux, Amanda Dixon (EDG Members)
Operations Manager	Dr Simon Breeden
Outreach Officer & CIEC Directors	Dr Annie Hodgson, Joy Parvin and Gayle Pook
Research Committee Chair	Professor Simon Duckett
Researcher Champion	Dr Martin Fascione
Research Facilitator	Dr Andrew Goddard
Safety Officer	Dr Moray Stark
University HR Partner for Sciences	Corrine Howie (EDG Member)
University HR Recruitment Advisor	Paul Ellison
Women’s Officer	Dr Anne Routledge (Deputy Chair of Graduate School)

	Objective	Description and Implementation	Action Ref	Responsibility	Timescale	Success Measure
1. Plans for Future of Self-Assessment Team (EDG); strategy and enhancing beacon status (Sections 2(c) and 8)						
1.1	Extension of remit of EDG	Extension of areas considered by EDG to include support for: <ul style="list-style-type: none"> • Mental health including stress • Disability • Age • LGBT • Ethnic minorities • All categories of staff 	1.1.1	EDG (different members taking responsibility for different areas; Disability Officer, Staff with mental health, LGBT or ethnicity experience, Departmental manager for age and other staff categories)	Start in Summer 2015 and all areas covered by Summer 2018	Guidelines and procedures developed to cover extensive range of equality and diversity issues Forums and Focus Groups held to discuss different issues and gather feedback
			1.1.2	EDG with support from other LGBT contact staff	Prepare from Autumn 2015 and join scheme Summer 2017	Join <i>Stonewall</i> Leadership Programme
1.2	Enhancing Beacon Status and Strategy	Enhance presence of gender equality work on departmental website and translate summary of EDG pages into Mandarin and Spanish	1.2.1	EDG support staff	Autumn 2017	Translation available on external webpages and increase in hit statistics
		Making use of York's recognition for good practice, create extended web-based resource centre; including support for Athena SWAN application process Disseminate new information each year and ask for feedback	1.2.2	Chair of EDG (with support from other EDG members)	Start in Autumn 2015 Spring 2018	Web-based resource available and feedback received and acted on annually Substantial resource available

		Joliot-Curie Conference to be held in York which will include an additional equality and diversity event to maximise the opportunities of having early career researchers in York	1.2.3	E&D Officer / Researcher Champion/ Chemistry Researchers Forum	Autumn 2016	Conference held and feedback collated
		Prepare E-booklet on successful women associated with York for International Women's day: Faces of Chemistry@York	1.2.4	EDG support staff	Start Autumn 2015 and complete by Spring 2016	E-booklet available
		Extend AS work into non-STEMM departments at York, into HE management, professional societies and onto an international stage	1.2.5	EDG members especially EDG Chair, Departmental Manager and E&D Officer	Continue ongoing work and report in 2018	Evidence of involvement in range of external AS activities, particularly with major funding bodies
		Train more members of EDG to give presentations externally and provide slides and data	1.2.6	EDG Chair	Monitor annually with increase seen by Autumn 2017	Increased numbers of EDG members giving external presentations
		Promulgating good practice on i) part-time working assurance ii) pay gap analysis iii) maternity, paternity and adoption leave guidelines iv) independent UB advisor on recruitment and selection panels in other York departments and other universities	1.2.7	EDG members (especially chair, Departmental Manager and E&D Officer) / University AS Committee	Continue ongoing work and report in Spring 2018	Good practice discussed at least 10 external venues and implemented in at least 4 York departments Feedback and evidence of impact requested after discussions

2a. Undergraduate Students Sections 3(i)&(iv)						
2.1	Visibility of EDG to u/g student population	Undergraduate student to join EDG	2.1.1	EDG Chair	Spring 2016	Ideas from u/g students are taken forward by EDG
					Spring 2017 and 18	Feedback from u/g students requested
		Include equality awareness training in u/g course	2.1.2	Chairs of BoS and DTC	Autumn 2018	Specific equality awareness training made part of u/g course
2.2	Increasing percentage of female u/g students	Increase the percentage of female undergraduate students by undertaking the actions listed below	2.2.1	EDG, Chemistry Admissions Team plus others as below	Autumn 2018	45%F UG
					Autumn 2025	50% F UG
		Seek to identify the reasons behind the small dip in %F u/g students 2014-15 from survey and/or Focus Group to reverse trend	2.2.2	EDG Chair & Chair of BoS	Autumn 2016	Possible reasons behind dip identified
		Analysing and acting on optional modules offered to u/g students to encourage more female applications	2.2.3	EDG Chair & Chair of DTC	Autumn 2017 Autumn 2018	Report on gender bias in optional modules available Act on report & change optional modules if gender bias seen
		Monitor health and safety aspects of u/g and p/g courses and maintain appearance of Department	2.2.4	HoD, SMG especially Safety Officer & Operations Manager	Summer 2018	£100k budget made available and spent
2.3	Maintain fairness of degree programmes	Monitor new modular degree outcomes to ensure no gender bias	2.3.1	Chair of BoS and DTC	Start in Autumn 2015 with report in Autumn 2018	Report on degree outcomes including recommendations if evidence of bias

2b. Postgraduate Students Sections 3(ii),(iii)&(iv)						
2.34	Increasing percentage of female graduate students	Increase percentage of female graduate students by undertaking the actions listed below	2.4.1	EDG especially Graduate Student Support Officer & Chair of Graduate School plus others as below	Monitor annually and reach target in Autumn 2022	50%F p/g taught and p/g research
		Monitor hit statistics for E&D pages with particular attention to p/g students	2.4.2			Increase in hit statistics seen
		Seek to identify the reasons behind the dip in % F acceptances for p/g research students by running Focus Groups and surveys. Attempt to reverse the trend based on findings and by use of actions below	2.4.3			Reverse in trend of %F acceptances seen
		Analyse importance of AS in recruitment by running Focus Groups and publishing findings on web	2.4.4	Graduate Student Support Officer & Chair of Graduate School	Information collated in 2016 & 2017, published in 2018	Information available on web; feedback requested and acted on
		Greater use of alumni donation (the Wild Fund) to attract more o/s female students	2.4.5	HoD & Chair of Research Committee	Autumn 2017	50% of Wild fund allocation to o/s F students
		Continue to commission high quality images of female scientists for display in the department and on advertising materials	2.4.6	Graduate Student Support Officer and E&D Officer	Autumn 2015	Images and posters on display in the Department
		See 2.2.4: Health and Safety and appearance of Department				
2.5	Visibility of EDG to postgraduate student population	Involvement of p/g student population in AS activities and on EDG Feedback from p/g students requested	2.5.1	Graduate Student Support Officer / E&D Officer/ EDG p/g rep	Autumn 2016	Demonstrable increased involvement of p/g students in AS activities; feedback acted on

3a. Research Staff Section 3v(a)						
3.1	Increasing %F research staff	Increase percentage of female research staff by undertaking the actions listed below	3.1.1	E&D Officer and Researcher Champion plus others as below	Monitor annually and reach target in 2020	45% F research staff
		Check on impact of new procedure for Named Researchers and Direct Appointments (eliminating previously seen gender bias)	3.1.2	Departmental Manager	Monitor annually and reach target in Spring 2018	30% F Named Researchers and Direct Appointments
3.2	Analyse issues surrounding gender difference in job security	Explore issues of job security for research staff identified in staff survey via new surveys and / or Focus Groups	3.2.1	E&D Officer	Autumn 2017	Improvement in issues surrounding job security in 2017 staff survey
3b. Academic Staff Section 3v(b)						
3.3	Increase the percentage of female Professorial staff	Increase percentage of female professorial staff by undertaking the actions listed below	3.3.1	HoD / EDG Chair plus others as below	Monitor annually and reach target in 2020	25% of professorial staff are F
		High level pro-active head-hunting for professorial positions using departmental contacts and engaging with University HR	3.3.2	HoD / Chemistry DMT / University HR Recruitment Advisor	Autumn 2017	Pro-active head hunting introduced
		Actively explore Dual Appointments across more than one York department to maximise opportunities for two person appointments	3.3.3	HoD / Chemistry DMT / University HR Recruitment Advisor	Spring 2018	Dual Appointments explored with HR Recruitment Advisor & other Departments
		Explore and implement Professorial Track appointments (staff appointed at readership level but with specific support for promotion to professor)	3.3.4	HoD / Chemistry DMT / University HR Partner	Start Autumn 2016 & aim for appointment Autumn 2019	Implementation of Professorial Track Appointments
See 4.2 and 4.3 Recruitment and See 5.1 Promotion to Professor						

3.4	Continue to increase the percentage of female academic staff, particularly in senior categories	Increase percentage of female academic staff by undertaking the actions listed below	3.4.1	HoD / EDG Chair	Monitor annually and reach target in 2020	40% of lecturer, senior lecturer and reader staff are F and 25% of professorial staff are F
		Make increased use of statistics to inform departmental strategies on increasing number of women in all academic positions. In particular use 'time on grade', 'effect of leave' and pay statistics to help guide discussions & policy	3.4.2	EDG Chair /Departmental Manager / HoD / Chemistry DMT	Autumn 2017	Information on 'time on grade' and 'effect of leave' made available. Carry out annual review of pay statistics
		Continue with inclusion of independent UB observer on all selection panels. AGLs in particular to be trained.	3.4.3	HoD / Chair of EDG / Departmental Manager	Autumn 2015 Autumn 2016	All Panels include UB observer AGLs to receive further UB training
		See 4.2 and 4.3 Recruitment and See 5.1 Promotion of academic staff				
2. Support at Key Transition Stages Sections 4(i),(ii),(iii)&(iv)						
4.1	Dedicated support for students and staff at Key Transition Stages	Support and training provided for new dedicated Employability and Diversity Officer; to continue with induction sessions for research staff including explanation of probationary procedures	4.1.1	HoD / EDG Chair / E&D Officer	Summer 2015	New Officer in post and providing support to staff and students
4.2	Continue to ensure fair and equitable recruitment	Review job adverts & candidate briefs with external expert to include newest research and advice for elimination of any gender bias in wording and inclusion of team working & communication skills	4.2.1	EDG / Departmental PAG	Spring 2017	New wording in place
		See 3.4.3 Continue with inclusion of independent UB observer on all selection panels				
		See 3.1.2 Impact of Named Researcher and Direct Appointments Procedure				

4.3	Encouragement of female applications and appointments	Explore the provision of increased relocation costs if partner of appointee needs to resign and locate to York	4.3.1	University HR Partner / HoD / Chemistry DMT	Monitor annually and reach target in Autumn 2018	40%F applicants & 50% appointments for research posts. Doubling of %F applicants & >30%F appointments for academic posts
		Review the use of social networking sites such as LinkedIn for recruitment	4.3.2	Departmental PAG / E&D Officer	Spring 2018	Use of LinkedIn for all research and academic recruitment
		See 3.3, 3.4, 4.1 and 4.2				
4.4	Increased take up of leadership training for academic staff	<p>Strongly support and encourage all academic staff in attending University (award-winning) leadership courses (by AGLs and monitored at performance review)</p> <p>Encourage established staff to undertake University leadership courses (by AGLs and monitored at performance review)</p> <p>Feedback on courses requested</p>	4.4.1	HoD/AGLs/ Departmental Manager	<p>Introduced in Autumn 2015 & courses taken by Autumn 2018</p> <p>Monitor annually, increase seen by Autumn 2018</p>	<p>All new academic staff to have taken University leadership courses within 3 years of appointment.</p> <p>All staff encouraged to undertake leadership courses; increase in number undertaking courses seen</p>
4.5	Promote Networking Opportunities	Develop informal networks for graduates and researchers through social networks and alumni	4.5.1	<p>E&D Officer working with University Alumni Office</p> <p>E&D Officer</p>	<p>Autumn 2017</p> <p>Autumn 2018</p>	<p>Social Network(s) in place</p> <p>Survey number of p/gs and researchers involved in networks and effectiveness of involvement</p>

4.6	Promote Industrial Secondments	Explore and promote opportunities for use of research leave for industrial secondments	4.6.1	HoD / Chair of Research Committee	Introduced by Autumn 2017	Industrial secondments discussed as part of Performance Review
4.7	Encourage applications for independent research funding both internally and externally	Hold Research Fellows Day focussing on gaining an academic/ fellowship appointment with emphasis on encouraging external F attendees	4.7.1	Research Facilitator / Research Committee / E&D Officer	Autumn 2018	Two successful Research Fellows day held (based on feedback requested)
		Develop strategic approach to support offered to independent fellowship applicants to eliminate gender bias	4.7.2	HoD / Chair of Research Committee	Start Autumn 2016 and target by Autumn 2018	Strategy in place, at least 40% of supported fellowship applicants are F (see also 4.7.5)
		Hold annual independent fellowship application session for internal researchers; request feedback to improve sessions	4.7.3	Research Facilitator / E&D Officer / Researcher Champion	Each Year	Annual event held Feedback evaluated
		Encourage researchers to apply for University research priming funds to develop research independence	4.7.4	E&D Officer / Researcher Champion (involving Research Committee)	Monitor annually, results seen by Spring 2018	Monitor applications and aim for at least two F applications annually
		Creation of departmental ' Eleanor Dodson ' Fellowships to encourage applications from researchers for independent research fellowships (fundraising linked to 50 th anniversary)	4.7.5	Eleanor Dodson Champion / HoD / DMT	Autumn 2017	Fellowship in place with £150K raised
		Research staff to be encouraged to apply for independent funding for conference attendance; list of up-to-date funding opportunities to be available	4.7.6	Research Facilitator / E&D Officer	Autumn 2016	Increase in female research staff applying for conference funding
		More F researchers encouraged to offer summer student bursaries to u/g students to develop research independence	4.7.7	E&D Officer / Researcher Champion / Women's Officer	Monitor annually, results seen by Summer 2018	Increase in female research staff offering summer student bursaries

4.8	Improve quality of mentoring provision	Revise mentoring scheme including objective-led mentoring and link to the accredited University coaching scheme	4.8.1	E&D Officer / Departmental Training Officer	Autumn 2017	New mentoring scheme in place with feedback on effectiveness requested
		Develop mentor and mentee training programme including UB training	4.8.2	E&D Officer / Departmental Training Officer (in conjunction with University HR Department)	Develop by Autumn 2017 with all mentor & mentees trained by 2018	Training completed by all new mentors and mentees, feedback on effectiveness requested and acted on to improve training
4.9	React to survey and Focus Group results	Continue to encourage research staff to take part in CROS every 4 years and hold specific Focus Groups to improve communication with research staff	4.9.1	E&D Officer	Autumn 2015	Aim for 50% completion in CROS
4.10	Embedding of Concordat principles	Work with award-winning Researcher Development Team at York to embed Concordat in all researcher related activities within the Department	4.10.1	E&D Officer and Researcher Champion	Start in Autumn 2015 and extend by 2018	Concordat embedded and good practice extended to other STEMM departments
		Analyse results from University in-depth study of career development of cohort of male and female researchers to identify barriers to progression	4.10.2	E&D Officer / University Researcher Development Team / University AS Group	Study carried out by Autumn 2017 and reported on by Spring 2018	Report to DMT and University Athena SWAN group with suggested actions
		Run sessions (and report on) achieving an appropriate work-life balance for research staff	4.10.3	Researcher Champion and E&D Officer	Spring 2018	Report to DMT with suggested actions

5. Career Development for Staff and students						
Sections 5(i),(ii)&(iii)						
5.1	Increase percentage of female academic staff applying for promotion	Increase percentage of female staff applying for promotion with result of increasing percentage of female staff in all categories by undertaking the actions listed below	5.1.1		Monitor annually and reach target by Autumn 2020	25% of professorial staff are F 40% of lecturer , senior lecturer and reader staff are F
		HoD/AGLs to meet with academic staff who have been on same grade for 3 years to discuss targeted support to allow them to reach their potential (use of research leave, chairing committees etc)	5.1.2	HoD	Starting in Summer 2016 and ongoing annually Target of Autumn 2020	At least 3 female academic staff are supported to apply for promotion
		Continue to work with University to ensure that promotion criteria focusses on quality over quantity	5.1.3	HoD / EDG staff members (including via Women's Forum and other groups) / University HR Team	Autumn 2016	Fair promotion criteria in place
		Analyse and identify barriers to promotion for academic staff via Focus Groups	5.1.4	EDG Chair and Departmental Manager	Autumn 2017	Focus Groups held and barriers identified and fed back to DMT
5.2	Increase percentage of female research staff applying for promotion	Continue to encourage researchers to attend academic promotion seminars	5.2.1	Departmental Manager / AGLs / E&D Officer	Autumn 2016 Target of Autumn 2018	Feedback requested to improve quality of seminars 80% of researchers to attend a promotion seminar during their time at York

5.3	Improving career support for research staff and p/g students	Specific training of research staff towards academic positions	5.3.1	E&D Officer / Researcher Champion	Autumn 2018	No drop off from %F research staff to lectures / senior lecturer
		Chemistry leadership training programme made available which integrates courses offered by University with specific chemistry training	5.3.2	University Researcher Development Team / Learning and Development Team /E&D Officer	Autumn 2018	50% F participation with feedback requested and acted upon
		1:1 careers sessions to be offered to p/g students and research staff	5.3.3	E&D Officer	From Autumn 2016 onwards	All p/g and research staff to be offered 1:1 sessions; feedback requested after sessions
		Incorporation of commercial awareness and leadership skills training sessions into iDTC for p/g students	5.3.4	Graduate School Chair, Graduate School Student Officer & E&D Officer E&D Officer	Autumn 2017 Summer 2018	Sessions incorporated Feedback requested and acted on to improve sessions
5.4	Training in Equality and Diversity issues for p/g research students	Incorporation of equality and diversity training into iDTC programme	5.4.1	Graduate School Chair, Graduate School Student Officer & E&D Officer	Autumn 2017	E&D training as essential part of iDTC skills training (for all p/g research students)
				E&D Officer	Summer 2018	Feedback requested and acted on to improve training
5.5	Understanding of University career and pay structure	Hold session on understanding the pay and grading structure for staff	5.5.1	Departmental Manager and HR Advisor	2017	>10% Improvement in % of F staff who say they understand the pay and grading structures in next Staff Survey

5.6	Enhance secondment opportunities for Research, Academic and Support Staff	Set aside funds and / or staff time for staff development, including travel and secondment funding: see also 4.6.1 : Industrial secondments	5.6.1	HoD / DMT / E&D Officer	Autumn 2018	At least two successful examples of F staff taking advantage of this opportunity
6. Organisation and Culture Sections 6(i),(iii),(iii),(iv),(v),(vi)&(vii)						
6.1	High visibility of our Equality and Diversity work via Schools Outreach	Make greater use of AS work in our existing outreach schools programme at primary and secondary levels	6.1.1	Outreach Officer and CIEC staff	Starting in Autumn 2015 and covering all activities by 2017	Include equality awareness in all of our outreach activities
6.2	Increase visibility of AS activities internally	Invite departmental seminar speaker on equality and diversity issues each year	6.2.1	Chair of EDG	Summer 2018	Annual speaker programme in place
6.3	Male and Female representation on committees	Maintain percentage of female staff on departmental committees but check for preponderance of female staff on EDG and Communications Group	6.3.1	HoD / DMT / EDG Chair	Ongoing, annual check on committees	Maintain level at 30%+ F participation
		Introduction of chemistry Job Descriptions for all key academic admin roles including chairs of committees, committee members, year leaders, 'champions' etc	6.3.2	Departmental Manager	Autumn 2017	Descriptions of all academic admin roles to be available
		Encourage staff to take part in Committee observers scheme	6.3.3	Departmental Manager	Starting Autumn 2015 with statistics available by Autumn 2018	Record statistics of observers attending meetings
6.4	Improvement to workload model	Improve workload model to recognise research contributions and give greater transparency	6.4.1	HoD / DMT / Chair of research committee	Autumn 2015	Workload model to include all contributions with improved transparency

6.5	Improved internal communications	Expand further concept of 'distributed meeting' through wide use of streaming and video-conferencing to allow attendance of meetings from remote locations (e.g. home)	6.5.1	Departmental Manager via Communications Group	Autumn 2016	Increased uptake of remote meeting attendance
6.6	Increased prizes and awards	Support female academics and students in winning internal and external awards	6.6.1	HoD/ AGLs	Summer 2018	Increase in % F award winners at high level
		Seek to influence national agenda in improving the gender balance of research prizes	6.6.2	Chair of EDG	Summer 2018	Change in process of Royal Society of Chemistry awards
6.7	Increasing numbers of female speakers, visiting professors and sabbatical visitors	Continue to invite female chemistry prize winners and female academics to give seminars; find new strategy /encouragement to increase %F visitors giving presentations	6.7.1	HoD / Chemistry DMT / Seminar organisers	New strategy from Spring 2016 & target reached by Summer 2018	40% F speakers
6.8	Increased percentage of female PhD examiners	Recognise the continued low %F PhD examiners and address as a matter of priority (e.g. by increased use of examiners from overseas and less experienced examiners)	6.8.1	Chairs of Graduate school and Examinations Board	Autumn 2016	30% F PhD external examiners
6.9	Increased social activities	Introduction of new sporting competition for all staff to take part in	6.9.1	EDG p/g and support staff members	Summer 2016	At least 40% participation by female staff and students
		Encourage joint events between Chemsoc and Chemical Interactions to improve networking between u/g and p/g students	6.9.2	E&D Officer, Graduate school support staff and u/g student experience team	From Autumn 2015 and running annually by 2018	One annual event held between two societies
6.10	Monitor culture of department	Introduce biennial departmental surveys for staff and students to check on 'culture health' of department (liaising with Biology Department over their experiences)	6.10.1	EDG (Departmental Manager and E&D Officer)	Starting Autumn 2015	Surveys to be run every two years starting in 2015

6.11	Pay Gap Analysis	Greater use of pay gap data to inform equality best practice; analyse data and seek ways to reduce the pay gap	6.11.1	Departmental Manager HoD / DMT / EDG Chair	Starting Summer 2015 Gap reduced by Summer 2020	Data analysed on annual basis Less than 5% professorial pay gap Less than 10% pay gap for support staff
7. Flexibility and Managing Career Breaks Sections 7(i),(ii),(iii),(iv) (v)						
7.1	Support for Maternity, Paternity and Adoption Leave	Integrate support for researchers taking leave to iron out differences between funders, ensuring RCUK support is the minimum	7.1.1	EDG / Departmental Manager via Departmental PAG	Autumn 2016	All staff aware of assurances we put in place
		Ensure budget is in place to cover maternity costs for researchers as above	7.1.2	EDG Chair / HoD (Via DMT) / Management Accountant	Autumn 2017	Assurance that funds are available
		Chemistry guidelines for maternity, paternity and adoption leave to be considered by University of York HR	7.1.3	EDG Chair/ HR Partner / University AS Group	Autumn 2017	Guidelines considered University-wide
		Promote shared paternity leave within the department via newsletters and directly with staff via AGLs and support staff section heads	7.1.4	EDG / AGLs and Section Heads	Autumn 2018	Increased uptake of enhanced paternity leave
		Ensure new policy for p/g students taking maternity, paternity and adoption leave (ensuring research council minimum) is actioned	7.1.5	HoD / Departmental Manager	Autumn 2015	All research students taking leave to be treated equitably
7.2	Flexible Working	Continue supporting and promoting the current p/t working assurance	7.2.1	Departmental Manager and other EDG members	2017	Increase in number of staff to be aware of opportunities for flexible working shown in staff survey in 2017

		Develop new and innovative guidelines for staff requiring leaves of absence for personal reasons (e.g. to care for family members or enhance work-life balance)	7.2.2	EDG/ DMT	Autumn 2017	Funding to be available to cover staff taking leave of absence
		Investigate how p/t working affects rate of promotion and develop guidelines on overcoming barriers faced by p/t staff	7.2.3	EDG Chair and Departmental manager EDG Chair / DMT / Departmental Manager	Summer 2017 Autumn 2018	Investigation completed Report to DMT and guidelines developed
		Exploring changes to assessment (exam) marking deadlines to accommodate p/t staff	7.2.4	Chairs of DTC and BoS	Autumn 2017	p/t staff under less pressure than currently with regard to deadlines