



**Department Application  
Gold Award**

**Department of Chemistry  
University of York  
November 2018**



## ATHENA SWAN GOLD DEPARTMENT AWARDS

A Gold department award recognises sustained progression and achievement, by the department, in promoting gender equality and addressing challenges particular to the discipline. A well-established record of activity and achievement in working towards gender equality should be complemented by data demonstrating continued impact. Gold departments should be beacons of achievement in gender equality, and should champion and promote good practice to the wider community.

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

### A NOTE ON GDPR AND REDACTION OF THIS DOCUMENT

In preparing this document for publication, the Equality and Diversity Group (EDG) have attempted to balance our responsibilities under GDPR with our desire to present our submission document in as full a form as possible. In order to do this, staff and students featured in this document have generously given their consent for images, quotes and personal information to be published. Where consent has not already been obtained or where statistical data are sensitive or may identify the personal data of individuals, some information has been redacted or blurred out.

If you believe that we have included personal information for which we do not have your consent (including images and data), or if you choose to withdraw consent at any time, please contact the Chair of the Chemistry Equality and Diversity Group at [caroline.dessent@york.ac.uk](mailto:caroline.dessent@york.ac.uk).

### WORD COUNT

The overall word limit for applications are shown in the following table. There are no specific word limits for the individual sections and you may distribute words over each of the sections as appropriate. At the end of every section, please state how many words you have used in that section. We have provided the following recommendations as a guide.

Gold Department application	
<b>Word limit</b>	<b>12980/13,000</b>
<i>Word count</i>	
1. Letter of endorsement	546
2. Description of the department	675
3. Self-assessment process	603
4. Picture of the department	2,232
5. Supporting and advancing women's careers	7,051
6. Case studies	1,489
7. Further information	384

<b>Name of institution</b>	<b>University of York</b>	
<b>Department</b>	<b>Chemistry</b>	
<b>Focus of department</b>	<b>STEMM</b>	
<b>Date of Gold application</b>	<b>November 2018</b>	
<b>Date of current Gold award</b>	<b>September 2015</b>	
<b>Institution Athena SWAN award</b>	<b>Date: 2015</b>	<b>Level: Bronze</b>
<b>Contact for application</b>	<b>Dr Caroline Dessent</b>	
<b>Email</b>	<b>caroline.dessent@york.ac.uk</b>	
<b>Telephone</b>	<b>01904 324092</b>	
<b>Departmental website</b>	<b><a href="https://www.york.ac.uk/chemistry/">https://www.york.ac.uk/chemistry/</a></b>	

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

AGL	Academic Group Leader
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
APDR	Annual Performance and Development Review
AS	Athena SWAN
BAME	Black and Minority Ethnic
BoS	Board of Studies
BSc	Bachelor of Science degree/course
CIEC	Centre for Industry Education Collaboration
CROS	Careers in Research Online Survey
DM	Departmental Manager
DRC	Departmental Research Committee
DTC	Departmental Teaching Committee
DTP	Doctoral Training Programme
E&D	Equality and Diversity
ECR	Early Career Researcher
EDI	Equality Diversity & Inclusion (University Committee)
EDO	Employability and Diversity Officer
EDG	Equality and Diversity Group (Departmental Committee)
ERC	European Research Council
ESG	Executive Strategy Group (Departmental Committee)
f/t	Full-time
FTC	Fixed term Contract
FTE	Full time equivalent
GSB	Graduate School Board (Departmental Committee)
GTA	Graduate Teaching Assistant
HCUK	Heads of Chemistry UK
HE	Higher Education
HEIDI	Higher Education Information Database for Institutions

HESA	Higher Education Statistics Agency
HoD	Head of Department
HR	Human Resources
H&S	Health and Safety
iDTC	Innovative Doctoral Training in Chemistry
IPM	Independent Panel Member
LGBT+	Lesbian, Gay, Bisexual and Transgender Plus other
MChem	Master of Chemistry degree/course
MSc	Master of Science
NSS	National Student Survey
o/s	Overseas
PAG	Personnel Advisory Group
PhD	Doctor of Philosophy
PDRA	Postdoctoral Research Associate
PGCAP	Postgraduate Certificate in Academic Practice
PG	Postgraduate
PSS	Professional and Support Staff
p/t	Part-time
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RETT	Research Excellence Training Team
RCUK	Research Councils UK
RG	Russell Group
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 (Departmental Committee)
STEMM	Science, Technology, Engineering, Medicine and Mathematics
T&S	Teaching and Scholarship
UB	Unconscious Bias
UG	Undergraduate

### Data

National data and Russell Group (RG) data, where available, have been drawn from [HEIDI Plus](#) [1], the Royal Society of Chemistry (RSC) [higher education datasets](#) [2], and RSC Landscape Report 2018 [3], and remaining data were supplied by Oxford Research & Policy [4]. The most recent HESA data available at time of writing are from 2016/17. All York Chemistry staff data are recorded on August 1st annually, except where noted. York Chemistry student data are obtained from the Higher Education Statistics Agency (HESA) return on December 1st annually, and are, therefore, representative of the cohort for the particular academic year.

Data from the University are broken down by staff category: Academic (Research and Teaching), Teaching and Scholarship, and Research and this is how we have defined staff in this submission (Table 0.2). Potential issues are highlighted in red in the data tables.

**Table 0.2: Comparative Pay Grades at the University of York.**

Grade	Research Staff	Academic (Research and Teaching) Staff	Teaching and Scholarship (T&S) Staff	Professional and Support Staff (PSS)
Grades 2-5				Grades 2-5
Grade 6	Research associate		Associate lecturer	Grade 6
Grade 7	Research fellow	Lecturer	Lecturer	Grade 7
Grade 8	Senior research fellow	Senior lecturer	Senior lecturer	Grade 8
Grade 8R	Reader	Reader	Reader	
Professorial Band	Band 1, 2 or 3 Professors	Band 1, 2 or 3 Professors	Band 1, 2 or 3 Professors	Senior management roles (none in dept)

The gendered analyses in this report break down data into binary categories (male and female). We acknowledge that this does not reflect the diversity of gender identities of individuals. Equality and Diversity Group (EDG) actively considers the lived experience of trans\* and non-binary individuals in our department.

In presenting our data, we have chosen to use colours that are unambiguous both to colour-blind and non-colour-blind people (Wong, B., Nat. Methods 8, 441 (2011)).

## References

- [1] HEIDI Plus <https://www.hesa.ac.uk/services/heidi-plus>
- [2] Royal Society of Chemistry (RSC) higher education datasets <https://public.tableau.com/profile/rsc.ict#!/vizhome/HigherEducationstatistics2015/Highereducationstatistics>
- [3] Royal Society of Chemistry (RSC) Landscape Report 2018 [http://www.rsc.org/globalassets/02-about-us/our-strategy/inclusion-diversity/cm-044-17\\_a4-diversity-landscape-of-the-chemical-sciences-report\\_web-2.pdf](http://www.rsc.org/globalassets/02-about-us/our-strategy/inclusion-diversity/cm-044-17_a4-diversity-landscape-of-the-chemical-sciences-report_web-2.pdf)
- [4] HESA data provided by Oxford Research & Policy
- [5] Images by Baluga photography
- [6] Icons made from <http://www.onlinewebfonts.com/icon> licensed by CC BY 3.0

## Key to icons used in this document:

-  Beacon activity
-  Impact
-  Action

## 1. LETTER OF ENDORSEMENT FROM THE HEAD OF DEPARTMENT

Recommended word count: 500 words

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

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



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James Greenwood-Lush  
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SE1 7SP

20<sup>th</sup> November 2018

Dear James,

It is with great pleasure that I give my enthusiastic support for this Athena SWAN Gold application from the Department of Chemistry at York and confirm that the information in the application (including qualitative and quantitative data) is an honest, accurate and true representation.

Equality is central to the ethos of my department and is something we are very proud of. As Head of Department, I am personally committed to actively supporting gender equality. This has included committing the department to funding our dedicated Employability and Diversity Officer, and the annual departmental budget (£10k minimum) to support our equality and diversity work. I am an enthusiastic member of the Department's Equality and Diversity Group (EDG), and have also been an external advocate of women's progression in chemistry through my roles at the Royal Society of Chemistry (RSC) and Heads of Chemistry UK. I am committed to leading by example, and have championed:

- The appointment of a number of women in the department to leadership roles, including the first female Deputy HoD (Prof Lucy Carpenter), and Chair of Research Committee (Dr Jacqui Hamilton). I also successfully nominated Lucy Carpenter for a Royal Society Wolfson Merit Award.
- Bringing the RSC's Joliot-Curie Early Career Researcher Conference to York.
- The department establishing the Eleanor Dodson Fellowship to support a talented, young, independent researcher with caring responsibilities.
- The promotion applications of several female staff.

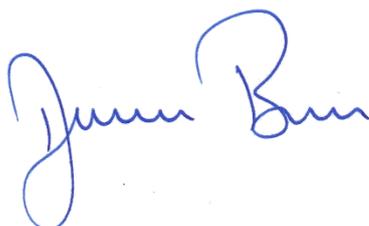
- Activities to celebrate the department's ten years of AS Gold Award (2017/18).
- Lobbying Heads of Chemistry UK to ensure diversity is considered when they nominate departmental staff for RSC prizes and awards.

This application gives many examples of the impact of the procedures, practices and systems we've developed over the years, and the results these have achieved. Highlights include having no 'leaky pipeline' from undergraduate through to lecturer level (including increasing the percentage of female researchers from 30 to 40% over ten years), having the highest number of female professors in the department's history, as well as having equal promotion rates for women and men. This progress has been achieved by the dedicated and sustained efforts of a team of people, including Prof Robin Perutz, Dr Helen Coombs (our Departmental Manager) and Prof Paul Walton, as well as many others who have worked to develop and continue the schemes described in our submission. I am particularly proud of our enthusiastic support for flexible and part-time working, extensive parental leave guidance, and a widespread focus on mitigating unconscious bias in recruitment of students, and all our staff, including our professional and support staff.

While we have many achievements of which to be proud, we are not complacent. A key challenge we face is the fall-off in women at Senior Lecturer and above. We are keen to address this gender inequality, and have an ambitious plan that includes adoption of positive action in recruitment, establishing separate search panels for females and males when recruiting at senior levels, and providing money and time for mid-career staff to undertake leadership training.

While it was pleasing to celebrate our ten years of AS Gold Award during 2018, I recognise this as a privilege and not a right. Contemplating what the department has achieved has also served to emphasise how much more remains to be done. As the focus broadens to wider aspects of diversity, gender equality remains a challenge that our department will embrace, and a journey to which I remain committed.

Yours sincerely

A handwritten signature in blue ink, appearing to read 'John B...'. The signature is fluid and cursive, with a large initial 'J' and a prominent 'B'.

**Word Count: 546**

## 2. DESCRIPTION OF THE DEPARTMENT

Recommended word count: 500 words

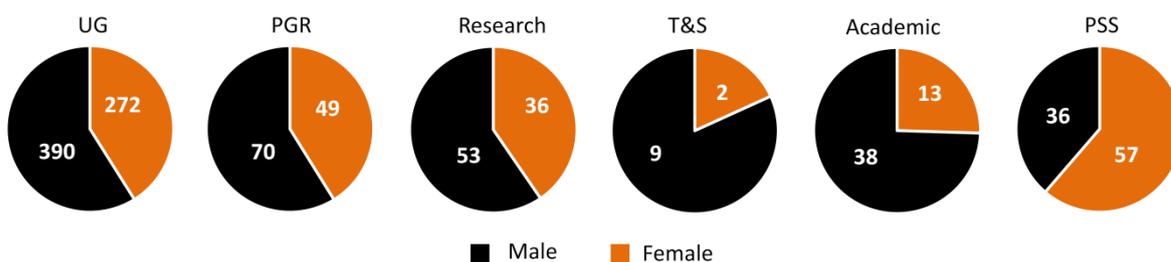
Please provide a brief description of the department, including any relevant contextual information. Present data on the total number of academic staff, professional and support staff and students by gender.

York's Department of Chemistry is one of the largest UK chemistry departments, teaching undergraduate and postgraduate students, alongside performing a broad range of research with strengths in Structural Biology, Atmospheric Chemistry, and Green Chemistry as well as the more traditional areas. We have a strong reputation for research and teaching, and:

- were placed 7th for research power in REF 2014;
- were 3rd in The Guardian, The Times and the Sunday Times 2019 Good University Guide league tables;
- achieved a 97% score for overall student satisfaction in the National Student Survey (NSS) 2018;
- receive over 1000 applications each year for around 180 UG places (A\*AA-AAA admissions scores).

A snapshot of our department broken down by gender is provided in Figure 2.1.

Figure 2.1: Total numbers of students and staff in York chemistry in 2018.



Our department (Figures 2.2 and 2.3) is organised for teaching into the sections of organic, inorganic, physical, analytical, and biological chemistry. Section convenors manage the teaching-related activities of each group. For research purposes, academics are arranged into similar groupings. The academic group leaders (AGLs) have an equality and diversity (E&D) remit and oversee the research activities of group members, providing direct mentoring support around all research-related activities and career planning. AGLs line manage their academic staff and meet regularly with the HoD, providing an effective two-way route for sharing information. Strategic and management decisions are made by the Executive Strategy Group (ESG), with the Chair of the Equality and Diversity Group (EDG) being an *ex-officio* member.

Professional and support staff (PSS) are organised broadly into technical and administrative teams (split into further sub-groups). Managers organise team meetings and again provide direct mentoring and career support for members.

**Figure 2.2: Images of the Department of Chemistry buildings and laboratories.**



York Chemistry was the first department to win an Athena SWAN (AS) Gold award in 2007, and has held a gold award continuously since then. Our department has a long-term and sustained commitment to E&D, that is linked closely to our AS work. This commitment to E&D is supported by the policies and practices we have developed, such as our innovative flexible and part-time working schemes, and supportive parental leave structures. We have embedded awareness of equality issues across the department by:

- including E&D as a standing item on all committee agendas;
- running lunchtime equality discussion forums open to all staff and students;
- holding an annual departmental E&D seminar (given by someone with a history of pushing the equality agenda);
- establishing beacon E&D seminars (given by experts in fields such as sexual violence, and equity and access to graduate study for all genders) open to all staff and students across the University.

Over many years, we have developed a vibrant and open departmental culture, where E&D is a fully accepted part of everyday departmental life. This setting provides an environment where the careers of individuals (Figure 2.3) can flourish, regardless of gender.

**Figure 2.3: Images of people who study and work in York's Department of Chemistry.**

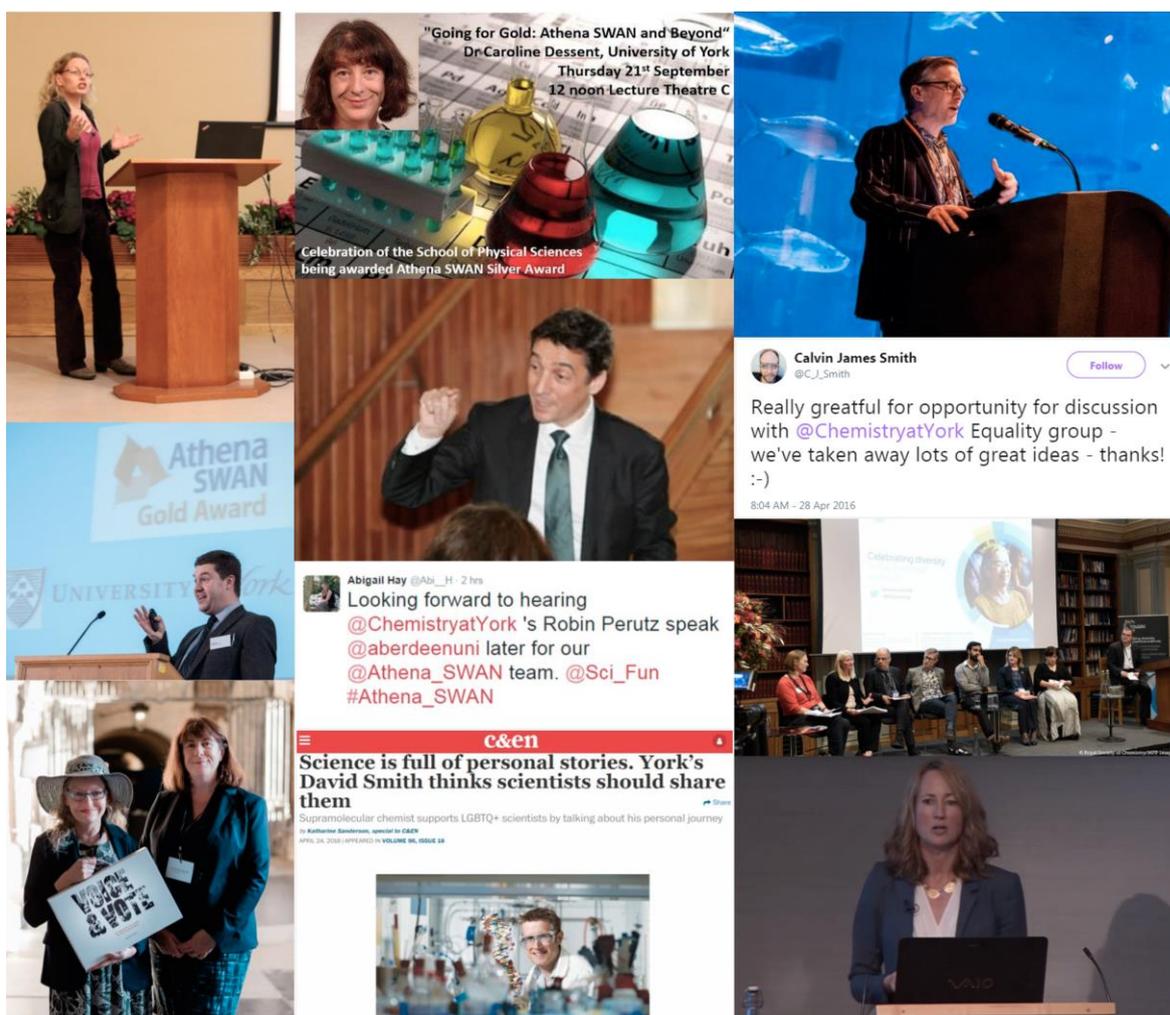


We are keen to share as much of our E&D experience as possible, both across different departments at York, as well as within a wide number of national and increasingly international institutions (Figure 2.4). These dissemination activities are shared amongst many members of the current EDG, as well as past members. We value these opportunities as they give us the chance to reflect on what has worked well (and what hasn't), as well as reminding us of what still needs to be done.

Since our Gold award in 2015, a new Employability and Diversity Officer (EDO) was recruited, and new roles of 'post-doc' champion and 'fellowships officer' have been created. This has led to a significant growth in the career development activities we offer to our students and early career researchers (PDRAs), as well as much new work around their recruitment (Sections 4 and 5).

It is timely to focus on the more senior academic career levels. Our ambitious new actions have been developed around the recruitment of, and support for, mid-career academics through promotion to professor, as well as up through the professorial bands. In addition, analysis of professional and support staff (PSS) career progression for the first time has identified several areas where work is needed. These actions are key features of our new action plan (Section 8).

**Figure 2.4: Images of external beacon talks and activities undertaken by current and former members of our EDG.**



Word Count: 675

### 3. THE SELF-ASSESSMENT PROCESS

Recommended word count: 1000 words

Describe the self-assessment process. This should include:

(i) a description of the self-assessment team

The SAT is the Department's Equality and Diversity Group (EDG). Our team currently has 9 women and 8 men, with a range of personal and professional experience (Table 3.1). The gender balance has improved since 2015 (12F:5M). It now has two UG members, including one openly transgender student. Participation in EDG is included in workload allocations.

**Table 3.1: The current membership of the equality and diversity group (EDG).**

	<b>Duncan Bruce</b> <b>Professor and HoD</b>	<ul style="list-style-type: none"><li>• Works f/t</li></ul>
	<b>Helen Coombs</b> <b>Departmental Manager (DM)</b>	<ul style="list-style-type: none"><li>• Leads on HR strategy</li><li>• Recruitment Manager &amp; Training Officer</li><li>• Worked p/t for 7 years</li></ul>
	<b>Sam Daly</b> <b>UG Student Rep</b>	<ul style="list-style-type: none"><li>• 3rd Year MChem</li></ul>
	<b>Caroline Dessent</b> <b>Reader</b> <b>(Chair of EDG)</b>	<ul style="list-style-type: none"><li>• Has taken advantage of department's "p/t working assurance"</li><li>• Works 0.85 FTE</li></ul>
	<b>Sue Dunkerley</b> <b>HR Administrator</b>	<ul style="list-style-type: none"><li>• Works f/t and flexibly to balance childcare</li><li>• Provides EDG and UB observation administrative support</li></ul>

	<p><b>Emma Dux</b></p> <p><b>Research Technician</b></p>	<ul style="list-style-type: none"> <li>• York Chemistry UG and PG</li> <li>• Leads on mental health</li> <li>• Works f/t</li> </ul>
	<p><b>Elizabeth Fear</b></p> <p><b>PG Student Rep</b></p>	<ul style="list-style-type: none"> <li>• Mature student with 2 children</li> <li>• Works f/t and flexibly</li> <li>• Graduate Athena SWAN working group member</li> </ul>
	<p><b>Corrine Howie</b></p> <p><b>HR Manager for Department</b></p>	<ul style="list-style-type: none"> <li>• Provides EDG with professional HR advice</li> <li>• Works p/t</li> </ul>
	<p><b>Leonie Jones</b></p> <p><b>Employability and Diversity Officer (EDO)</b></p>	<ul style="list-style-type: none"> <li>• Responsible for student and PDRA employability</li> <li>• Works p/t and flexibly for health reasons</li> <li>• Stonewall ally</li> </ul>
	<p><b>Avtar Matharu</b></p> <p><b>Senior Lecturer</b></p>	<ul style="list-style-type: none"> <li>• Deputy Director of the Green Chemistry Centre of Excellence</li> <li>• Leads on Race Equality</li> </ul>
	<p><b>Alex Palmer</b></p> <p><b>UG Student Rep</b></p>	<ul style="list-style-type: none"> <li>• 4th Year MChem</li> <li>• York University Students Union LGBTQ network Trans* convenor</li> </ul>

	<p><b>Ruth Purvis</b></p> <p><b>Research Fellow</b></p> <p><b>(Deputy Chair of EDG)</b></p>	<ul style="list-style-type: none"> <li>• Had two periods of maternity leave</li> <li>• Has taken advantage of the department's "p/t working assurance"</li> </ul>
	<p><b>Julia Sarju</b></p> <p><b>Associate Lecturer in Chemical Education</b></p>	<ul style="list-style-type: none"> <li>• Departmental disability contact</li> <li>• Secretary of Chemistry Disabled Students Network</li> <li>• Works f/t</li> </ul>
	<p><b>David Smith</b></p> <p><b>Professor</b></p>	<ul style="list-style-type: none"> <li>• Works f/t and flexibly to share caring responsibilities of young son</li> <li>• Worked p/t previously</li> <li>• Leads on widening participation</li> </ul>
	<p><b>Adam Vaughan</b></p> <p><b>Researcher</b></p>	<ul style="list-style-type: none"> <li>• UG degree from the University of Hull</li> <li>• Previously PG rep</li> </ul>
	<p><b>Paul Walton</b></p> <p><b>Professor</b></p>	<ul style="list-style-type: none"> <li>• HoD 2004-10</li> <li>• Promotes AS nationally and internationally</li> <li>• Works f/t</li> </ul>
	<p><b>Derek Wann</b></p> <p><b>Senior Lecturer</b></p>	<ul style="list-style-type: none"> <li>• Previously at Edinburgh</li> <li>• Works f/t</li> <li>• Leads on LGBT+</li> </ul>



**BEACON: To allow us to share good practice, EDG also includes external representatives:**

- **Prof Nia Bryant (York Biology, AS lead)**
- **Dr Gavin Kearney (York Electrical Engineering, Member of Dept. Equality Committee)**
- **Maria Ayaz (University of York, Head of EDI).**

We run EDG in a fair, open, and effective manner. Specifically, we:

- have published terms of reference;
- include the HoD as an *ex-officio* member, which ensures full leadership engagement and support for agreed activities;
- have a Chair with authority from the HoD to contact AGLs directly to recommend AS actions for academic staff;
- rotate membership to ensure a flow of new ideas and experience (now three-year terms, renewable once);
- openly advertise vacancies.

EDG members sit on all departmental committees and many university committees (Figure 3.1), providing opportunities to share good practice. Members of EDG are regularly contacted for advice relating to the policies and practices we have developed. Figure 3.2 provides recent examples.



**IMPACT: Our work to promote awareness and understanding of AS principles in our Department is having a clear impact. 93% of academic staff, 91% of students, and 87% of PSS confirm that they understand our policies in relation to equality (2016/17 Departmental Culture Survey).**

**Figure 3.1: Influence of EDG within the department, university and beyond.**



**Figure 3.2: Recent advice given by EDG members to internal and external departments from January to October 2018.**

External Dissemination and Advice			
Institution, Department	Topic	Institution, Department	Topic
Huddersfield Students' Union		Nottingham, Mathematics	
Dundee, Life Sciences	<b>PGP</b>	Wellcome Sanger Institute	
Leeds, Medicine and Health		Keele, Centre	
Commonwealth Scientific and Industrial Research Organisation, Australia		Bristol, Biomedical Sciences	<b>PGP</b>
Imperial College, Life Sciences		Sydney, Chemistry	<b>PGP</b>
British Columbia, Centre		Chalmers University (Sweden), Centre	
Royal Society of Chemistry	<b>PGP</b>	Pronouns handout made available on web (by popular demand)	<b>PGP</b>
Internal Dissemination and Advice			
Department	Topic	Department	Topic
Physics		Education	
Environment		Theatre, Film and Television	
Health Sciences		Electronic Engineering	
English		Information Services	
Computer Science		Theatre, Film and Television	<b>PGP</b>
E&D Office		Biology	
Economics		HR	
Science Faculty Admin Support		Social Policy	
Environment		Economics	
Physics		Electronic Engineering	<b>PGP</b>

**Key to symbols used above (type of activity discussed)**

	Athena SWAN / gender equality	<b>PGP</b>	Personal gender pronouns
	Departmental culture survey		Recruitment / promotion / performance review
	Data		Unconscious bias training / observation
	Parental support		Welfare / support posters

## (ii) an account of the self-assessment process

EDG meets 4-5 times per year, with additional action group meetings on specific topics. Feedback from staff and students is used as a starting point for discussions and developing the action plan. EDG consults widely through:

- surveys;
- focus groups on specific topics (e.g. PGR recruitment, Extended Staff Leave);
- open discussions at the academic staff forum;
- EDG online anonymous suggestion box;
- departmental committee membership;
- E&D being a standing item on all departmental committees.

Furthermore, EDG considers statistics annually and takes action when necessary, as well as using external reports and published articles to inform up-to-date best practice.

In-house surveys (Table 3.2) inform the actions developed by EDG. Our departmental culture survey is essential as it probes gender equality in the departmental working environment. It also allows EDG to identify any changes in attitudes and monitor progress.

**Table 3.2: Surveys and response rates (by gender where recorded).**

Survey	Number of Chemistry respondents	Response rate %	% Female
<b>Departmental Culture Survey</b> December 2016 April 2018	259 (108 staff, 151 students) 126 (67 staff, 59 students)	43%, 33% 27%, 18%	50% 58%
<b>University Staff Survey</b> 2017 2014	152	61% 74%	44%
<b>CROS (Careers in Research Online Survey)</b> 2015 (no 2017 survey)	33	42%	47%
<b>PRES (Postgraduate Research Experience Survey)</b> 2017 2015	34 76		
<b>Departmental Induction Survey</b> Aug 2016 - Aug 2017 Aug 2017 - Feb 2018	11 5	34% 31%	

The fall-off in departmental survey response rates from 2016 to 2018 is a concern. We will therefore refresh our approach to the survey:

**[Action 3.1: Work to improve response rate to departmental culture survey]**



The submission and action plan were brought together as follows:

- First draft written by core team (EDG Chair and Deputy Chair, DM, EDO, Adam Vaughan), and reviewed by HoD, David Smith, Julia Sarju and Derek Wann.
- Revised draft available for all EDG members to review and comment. Meetings held to allow further discussion.
- Submission made available to all departmental staff for comment. EDG chair held open meeting to promote proposed action plan to all staff and allow further discussion.

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

EDG will:

- meet 4-5 times per year;
- review its membership regularly, and strive for wide representation;
- report on progress to ESG, staff forums and staff-student groups;
- invite key stakeholders (e.g. Chair of BoS) to attend when relevant to ensure change is initiated rapidly;
- have members who actively contribute to university groups, such as the university's EDI committee and AS forums (Figure 3.3). This provides opportunities to share good practice between departments and the university;
- continue to disseminate good practice outside York, giving talks and advice to STEMM and AHSSBL departments, professional societies, international societies and institutions (Figures 2.4 and 3.2).

Going forward, we will initiate a number of actions aimed at improving the efficiency of EDG:

**[Action 3.2: Produce a booklet of comparator data for chemistry departments]**

**[Action 3.3: Take a project management approach to delivery of action plan]**

**Figure 3.3: Members of the Department of Chemistry's EDG 2018, alongside the University EDI team's equality roadshow, and Prof Ellie Highwood (Reading), an E&D seminar speaker.**



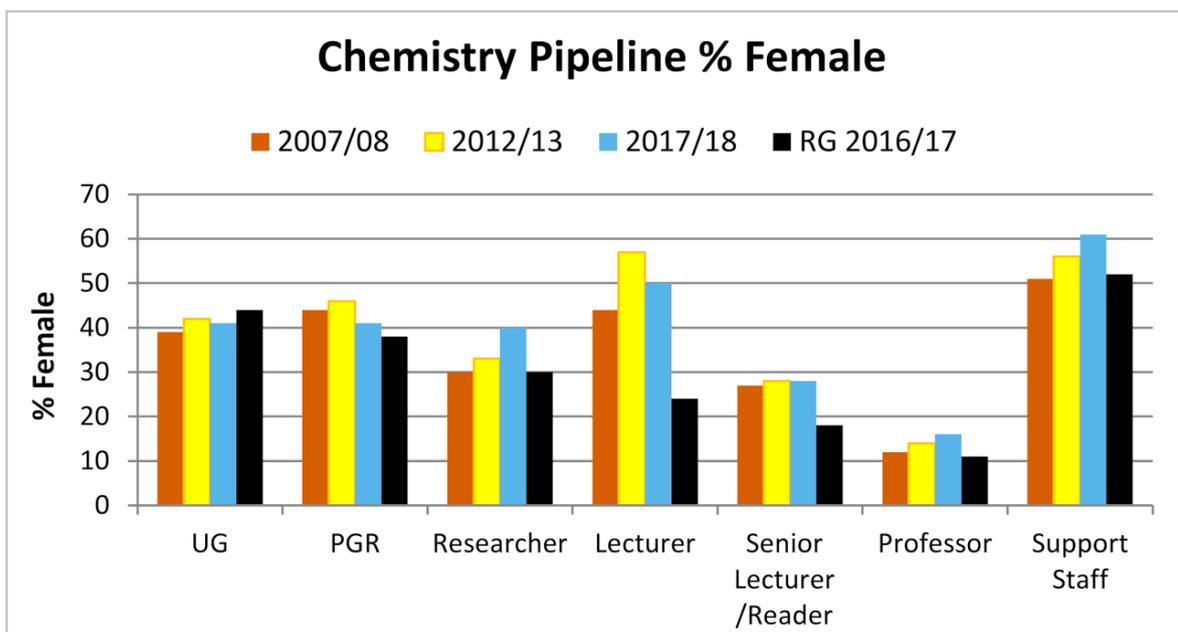
Word Count: 603

## 4. A PICTURE OF THE DEPARTMENT

Recommended word count: 2000 words

Figure 4.1 and Table 4.1 summarise the department's gender picture. For 2017/18, the %F students and staff shows no drop-off from UG through to Lecturer, with subsequent fall-off at the senior academic grades. Our PSS are >60% female (Section 5.2).

**Figure 4.1: York chemistry pipeline: %F students and staff (for three equally spaced years covering the 10 years since AS Gold was first awarded: 2007/08, 2012/13, and 2017/18), compared to the Russell Group (RG) average for 2016/17.<sup>1,4</sup>**



**Table 4.1 Percentage of female students and staff in York Chemistry, compared to the Russell Group (RG) average for 2016/17.<sup>1,4</sup>**

Year	UG	PGR	Researcher	Lecturer	Senior lecturer	Reader	Professor	PSS
2007/08	39	44	30	44	27	25	12	51
2012/13	42	46	33	57	36	0	14	56
2017/18	41	41	40	50	22	33	16	61
RG 2016/17	45	38	30	24	18		11	52

### 4.1. Student data

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

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

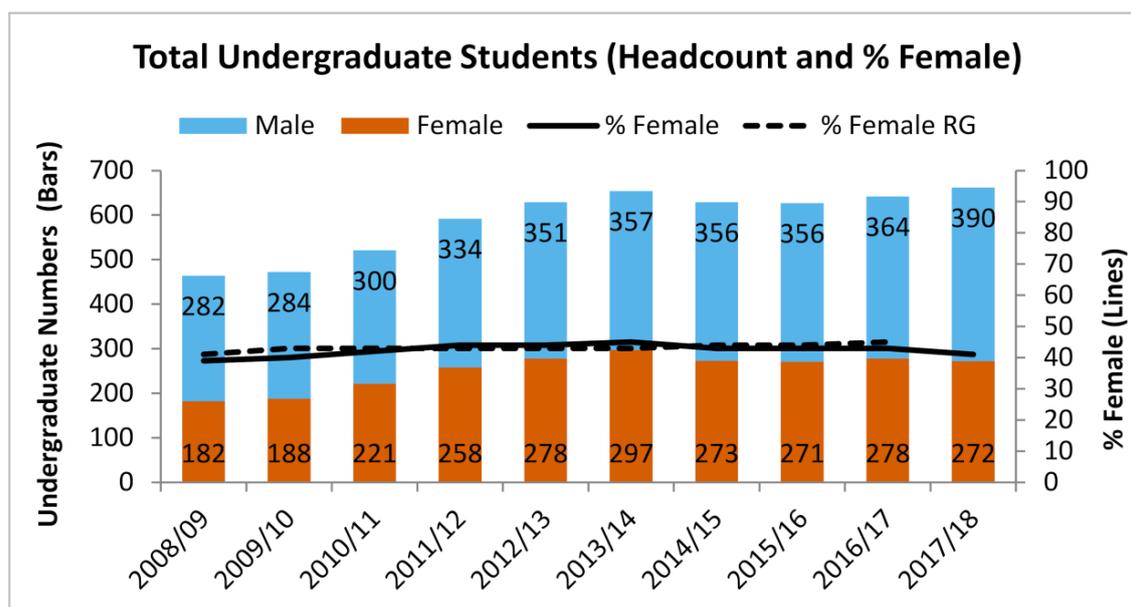
N/A

## (ii) Numbers of undergraduate students by gender

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

- %F UG (Figure 4.2) has remained fairly constant, around the RG benchmark for students taking courses with majority chemistry content.
- The small drop in 2017/18 was of concern, but very recent admissions figures for 2018/19 show an improvement.
- Female and male students are equally likely to graduate with a good degree (1st or 2i).

Figure 4.2: Numbers of chemistry undergraduate students by gender.\* 1, 2



\* Note: All UGs are f/t. The students included in this figure spend all their time in the Chemistry department, and pursue either a three-year BSc or four-year MChem degree. Biochemists are not included as they are recruited by Biology at York.

### UG: Recruitment

- Comparing female and male applicants from 2014/15 (Table 4.2 and Figure 4.3), more females than males applied and received offers, with offer rate being higher for female than male applicants in every year since 2009.
- To ensure transparency in admissions, our offers are determined by the A-level grades predicted by schools and colleges.
- In several recent years, the %F compared to %M is relatively lower on going to the entrant stage, indicating that more females than males are failing to meet their offer. This is not within our control, but is something we will raise with the RSC to understand if there is a wider issue.

To encourage more female applicants, we will undertake action:

[Action 4.1: Increase visibility of AS work in UG marketing materials]

[Action 4.2: Increase visibility of AS work to A-level students through direct contact with schools/colleges prior to application point]

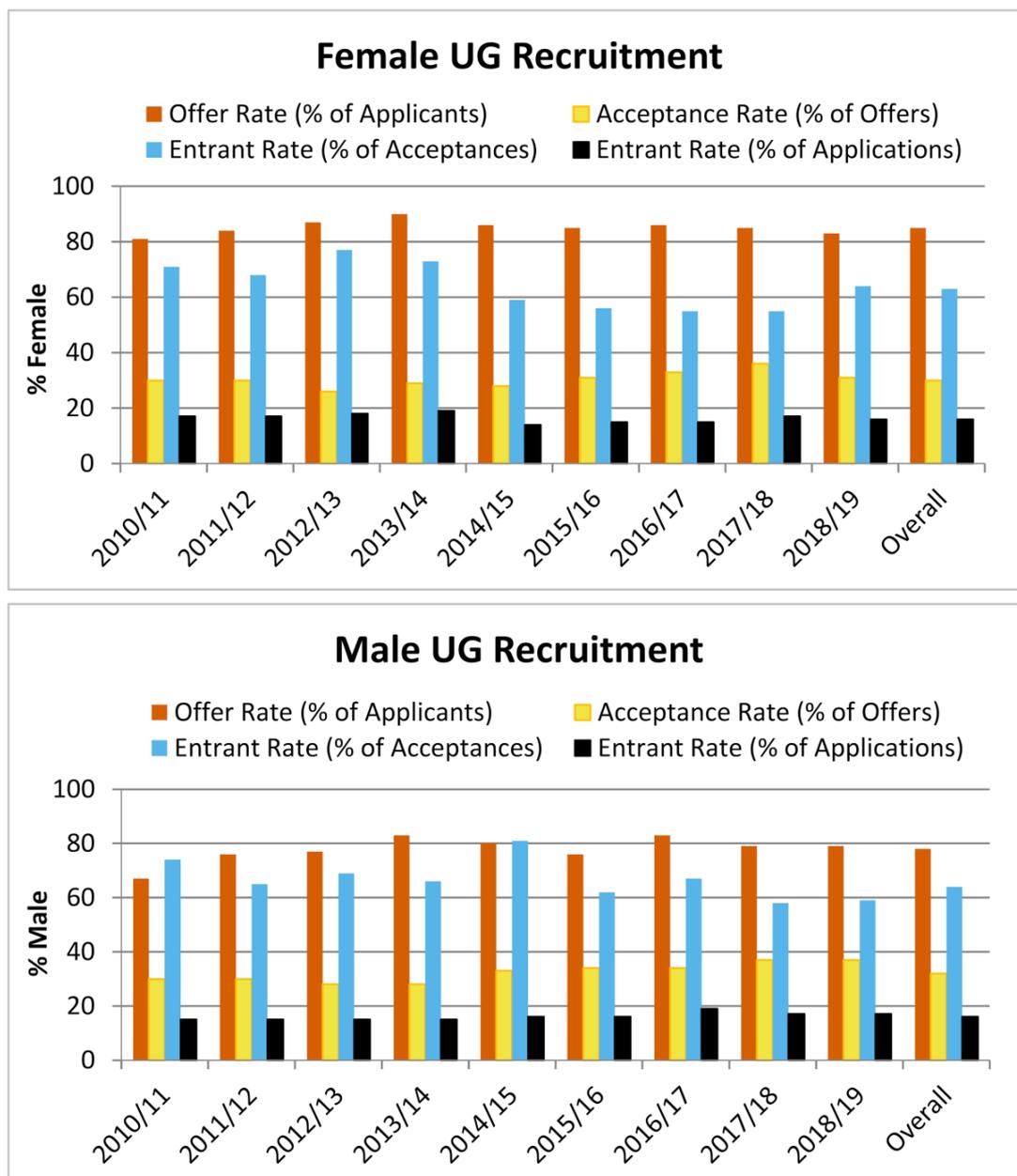


**Table 4.2: Numbers of UG applications, offers, and acceptance rates by gender.**

Year	Gender	Apply	Offers	Accepts	Entrants	Offer Rate (% of Applicants)	Acceptance Rate (% of Offers)	Entrant Rate (% of Accepts)	Entrant Rate (% of Applicants)
2010/11	Female	506	408	124	88	81%	30%	71%	17%
	Male	779	527	159	117	67%	30%	74%	15%
	%F	39%	44%	44%	<b>43%</b>				
2011/12	Female	497	417	124	84	84%	30%	68%	17%
	Male	655	498	151	98	76%	30%	65%	15%
	%F	43%	46%	45%	<b>46%</b>				
2012/13	Female	474	411	108	83	87%	26%	77%	18%
	Male	655	511	144	99	77%	28%	69%	15%
	%F	42%	44%	43%	<b>46%</b>				
2013/14	Female	467	421	123	90	90%	29%	73%	19%
	Male	621	518	145	96	83%	28%	66%	15%
	%F	43%	45%	46%	<b>48%</b>				
2014/15	Female	542	468	129	76	86%	28%	59%	14%
	Male	640	509	170	104	80%	33%	61%	16%
	%F	46%	48%	43%	<b>42%</b>				
2015/16	Female	533	451	141	79	85%	31%	56%	15%
	Male	629	478	161	100	76%	34%	62%	16%
	%F	46%	49%	47%	<b>44%</b>				
2016/17	Female	503	430	140	77	86%	33%	55%	15%
	Male	578	478	161	108	83%	34%	67%	19%
	%F	47%	47%	47%	<b>42%</b>				
2017/18	Female	526	447	161	89	85%	36%	55%	17%
	Male	677	532	194	113	79%	37%	58%	17%
	%F	44%	46%	45%	<b>44%</b>				
2018/19*	Female	509	422	129	82	83%	31%	64%	16%
	Male	589	468	172	102	79%	37%	59%	17%
	%F	46%	47%	43%	<b>45%</b>				
<b>Overall</b>	Female	4558	3875	1179	748	85%	30%	63%	16%
	Male	5822	4519	1457	937	78%	32%	64%	16%
	%F	<b>44%</b>	<b>46%</b>	<b>45%</b>	<b>44%</b>				

\*Data collated in department on 1 October 2018.

Figure 4.3: Percentages of undergraduate student by gender (female top, male bottom): Course applications, offers and acceptance rates.



**UG: BSc versus MChem**

- Since 2008, on average, there has been no significant gender bias between students taking the BSc or MChem (71% of both females and males opt for MChem) (Table 4.3).
- However, in 2016/17 more females opted for the three-year BSc course, so fewer females fed into the MChem numbers for 2017/18 (Table 4.3).
- This contributed to the recent drop in %F UGs (Figure 4.2). This is a concern, as the MChem course is typically taken by students who proceed to PhDs. Action is proposed to investigate and address this:

**[Action 4.3: Run focus group with current Year 2/3 UGs]**



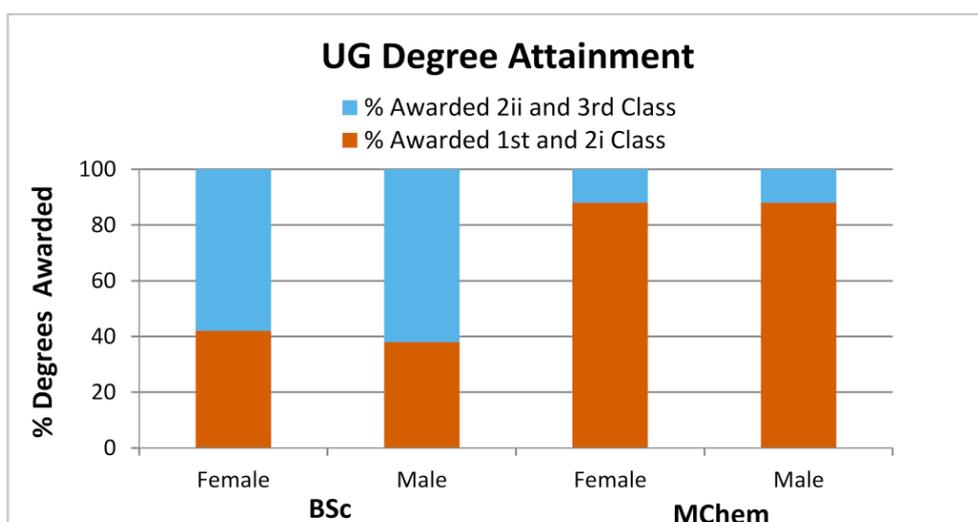
**Table 4.3: Numbers of BSc and MChem students in final year (headcount).**

Year	Total F on BSc Course	Total F on MChem Course	Proportion of F on MChem Course	Total M on BSc Course	Total M on MChem Course	Proportion of M on MChem Course
2010/11	13	31	70%	19	37	66%
2011/12	18	37	67%	20	52	72%
2012/13	19	43	69%	33	58	64%
2013/14	23	62	73%	29	73	72%
2014/15	23	60	72%	31	69	69%
2015/16	18	43	70%	28	61	69%
2016/17	23	68	75%	15	67	82%
2017/18	19	47	71%	29	82	74%
<b>Total</b>	<b>156</b>	<b>391</b>	<b>71%</b>	<b>204</b>	<b>499</b>	<b>71%</b>

#### UG: Degree Performance

- Since 2011, the average good degrees (1st and 2i) awarded (Figure 4.4) has been 43:57%, equal to the F:M ratio of UGs (Figure 4.2).
- Females and males therefore attain equal numbers of good degrees over time.
- We have also broken down these data to separate performance on the BSc and MChem courses. There is no difference in degree attainment by gender on either course.

**Figure 4.4: Attainment of 'good' (1st and 2i) BSc and MChem degrees by gender 2010/11-2017/18.**



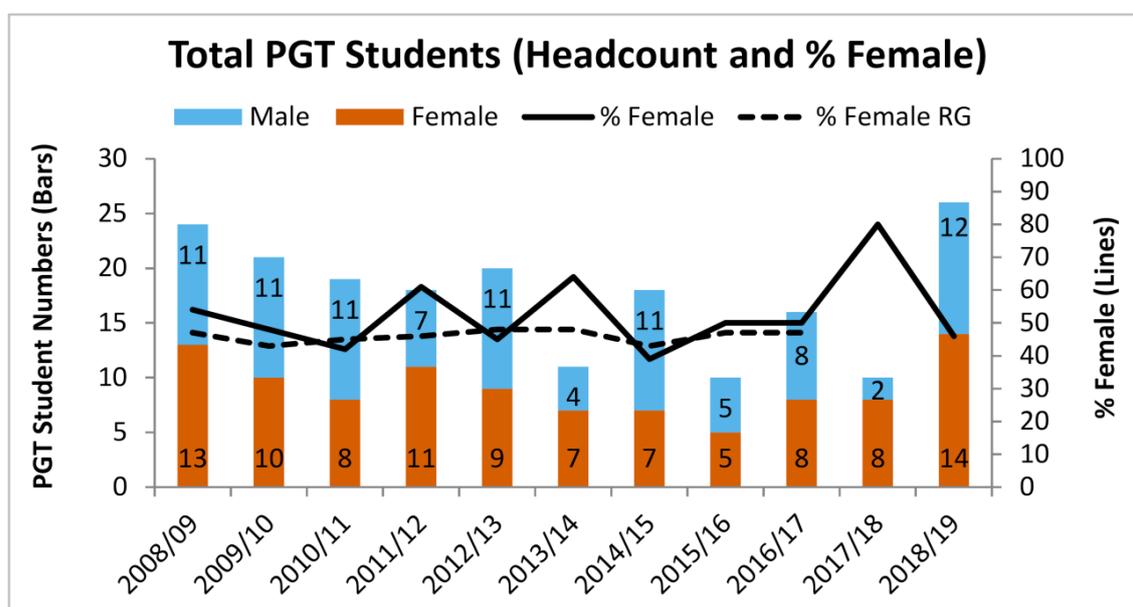
**(iii) Numbers of men and women on postgraduate taught degrees**

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

- F:M ratio is 51:49% on average up to 2017/18.
- Female and male students both perform well, with over 50% achieving distinction or merit.

Only small numbers of students take our taught MSc in Green Chemistry and Sustainable Industrial Technology. This leads to the significant variation in F:M ratios in certain years (Figure 4.5). A high percentage of o/s students take this course, giving us an opportunity for promoting our equality work widely.

**Figure 4.5: Numbers of postgraduate taught students by gender.<sup>1,2</sup>**



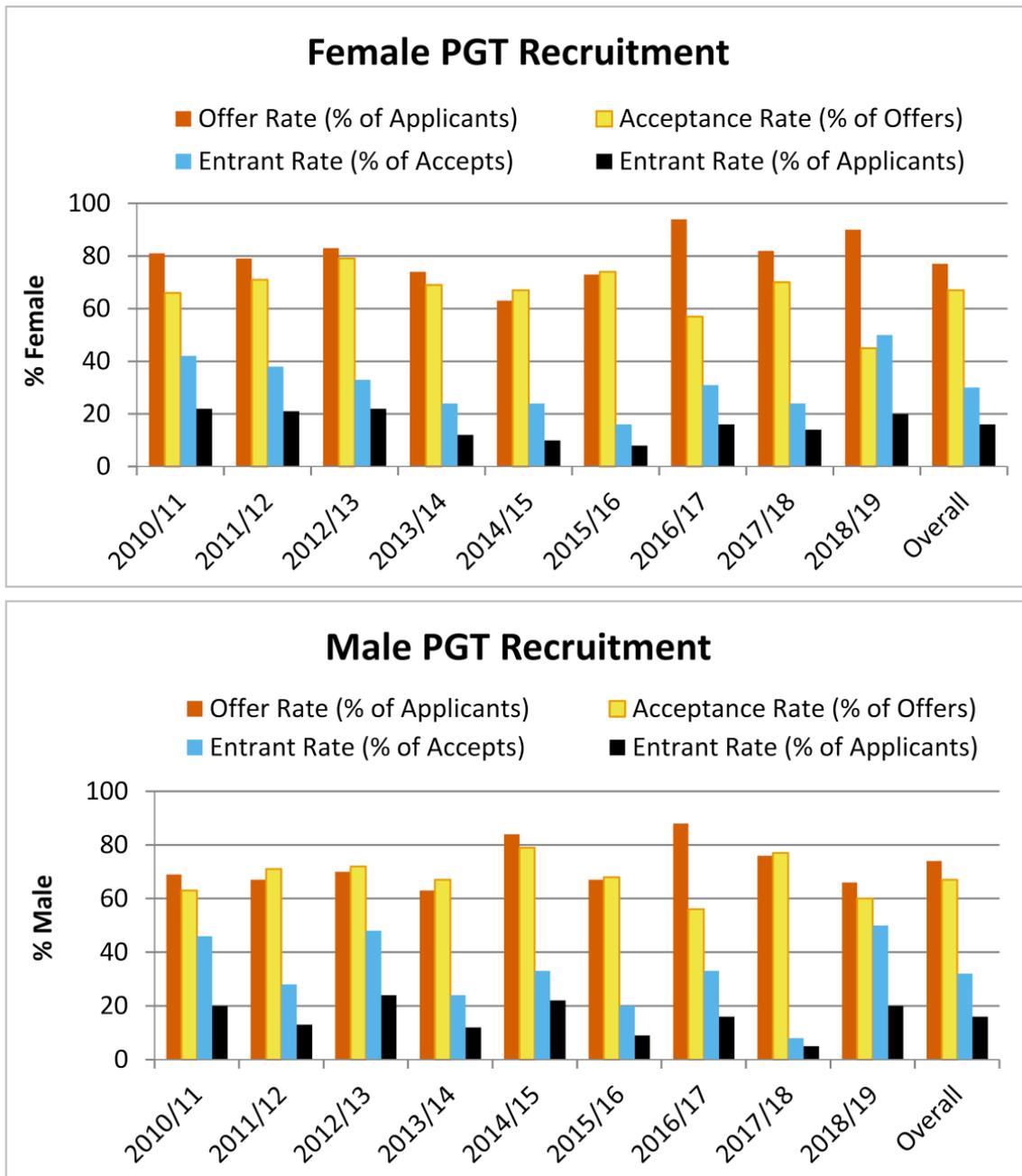
**PGT: Recruitment**

Table 4.4 and Figure 4.6 show that there are no gender patterns in recruitment, averaged over time.

**Table 4.4: Numbers of postgraduate taught students by gender: course application, offer, and acceptance rates.**

Year	Gender	Apply	Offers	Accepts	Entrants	Offer Rate (% of Applicants)	Acceptance Rate (% of Offers)	Entrant Rate (% of Accepts)	Entrant Rate (% of Applicants)
2010/11	Female	36	29	19	8	81%	66%	42%	22%
	Male	55	38	24	11	69%	63%	46%	20%
	%F	40%	43%	44%	<b>42%</b>				
2011/12	Female	52	41	29	11	79%	71%	38%	21%
	Male	52	35	25	7	67%	71%	28%	13%
	%F	50%	54%	54%	<b>61%</b>				
2012/13	Female	41	34	27	9	83%	79%	33%	22%
	Male	46	32	23	11	70%	72%	48%	24%
	%F	47%	52%	54%	<b>45%</b>				
2013/14	Female	57	42	29	7	74%	69%	24%	12%
	Male	40	28	20	4	70%	71%	20%	10%
	%F	59%	60%	59%	<b>64%</b>				
2014/15	Female	68	43	29	7	63%	67%	24%	10%
	Male	50	42	33	11	84%	79%	33%	22%
	%F	58%	51%	47%	<b>39%</b>				
2015/16	Female	59	43	32	5	73%	74%	16%	8%
	Male	55	37	25	5	67%	68%	20%	9%
	%F	52%	54%	56%	<b>50%</b>				
2016/17	Female	49	46	26	8	94%	57%	31%	16%
	Male	49	43	24	8	88%	56%	33%	16%
	%F	50%	52%	52%	<b>50%</b>				
2017/18	Female	57	47	33	8	82%	70%	24%	14%
	Male	41	31	24	2	76%	77%	8%	5%
	%F	58%	60%	58%	<b>80%</b>				
2018/19	Female	59	47	24	12	90%	45%	50%	20%
	Male	71	53	28	14	66%	60%	50%	20%
	%F	45%	47%	46%	<b>46%</b>				
<b>Overall</b>	Female	478	369	248	75	77%	67%	30%	<b>16%</b>
	Male	459	339	227	73	74%	67%	32%	<b>16%</b>
	%F	<b>51%</b>	<b>52%</b>	<b>52%</b>	<b>51%</b>				

Figure 4.6: Percentages of postgraduate taught students by gender (female top, male bottom): course application, offer and acceptance rates.



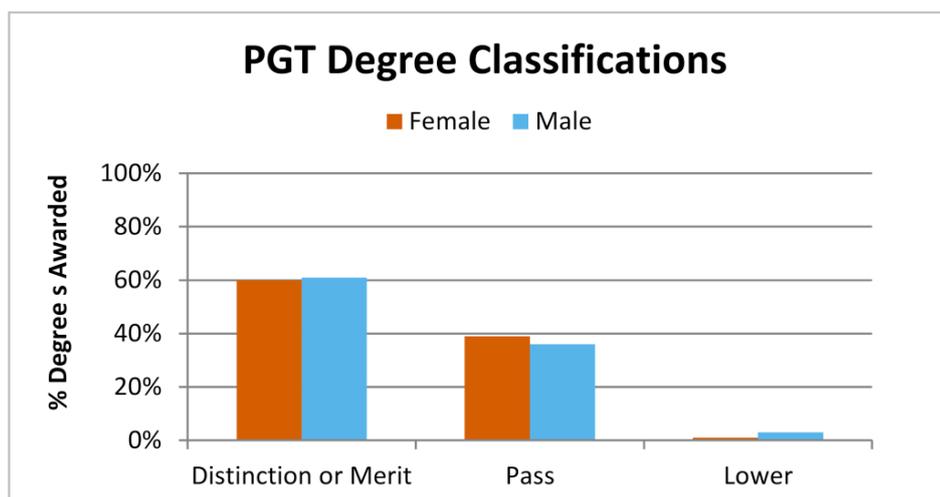
**PGT: Degree Performance**

Degree completion rates are high (Table 4.5), and both females and males achieve good degree outcomes (Figure 4.7).

**Table 4.5: Degree completion number and grades for postgraduate taught students by gender.**

Year		Female			Male		
		Distinction or Merit	Pass	Lower	Distinction or Merit	Pass	Lower
2009/10	Number						
	Proportion at each class						
2010/11	Number						
	Proportion at each class						
2011/12	Number						
	Proportion at each class						
2012/13	Number						
	Proportion at each class						
2013/14	Number						
	Proportion at each class						
2014/15	Number						
	Proportion at each class						
2015/16	Number						
	Proportion at each class						
2016/17	Number						
	Proportion at each class						
2017/18	Number						
	Proportion at each class						
Overall	Number						
	Proportion at each class						

**Figure 4.7: Percentages of PGT students achieving degree classifications by gender.**



**PGT: Summary**

Gender-neutral recruitment and equal degree performance on our PGT, mean that no actions are currently needed. However, a high percentage of PGT students are BAME and they will be included later in Section 4.2v (**Action 4.9**).

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

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

- F:M ratio is consistently above RG comparator benchmark.
- There is no drop in %F from UG to PG.
- There is no gender disparity in completion rates.
- %F PhD students has varied between 41 and 44% over the last 4 years.

Over the last ten years, our F:M statistics for PG students are consistently higher than the RG comparator figure of 38-39% (Figure 4.8). However, we are keen to improve on our current statistics, as we had 46 female PGRs between 2012 and 2014. New actions are proposed to address this:

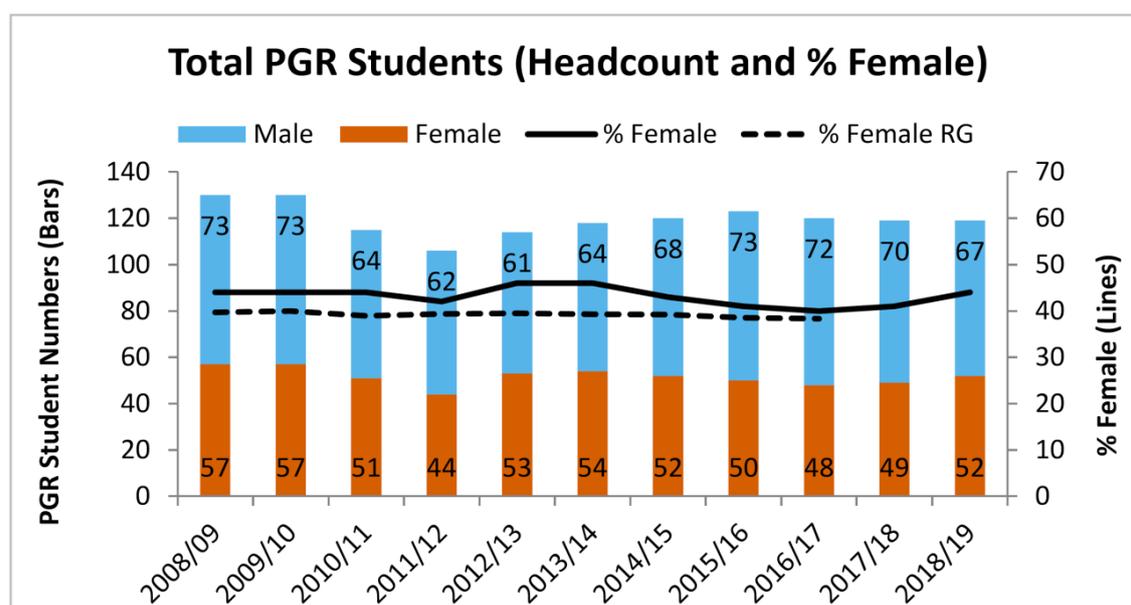


[Action 4.4: Introduce PG study mentoring scheme for UG students]

[Action 4.5: Establish programme to target potential PG applicants from local chemistry departments with a high % of F UGs]

[Action 4.6: Increase visibility of AS work to Chemistry UG students nationally]

Figure 4.8: Numbers of postgraduate research students by gender (f/t and p/t).<sup>1,2</sup>



**Part-time students**

The ratio of F:M part-time PG students is 52:48% (Table 4.6).

**Table 4.6: Numbers of part-time PGR students by gender.**

Year	Female		Male	
	Part-Time	% Part-Time	Part-Time	% Part-Time
2009/10	3	5	0	0
2010/11	2	4	0	0
2011/12	0	0	1	2
2012/13	0	0	2	3
2013/14	0	0	1	2
2014/15	2	4	1	1
2015/16	3	6	2	3
2016/17	1	2	1	1
2017/18	0	0	2	3
<b>Totals</b>	<b>11</b>	<b>52</b>	<b>10</b>	<b>48</b>

### **PGR: Recruitment**

- PGR students are recruited through a number of different routes (e.g. DTPs), with the majority recruited through our Innovative Doctoral Training in Chemistry (iDTC) programme, which distributes university and departmental funds. Our iDTC provides extensive transferrable skills training, alongside research.
- We are able to closely control iDTC recruitment.
- The 'Wild Fund' (Figure 4.9) was established through a generous alumnus donation to support overseas PGRs, and attracts female students from a wider pool of applicants. This has been important, with Wild Fund Scholars being 48:52% F:M.

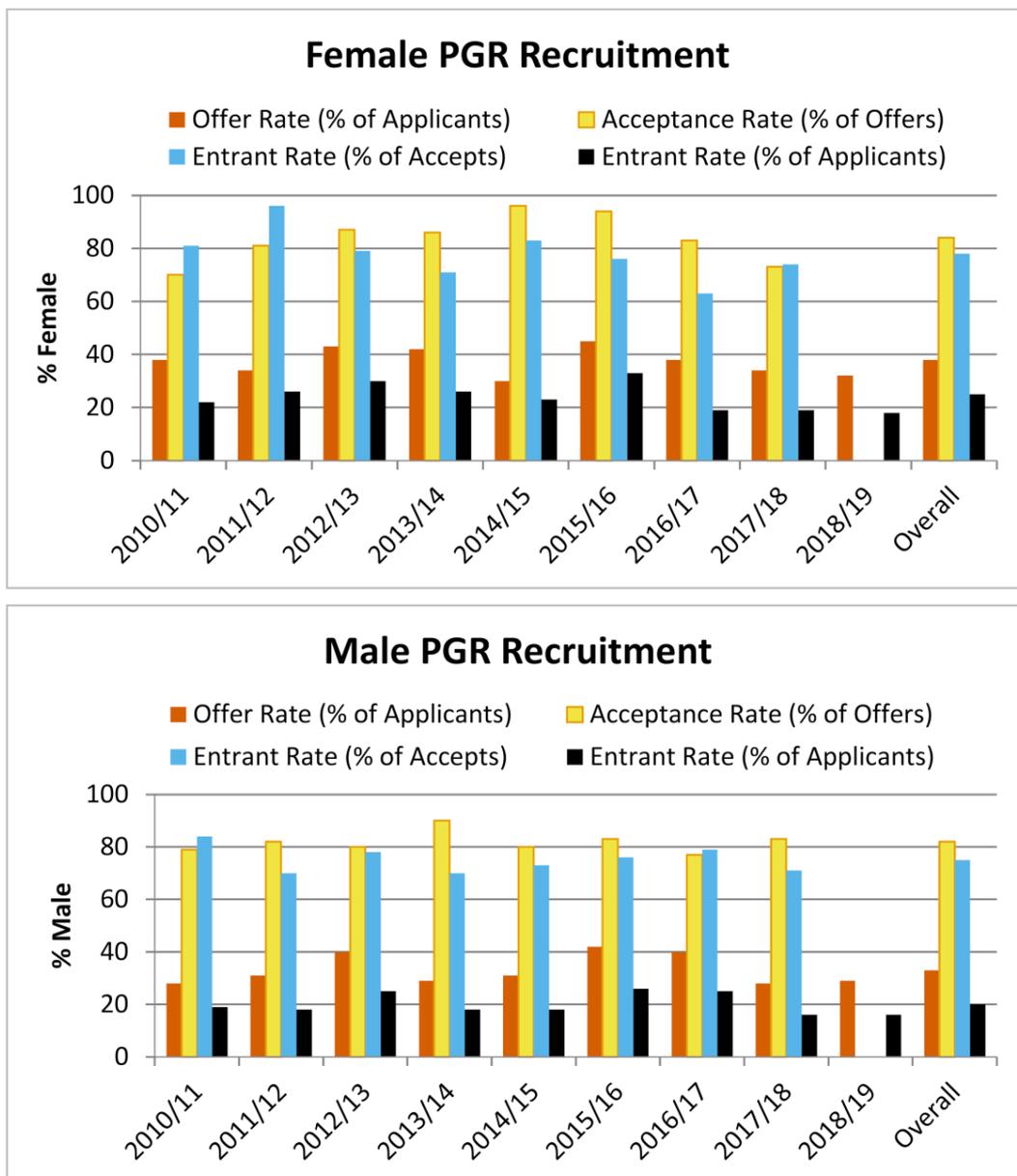
**Figure 4.9: Wild fund scholarship webpage.**

- In 2014/15, the %F PGR students dipped to 43% (Figure 4.8). Actions were taken, including review of website/applications materials, and running a PGR admissions focus group.
- The %F PGR continued to decline modestly from 2015.
- This led us to review the iDTC recruitment process. We found that research supervisors tended to have female applicants as first reserve in significantly higher number than males

at nomination. In contrast, once a female applicant was nominated, they had a better chance of being offered a studentship (Figure 4.10 and Table 4.7).

- To address this, these statistics were presented at an open staff forum for discussion (2017), leading to a new nomination procedure being introduced (2018). Each research supervisor is now:
  1. Asked to nominate two students, reducing the number of female students who are named as first reserve.
  2. Issued with UB guidance for use at the nomination stage.
- A UB observer has been introduced for the second-stage short-listing/interviewing which is undertaken centrally in the department.

**Figure 4.10: Percentages of men and women on postgraduate research degrees (female top, male bottom): course application, offer, and acceptance rates.**





**IMPACT: Action on the PGR recruitment process led to increase of %F entrants from 41% to 44% from 2016/17 to 2018/19.**



*"I strongly believe in Athena SWAN and was especially attracted to York by the Gold status it holds. I was particularly impressed that there was an unconscious bias observer present at my interview, and her presence actually gave me more confidence." – Elizabeth Fear, Marie Curie PhD student*

**Table 4.7: Numbers of men and women on postgraduate research degrees: course application, offer, and acceptance rates.**

Year	Gender	Apply	Offers	Accepts	Entrants	Offer Rate (% of Applicants)	Acceptance Rate (% of Offers)	Entrant Rate (% of Accepts)	Entrant Rate (% of Applicants)
2010/11	Female	78	30	21	17	38%	70%	81%	22%
	Male	137	39	31	26	28%	79%	84%	19%
	%F	36%	43%	40%	<b>40%</b>				
2011/12	Female	91	31	25	24	34%	81%	96%	26%
	Male	159	49	40	28	31%	82%	70%	18%
	%F	36%	38%	38%	<b>46%</b>				
2012/13	Female	90	39	34	27	43%	87%	79%	30%
	Male	127	51	41	32	40%	80%	78%	25%
	%F	41%	43%	45%	<b>46%</b>				
2013/14	Female	86	36	31	22	42%	86%	71%	26%
	Male	163	48	43	30	29%	90%	70%	18%
	%F	35%	43%	42%	<b>42%</b>				
2014/15	Female	81	24	23	19	30%	96%	83%	23%
	Male	163	50	40	29	31%	80%	73%	18%
	%F	33%	32%	37%	<b>40%</b>				
2015/16	Female	80	36	34	26	45%	94%	76%	33%
	Male	142	59	49	37	42%	83%	76%	26%
	%F	36%	48%	41%	<b>41%</b>				
2016/17	Female	77	29	24	15	38%	83%	63%	19%
	Male	154	62	48	38	40%	77%	79%	25%
	%F	33%	32%	33%	<b>28%</b>				
2017/18	Female	108	37	27	20	34%	73%	74%	19%
	Male	147	41	34	24	28%	83%	71%	16%
	%F	42%	47%	44%	<b>45%</b>				
2018/19	Female	93	30		17	32%			18%
	Male	132	38		21	29%			16%
	%F	41%	44%		<b>45%</b>				
Overall	Female	691*	262*	219*	170*	38%*	84%*	78%*	25%*
	Male	1192*	399*	326*	244*	33%*	82%*	75%*	20%*
	%F	37%	40%	40%*	41%				

\* Excludes 2018-19 data as not yet all available (collated internally).

### PGR: Degree Performance

- The majority of PGR students successfully complete their studies, with no significant gender difference. From 2008 to 2018, 405 PGR students graduated, with only 7 students failing (3 females out of 170 = 1.8%, and 4 males out of 242 = 1.7%).
- We recently reviewed leave-of-absence (LoA) rates, extensions, and withdrawals by gender. The small numbers are reported cumulatively. Over the last 5.5 years, there has been a significantly higher number of male extensions (Table 4.8).
- At York, a LoA is generally taken during years 1-3, whereas an extension would be taken close to the submission deadline. The higher %M extensions suggests that male students are less likely to seek help early if a problem arises.
- As a result, we introduced actions to improve awareness of options and sources of support, e.g. an induction talk from the Graduate Student Support Officer, and resilience training. We will monitor these data to check effectiveness of these actions:

#### [Action 4.7: Monitor LoA requests, withdrawals and transfers to p/t study by gender]

**Table 4.8: PGR students who required an extension, leave of absence, or have withdrawn (01/12/12 to 01/08/18) by gender.**

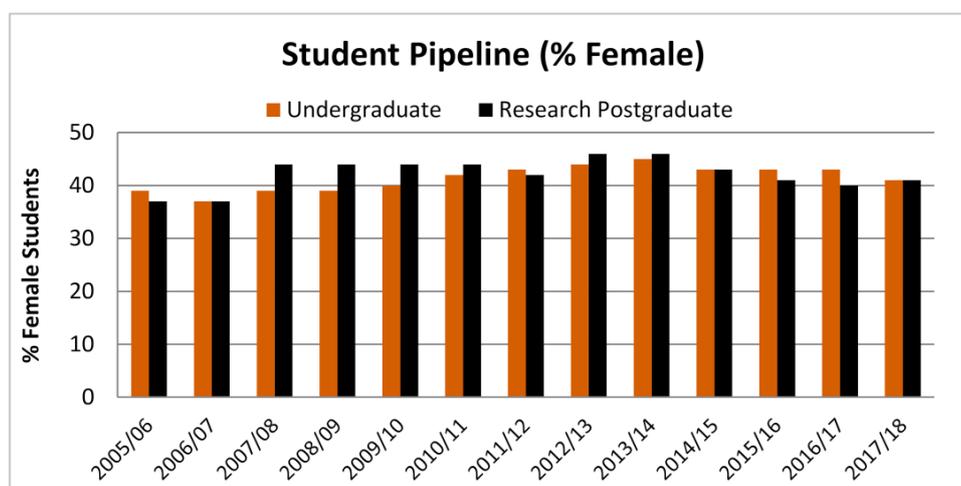
	Male	Female	% Female	% Male
LoA	11	10	48	52
Extension	25	7	22	<b>78</b>
Withdrawal	8	8	50	50

#### (v) Progression pipeline between undergraduate and postgraduate student levels

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

- F:M ratio of UG to PG is broadly constant overall (Figure 4.11).
- We do not have the 7% reduction in %F that RG comparator chemistry departments experience at this stage.

**Figure 4.11: Progression pipeline between undergraduate and postgraduate students.\***



\*PGT Student data not included as numbers are small



**IMPACT:** The recruitment practices that we have developed for PGR students have led to us achieving no reduction in F:M ratios going from UG to PGR.

## 4.2. Academic and research staff data

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

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

#### (a) Research Staff

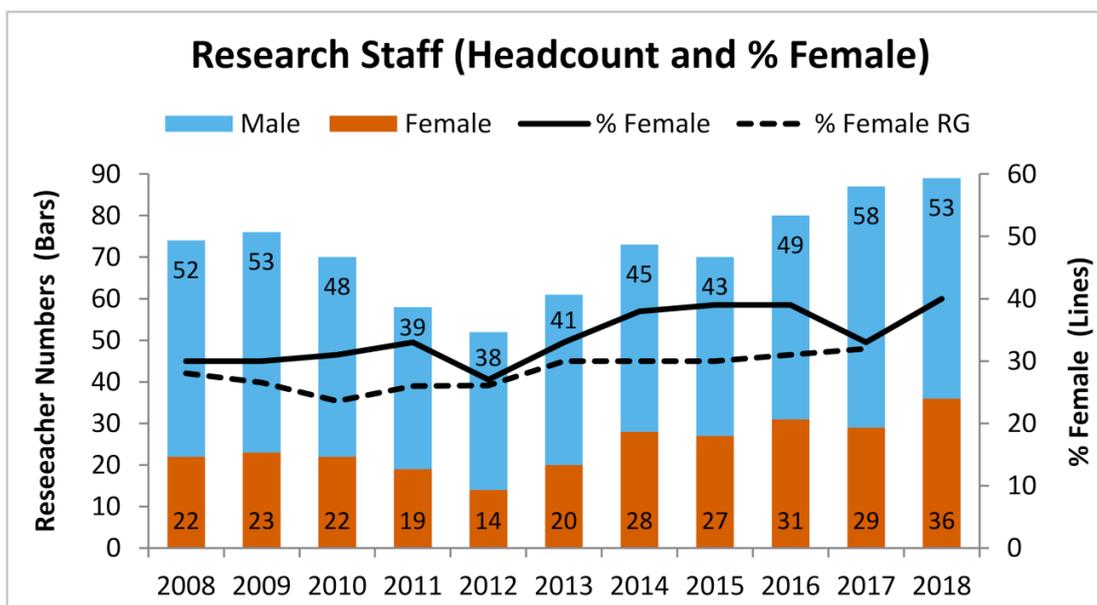
- Since 2008, the %F research staff has risen from 30 to 40% (Figure 4.12 and Table 4.9), our highest ever.
- 40% female research staff is significantly higher than the RG comparator figure (30%).
- We now have the highest number of female researchers ever in our department.

- There is no significant drop-off from PGR (%F 41%) to researcher (%F 40%) and this runs counter to the drop-off of 8% at this career stage in comparator departments (Figure 4.1).
- Despite the %F:M researchers being at the highest ever level for the department, we are committed to further action to consistently achieve F:M ratios of researchers that match the comparator ratio for UGs (45%). Actions are included in Section 5.1i (researcher recruitment) to address this.
- Successful action was taken when %F researchers fell to 34% in 2017 (Section 5.1i).



**IMPACT:** The %F researchers in 2018 was 40%, significantly higher than the Russell Group average 30%, due to our recruitment and retention policies.

Figure 4.12: Numbers of research staff by gender.<sup>2,4</sup>



**Table 4.9: Numbers of research staff by grade, gender and %F (2008-18).**

Year	Grade 6 (Postdoctoral Research Associate)			Grade 7 (Research Fellow)			Grade 8 (Senior Research Fellow)			Professorial Grade Researcher		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2008	17	38	31	4	10	29	1	4	20	0	0	0
2009	18	42	30	5	7	42	0	4	0	0	0	0
2010	16	39	29	6	6	50	0	2	0	0	1	0
2011	12	32	27	7	5	58	0	1	0	0	1	0
2012	9	29	24	5	5	50	0	3	0	0	1	0
2013	18	35	34	2	4	33	0	2	0	0	0	0
2014	26	38	41	2	5	29	0	2	0	0	0	0
2015	25	37	40	2	5	29	0	1	0	0	0	0
2016	28	42	40	3	5	38	0	2	0	0	0	0
2017	27	47	36	2	9	18	0	1	0	0	1	0
2018	34	40	46	2	11	15	0	1	0	0	1	0

**(b) Teaching Only (Teaching & Scholarship, T&S)**

- Since 2008, F:M T&S staff has fallen from 25 to 18%, having peaked at 33%.
- This is a cause of concern and will be addressed by future actions.
- We have been careful to balance numbers of F:M junior demonstrators (Figure 4.13) to counteract the majority of male T&S staff that our UGs encounter.

The %F T&S staff (Table 4.10) is an ongoing cause for concern, although the small numbers of T&S staff mean this is difficult to control. We propose action to improve recruitment of female T&S staff in Section 5.1i.

**Table 4.10: Numbers of T&S staff by gender, with %F and Russell Group (RG) values.<sup>2,4</sup>**

Year	F	M	Total	%F	%F RG
2008	2	6	8	25	35
2009	2	4	6	33	28
2010	2	4	6	33	29
2011	2	5	7	29	26
2012	2	7	9	22	27
2013	1	6	7	14	33
2014	1	6	7	14	37
2015	1	8	9	11	32
2016	1	7	8	13	36
2017	2	7	9	22	38
2018	2	9	11	18	

Figure 4.13: A junior demonstrator supervises undergraduate lab work.



### (c) Academic Staff (Research and Teaching)

- Since 2008, %F lecturer has remained largely constant at around 45%, with the most recent figure being 50% (Figure 4.14).
  - This is considerably above the RG comparator figure of 24% (Figure 4.15).
  - The %F reader has improved from 25% in 2008 to 33% in 2018, due to successful staff promotion.
  - The %F professor is currently 16%. This number has been both slightly higher and slightly lower since 2008, but is significantly higher than national (9%) and Russell Group (10%) benchmarks.
  - There are now 4F professors in our department, the highest number historically. 9% of all UK female Chemistry professors work at York.
- 
- Since 2008, the overall %F academic staff has remained largely constant (25-27%) (Figure 4.14). This has been achieved alongside academic staff growth from 41 (2008) to 51 (2018) (Table 4.11).
  - We will work towards increasing the %F:M ratio for academic staff so that it is closer to the %F researchers (40%) (Section 5.1i) and **(Actions 5.2-5.8)**.
  - There is significant variability in the %F at the senior lecturer and reader level due to internal staff promotion.
  - There are very positive examples of female progression through the academic grades since 2014. One female who joined the department as a lecturer has been promoted to professor (2017), while 3 females who joined as lecturers have been promoted to reader (2016 × 1) (2017 × 2).
  - Notably, the promoted [redacted] were all working p/t at the point of promotion.
  - The significant fall off in %F at professorial level is a concern.
  - Recruiting and promoting more females to professor will be a focus of our new action plan **(Sections 5.1i and 5.1iii and Actions 5.9 and 5.10)**.

Figure 4.14: Numbers of academic staff (research and teaching) by gender compared to the Russell Group average for 2016/17.<sup>2,4</sup>

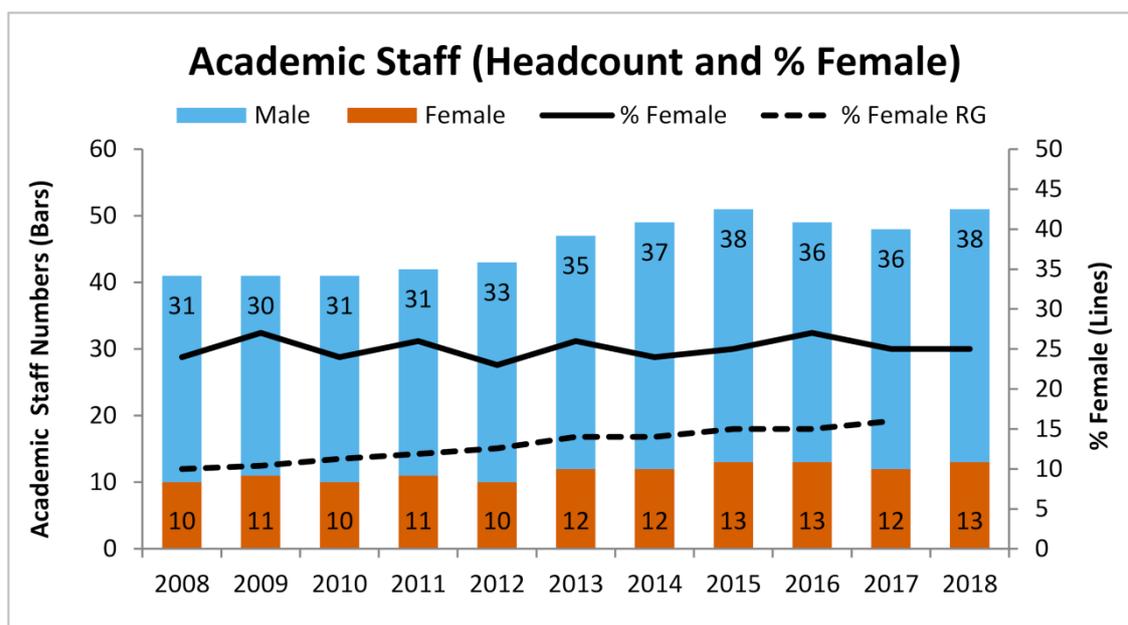
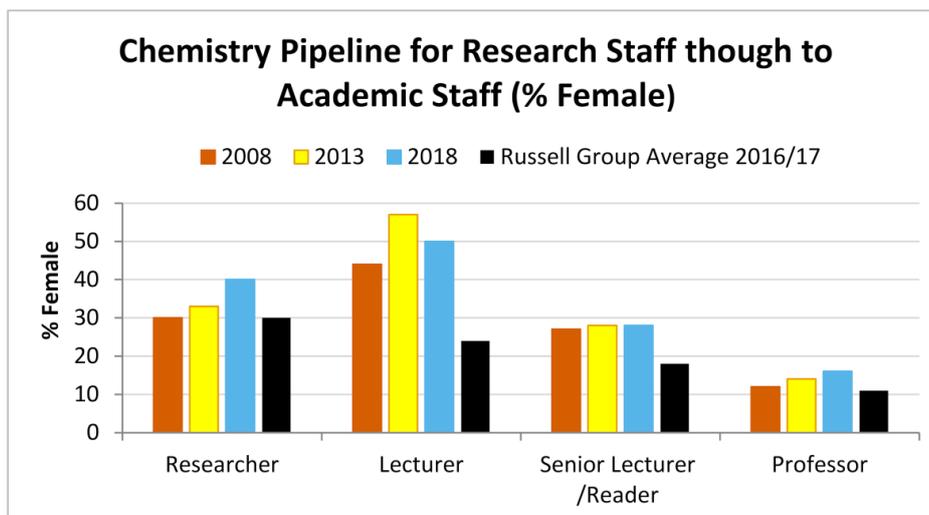


Table 4.11: Numbers of academic staff (research and teaching) by grade and gender.

Year	Grade 7 (lecturer)			Grade 8 (senior lecturer)			Grade 8R (reader)			Professor		
	F	M	%F	F	M	%F	F	M	%F	F	M	%F
2008	4	5	44	3	8	27	1	3	25	2	15	12
2009	4	4	50	4	8	33	1	3	25	2	15	18
2010	3	4	43	3	8	27	1	3	25	3	16	16
2011	3	4	43	4	9	31	1	3	25	3	15	17
2012	3	4	43	4	7	36	0	4	0	3	18	14
2013	4	3	57	5	9	36	0	4	0	3	19	14
2014	4	5	44	4	8	33	1	3	25	3	21	13
2015	3	5	38	5	7	42	2	5	29	3	21	13
2016	3	4	43	5	6	45	1	6	14	4	20	17
2017	3	4	43	4	6	40	1	6	14	4	20	17
2018	4	4	50	2	7	22	3	6	33	4	21	16

Figure 4.15: Chemistry pipeline for academic staff by gender, compared to the Russell Group average for 2016/17. <sup>2,4</sup>



**(ii) Where relevant, comment on the transition of staff between technical and academic roles.**

Staff can transition between categories:

- by applying for a new role in a different staff category (most common);
- through role review.

Staff moving category are provided with a mentor (someone who has made a similar transition) to support these transitions. Transitions have included:

- technicians moving to research or research and teaching roles (3M) (Figure 4.16);
- researchers moving to research support roles or technical roles (2F, 2M).

Figure 4.16: Dr Katie Lamb worked as a research technician following her PhD and then successfully applied for a role as a postdoctoral researcher following a short break.



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

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

**(a) Academic**

All academic staff (with one exception) are employed on open contracts. One male reader has a 0.2 FTE fixed-term contract (FTC) for funding reasons. This compares very favourably with comparator data, showing academic staff on open contracts at 18:82% F:M, whilst those on FTC are 30:70% F:M.<sup>3</sup>

**(b) Research**

Since 2014, %F researchers on fixed-term contracts has increased due to total numbers of researchers increasing. There is no gender bias in the proportions on fixed-term contracts (Table 4.12), and our statistics are similar to RG comparators, (open contracts 22:78%, fixed-term contracts 30:70% F:M).<sup>3</sup> In line with University policy, researchers not recruited to an open contract move to one after six years or their fourth contract. If departmental funding is available, an internal recruitment process is followed ensuring that talented staff are retained.

**Table 4.12: Number of research staff on fixed-term, open-ended/permanent contracts by grade and gender.\***

Year	Grade 6						Grade 7					
	Male			Female			Male			Female		
	Open	FTC	% FTC	Open	FTC	% FTC	Open	FTC	% FTC	Open	FTC	% FTC
2009			79%			61%			25%			20%
2010			77%			63%			17%			33%
2011			81%			75%			17%			29%
2012			86%			67%			40%			20%
2013			91%			83%			40%			0%
2014			92%			85%			20%			0%
2015			84%			84%			0%			0%
2016			86%			86%			20%			0%
2017			85%			80%			44%			0%
2018			78%			76%			55%			0%

\* We also have one male grade 8 researcher, and one male professorial researcher, both on open contracts.

**(c) Teaching and Scholarship (T&S) Staff**

- T&S staff are typically appointed to FTC due to a short-term, urgent need for more teaching staff.
- T&S have later moved to open contracts (Table 4.13) as student numbers have risen.

**Table 4.13: Number of T&S staff on fixed-term, open-ended/permanent contracts by grade and gender.\***

Year	Grade 6						Grade 7					
	Male			Female			Male			Female		
	Open	FTC	% FTC	Open	FTC	% FTC	Open	FTC	% FTC	Open	FTC	% FTC
2009			33%			0%			-			0%
2010			33%			0%			-			0%
2011			50%			0%			-			0%
2012			80%			0%			0%			0%
2013			100%			0%			0%			0%
2014			0%			-			0%			0%
2015			50%			-			0%			0%
2016			0%			-			0%			0%
2017			0%			100%			0%			0%
2018			33%			100%			0%			0%

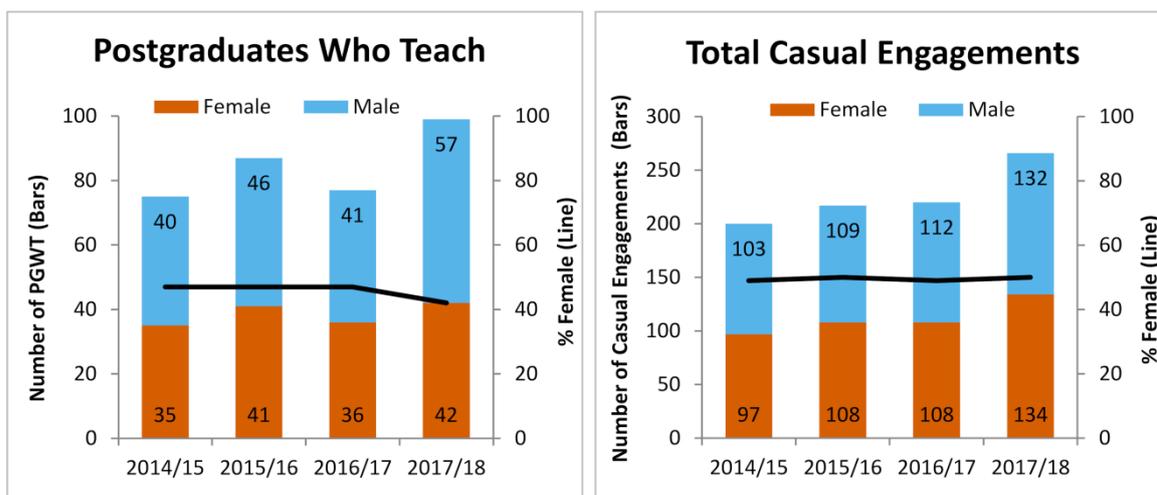
\*Plus one [redacted] and one [redacted] T&S staff member since 2009.

#### (d) Zero-hours Contracts

No zero-hours contracts are offered, but 'casual engagement' contracts (defined hours for a period of time) are used for:

- PGRs who demonstrate to UGs in the teaching laboratories as graduate teaching assistants (GTAs). The %F dropped in 2017/18 when the female PGR numbers fell (Figure 4.17).
- UG students who act as student ambassadors to support open days, interviews days, and at graduation (Figure 4.18).
- 'Other casual engagement' e.g. UG or PG covering short-term projects (research, outreach or technical support) (Figure 4.18).

**Figure: 4.17: Number of postgraduates who teach (l) and casual engagements (r) by gender.**



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

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

**Academic leavers**

- Academic staff turnover is low (Table 4.14).
- One female left during the last four years. She was employed jointly with another department, and moved to that department due to a shift in research focus.
- Two M staff retired.

**Table 4.14: Academic leavers by grade and gender, with full/part-time status.**

1 August to 31 July	Gender	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Academic	Female		1F								1 F
	Male	1 M		1 M				1M (p/t)	1 M		
Research	Female	3 F (1 p/t)	7 F	6 F (2 p/t)	7 F (1 p/t)	3 F (1 p/t)	1 F	5 F (2 p/t)	7 F (5 p/t)	11 F (2 p/t)	3 F
	Male	17 M (3 p/t)	19M	16 M	18 M (2 p/t)	12 M	6 M (1 p/t)	12 M (1 p/t)	14 M (1 p/t)	12 M (2 p/t)	13 M (1 p/t)
T&S	Female						1 F (p/t)				
	Male	3 M		1 M	1 M	1 M	2 M (1 p/t)		2 M		
Support	Female	1 F (p/t)	2 F (1 p/t)	4 F (2 p/t)	4 F	9 F (8 p/t)	3 F (1 p/t)	12 F (2 p/t)	11 F (4 p/t)	5 F (5 p/t)	7 F (5 p/t)
	Male	2 M	9 M (2 p/t)	1 M	5 M (3 p/t)	2 M (1 p/t)	4 M	1 M	5 M (1 p/t)	7 M (1 p/t)	

**Researcher leavers**

- Research staff generally leave due to gaining a new position elsewhere or end of fixed-term contract.
- Since 2008, the percentage of staff leaving due to redundancy (at contract end) is 31:69% F:M and due to resignation is 18:82% F:M, indicating that men are more likely to move on before the end of their funding period, while female researchers opt to stay at York. Work is planned by post-doc champion and EDO to raise awareness of the importance of mobility amongst researchers.

**Table 4.15: Leaving rates of research staff by gender.**

Gender		2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18
Female	Staff	22	23	22	19	14	20	28	27	31	29
	Leavers	3	7	6	7	3	1	5	7	11	3
	Leaving Rate	14%	30%	27%	37%	21%	5%	18%	26%	35%	10%
Male	Staff	52	53	48	39	38	41	45	43	49	58
	Leavers	17	19	16	18	12	6	12	14	12	13
	Leaving Rate	33%	36%	33%	46%	32%	15%	27%	33%	24%	22%

## (v) BAME students and staff

We have analysed our black and minority ethnic (BAME) students and staff by gender for this submission (Table 4.16).

**Table 4.16: Percentage BAME students and staff (UK, EU and overseas combined) as a proportion of the student/staff population by gender.<sup>1</sup>**

	Gender	2015/16 %	2016/17 %	2017/18 %	National 2016/17 %
UG	F	12	13	11	27
	M	9	7	7	19
PGT	F	80	56	50	28
	M	80	63	50	31
PGR	F	24	21	16	17
	M	33	23	20	11
Research staff	F	17	15	18	23
	M	16	17	16	21
Academic and T&S staff	F	8	14	15	10
	M	5	5	4	8

- Our % BAME UGs and researchers (both male and female) is significantly lower than the national average. **(Action 4.8)** will be initiated by EDG to address this.
- Our % BAME PGTs (male and female) are higher than the national average.
- Our % BAME PGRs (male and female) are around or above the national average.
- For academic and T&S staff, % female BAME is higher than the national average, while % male BAME is lower. **Care must be taken in interpreting these statistics as numbers are low.**

We will begin a new action **(Action 4.9)** to better understand the lived experience of BAME individuals by gender in our department.

**[Action 4.8: Instigate actions to improve recruitment of BAME UGs and researchers]**

**[Action 4.9: Better understand the experience of BAME individuals by gender in our department]**

**Word Count: 2232**



## 5. SUPPORTING AND ADVANCING WOMEN'S CAREERS

Recommended word count: 7000 words

### 5.1. Key career transition points: academic staff

#### (i) Recruitment

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

- UB observation scheme contributed to increase in %F researchers to our highest ever level of 40%, and improved recruitment ratio of F:M for T&S staff.
- Implementation of new policies for direct appointment of researchers led to an increase in %F for these appointments from 16 to 46%.
- 4 of the 8 academic appointments since 2011 have been female.
- F and M appointment rates for researchers are equivalent, indicating a gender-neutral recruitment process.

Figure 5.1 illustrates our recruitment processes, which have been developed over the last ten years. These are fair and transparent for all. We strive to offer as many of our roles as possible as flexible and, in many cases, job adverts state that we can accommodate part-time working. We are often asked to give advice on recruitment (Figure 3.2 for examples).



**BEACON: Advice on departmental recruitment processes given to HR, Science Athena SWAN working group, and external organisations.**

#### UB observer scheme

- We developed an in-house UB observer scheme to monitor recruitment (2014).
- An independent, trained UB observer attends short-listing and interviews, challenging processes where appropriate.
- Written feedback to panel members helps improve future practice.

Following a 2014 pilot, the scheme ran intermittently over the next few years dependent on staff availability; it restarted more consistently in 2017-18 and an improvement in female researcher recruitment was seen. We note that the %F researchers fell across the period when UB observation did not happen.



**IMPACT: Operation of UB observer scheme coincided with improved female researcher appointments between 2016 and 2018.**



**IMPACT: Presence of a UB observer corresponded with 50:50 appointments of female and male T&S staff.**

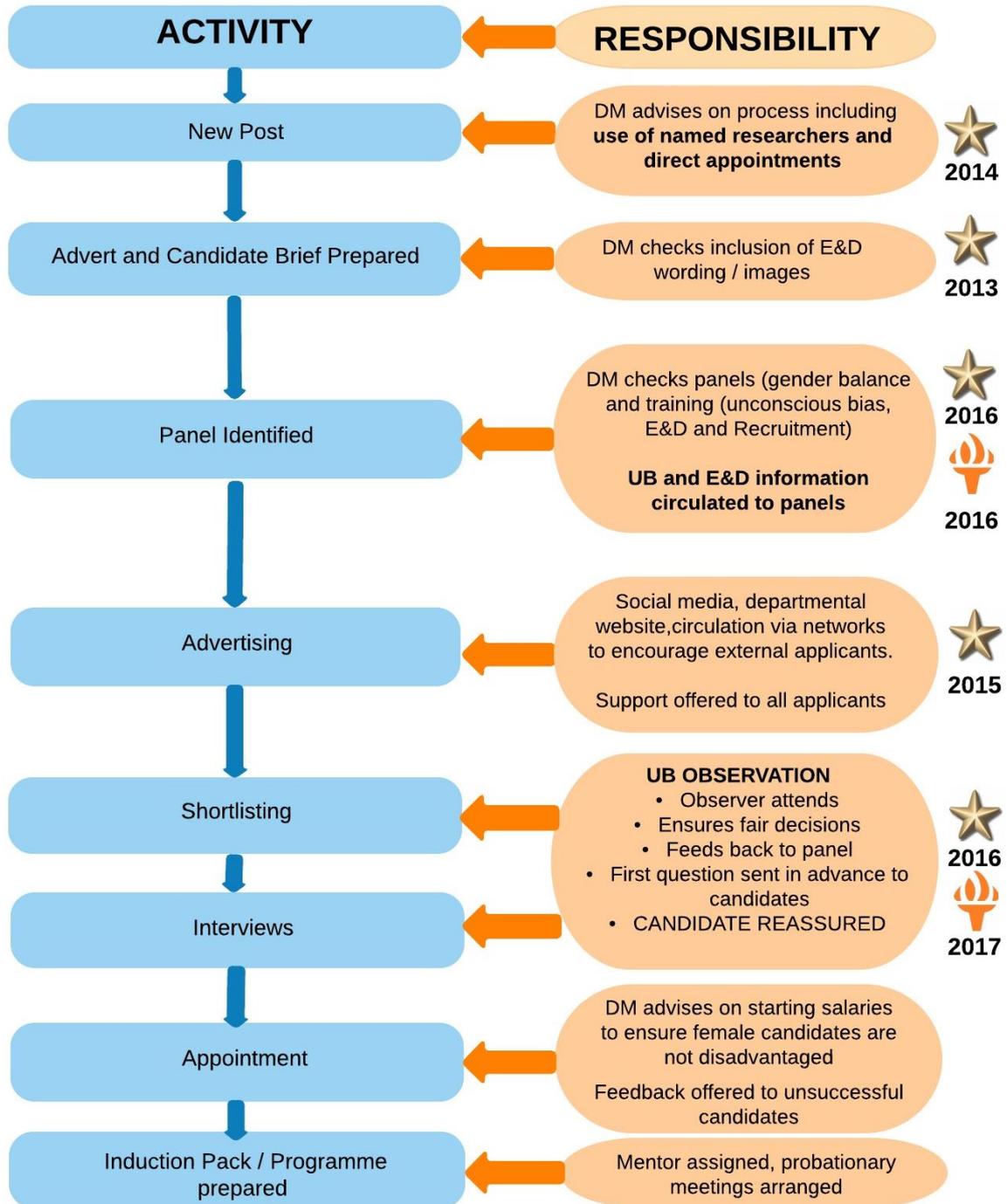


We are committed to continuing our UB observer scheme, but it involves significant staff time, so an urgent priority is to recruit more UB observers:

[Action 5.1: Recruit and train new UB observers]

 **BEACON: We will run a UB observer scheme workshop (December 2018) that is open to all University staff.**

Figure 5.1: Recruitment process and responsibilities highlighting the previous actions and beacon activity in this area.



 = Action  = Beacon



*“As an unconscious bias observer I have seen how the scheme makes individual members of staff think about their actions and changes the way individual staff approach interviewing from one recruitment to the next.  
- Derek Wann, senior lecturer.*

### Research Staff Recruitment

Table 5.1 and Figure 5.2 show that researcher appointment rates are equal for females and males.

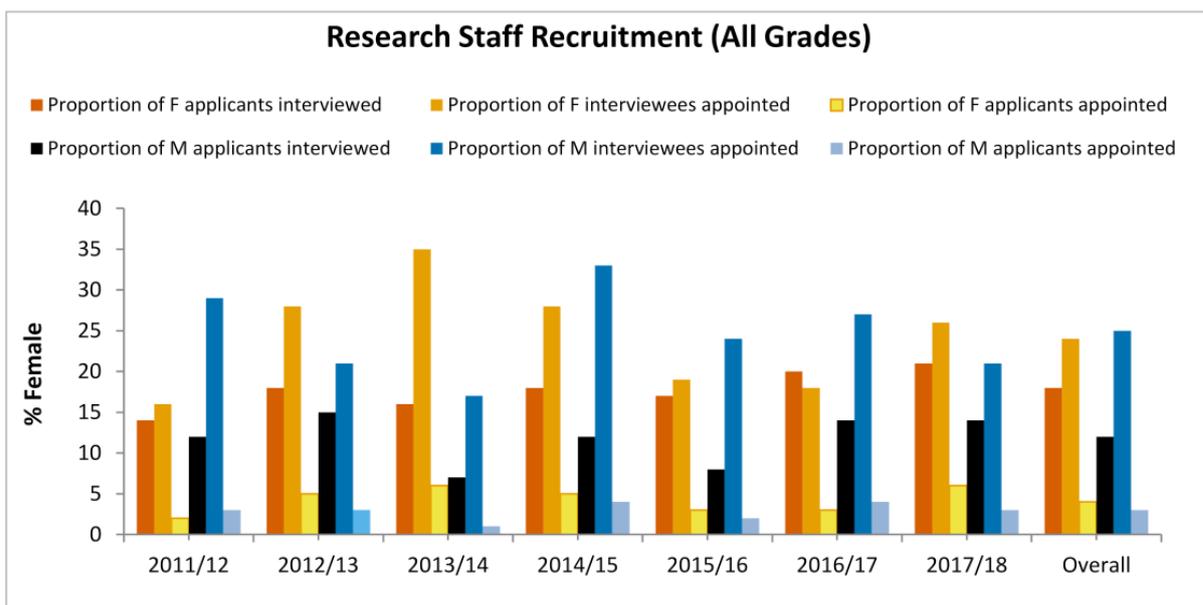


**IMPACT: F and M appointment rates are the same, indicating that our researcher recruitment practice is gender neutral.**

**Table 5.1: Research staff application, interview, and appointment numbers (and %F) with a breakdown of the recruitment stages by gender.**

Year	Gender	Application	Interview	Appointment	Proportion of applicants interviewed	Proportion of those interviewed appointed	Proportion of those applying appointed
2011/12	Female	135	19	3	14%	16%	2%
	Male	322	38	11	12%	29%	3%
	% Female	29%	33%	21%			
2012/13	Female	164	29	8	18%	28%	5%
	Male	414	62	13	15%	21%	3%
	% Female	28%	32%	36%			
2013/14	Female	125	20	7	16%	35%	6%
	Male	261	18	3	7%	17%	1%
	% Female	32%	53%	70%			
2014/15	Female	98	18	5	18%	28%	5%
	Male	350	43	14	12%	33%	4%
	% Female	22%	30%	26%			
2015/16	Female	157	27	5	17%	18%	3%
	Male	475	38	9	8%	24%	2%
	% Female	24%	42%	36%			
2016/17	Female	86	17	3	20%	18%	3%
	Male	293	41	11	14%	27%	4%
	% Female	22%	29%	21%			
2017/18	Female	109	23	6	21%	26%	6%
	Male	290	42	9	14%	21%	3%
	% Female	27%	35%	40%			
<b>Overall</b>	<b>Female</b>	<b>874</b>	<b>153</b>	<b>37</b>	<b>18%</b>	<b>24%</b>	<b>4%</b>
	<b>Male</b>	<b>2405</b>	<b>282</b>	<b>70</b>	<b>12%</b>	<b>25%</b>	<b>3%</b>
	<b>% Female</b>	<b>26%</b>	<b>35%</b>	<b>34%</b>			

**Figure 5.2: Research staff recruitment by gender.**



**Named Researchers and Direct Appointments**

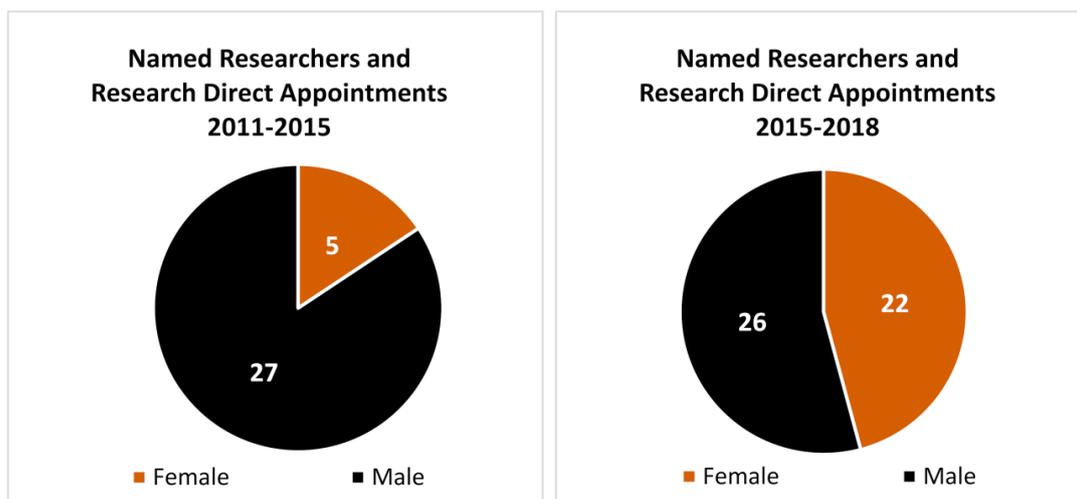
Following a drop to 27% female researchers (2012), actions were introduced around recruitment of named researchers on grants and direct appointments. These included:

- advertising direct appointments in department, and an internal recruitment process;
- monitoring justifications for naming researchers on grants.

This led to the %F direct appointments increasing from 16% between 2011 and 2014, to 46% between 2015 and 31 July 2018 (Figure 5.3 and Table 5.2).

**IMPACT: Actions linked to direct appointments and named researchers led to strong improvement in %F recruited via these means.**

**Figure 5.3: Named researchers and researcher direct appointments in chemistry during 2011-2015 and 2015-2018.**



**Table 5.2: Numbers of named researchers and researcher direct appointments by year from 2011 to present.**

Year	Named male	Named female	Direct male	Direct female
2011	1	0	3	0
2012	6	2	9	0
2013	2	0	2	1
2014	1	0	3	2
2015	1	0	4	1
2016	1	6	4	4
2017	7	2	5	4
2018 up to 31 July	0	2	4	3

### **Academic and T&S appointments**

- Female applicants for academic roles (Grade 7 and Professorial) are more likely than males to be interviewed (Figure 5.4). For Grade 7 appointments, females are also more likely to be appointed. Overall, academic and T&S appointments were 31%F since 2011.
- %F applicants for academic roles is low at 21% (Table 5.3). However, this figure has improved significantly from 15% in our last AS submission in 2015.
- Since 2014, %F T&S staff appointed is 25%. For the two most recent appointments, a UB observer was present, with 1 female and 1 male being appointed.
- 2 professorial recruitments occurred since 2011 (2 males appointed). 33% females were interviewed. [REDACTED]

We are ambitious to move forward and embrace the best recruitment practice possible – as detailed in the following actions:

**[Action 5.2: Adopt positive action measures]**

**[Action 5.3: Trial ‘textio’ software for recruitment]**

**[Action 5.4: Recruit ‘Diversity by Design’ consultancy to run one academic recruitment trial]**

**[Action 5.5: Embed and develop recruitment actions for research staff]**

**[Action 5.6: Increase %F T&S staff by undertaking specific actions]**

**[Action 5.7: Increase %F academic staff by undertaking specific actions]**

**[Action 5.8: Increase %F professorial staff by undertaking specific actions]**



Figure 5.4: Academic and T&S appointments since August 2011 (all grades).

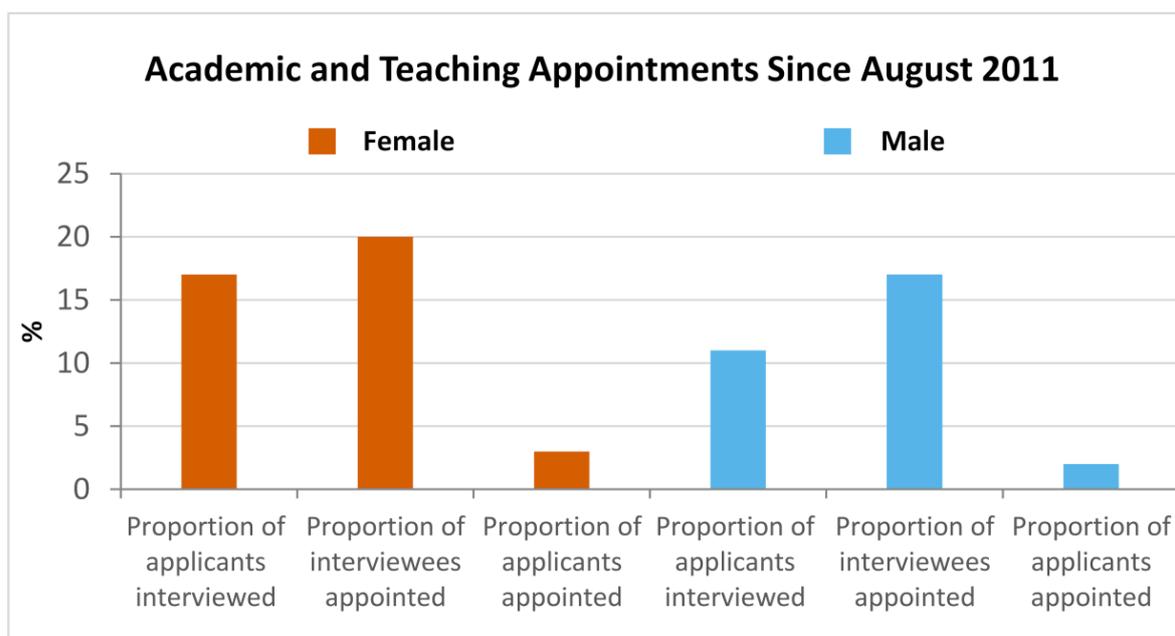


Table 5.3: Academic and T&S staff recruitment breakdown by gender since 2011.

Role	Open/ FTC	Gender	Application	Interview	Appointment	Proportion of applicants interviewed	Proportion of interviewees appointed	Proportion of applicants appointed
Academic Grade 7		Female	92	13	4	14	31	4
		Male	399	44	6	11	14	2
		% Female	19	23	40			
Academic Professorial	Open	Female	10	5	0	50	0	0
		Male	59	10	2	17	20	3
		% Female	14	33	0			
Teaching Grade 6	FTC	Female	45	7	1	16	14	2
		Male	103	9	3	9	33	3
		% Female	30	44	25			
Overall		Female	147	25	5	17	20	3
		Male	561	63	11	11	17	2
		% Female	21	23	31			

#### (ii) Induction

Describe the induction and support provided to all new academic staff, at all levels.

Comment on the uptake of this and how its effectiveness is reviewed.

Staff induction includes:

- personalised induction document and checklist highlighting compulsory activities (e.g. E&D training) (Figure 5.5);
- buddy mentor to support settling-in;

- tour and introductions to key staff (e.g. AGL, Chairs of BoS and DRC);
- personal meeting with HoD;
- researcher induction sessions held termly (understanding probation/performance review, career development, etc).

Take up of induction is 100%.

*“My buddy mentor was someone holding the same sort of Fellowship as me rather than from the same research area, and this was extremely helpful. It was nice to be matched with someone outside the group who had a differing perspective.” - New Research Fellow*



**BEACON: Induction processes and documentation shared with HR and other York departments via University Training Officer's Forum.**

**Figure 5.5: Staff welcome document (personalised), showing induction checklist and equality and diversity slide-set.**

The figure displays three components of a staff welcome document:

- Left Panel:** A 'Welcome Pack' for the University of York Department of Chemistry. It features the university logo, a photo of a building, and contact details for the department (Department of Chemistry, University of York, Heslington, York YO10 5DD, Tel: 01904 320000, <http://www.york.ac.uk/chemistry/>).
- Middle Panel:** A 'Chemistry Induction Checklist'. It lists various actions required for new starters, such as 'Right to Work Documents taken to HR in Heslington Hall', 'Risk Assessment completed', and 'Meet Head of Department, Professor Duncan Bruce and the staff in the HoD office (CA121)'. A table below the list tracks the completion of these actions.
- Right Panel:** An 'Equality and Diversity' slide-set. It includes the University of York logo and text stating: 'THE DEPARTMENT OF CHEMISTRY Equality and Diversity. The Department of Chemistry strives to provide a working environment which allows all staff and students to contribute fully, to flourish, and to excel. We recognise the importance of the equal participation of women at all levels in a subject that has traditionally been, and remains, male-dominated.' It also provides a URL: <http://www.york.ac.uk/chemistry/department/athenaswan/>.

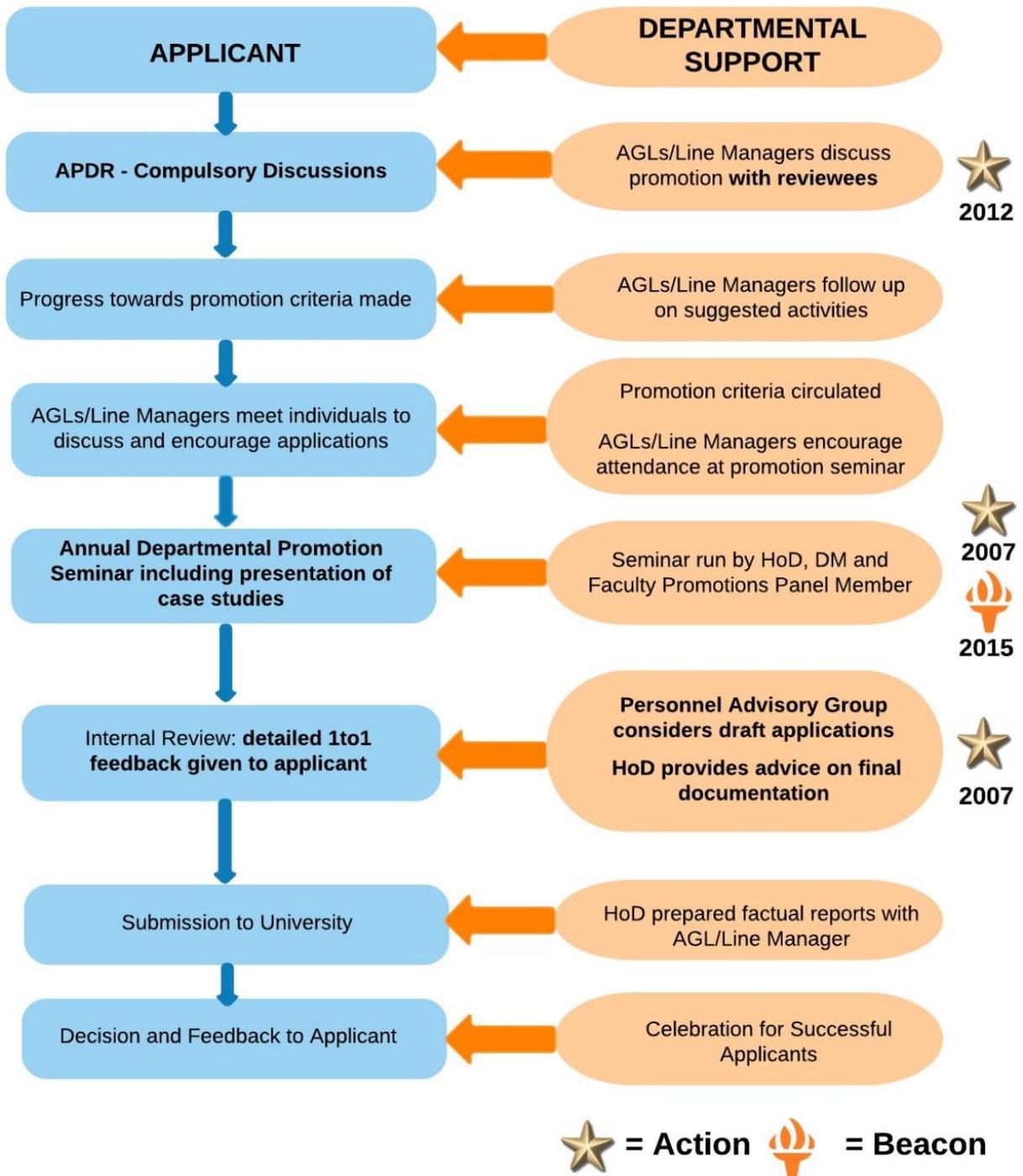
### (iii) Promotion

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

- Since 2008, a high %F academic staff have been promoted (12 promotions, amongst the 13 female staff).
- 66% of the female staff who have been promoted since 2014 work p/t and flexibly.
- Women have been slightly more successful than men in achieving promotion.

All our staff are supported and encouraged in applying for promotion with key activities highlighted in Figure 5.6. Staff receive strong personal support from their AGL and the HoD through the promotion process.

Figure 5.6: Schematic diagram highlighting departmental support through the various stages of the academic promotion process, indicating previous actions and beacon activity.



Female and male staff are equally likely to apply for promotion (Table 5.4). Analysis of ‘time on grade’ shows female and male academic staff take an average of 4.6 and 4.1 years (not pro-rata), respectively, to be promoted to the next grade, with relatively little difference in age between the genders at which promotion occurs.

 **IMPACT: Our processes that encourage and support staff to apply for promotion have led to men and women applying at the same rate (14%).**

**Table 5.4: Academic promotions by gender (2008-18).**

<b>2008 - 2018</b>	<b>Applications</b>		<b>Application rate (applied ÷ eligible)</b>	<b>Successful promotions</b>		<b>Success rate</b>
Male	22		14%	18		89%
Female	12		14%	12 (5 p/t)		100%
<b>Academic staff: reader to professor</b>						
	<b>Applications</b>			<b>Successful promotions</b>		
<b>Year</b>	<b>M</b>	<b>F</b>		<b>M</b>	<b>F</b>	
2008/09						
2009/10						
2010/11						
2011/12						
2012/13						
2013/14						
2014/15						
2015/16						
2016/17						
2017/18						
<b>Overall</b>	<b>8</b>	<b>2</b>		<b>5</b>	<b>2 (1 p/t)</b>	
<b>Overall rate</b>	<b>21%</b>	<b>19%</b>		<b>63%</b>	<b>100%</b>	
<b>Academic staff: senior lecturer to reader</b>						
	<b>Applications</b>			<b>Successful promotions</b>		
	<b>M</b>	<b>F</b>		<b>M</b>	<b>F</b>	
2008/09						
2009/10						
2010/11						
2011/12						
2012/13						
2013/14						
2014/15						
2015/16						
2016/17						
2017/18						
<b>Overall</b>	<b>9</b>	<b>5</b>		<b>8</b>	<b>5 (3 p/t)</b>	
<b>Overall rate</b>	<b>12%</b>	<b>13%</b>		<b>89%</b>	<b>100%</b>	
<b>Academic staff: lecturer to senior lecturer</b>						
	<b>Applications</b>			<b>Successful promotions</b>		
	<b>M</b>	<b>F</b>		<b>M</b>	<b>F</b>	
2008/09						
2009/10						
2010/11						
2011/12						
2012/13						
2013/14						
2014/15						
2015/16						
2016/17						
2017/18						
<b>Overall</b>	<b>5</b>	<b>5</b>		<b>5</b>	<b>5 (1 p/t)</b>	
<b>Overall rate</b>	<b>13%</b>	<b>18%</b>		<b>100%</b>	<b>100%</b>	

### Part-time working and promotion

Since 2014, 4/6 females who were promoted were working p/t. However, p/t working is not always recognised externally; the HoD letter of support must clearly state that the individual works p/t and explain how this affects comparison with applications from f/t staff.



*“A member of staff, who had taken maternity leave and worked part-time applied for promotion, but the University Promotions Committee did not believe a prima facie case had been established. I took the matter up with the Committee including calculating in detail the staff member’s working FTE over the relevant period. Two things resulted: (i) the case went out to referees and was ultimately successful and (ii) the promotion guidelines changed so that the emphasis shifted to the committee to take periods of leave/part-time working into account whereas previously the emphasis had been on the applicant.”*

*- Prof Duncan Bruce, Head of Department.*

### Professorial promotion

- Increasing the %F:M in our professoriate is a priority (**Action 5.9**).
- Since 2008, 5M and 2F staff have been promoted to professor, indicating that our current practice around professorial promotion is gender neutral.
- Work is needed in relation to promotion within the professorial bands. There have been 18M and 3F promotions (including multiple promotions for the same person) within professorial bands since 2011. These promotions have significant impact on the gender pay gap for academic staff (Section 7). We propose a new action (**Action 5.10**) to address this.

[Action 5.9: Develop strategies to facilitate applications for promotion to professor]

[Action 5.10: Work to make progression across and within professorial bands more transparent]

### Researcher promotion

- Research and T&S staff have also been promoted, with the first female promotion (Research Grade 6 to 7) taking place in 2018.
- Since 2008, there have been 2 male researchers promoted to Professor, 3 male researchers promoted to senior researcher, and 6 male researchers promoted to research fellow. 3 male T&S staff have been promoted to lecturer. The dominance of male staff in these roles being promoted compared to female staff is a cause of strong concern. Further action is proposed (**Action 5.11**).
- The HoD e-mails research supervisors and PDRAs to remind them that funding does not limit researcher promotion (Figure 5.7).

[Action 5.11: Develop dedicated promotion support process for research and T&S staff]

Figure 5.7: Email from HoD to research and academic staff in the department.

Dear All

I thought that it might be helpful if I email concerning the promotion of PDRAs.

1. If a PDRA is promoted, the extra salary is not paid by the grant but by the department for the duration of that grant. This is important as the length of that contract is not affected.
2. 75% of the PDRAs who made a formal application for promotion since 2014-15 were successful (all Grade 6 to Grade 7).
3. There is no 'quota' for the number of applications for promotion that might be made in any one year, neither for the number that are granted.

I'm very happy to answer any questions this email might raise.

Best wishes

Duncan

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

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

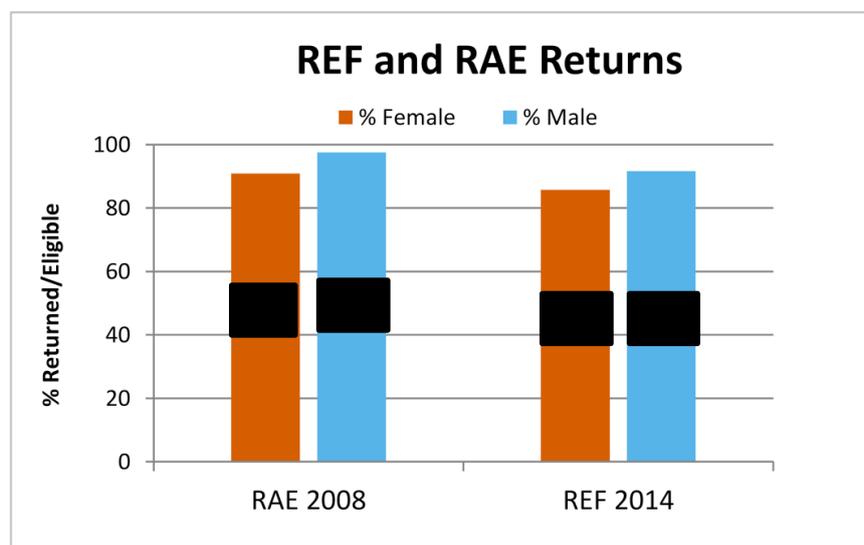
- A high %F were returned in RAE 2008 (91%) and REF 2014 (86%) (Figure 5.8).
- This compares to %M 2008 (98%) and 2014 (92%) (Figure 5.8).

As an inclusive department, we aimed to return as many people as possible in past RAE and REF exercises. For the next REF, we will conduct a gender analysis of the REF submission (**Action 5.12**) and also develop a transparent process around paper selection for the submission (**Action 5.13**). The departmental REF officer is an EDG member and reports regularly to EDG.

[Action 5.12: Analyse publications submitted to REF as function of gender]

[Action 5.13: Develop a transparent process around paper selection]

Figure 5.8: RAE 2008 and REF 2014 returns by gender (numbers of returned/eligible staff shown on bars).



## 5.2. Key career transition points: professional and support staff

- PSS are strongly positive about working in the department (Table 5.5).
- The F:M ratio for our technical team is 42:58%, significantly above the comparator figure of 28:72%.<sup>3</sup>
- Our admin team is female dominated, although several new male colleagues have been recruited recently.

- PSS in Chemistry are 61:39% F:M (Figure 5.9 and Table 5.5) and are sub-divided broadly into administrative and technical.
- These groupings are supplemented by finance, research support staff, and educational advisory staff.
- We will now collect information by sub-group to investigate trends (**Action 5.14**).
- Our admin team is female dominated (26F and 5M), but a number of male colleagues (f/t, grades 4 to 6) have recently been recruited.
- Our technical team is 20F and 28M (42:58% F:M, comparator figure 28:72%).<sup>3</sup>
- New recruitment actions proposed for academic staff, will be extended to PSS recruitment (**Action 5.15**).

[Action 5.14: Collect and analyse gender data of PSS by staff category and develop actions to address any issues]

[Action 5.15: Extend recruitment best practice to PSS (Actions 5.1, 5.2 and 5.3)]

Table 5.5 Staff survey responses from PSS staff.

Staff Survey Question:	%F of Support Staff who agree 2017 (2014)	%M of Support Staff who agree 2017 (2014)
I like the kind of work I do	97 (91)	96 (88)
My work is interesting to me	94 (89)	96 (88)
My work offers me opportunities to use initiative	92 (86)	92 (83)
My line manager is considerate of my life outside of work	81 (86)	88 (79)
I am clear about the standards of behaviour expected of me	83 (96)	88 (94)
My manager / supervisor treats me with respect	94 (91)	96 (88)
My manager / supervisor is approachable	86 (92)	96 (86)



Figure 5.9: Number of support staff by gender.

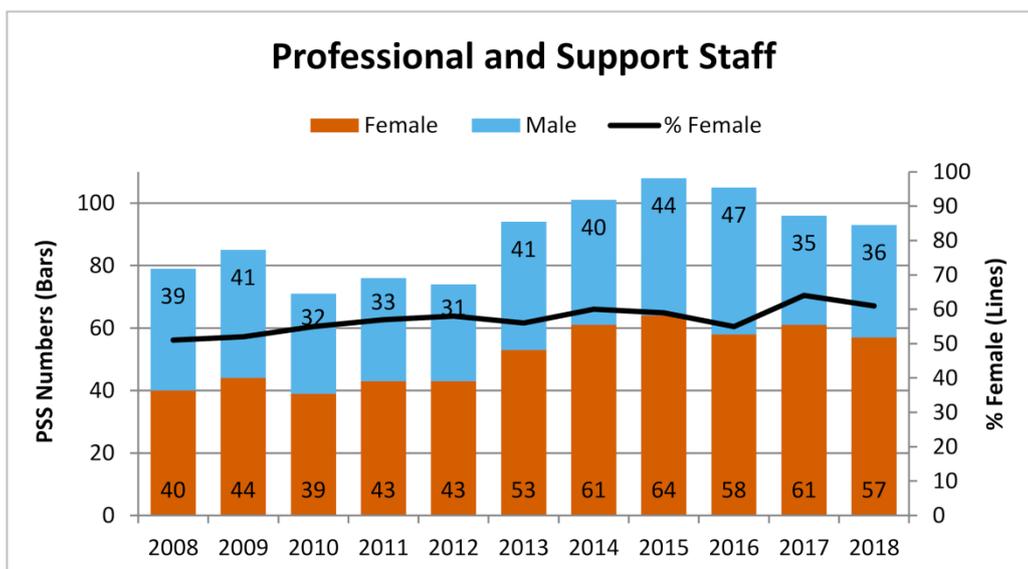


Table 5.6: Number of support staff by gender (2008-2018).

Year	Female	Male	% Female
2008	40	39	51
2009	44	41	52
2010	39	32	55
2011	43	33	57
2012	43	31	58
2013	53	41	56
2014	61	40	60
2015	64	44	59
2016	58	47	55
2017	61	35	64
2018	57	36	61

**(i) Induction**

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

All new PSS undergo the same induction process as academic and T&S staff (Section 5.1ii), with 100% completion. In addition, all administrative staff spend some time with every member of the admin team to encourage team working.



*"I have had the most amazing of introductions to the Chemistry team, which has added to a great experience. I look forward to the future here in the Department."*  
 - New workshop apprentice, Matty Popely

**(ii) Promotion**

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

- 80% of F and M role reviews successful first time, with all eventually successful.
- No gender bias in achieving 'rewarding excellence' awards for admin and technical staff.

PSS are not eligible to apply for promotion at York but they can advance their careers and expertise in a number of ways (Section 5.4).

Formal procedures resulting in a salary increase are:

- **Role review to a higher grade:** Line managers take responsibility for preparing documentation, supported by the DM (Table 5.7). All role reviews have eventually been successful, with small numbers (14%) needing to reapply. Role review requests are equal from admin and technical staff, with females applying more than men.
- **Temporary responsibility allowances:** PSS 'act up', taking on greater responsibility e.g. covering for staff on leave or during restructure.
- **Rewarding excellence:** Nominated staff receive a permanent one-point salary increase based on excellent sustained performance (Table 5.8). Since 2011, these awards have been gender neutral, and equally split between administrative and technical staff.
- **'Time on grade'** was reviewed for PSS with female and male staff being on grade for averages of 4 and 5.85 years, respectively. This issue is complex but will now be monitored through **Action 5.14**.

**Table 5.7: PSS role review requests from 2008-18.**

Year	Role Review Requests			Successful Role Reviews				Successful review by Staff Category and Part-time			
	M	F	Total	M	F	F Success Rates	M Success rates	Admin	Tech	Other	p/t
2008/09						100%	100%				
2009/10						100%	100%				
2010/11						67%					
2011/12						50%					
2012/13						100%					
2013/14						100%					
2014/15						100%					
2015/16						100%	0%				
2016/17						50%	100%				
2017/18						100%	100%				
<b>Overall</b>	<b>7</b>	<b>25</b>	<b>32</b>	<b>6</b>	<b>22</b>	<b>87%</b>	<b>80%</b>	<b>14</b>	<b>12</b>		<b>6</b>

**Table 5.8: Successful rewarding excellence nominations from 2008-18.**

Staff Category	Technical		Admin		Other		Total
	Male	Female	Male	Female	Male	Female	
Year							% Female
2011							100%
2012							33%
2013							33%
2014							100%
2015							67%
2016							29%
2017							50%
<b>Overall</b>							<b>50%</b>

### 5.3. Career development: academic staff

#### (i) Training

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

The DM acts as Departmental Training Officer (DTO), holds a training budget, and ensures staff are trained appropriately. Staff are encouraged to take up training through the APDR process.

#### Mandatory training

This includes training for carrying out performance reviews and chairing recruitment panels. Since departmental enforcement began (2017), uptake of mandatory training has increased.



**IMPACT: 100% of academic staff have completed E&D training following active monitoring of uptake.**

#### Central training

- Access to extensive training offered by the University Learning and Development Team and Research Excellence Training Team (RETT) (Table 5.9).
- Staff are encouraged by line-managers/AGLs to apply for the University's Leadership and Management training programme (Table 5.10).
- PDRA induction highlights relevant courses.
- New lecturers required to complete a postgraduate certificate in academic practice (PGCAP); other staff can apply for Advance HE (formerly HEA) accredited University courses.
- Female staff are slightly more likely to attend training than male staff, including leadership/management training (Tables 5.9 and 5.10).

### Departmental training

- Since 2014, the department has pioneered face-to-face UB training at York (Section 5.1i and 5.6iii), with the University subsequently developing online UB training. 89% of academic and 71% of PDRAs are currently trained. Face-to-face UB training is part of our core UG and PG curriculum.
- Mental health first aid lite training (Section 5.6v).

### External opportunities

Staff can apply for departmental funding, e.g. 2 staff were funded to attend Stonewall leadership/allies training (1F, 1M), while 1F and 3M T&S staff attended conferences.

To increase the amount of career development training undertaken by academic and research staff, we propose a new action to better disseminate and evaluate training opportunities:

**[Action 5.16: Increase awareness, uptake and shared evaluation of University Learning and Development and Research Excellence training courses]**

**Table 5.9: Training events undertaken since 2008 (includes basic laboratory skills training but not mandatory training).**

Staff Category	Number of Training Activities Undertaken		% Training Activities undertaken by gender (F≠M)		Gender of Current Staff	
	F	M	F	M	F	M
Academic Staff including T&S Staff	189	452	29%	71%	25%	75%
Research Staff	189	305	38%	62%	34%	66%

**Table 5.10: Staff who have undertaken leadership or management training to August 2018 (not including HoDs who undertake strategic leadership training).**

Leadership Course	Female	Male
Management in Action	0	1
Leadership in Action	1	1
Research Leaders	3	6
Leading Without a Team	2	1

#### **(ii) Appraisal/development review**

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

All Chemistry staff take part in the University Annual Performance and Development Review (APDR) scheme. Figure 5.10 highlights the key discussions and actions.

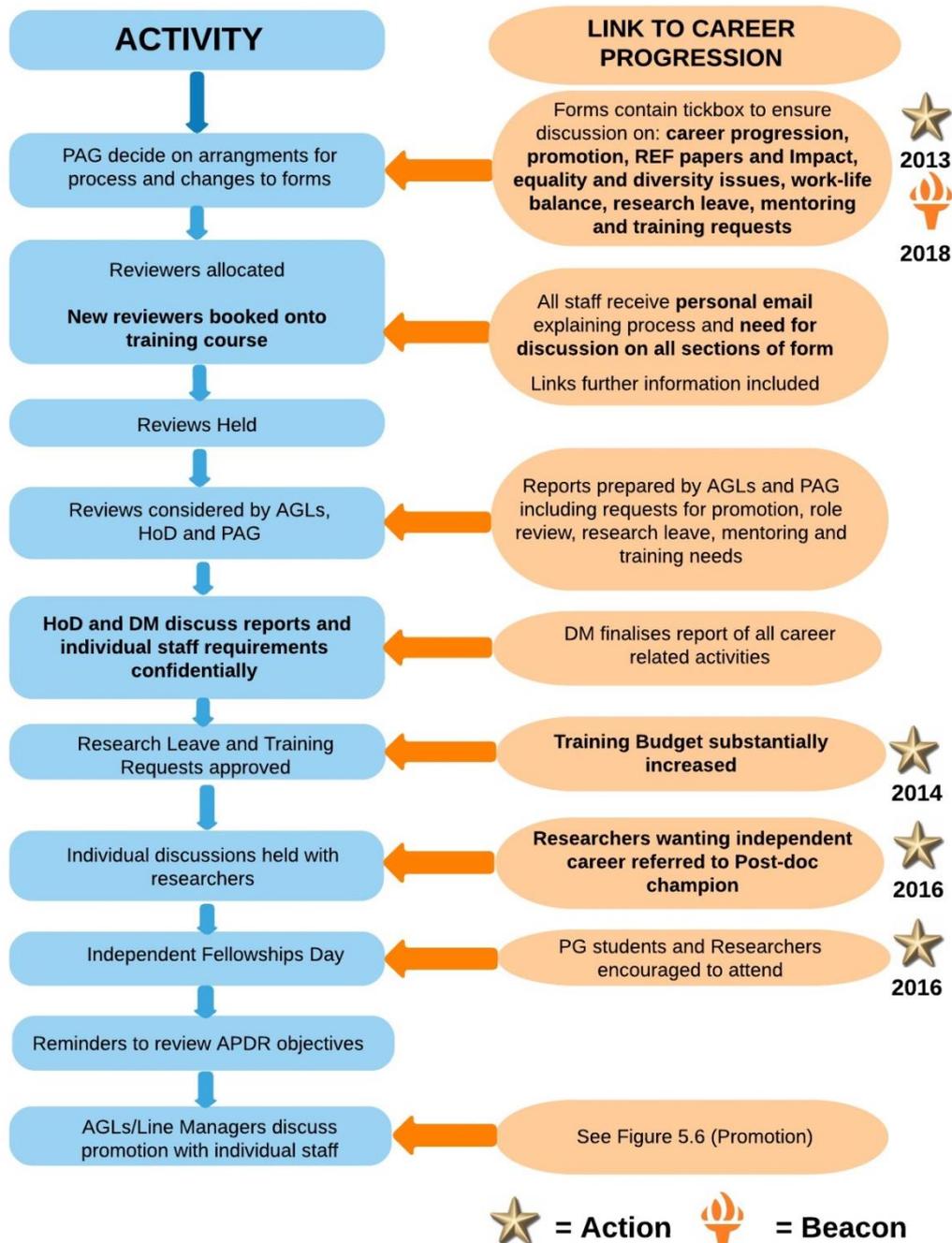


*“The APDR process is a great way to think about the activities you’ve been involved in, to have an in-depth discussion about future goals and aspirations with a supportive manager, and set out a path for the coming year.”*  
 - Dr Liselotte Tinel, postdoctoral researcher.



**IMPACT: Barring staff on long-term sickness absence, all eligible staff have undertaken a review in each year for the past 5 years: 100% completion for female and male staff, due to DM proactively monitoring each stage on Figure 5.10.**

**Figure 5.10: Annual performance and development review (APDR) process, indicating previous actions and beacon activity.**



- Female staff are more positive about APDR than males (Table 5.11).
- A new university scheme was introduced in 2016 and academic staff were strongly negative about this when surveyed in 2017.
- This scheme underwent review in 2018, with the HoD and DM being consulted directly by the HR Director on Chemistry's previous well-received processes.



**BEACON: The previous Chemistry APDR form text was adopted centrally. University-wide feedback on these new forms has been positive.**

**Table 5.11: Staff evaluation of performance review, by gender.**

Staff survey 2017 (2014 result in parenthesis)	% Staff	%F Staff	%M Staff	% Acad Staff	% Res Staff
As part of my annual PR, we agreed clear objectives	97 (85)	100	94	97	97
My annual PR was useful to me in providing constructive feedback on areas of development	71 (61)	75	68	53	88
My annual PR was useful to identify training needs & development opportunities	52 (45)	67	43	18	72

### (iii) Support given to academic staff for career progression

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

#### Academic staff

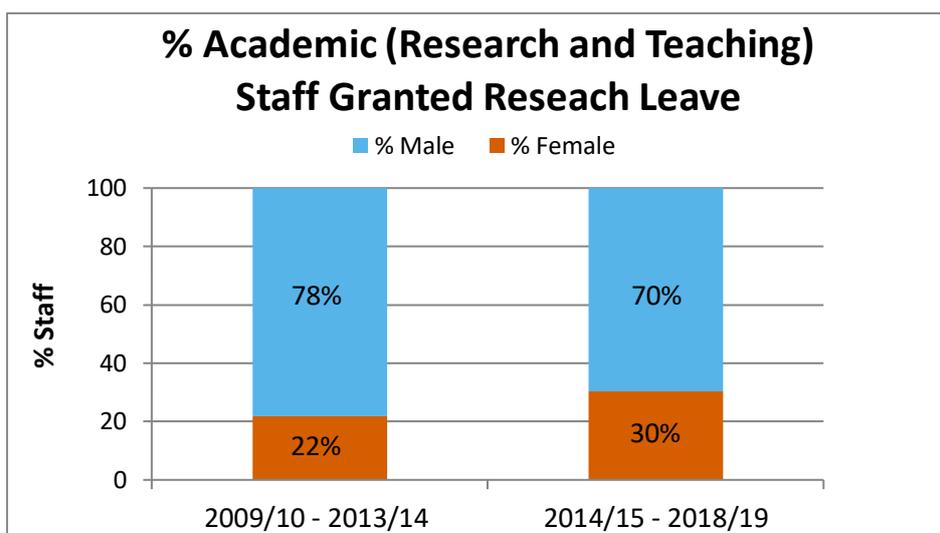
- Support for career development is agreed with AGL during the APDR process.
- Academics are encouraged to apply for research leave to reinvigorate their research.
- The proportion of research leave granted to female staff has increased since 2015 (Figure 5.11), due to active encouragement by AGLs for female applications.
- Following feedback from academic staff, we will expand mentoring opportunities (**Action 5.17**) and reinvigorate our approach to disseminating training opportunities. We will also promote external opportunities for advanced leadership training (**Actions 5.16 and 5.18**) as few female staff are currently members of key university decision-making bodies.

[Action 5.17: Encourage staff to participate in new University internal mentoring scheme and external mentoring schemes]

[Action 5.18: Explore and fund external leadership training programmes]



Figure 5.11: Number of academic staff granted research leave by gender.



Since our last AS submission in 2015, we have worked extensively to support the careers of our students and PDRAs. We appointed the EDO, post-doc and fellowship champions. In this submission, we are ambitious to extend this level of activity to our academic staff, with particular emphasis on our mid-career staff. As the appointment of champions has been extremely effective for students and PDRAs, we propose (**Action 4.19**) to appoint a 'mid-career champion'.

They will have a remit to:

- identify and support any staff member whose research has plateaued;
- explore whether a change in personal circumstances may have led to difficulties at work, e.g. due to caring responsibilities.

#### [Action 5.19: Appoint a mid-career champion]

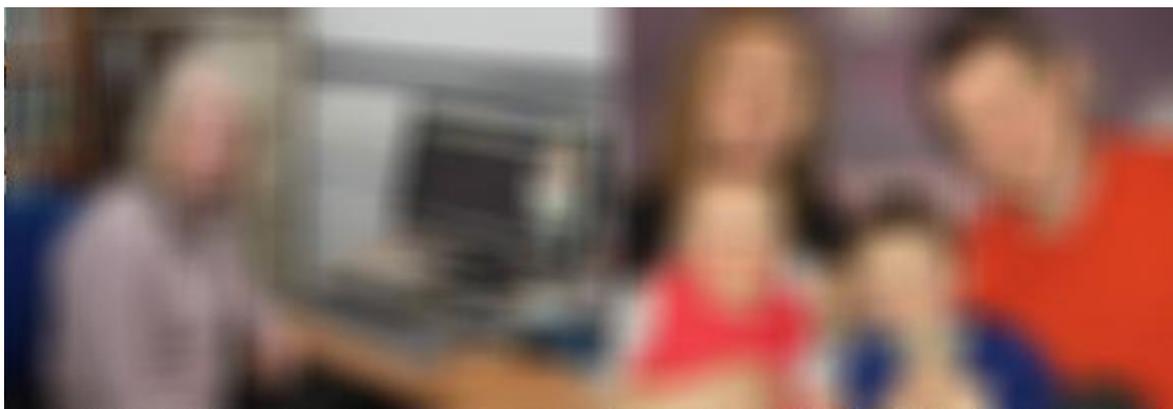
Support for post-doctoral researchers is organised and overseen by the EDO and post-doc champion.

#### Fellowship support (2015 action)

- A process was developed to provide consistent support and transparency to those seeking Fellowship funding. Approved candidates receive assistance from research-support staff and an experienced academic mentor.
- An annual fellowships open day for researchers/PG students is now held [speakers 50% F, attendees 38% F in 2017 and 2018].
- Dedicated web-pages are maintained featuring information and case studies (4F, 3M).
- EDO offers one-to-one CV/application/interview support for academic positions.
- Eleanor Dodson Departmental Fellowship was created to fund an early career fellow with caring responsibilities. Dr Will Unsworth was appointed as the inaugural Eleanor Dodson fellow in 2016, and was subsequently successful in gaining a Leverhulme Fellowship (Figure 5.12).



Figure 5.12: Emeritus Professor Eleanor Dodson FRS (l) and inaugural Eleanor Dodson Fellowship recipient Dr Will Unsworth with his family (r).



**BEACON and 2015 action:** We hosted the 2016 RSC Joliot-Curie career development conference for female and other underrepresented ECRs. The theme was Fellowships and over 20 York PGs and PDRAs attended (70% of whom were female).



**IMPACT:** In 2015 we began actions to meet an ambitious target of 40% female fellowship applications by Autumn 2018. This target has been met (4F, 6M). 1F and 1M have been successful in gaining fellowships under the newly introduced system.



**IMPACT:** Two external female attendees have engaged with our fellowship process as a result of Joliot-Curie 2016 (Figure 5.13).

Figure 5.13: Tweet on RSC Joliot-Curie Conference hosted at York from newly appointed Royal Society Dorothy Hodgkin Fellow, Dr Alyssa Avestro.



**Alyssa Avestro, PhD** @ajavestro · Nov 20

Also, the @RoySocChem #JoliotCurie Conf is an #ECR must! Attending this mtg in Sep 2016 at @UniOfYork was life-changing for me: it convinced me to join @Twitter & introduced me to @ChemistryatYork. Since then, I fantasised about working there & now I'm literally living the dream!

#### PDRA Mentoring

- Chemistry worked with RETT on developing a new successful cross-departmental PDRA mentoring pilot.
- 5 Chemistry PDRAs (2F, 3M) plus [REDACTED] and 3 academic mentors (2F 1M) took part.

- The scheme has been expanded by the University to include academic and T&S staff.
- As most mentees wanted a Chemistry mentor, we will promote participation in new external chemistry mentoring schemes (e.g. RSC, SCI) (**Action 5.17**).

### Building a PDRA track record

We provide extensive opportunities for PDRA to:

- Gain experience of small-group teaching and supervise UG project students.
- Offer independent UG summer projects (2015 Action) (Section 5.3iv). 2015-17 PDRA project supervisors 33%F and 67%M.
- Take part in an industry-sponsored poster competition (Figure 5.14), with cash prizes and invited talk for winners (entrants: 7F, 7M: judges and winners, F:M 50:50 in 2018).
- Participate on departmental committees (3F, 4M).

To help PDRA to focus on career development through APDR, we will introduce a new action:

**[Action 5.20: Introduce ‘Making the most of your performance review’ session for researchers]**

**Figure 5.14: PDRA poster competition 2018 winners and runners up.**



### T&S staff

New T&S staff may face similar issues to PDRA, e.g. short/fixed-term contracts, but traditionally, a lack of clear progression pathway and financial resources can be additional challenges. Measures we have introduced since 2015 include:

- Hosting HE Chemistry Teaching Network (2015) and ‘Variety in Chemistry Education/Physics Higher Education’ Conference (2017).
- Access to training budget for T&S staff conference attendance.
- T&S journal club set up.



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

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

The majority of support for career progression of our students is delivered through the curriculum, overseen by the EDO. Feedback is excellent (Table 5.12). Careers support includes:

- Annual UG, PGT and PGR careers days highlighting diverse range of role models including academic careers (speakers: 7F, 4M).
- One-to-one career development support from the EDO (career planning, CV/application/interview practice) (37F, 26M in 2016-18).

**Table 5.12: Percentage of students who feel they have been offered career support.**

<b>The Chemistry Department offers me advice, coaching, mentoring and/or other support to help me progress from my studies to a career in STEM (culture survey 2016/17)</b>	<b>%F agree</b>	<b>%M agree</b>
UG	96	96
PGR	88	86

**Activities to support academic pipeline careers for UGs**

- Department funded vacation bursaries for UG summer projects (2015-17: applicants 45:55% F:M, successful 45:55% F:M] through competitive process. Research projects form a key part of the pipeline from UG to PGR.
- Formal and informal sessions for UG students on PG study held with diverse range of speakers (F and M) (Figure 5.15).
- Encourage York Chemistry UGs who are interested in PG study.

Figure 5.15: Lunchtime E&D discussion forum on PhD study provides an opportunity to informally discuss doing a PhD.

Athena SWAN Gold Award DEPARTMENT OF CHEMISTRY york.ac.uk/Chemistry UNIVERSITY of York

**Equality and Diversity  
Lunchtime Forum**

**Thinking about doing a PhD?**

**All welcome**

Wondering if a PhD might be for you?  
Come along, meet some friendly PhD students and staff  
for a very informal chat and some cake.

A chance to:

- Find out what doing a PhD *really* involves
- Ask the questions you've been afraid to ask

**Tuesday Week 9 12-1  
C/A137 (the quiet room)**

**Bring your lunch - tea, coffee and cake provided**

Please contact [caroline.dessert@york.ac.uk](mailto:caroline.dessert@york.ac.uk) or [lemie.jones@york.ac.uk](mailto:lemie.jones@york.ac.uk) for more information

#### Activities to support academic pipeline careers for PGs

- PG students have programme of academic skills training through the Innovative Doctoral Training in Chemistry (iDTC), including career-development, and graduate teaching assistant (GTA) training.
- 49:51% F:M for departmental PG prizes since monitoring began (2013).
- Introduced additional Wild Overseas Scholars Fund (2016) to allow PG students to conduct a research project in a prestigious overseas group (4F, 4M awarded).
- A mentoring scheme will be set up for York PGs who are interested in a career as a researcher:

#### **[Action 5.21: Introduce mentoring scheme for York PGs]**

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

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

The Department offers substantial support for research grant applications:

- Dedicated Departmental Research Facilitator, support with all aspects of writing, costing, and administering grants.
- Database of successful grant and fellowship applications.
- Research grant applications reviewed by two experienced academics.

- AGLs oversee grant applications and provide mentoring, when requested or via APDR when individuals are unsuccessful in having applications funded.
- University also offers central courses to support research grant applications.

Our analysis of data on grant applications shows:

- Current success rates are similar for females and males (Figure 5.16).
- An increase in value of grants awarded to females from 2010-2013 to 2014-2017 (Figure 5.17).

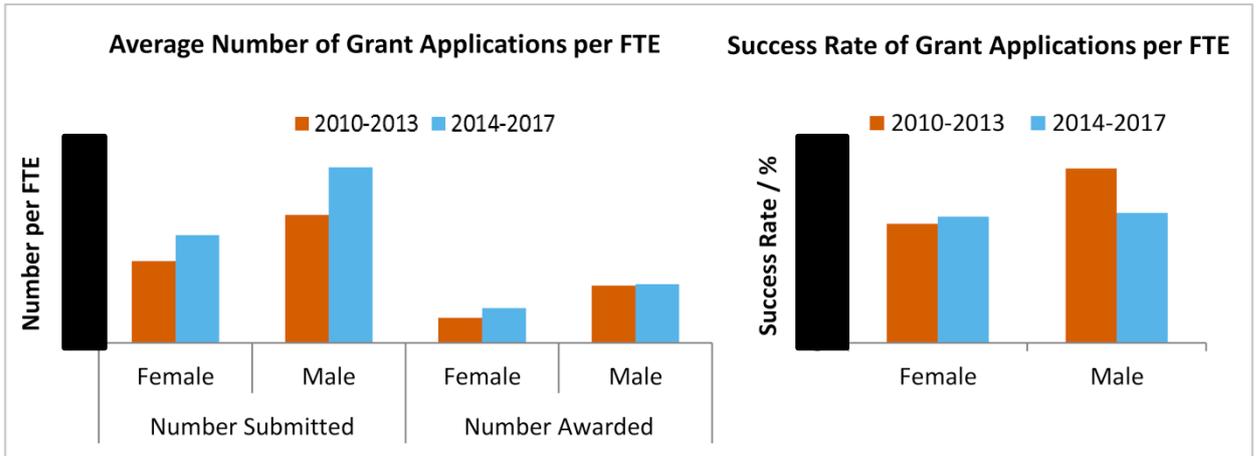
However, it is evident that women in our department are putting in fewer and smaller grants, mirroring a national trend identified by EPSRC (the average grant won by a female from EPSRC is 40% lower than male average). This is a key issue for us as a department, but also as a chemistry community nationally, so we propose actions to address this:

**[Action 5.22: Host a national symposium on gender patterns in research funding]**

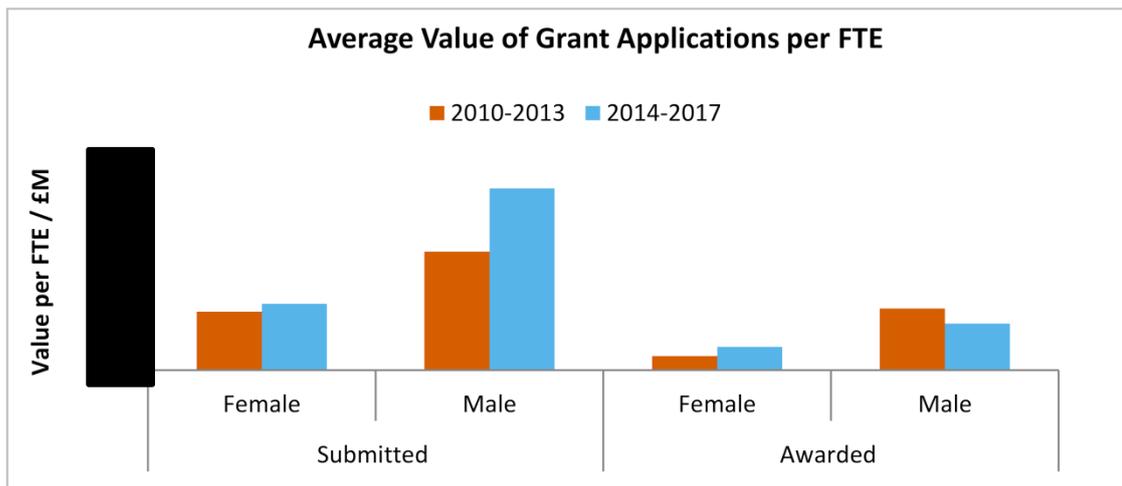
**[Action 5.23: Increase submission of large grants]**



**Figure 5.16: Number of grant applications submitted and awarded per FTE (left) and success rate (right).**



**Figure 5.17: Value of grant applications submitted and awarded per FTE.**



## 5.4. Career development: professional and support staff

### (i) Training

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

PSS have access to extensive training courses, as for academics (Section 5.3i). Female PSS undertake more training activities than male PSS, with admin staff being more likely to undertake training than technical staff (Tables 5.13 and 5.14).

**Table 5.13: PSS training activities broken down by gender.**

PSS Staff Training Activities	Female	Male
Number of Training Activities Undertaken	1088	592
% Training Activities undertaken by F/ M	65%	35%
Gender of Current Staff	57%	43%
	<b>Admin</b>	<b>Tech</b>
% Training Activities undertaken by Admin/Tech staff	43%	57%
Current PSS Staff by Category	35%	65%

**Table 5.14: Numbers of PSS who have undertaken leadership or management training 2008-2018.**

Leadership Course	Female	Male
So You Want to be a Manager?	6	1
Management in Action	6	3
Leadership in Action	2	2
Leading Without a Team	5	3

A number of additional PSS initiatives are available:

- Formal secondments within the same or different departments.
- Internal and external training courses (from departmental training budget).
- Development and Assessment Centres which assess capability, and support individuals looking to progress. 8 staff members have taken part since 2015 (3F, 5M).



**BEACON: Ongoing work with HR to develop generic role descriptors for all PSS grades.**

In addition:

- 'Training activities' is a standing item on meeting agendas.
- Networking via York Research Administrators Forum, Admin Forum, Chemistry Admin Google Working Group, University Professional@York (Figure 5.18) and TechYork network.

- The DM is a member of the University's Employee Engagement Group, allowing her to disseminate opportunities and lobby for training.
- All Chemistry PSS line managers are encouraged to attend 'Holding a Careers Conversation' training (100% take up for Admin Staff managers) **(Action 5.24)**.
- We will also introduce one-to-one career support discussions for PSS staff **(Action 5.25)**.



[Action 5.24: Support APDR as route for careers development for PSS]

[Action 5.25: Expand provision of one-to-one careers support from EDO to include PSS]



**BEACON: Our operations manager (male) and glassblower (female) are heavily involved in the national Technician Commitment which aims to ensure visibility, recognition, career development for technicians in HE and feature in launch video.**



*"I started at The University of York 10 years ago as a trainee scientific glassblower, passed my final exam in 2012 and I started to manage the glassblowing workshop in 2014. Financially the department has supported the 5 exams, my attendance at events/symposiums and 2 successful re-grading applications. My achievements have been published internally, on the University website and I am one of the 175 faces of the RSC." - Abigail Mortimer, Departmental Glassblower*

Figure 5.18: Chemistry Admin Team on cover of Professional@York Conference brochure after award nomination.



## (ii) Appraisal/development review

Describe current appraisal/development review schemes for professional and support staff, at all levels, and provide data on uptake by gender.

Provide details of any appraisal/development review training offered, and the uptake of this, as well as staff feedback about the appraisal/development review process. Support given to professional and support staff for career progression

Comment and reflect on support given to professional and support staff to assist in their career progression.

All PSS take part in the APDR as for other staff (Section 5.3ii). Uptake is 100%. The 2017 staff survey (Table 5.15) indicates that PSS feel that the APDR process is beneficial, with improvements seen since 2014. Going forward, we propose action to further tailor APDR as a career development route for our PSS (**Action 5.24**).

**Table 5.15: Staff survey responses to APDR questions 2017 and 2014 by gender.**

2017 Survey question and response (2014 responses in Parentheses)	%F PSS who agree	%M PSS who agree	% Admin staff who agree	% Technical staff who agree
My APDR was useful to me in reviewing my strengths and achievements	81 (90)	71 (55)	79	81
Clear objectives were agreed as part of my APDR	95 (90)	97 (76)	100	97
My APDR was useful to me in identifying training needs & development opportunities	71 (71)	<b>48 (23)</b>	71	<b>53</b>
My development needs are reviewed regularly	50 (37)	<b>40 (13)</b>	56	<b>38</b>
I have taken part in the staff development activities agreed at my last APDR	<b>53 (26)</b>	<b>57 (36)</b>	<b>57</b>	<b>55</b>

## 5.5. Flexible working and managing career breaks

Note: Present professional and support staff and academic staff data separately

Figure 5.19 presents a summary of our policies and practice for supporting maternity, developed over the last 15 years. The department is passionate about supporting all our staff through career breaks.

- The impact of our policies is evidenced by the many staff members who have continued advancing successful careers, alongside flexible working and career breaks (Section 6).
- The department has developed its own guidelines for maternity, paternity and adoption leave (Figure 5.20).

- Guidelines cover all staff, and explain the forms which need completing and where support is available. Following feedback, the guidance uses gender-neutral language where possible.



**BEACON: Department guidelines on maternity, paternity, and adoption in the process of being adopted by the University.**

**Figure 5.19: Process for supporting maternity leave, highlighting actions implemented as a result of the previous action plan and beacon activity.**

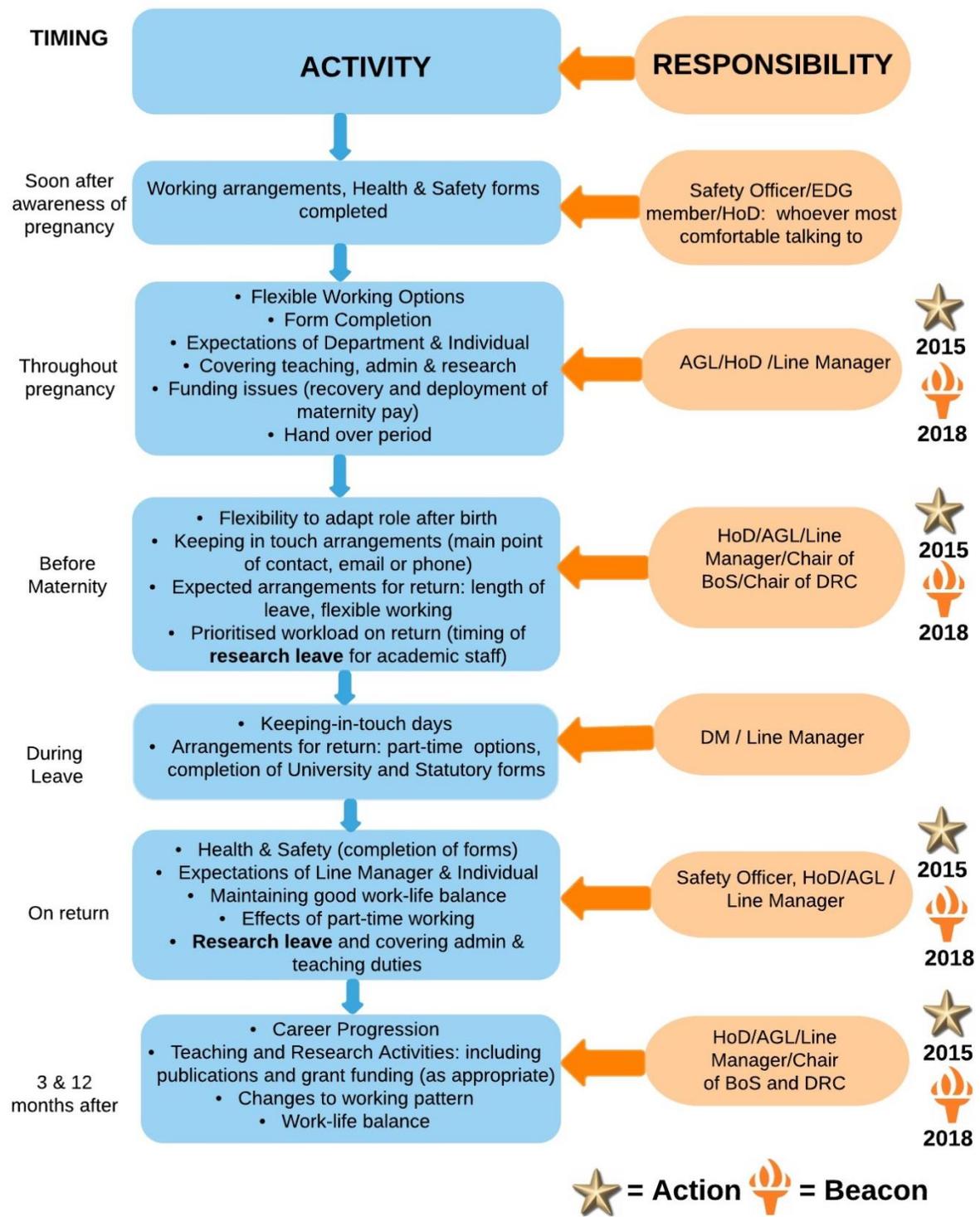


Figure 5.20: Chemistry guidelines on maternity, paternity and adoption leave.



UNIVERSITY  
*of York*

Department of Chemistry

**Staff Guidelines for Maternity, Paternity and Adoption Leave**

*These guidelines include information for staff who are taking leave, and for those who supervise staff taking leave.*

*The aim of these Departmental guidelines is to outline the support that individual members of staff can expect before, during and after leave, and to provide a framework of understanding and expectation between individual members of staff, their line managers and the Department.*

The University staff policies can be found at:

Maternity: <https://www.york.ac.uk/admin/hr/policies/leave-and-absence/maternity/policy/>  
Paternity: <https://www.york.ac.uk/admin/hr/policies/leave-and-absence/paternity/>  
Adoption: <https://www.york.ac.uk/admin/hr/policies/leave-and-absence/adoption/policy/>  
Shared Parental Leave: <https://www.york.ac.uk/admin/hr/policies/leave-and-absence/shared-parental-leave/policy/>  
Unpaid Parental Leave: <https://www.york.ac.uk/admin/hr/policies/leave-and-absence/unpaid-parental/>

**Before initiating any formal processes:**

Members of staff are encouraged to speak to their line manager at the earliest opportunity – especially for health, safety and welfare reasons, the sooner a manager is informed of pregnancy, the better. All such discussions will be in confidence.

For staff who would like advice on health and safety issues before they speak to their line manager or supervisor, they are welcome to contact Dr Moray Stark, the Departmental Safety Officer.

**And at any time -:** for informal advice and support you can contact the following Equality and Diversity Group members:

Staff contacts:	Caroline Dessent	(Chair, E&D Group)
	Helen Coombs	(Departmental Manager)
	Ruth Purvis	(Deputy Chair, E&D Group)

It may be possible to put individuals in touch with someone who has been in a similar situation.

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

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

The departmental guidelines cover the support offered prior to leave:

- Meetings held to discuss any issues e.g. funding, group supervision, contact during leave. Proforma developed (2015) to ensure all areas discussed (Figure 5.21).
- Staff encouraged to talk to the Departmental Safety Officer as soon as possible and full risk assessment carried out. If it is unsafe to work in the laboratory, alternative work found and laboratory work

reassigned to allow research to continue.

- Staff have access to the quiet room and first aid room to rest.
- Time off to attend appointments (not a legal requirement for adoption by supported by department).
- Line managers encouraged to be supportive. All staff have a number of different individuals they can approach for confidential support and advice.

Figure 5.21 Example of pre-maternity, paternity, and adoption leave meeting form.

THE UNIVERSITY of York

Department of Chemistry

Maternity / Paternity / Adoption Leave

<p>Name: <input style="width: 95%;" type="text"/></p> <p>Job Title: <input style="width: 95%;" type="text"/></p> <p>Line Manager: <input style="width: 95%;" type="text"/></p> <p style="color: red;">First pre-maternity leave meeting</p> <p>Date: <input style="width: 95%;" type="text"/></p> <p><b>For staff, issues to be discussed at the pre-maternity leave meeting may include:</b></p> <p>Funding issues; recovery of maternity pay and how it will be deployed <input style="width: 95%; height: 20px;" type="text"/></p> <p>Arrangements for covering admin duties <input style="width: 95%; height: 20px;" type="text"/></p> <p>Arrangements for covering research activities if relevant (particularly ongoing research grants and associated commitments) <input style="width: 95%; height: 20px;" type="text"/></p> <p>Arrangements for covering teaching duties if relevant (this provides opportunities for post-docs to gain teaching experience) <input style="width: 95%; height: 20px;" type="text"/></p> <p>Supervision of PhD students and IPM commitments <input style="width: 95%; height: 20px;" type="text"/></p>	<p>Other issues to be discussed at the pre-maternity leave meeting may include:</p> <p>Any hand over period <input style="width: 95%; height: 20px;" type="text"/></p> <p>Keeping in touch during leave <input style="width: 95%; height: 20px;" type="text"/></p> <p>Arrangements for dealing with emails: <input style="width: 95%; height: 20px;" type="text"/></p> <p>Expected arrangements for return to work (length of maternity leave, pattern of work on return <small>SS</small>— these can obviously change during maternity leave but the expected arrangements can be discussed). <input style="width: 95%; height: 20px;" type="text"/></p> <p>Employee Signature <input style="width: 60%; border: none;" type="text"/> Date <input style="width: 30%; border: none;" type="text"/></p> <p>Line Manager Signature <input style="width: 60%; border: none;" type="text"/> Date <input style="width: 30%; border: none;" type="text"/></p> <p><small>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.</small></p>
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*“Before and during my maternity leave I was given excellent support. Everyone made sure that I felt cared for and helped to make changes to my working environment that enabled me to work until 1 week before birth”*  
Alice Fan, postdoctoral researcher



**BEACON: Adoption guidance developed in the department (2015) has now been taken up by the University.**

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

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

The Departmental guidelines and proforma outline options available during leave (depending on personal preference and individual situation). Support includes:

- Arrangements for covering teaching, research, administrative and managerial responsibilities including student supervision.
- Recovery of maternity pay from central University budget (may be used to employ new staff member, extend contract of researcher to cover responsibilities or to pay a ‘act up’ allowance for cover staff).
- Hand-over activities.
- Use of Keeping in Touch days (up to 10 days). Since 2016, 3 PSS and 1 academic have used these.
- Arrangements for dealing with emails while away and how staff would like to be contacted, if at all. While on leave, staff are still invited to all social activities and arrangements for return to work, including flexible working requests, are discussed.



*“Research can be very fast moving and when I returned from my first period of maternity leave it was very challenging to catch up on the recent advances in my field while working part time. The department introduced a policy (2014) to allow those returning after maternity to request a term of research leave. When I returned from my second period of maternity leave this allowed me to focus on developing new collaborations and to present my work internationally and was a very positive experience.”*

*- Dr Jacqueline Hamilton, reader*

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

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

All staff can request flexible working on return to work, which may be a change in contracted hours or a change in working pattern.

100% of our staff who have requested a change have had this granted (20 staff since 2009). The department has a strong culture of p/t and flexible working; it is seen as normal for parents (of all genders) to work p/t and/or flexibly (Section 5.2vi).

- Staff who reduce their FTE have a full discussion about which activities to drop to prevent overload and ensure preferences are taken into account.
- Follow-up meeting after 3 months to ensure that things are working well and activities re-balanced if appropriate. Subsequently monitored through the APDR process.
- All academic staff are guaranteed research leave when they return, with flexibility to choose when this will be.
- Staff requests for funding to support their return to work are considered on a case-by-case basis, e.g. funding to extend a PDRA contract to support working p/t.
- A quiet room has been set up which can be used by staff for feeding purposes. A refrigerator for storing expressed milk is available.

The University has a campus nursery available to all staff and students and runs a childcare voucher scheme. As staff and students can face childcare issues when at work and attending conferences the following are in place:

- Agreement with the campus nursery to advertise provision during conference season.
- Agreement with the University “summer holiday club” to promote its provision to summer conference delegates.
- Holiday clubs run on university facilities are advertised via email.

A focus group held looking at issues associated with long-term leave indicated that most staff generally felt supported but some issues with regard to flexible working on return were raised (Section 5.5v).

#### (iv) Maternity return rate

Provide data and comment on the maternity return rate in the department. Data of staff whose contracts are not renewed while on maternity leave should be included in the section along with commentary. Provide data and comment on the proportion of staff remaining in post six, 12 and 18 months after return from maternity leave.

The policies and practice we have developed to support staff while on maternity leave have had a clear impact as 100% of staff have returned over the last 10 years (Table 5.16).



**IMPACT: There has been a 100% return rate from maternity leave in the department over the last 10 years (Table 5.16).**

Staff who did not remain in post for 18 months:

- administrator who was covering a maternity leave;
- administrator who secured a new post nearer to home to avoid a long commute;
- researcher who secured a new research post.

**Table 5.16: Number of staff taking maternity leave, change in FTE and staff still in post 6, 12 and 18 months after return.\***

Year	Staff category	Number taking leave	Number returned	Staff who changed FTE on returning	Number still in post after:		
					6 months	12 months	18 months
2010/11	Academic	1	1	1	1	1	1
	Research	1	1	1	1	1	1
	PSS	2	2	2	2	2	2
2011/12	Research	3	3	3	2	2	2
2012/13	Academic	1	1	1	1	1	1
	Research	2	2	2	2	2	1
2013/14	PSS	1	1	1	1	1	1
2014/15	Academic	1	1	1	1	1	1
	Research	1	1	0	1	1	1
	PSS	4	4	3	4	4	4
2015/16	No leave taken						
2016/17	Research	1	1	0	1	1	1
	PSS	3	3	3	3	2	unknown
2017/18	PSS	1	unknown	unknown	unknown	unknown	unknown
<b>Totals</b>		<b>22</b>	<b>21</b>	<b>18</b>	<b>20</b>	<b>19</b>	<b>16</b>
<b>Rate</b>			<b>100%</b>	<b>86%</b>	<b>95%</b>	<b>90%</b>	<b>84%</b>

\*No teaching staff have taken maternity leave.

#### (v) Paternity, shared parental, adoption, and parental leave uptake

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

- A number of staff take paternity leave each year, with two academic staff taking adoption leave (Table 5.17).
- New departmental adoption guidelines were produced in 2017 using gender-neutral language.
- In 2016/17 the department had its second case of shared parental leave, involving a PSS member.

From a flexible-working focus group, it emerged that despite promotion within the department, paternity and shared parental leave (SPL) was not well understood. Action will be taken to address this:

[Action 5.26: Raise awareness of paternity/adoption guidelines and shared-leave policies]

 **BEACON: Department adoption guidelines developed in 2015 taken up by University.**

Table 5.17: Number of staff taking paternity and adoption leave.

Year	Paternity			Adoption
	Research	Academic including T&S	Support	Academic including T&S
2006/07	1			
2007/08	1		1	
2008/09	2		2	
2009/10	1		1	
2010/11	1	1	1	
2011/12		2		
2012/13	1			
2013/14	3	1	2	
2014/15	2	2	1	1
2015/16	4	2		1
2016/17	2		3 (includes 1 SPL)	
2017/18		2	1	

#### (vi) Flexible working

Provide information on the flexible working arrangements available.

- %M academic staff working p/t increased from 3 to 13% since 2009.
- %F academic staff working p/t increased from 9 to 38% since 2009.
- %M PSS working p/t increased from 8 to 15% since 2009.

The department openly encourages a healthy work-life balance, and supports flexible working (Table 5.18, Figure 5.22) via:

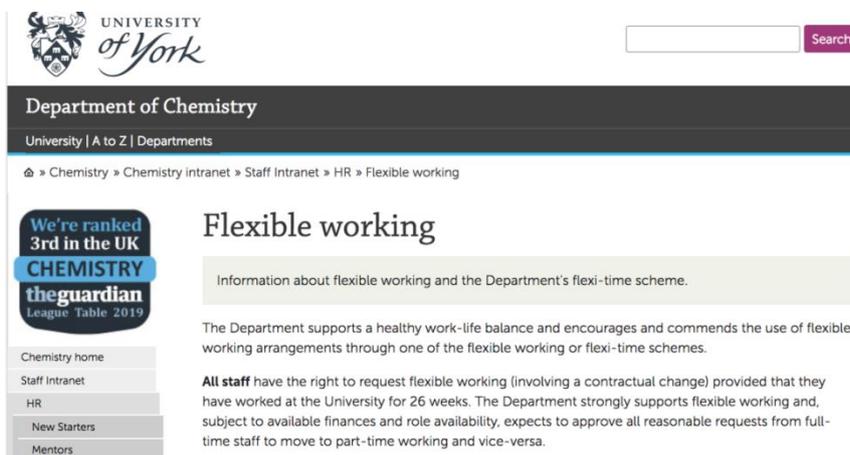
- Formal flexible working scheme (requiring a contractual change).
- Flexi-time scheme (no contractual change needed).
- Allowing flexible work to be combined with p/t work, job-share, job-split, term-time only working, staggered hours, unpaid leave and career breaks.

**Table 5.18: Number of staff who agree they are able to work flexibly.**

Staff Survey: % strongly agree or agree	Female staff 2017 (2014)	Male staff 2017 (2014)
I am able to work flexibly	90 (92)	85 (85)

 **IMPACT: 90% and 85% of female and male staff, respectively, indicated they have access to flexible working arrangements (2017 staff survey).**

**Figure 5.22: Chemistry flexible working webpage.**



UNIVERSITY of York

Department of Chemistry

University | A to Z | Departments

» Chemistry » Chemistry intranet » Staff Intranet » HR » Flexible working

We're ranked 3rd in the UK CHEMISTRY theguardian League Table 2019

## Flexible working

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 strongly supports flexible working and, subject to available finances and role availability, expects to approve all reasonable requests from full-time staff to move to part-time working and vice-versa.

Chemistry home  
Staff Intranet  
HR  
New Starters  
Mentors

**Chemistry 'Part-time Working Assurance':** Subject to finances and role suitability, we expect to approve all reasonable requests from f/t staff to move to p/t working and *vice versa*; this means staff can request changes to their working hours without threat of losing a future full-time contract (now emulated elsewhere).

- % p/t academic staff more than quadrupled over 10 years and doubled for research staff (Figures 5.23 and Table 5.19 and).
- Male academic p/t time working has increased significantly.
- The percentages of staff working p/t vary from year to year (Figures 5.23, 5.24 and 5.25 and Tables 5.19, 5.20 and 5.21) as staff are promoted or change their FTE on request (Section 5.5viii for examples).
- Whilst take-up of flexible working is high, a recent focus group suggested that a clear appeals process be introduced for cases where a request for flexible working is turned down by a line manager (**Action 5.27**).
- We are conscious that more staff may need to balance the care of elderly relatives with work. We will investigate what support the department can supply (**Action 5.28**).



[Action 5.27: Develop/review guidelines and *pro forma* on flexible working]

[Action 5.28: Actions to support staff with caring responsibilities for elderly dependants]



*“Since returning to work after having my children, I chose to work 30 hours a week, initially over 4 days, now over 5. This makes childcare much more manageable. Talking to other parents has made me realise how supportive the department are compared to other workplaces” - Dr Ruth Purvis, NCAS Research Fellow.*

Figure 5.23: Percentage of academic staff working part-time.

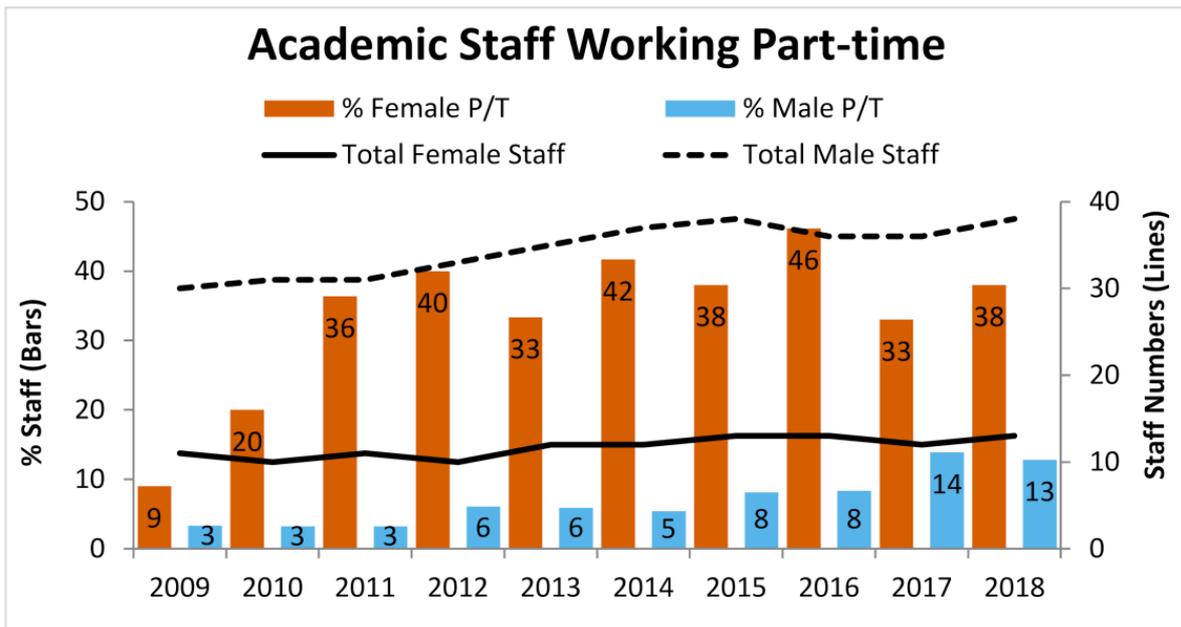


Table 5.19: Percentages of academic staff working part-time by gender.

Year	Lecturer		Senior L / reader		Professorial		Totals	
	%M p/t	%F p/t	%M p/t	%F p/t	%M p/t	%F p/t	%M p/t	%F p/t
2009	0	0	0	20	7	0	3	9
2010	0	0	0	25	6	33	3	20
2011	0	33	0	40	7	33	3	36
2012	0	67	0	25	11	33	6	40
2013	0	50	0	20	11	33	6	33
2014	0	50	0	40	10	33	5	42
2015	20	0	8	57	5	33	8	38
2016	25	0	8	67	5	50	8	46
2017	25	0	8	60	15	25	14	33
2018	20	0	8	80	14	25	13	38

Table 5.20: Percentages of part-time research staff at different grades.

Year	Grade 6		Grade 7		Totals	
	%M p/t	%F p/t	%M p/t	%F p/t	%M p/t	%F p/t
2009	0	22	14	0	2	17
2010	3	25	17	0	4	18
2011	3	17	20	14	5	16
2012	3	44	20	60	5	50
2013	3	22	0	100	2	30
2014	3	19	0	100	2	25
2015	3	12	0	100	2	19
2016	5	18	0	67	4	23
2017	4	19	11	50	5	21
2018	8	15	9	50	7	17

Figure 5.24 Percentages of research staff working part-time by gender.

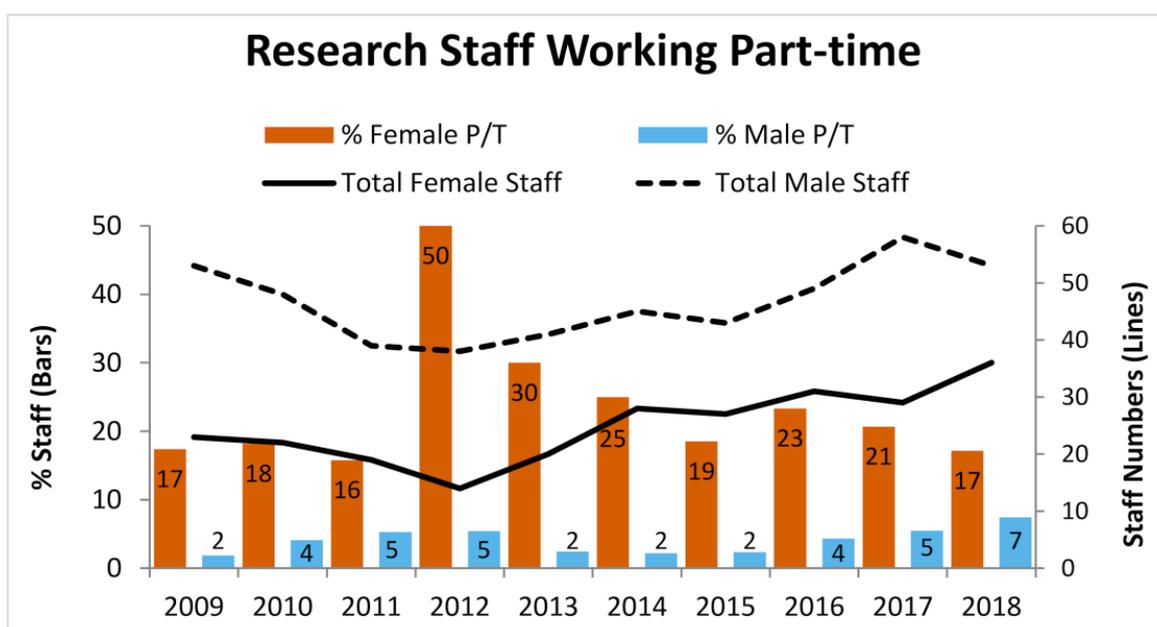
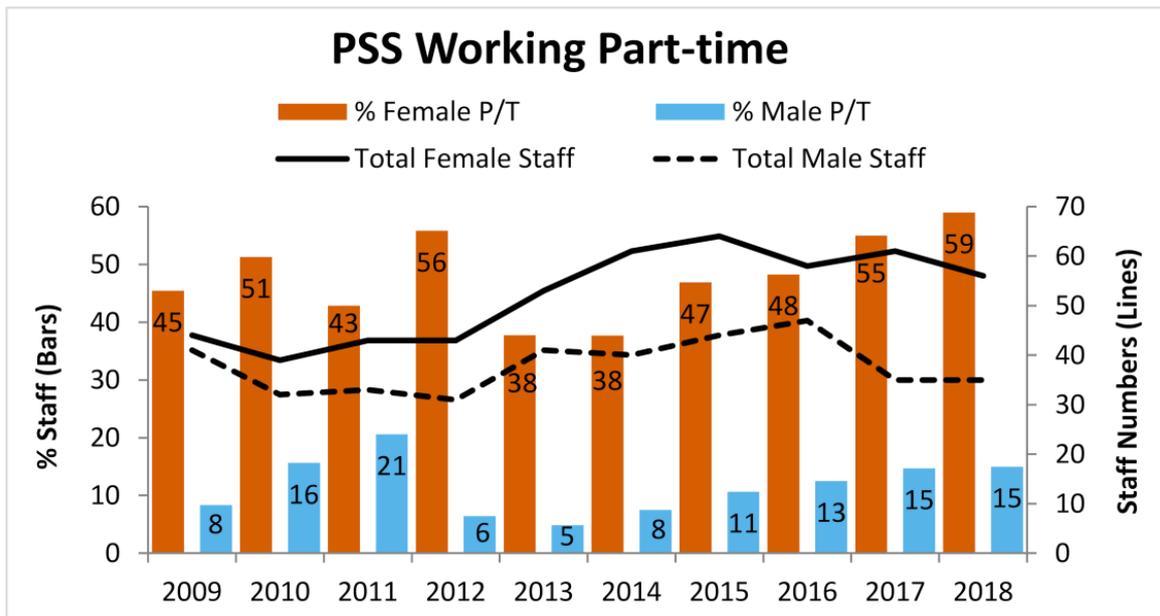


Table 5.21: Percentage of PSS staff working part-time by gender and grade.

Year	PSS Grades 2-5		PSS Grades 6-8		PSS Total	
	%M P/T	%F P/T	%M P/T	%F P/T	%M P/T	%F P/T
2009	0	45	10	45	8	45
2010	38	42	8	60	16	51
2011	63	36	8	50	21	43
2012	0	56	8	56	6	56
2013	0	28	6	50	5	38
2014	0	34	9	42	8	38
2015	10	45	11	50	11	47
2016	14	48	12	48	13	48
2017	17	50	14	62	15	55
2018	17	57	14	62	15	59

Figure 5.25: Percentages of PSS staff working part-time by gender.



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

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

The Department strongly supports flexible working, as exemplified by our ‘part-time working assurance’ (Section 5.5vi).

- To date, all applications around part-time working have been approved, including increases in hours following a previous decrease.
- Changes in FTE are discussed with line manager (HoD for academic staff) to ensure the changes are understood by all.
- We have numerous examples of staff moving between p/t and f/t working or varying FTE to meet their particular circumstances (linked to a career break or other activities). This covers all staff categories and grades.



*“The transitions between different levels of p/t working (0.6-0.8.5 FTE) were agreed immediately, through short e-mails. Moving between p/t and f/t working is simply something that the department decided to make work, and it does.”*  
 - Dr Caroline Dessent, reader.

 **IMPACT: Part-time working assurance leads to 100% of requests for part-time working being approved.**



**BEACON: The department frequently receives requests for information about its flexible working policy, e.g. DM recently provided advice to Oxford University and Commonwealth Scientific and Industrial Research Organisation.**

## 5.6. Organisation and culture

### (i) Outreach activities

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

#### Departmental outreach

The department has an extensive programme of outreach activities, with a focus on encouraging girls into science and widening participation (Figure 5.26).

Figure 5.26: Examples of outreach undertaken by the department.



**Dedicated Outreach Officer:** Dr Annie Hodgson Engages with 5000 school children and general public each year, Including 'STEM jobs for girls' and visit from 100+ Brownies and Girl Guides

**MOOC:** exploring everyDay Chemistry and new Widening Participation (WP) initiative WP students who complete MOOC will receive alternative (lower) offer for UG application

**Centre for Industry Education Collaboration (CIEC):** Staff: 5F, Students: 5F 1M  
Ca. 60 events in 2017, 1200 pupils, ca. 50% WP. Training for primary teachers 'Children Challenging Industry' project surveyed primary girls attitudes, monitoring by gender and WP

**YSOC**  
YSOC dedicated outreach laboratories opened in Chemistry in 2014.  
Open to all York STEM departments

**Chemistry Review Schools magazine:**  
Editor Dr Annie Hodgson. 5700 subscribers in 40+ Countries. 106 articles published in 3 years, 56 by F, 57 by M, 3 by M&F co-authors

#### Academic/research group outreach

- Both female and male staff (from all grades) and students take part in many public engagement outreach activities. We aim for gender balance in teams presenting outreach activities. These activities are recorded, acknowledged in workload, and considered as part of promotion criteria.
- 12F and 15M staff took part in outreach activities last year.
- Outreach is included and assessed in the UG and PGT curriculum.
- Figure 5.27 illustrates some recent examples.

**Figure 5.27: Examples of outreach undertaken by individual academic groups.**

	
<p><b>Analytical Chemistry:</b> Staff 3F, Students 3F 3M, Royal Society of Chemistry Outreach Funding to develop 'Bog Body' outreach exhibit, York Festival of Ideas "Discovery Zone" &gt;700 attendees, ~50/50 M/F, plus 7 workshops for Key Stage 4 classes ~50/50 M/F</p>	<p><b>Dave Smith:</b> Chemistry/LGBT+ YouTube channel &gt;30 videos &gt;600K views. TV appearances, public lectures /events &gt;1000 attendees, International Summer School &amp; WP events e.g. Chemistry in Action London ca. 750 A level students, ca. 20% BME, ~ 50/50 M/F</p>
	
<p><b>Green Chemistry:</b> Staff 2F 3M, Students 8F 10M Extensive outreach programme: MSc students trained in science communication, Cawood Brownies (24F), Brayton Guides (18F), ASE Northern (workshop for 100 teachers)</p>	<p><b>Atmospheric:</b> Staff: 4F 5M, Students 2F 1M Mock research aircraft cabin exhibit Large scale public events &gt;6.5K attendees 2015-18, Workshops for schools, Terrington WI Lucy Carpenter's Rosalind Franklin Award: Public lecture and 3 day summer school held, 8F 3M</p>

## (ii) Visibility of role models

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

- Gender equality is embedded in all departmental events and we strive to promote gender-balanced role models at all opportunities.
- The Communications Group Chair is an EDG member, and pays close attention to highlighting gender-balanced and intersectional role models in departmental publications (Figure 5.28).
- Our website is routinely checked for gender-balanced images by the EDO, and highlights high-profile role models, including Prof Lucy Carpenter (RSC Tilden Prize winner 2017; Royal Society Rosalind Franklin Award 2015) and Prof Dame Pratibha Gai (FRS 2017; Damehood 2018) (Figure 5.28).

**Figure 5.28: High-profile York female role models. Top: Cover and article in ChemYork external magazine featuring Prof Lucy Carpenter, Spring 2018. Bottom: Web banner highlighting Prof Pratibha Gai's appointment a Dame in January 2018**



**Seminars and events**

- Our departmental seminar coordinator (EDG Member) collects speaker gender statistics, which are presented at BoS. We have made steady progress towards achieving F:M speaker ratios at levels close to the Chemistry UG F:M ratio. In 2017/18 we achieved the target set in our previous action plan (F:M 43:57%) (Table 5.22).
- Annual requests for suggested seminar speakers include a reminder of the need to propose a diverse range of speakers.
- PDRAs are invited to networking lunches with seminar speakers.
- We are also conscious of the need to promote intersectional role models (Action 5.29).

**[Action 5.29: Increase the number of intersectional seminar speakers, in particular BAME individuals]**

**Table 5.22: Departmental seminar speakers by gender from 2015/16 to 2017/18.**

Year	2015/16	2016/17	2017/18
Speaker numbers	16F:43M (27%F)	15F:24M (38%F)	20F:27M (43%F)





**IMPACT: >40% of departmental seminar speakers are female due to active policies of seminar coordinator. Seminars already planned for 2018/19 are 43%F speakers.**

- Our department has a number of 'out' gay male academics who have talked openly about STEM LGBT+ issues. Prof David Smith is particularly prominent.
- To provide gender balance, a high profile lesbian speaker was chosen as a key note speaker at a recent departmental event.
- The department hosted (and generously sponsored) the highly successful LGBT+ STEMinar in January 2018 (Figure 5.29). This event featured a gender-balanced programme of research talks including trans\* and genderqueer speakers (an improvement on previous years' meetings).
- To provide further opportunities for students and researchers to gain exposure to intersectional role models, we will promote external events such as the LGBT+ STEMinar and the BME Early Careers Researcher Conference (both in London in 2019) (Action 5.30).



**[Action 5.30: Promote and financially support attendance at external events with intersectional role models]**

*"Really inspiring. My first LGBT+ event of any kind. Feeling very welcome and assured I have a community." – Feedback from LGBT+ STEMinar participant*

**Figure: 5.29 LGBT+ STEMinar attendees (>120 from across the UK and beyond).**



### **(iii) Beacon activity**

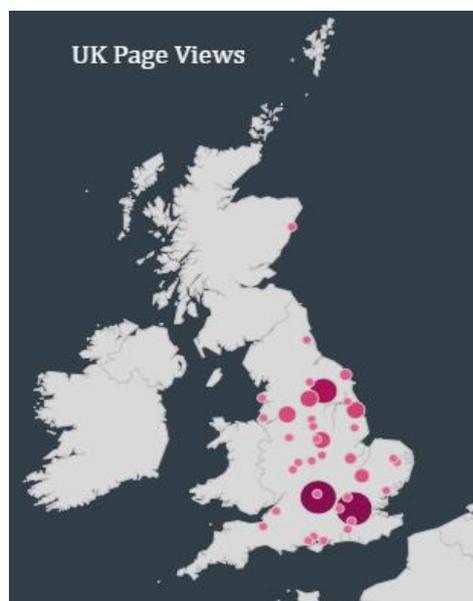
Demonstrate how the department is a beacon of achievement, including how the department promotes good practice internally and externally to the wider community.

As a gold AS department, we take seriously our responsibility to act as a beacon and disseminate widely the good practice we have developed. Our E&D budget provides funds to support this beacon activity. We maintain a comprehensive external facing website with resource centre (2015 action). This includes resources for members of the department (e.g. detailed E&D related policy guidelines and forms), as well as extensive external links.



**IMPACT: E&D webpages redeveloped in 2017. Doubled number of page views (from 131 to 273) and increased number of users (from 77 to 117) in 4 week period when compared to previous year. Attracted national (Figure 5.30) and international users.**

**Figure 5.30: Location of recent visitors (May/June 2017) to equality and diversity webpages.**



A range of specific beacon examples are given below:

**Recent events organised to share good practice and celebrate E&D**

- Instigated a series of E&D beacon seminars open to all university staff and students. Invited speakers included Prof Vanita Sundaram (Institutional conceptualisations of and responses to sexual violence) and Prof Paul Wakeling (Equity and access to graduate study).
- Recently initiated a series of beacon masterclasses to disseminate good practice from York Chemistry to other York Departments:

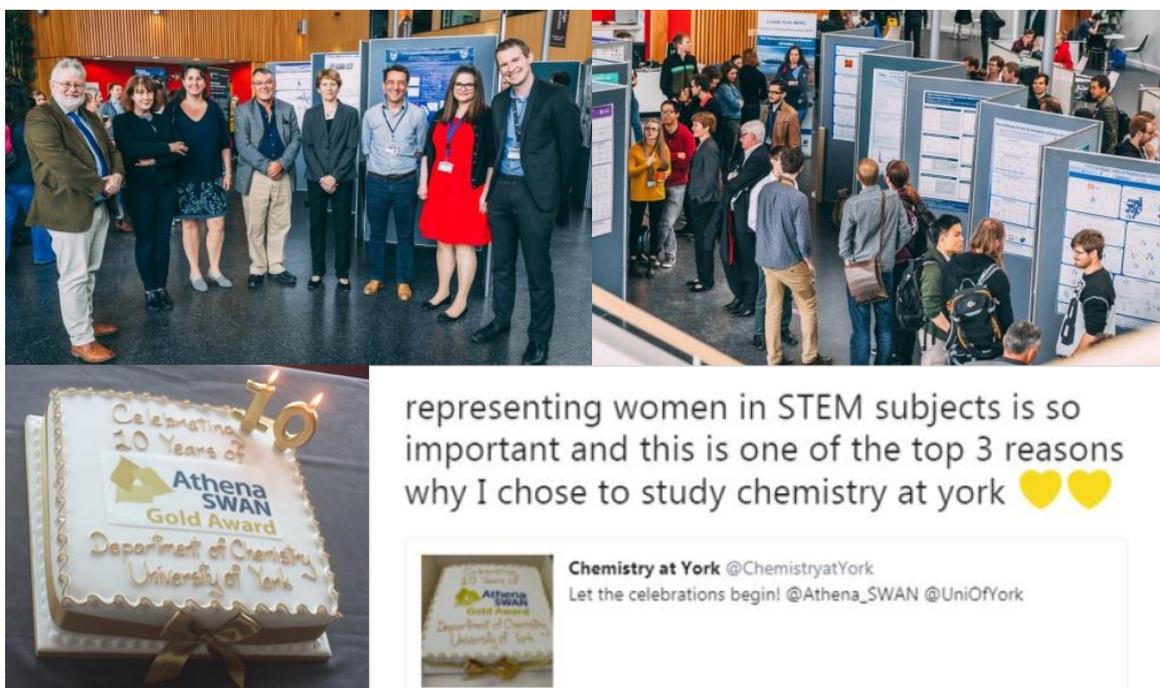
**[Action 5.31: Run masterclasses to disseminate good practice developed by York Chemistry to other York Departments]**

- Co-organised (with Imperial College, Chemistry) 'Celebrating Diversity in the Chemical Sciences' national event at the RSC in November 2017.
- Organised an open public lecture given by Prof Carolyn Bertozzi (Stanford) on 'The long road to STEM diversification'. Prof Bertozzi spoke about the impact of being a female LGBT+ scientist and parent on her academic career path. The event included a panel discussion with Dr Liz Rowsell (Johnson Matthey), Dr David Bass (ECU), and Prof David Smith, chaired by Kate Ravilious (The Guardian) which is available on YouTube.
- Participated in the 'Vote100' project run by the Parliament Trust to publish a high-profile account of how York Chemistry's AS work has impacted on the careers and progression of women chemists.



- Held '10 years of Athena SWAN Gold' celebration event including a research symposium celebrating chemical diversity, gender balanced programme (3F, 3M), female keynote and public lecture (Figure 5.31).

**Figure 5.31: Images from '10 years of Athena SWAN Gold' celebration research symposium including tweet from York undergraduate student.**



**Presentations given to promote our good practice externally include:**

- EDG members have given frequent interviews on our AS Award and E&D work: e.g. Dr Caroline Dessent (Unipaper 2017), Dr Helen Coombs (RSC Voice 2018), Prof David Smith (American Chemical Society magazine 2018).
- 6F and 5M members of EDG have given multiple external E&D talks across the UK since 2004. For example, Dr Caroline Dessent spoke at the Chartered Association of Business Schools meeting in January 2018 and Dr Leonie Jones at 'Paths to Progress' event at Bangor University in March 2017.
- Talks at international venues on our AS work were given by Prof David Smith at the ACS National Meeting, New Orleans, March 2018 and Prof Paul Walton at LERU conference, Zürich, Switzerland, 2018.
- Figure 2.4 provides images of some of these events.

**Sharing policies and practice:**

Figure 3.2 lists examples from 2018 to show how frequently we are asked to share our policies and practice with both STEM and AHSSBL departments. Other examples are highlighted as beacon examples throughout Sections 4 and 5.

#### (iv) Culture

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

We have worked hard over many years to develop a culture where E&D is embedded into the core activities of the department. Our culture survey (2017) responses to specific questions were effectively equal for our F and M staff, providing evidence of the gender-neutral working environment we have built. We make extensive and focused use of departmental and individual social media to widely share our departmental culture. These reflect and develop a culture that is clearly visible to a wide audience.



**BEACON: Social media (both departmental [[@ChemistryatYork](#)] and individual [[@professor\\_dave](#)] highlight and promote diversity and inclusion in science as a key part of their remit.**

#### **Ongoing active promotion of E&D:**

- E&D awareness training is embedded into both the UG and PGR induction and first-year curriculum and PDRA induction session so new staff and students are aware of the importance of equality and diversity.
- E&D lunchtime discussion forums raise awareness and start discussion on relevant issues, including recently work-life balance, imposter syndrome, fatherhood and flexible working, and being a BAME chemist (Figure 5.32).
- The department celebrates awareness-raising days such as 'Time to Talk' day and was recently decorated in support of York Pride.
- Equality and diversity news is embedded into the departmental newsletter to show E&D as core departmental business.
- Established an annual departmental Equality and Diversity seminar with a female speaker in each of the past 3 years (2015 Action).
- External facing magazine, with double-page E&D story each issue as well as highlighting achievements of female staff and students (Figure 5.28).
- Mental health issues are openly supported, with 11 staff (6F, 5M) having completed mental health first-aid training, and a further 43 attending mental health lite. Mental health toolkit developed and support notices on the back of toilet doors (section 5.6vi).

We will continue our departmental culture survey to monitor the culture across the department (Action 3.1).

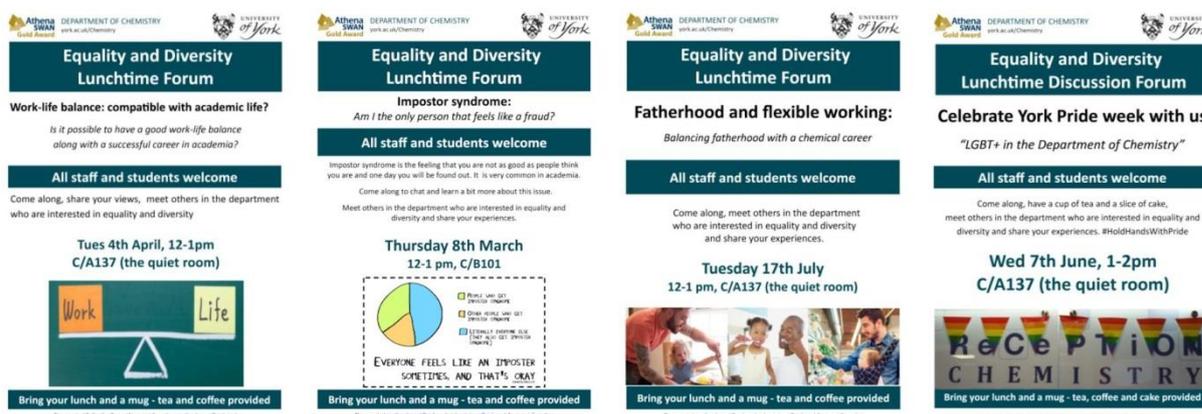


**BEACON: Mental health toolkit adopted by University and redrafted into University-wide document; support notices adopted (Figure 5.35).**



**BEACON: Culture survey wording shared with other departments and institutions.**

Figure 5.32: Termly equality and diversity lunchtime forum posters.



### Trans awareness:

Chemistry was the first academic department at York to:

- introduce specific 'all genders welcome' toilets (Figure 5.33);
- introduce 'Trans 101' training for all staff;
- introduce personal pronoun discussion as part of initial supervisor/supervisee meeting for UGs.

Following feedback from our culture survey, we are aware that further work is needed to support trans\* individuals in the department:

[Action 5.32: Develop guidance to further support trans\* individuals]

Figure 5.33: 'All genders welcome' sign on accessible toilet door (note baby changing facilities).



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

Describe the consideration given to those with caring responsibilities and part-time staff when scheduling departmental meetings and social gatherings.

- We strive to ensure that family-friendly hours are adopted for departmental meetings. Committee meetings are generally held in core hours between 9:45-4:15. Departmental seminars are held at 13:00 (Table 5.23).
- An EDG working group is currently addressing core hours' policy following feedback from our culture survey (Table 5.23).
- Celebration events held in core hours and non-alcoholic choices provided (Figure 5.34).
- Joint social events for staff and students are organised by our 'Chemical *InterActions*' group, with some events held during the working day (Figure 5.35).

**Table 5.23: Culture survey responses on timing of meetings and social gatherings.**

Meetings in my department are completed in core hours to enable those with caring responsibilities to attend (2016/17 Culture Survey)	%F agree	%M agree
Academic Staff plus Researchers and T&S	72	73
PSS	74	71
I feel social activities in the department are likely to be welcoming to all, regardless of protected characteristic (2016/17 Culture Survey)		
UG	98	98
PGR	92	91
Academic Staff plus Researchers and T&S	94	93
PSS	87	79

**Figure 5.34 Top: Family-friendly social events enjoyed by staff. Bottom: PG students learn to write their names in Thai and Chinese at the 'Chemical *InterActions*' international social.**



**(vi) HR policies**

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

The HoD, DM and Harassment Advisor take a personal, proactive approach to monitoring application of HR policies and ensuring consistency across the department while maintaining confidentiality. They work closely with HR colleagues on all equality related cases.

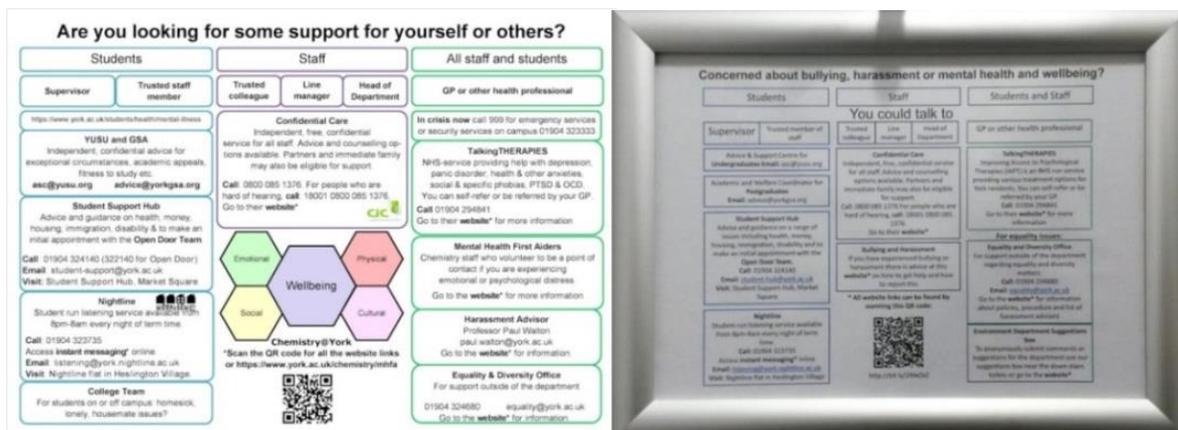
The DM takes overall responsibility for ensuring University HR policies are understood by staff at a departmental level. This happens via:

- staff meeting discussions;
- circulation of key information in specific emails and weekly digest;
- one-to-one discussions with line managers;
- referring back to University HR and E&D Office staff when appropriate.

The Department has additional guidelines and support mechanisms for staff and students beyond the University HR policies:

- department-based harassment advisor (EDG member);
- anonymous departmental culture surveys;
- anonymous online E&D suggestion box;
- Information on posters (Figure 5.35).

**Figure 5.35: Chemistry Department support posters on back of toilet doors (l), emulated in a number of departments including the Environment Department (r).**



### (vii) Workload model

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

- Our workload model (WLM) is detailed and transparent. It provides a management tool to balance heavy research or administrative/teaching workloads, particularly for early-career staff establishing research programmes.
- The model includes teaching, administration, research, internal and external committee work, and staff and student supervision.
- Our model is institution-leading due to the number of activities it covers, hence giving the fairest possible measure of an individual's workload.
- The transparency of the WLM protects p/t staff from overloading, a particular problem within our department prior to its introduction.
- Staff can see their own data and are given individualised overviews to allow them to compare their assigned workload to anonymised benchmarked examples.
- There is no link in our department between the WLM and promotion. Workload is evenly balanced across all staff, with the exception of early career staff.
- Analysis of the WLM (Table 5.24) shows no difference between female and male staff, and no significant overloading/underloading of p/t versus f/t staff.

**Table 5.24: FTE-weighted average workload broken down by gender and f/t and p/t staff.**

Year	Female	Male	Full-time	Part-time
2016/17	90%	97%	96%	101%
2017/18	97%	99%	97%	106%
2018/19	96%	99%	98%	93%



*"I have found that the workload model helps me understand the allocation to my overall workload since it includes a transparent calculation of the various aspects of research, teaching and admin. This makes me feel that the Department is a fairer place to work" - Prof Lucy Carpenter*

A recent focus group on the WLM, convened by the EDG chair, identified some concerns:

- The complicated nature of the WLM meant that some transparency is lost.
- WLM allocations could be better synchronised with the timing of performance review, to allow realistic research goals to be set in line with assigned work for the following year.

These concerns were presented to ESG and have been used to refine the future WLM.

Recent surveys have identified work-life balance and over-work as issues for both male and female staff (academic and PSS) and PGRs. The perception of high workload in academia discourages individuals from pursuing academic careers so actions are proposed to address this:

**[Action 5.33: Identification of well-being champions]**

**[Action 5.34: PhD lifestyle: Improve issues around work-life balance, mental health, etc.]**





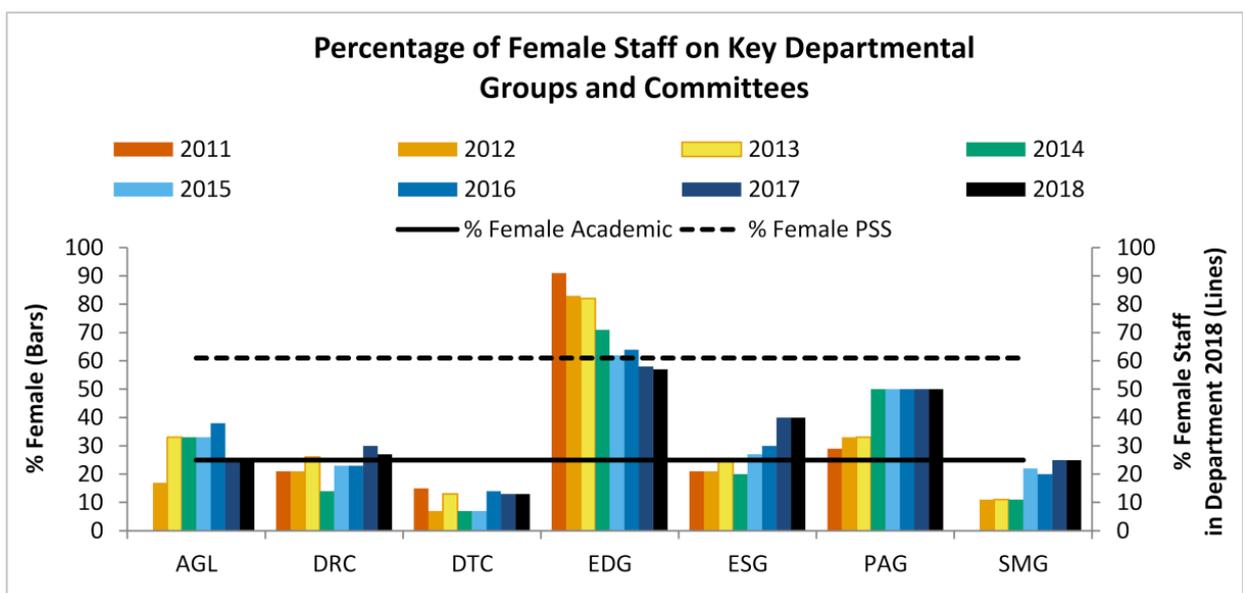
**BEACON: The department directly influenced a University HR Strategy paper on workforce stress (2018).**

**(viii) Representation of men and women on committees**

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

- Since 2015, women have been appointed to significant leadership roles, including the first female Deputy Head of Department and Chair of Research Committee. EDG and the Graduate School also have their first female chairs. The Chair of EDG is an *ex-officio* member of ESG to ensure that E&D is considered in all executive discussions.
- Figure 5.36 and Table 5.25 show the most influential committees. Board of Studies includes all staff who teach so is not included.
- Committee members are identified in a number of ways including *ex-officio* roles, interest in the area, and need for gender balance. Vacancies are openly advertised and special consideration is given to those staff who are seeking a large role to meet promotion criteria (Deputy Chairs often become Chairs to ensure expertise, consistency and ‘memory’).
- Recent effort to address gender imbalance has led to better representation on PAG, SMG, ESG and EDG.
- The workload model prevents ‘committee overload’ issues for female staff.
- The HoD is working with the Chair of the Departmental Teaching Committee (DTC) to rapidly improve female representation.

**Figure 5.36: Percentage of female staff on key departmental committees.**



**Table 5.25: Total numbers of staff on groups and committees by staff category.**

Year	Academic Group Leaders (AGL) Forum		Departmental Research Committee (DRC)		Departmental Teaching Committee (DTC)		Equality and Diversity Group (EDG)		Executive Strategy Group (ESG)		Personnel Advisory Group (PAG)		Safety Manag. Group (SMG)	
	Acad	PSS	Acad	PSS	Acad	PSS	Acad	PSS	Acad	PSS	Acad	PSS	Acad	PSS
2011			14	1	13	2	9	2	11	3	6	1	7	2
2012			14	1	14	2	10	2	11	3	5	1	9	2
2013			16	1	15	2	8	3	13	3	5	1	9	2
2014			15	1	14	2	11	3	12	3	5	1	9	2
2015			23	2	14	2	10	3	12	3	5	1	11	3
2016	8	0	23	2	14	2	10	4	7	3	5	1	10	3
2017	8	0	11	1	15	2	8	4	7	3	5	1	8	5
2018	8	0	10	1	15	0	12	5	7	3	5	1	8	4

\* Acad includes all members who are not PSS in this table.

#### (ix) Participation on influential external committees

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

- Vacancies on influential University committees and external organisations are circulated by email from the HoD to all staff, and expressions of interest sought.
- Gender balance is taken into consideration, and staff from the underrepresented gender are encouraged to apply.
- Commitments to external committees are included in the workload model, and encouraged as part of the activities needed to support promotion.
- A recent survey by the EDG chair has shown relatively low participation of female staff on external committees. To improve this, we propose:

**[Action 5.35: Increase F staff members on external committees and as external seminar speakers]**

**Word Count: 7051**



## 6. CASE STUDIES: IMPACT ON INDIVIDUALS

**Recommended word count: 1500 words**

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

The subjects of the case studies should include a member of the self-assessment team and a member of professional or support staff. The case studies should include both men and women.

### **Professor David Smith**

I started working in the Department in 1999 as a lecturer, becoming a senior lecturer in 2004 and Chair in 2006. I have won national awards for both teaching and research, and have published over 150 papers. Such success was facilitated by good departmental mentoring in the very early days.

I am an out gay academic who was selected as one of the RSC's 175 Diverse Faces of Chemistry and was nominated for the 2017 Gay Times Barbara Burford award for LGBT+ work in STEM. I am a member of the Royal Society of Chemistry Inclusion and Diversity and Committee and have worked very hard to maximise support for, and visibility of, LGBT+ individuals working in STEM, through an extensive range of articles, interviews and national/international lectures. In addition, I am passionate about widening participation in HE and have been Academic Chair of University of York's highly successful Widening Participation initiatives for the last 5 years.

There are very few academics in the UK who have developed this sort of profile and then chosen to work part-time; most are wholly career focussed. The fact I felt able and supported to do so demonstrates the positive culture that has been fostered in this department.

In 2010, my husband, Sam, was listed for a lung transplant, which took place successfully in January 2011. At this time, the department was very supportive in helping to facilitate me spending a full month away, in the middle of my busiest teaching period, with effectively no notice.

### **Figure 6.1: Prof David Smith (l) and doing some home chemistry (r).**



In 2014, my husband and I adopted a little boy, at which point I took 6 weeks fully away from work (again during a teaching period), and then returned to work 0.8 FTE for the following year. This was really beneficial in enabling me to ring-fence one day a week when I did not need to feel guilty for dropping everything work-related so that I could build a relationship with our 2-year-old son. There is no doubt that, as a member of Professorial staff at the time, without the part-time working assurance implemented in the Department, I would not have worked part 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 working 0.8 FTE while caring for an elderly relative).

At the time of submission in November 2018, Sam unfortunately has serious rejection of his lung transplant, and the future does not look great. Given the loss our son has already experienced through the adoption process, if the worst happens to Sam then I would want to provide our son with as much stability as possible, especially during the difficult-to-cover school holidays. For this reason, it is likely that I will look at moving back into an unusual part-time working pattern at some point, so that I can build up more flexible days' leave to take during school holiday periods. I have already discussed this with departmental leadership and it is very reassuring to know that the department provides such excellent support, both for compassionate leave and part-time working.

Post Script: Sam Smith passed away in February 2019, aged 39.

### **Dr Leonie Jones, Employability and Diversity Officer (PSS)**

I came to York as an undergraduate attracted by the friendly nature of the department, spending my final year on a year-in-industry placement before returning to do a fully funded PhD in supramolecular chemistry.

During my PhD I became increasingly ill and two months from the end of my PhD I was admitted to intensive care. The department was extremely supportive as my initial six-month leave of absence became several years. I was eventually well enough to write up in bed and with a huge amount of support from my supervisor and our lab technician who helped me finish off my last few experiments, I graduated in 2009 (a fantastic achievement although I did not expect to ever be well enough to enter employment).

In 2012 my health improved and I began looking for work although, after a nine-year career break, I felt almost unemployable, and was unsuccessful in applying for a number of roles. After a chance meeting with the then Chair of the BoS (Prof David Smith), I was offered some part-time demonstrating for six months. We agreed a working pattern which allowed me to rest in between shifts and gradually rebuild my strength, skills, and confidence. Two weeks before my six months were up, I successfully applied for a Training and Education role in the Green Chemistry section. I was very unsure as to whether I would be able to manage a full-time job, but noticing the job description mentioned part-time and flexible-working and learning that the line-manager worked flexibly and at 0.6 FTE, I applied. As the role required a very specific skill set, I was hired at 0.75 FTE and the rest of the role was later filled by a colleague who had their own caring responsibilities. Neither of us would have been able to apply had it been full-time only. The Department provided a specialist chair and desk for me and there was never any issue with the cost.

I was given the opportunity to gain many valuable skills and experience in teaching and project management, and was able to build up my professional networks. I was positively encouraged to take time for personal development, including training in pedagogy and grant writing. My contract was extended and my hours increased to 0.8 FTE as my health allowed.

With an eye on securing a more permanent position, I then applied for my current role as Employability and Diversity Officer. This was advertised at between 0.6 and 1.0 FTE giving me

confidence to request 0.8 FTE. As the interview approached, all candidates were provided with the first question in advance, which helped with nerves.

I felt very fortunate to be able to apply for roles where my experience of having a (hidden) disability, a career break and wanting to work part-time were seen as positives rather than a risk. I now have the opportunity to support students and staff in their career development and I see equality as being an integral part of that. Working 0.8 FTE allows me to balance work with rest, and I have been given a laptop to facilitate working from home when I need to, which I find very productive (I am writing this from home!).

I feel that the department is very supportive of new ideas, such as allowing me independence to develop PG E&D training and trans\* awareness training. The Department has also been great at supporting my career development, funding me to attend conferences, external training (Stonewall LGBT Ally training), give external talks, and Leadership Training this year.

**Figure 6.2: Leonie Jones giving an E&D talk at an early career researcher conference (l) and viewing student research at the Athena SWAN gold celebration research symposium (r).**



#### **Dr Elizabeth Dickinson, Daphne Jackson Fellow**

Holding a Daphne Jackson Fellowship in the department of Chemistry at the University of York has been a life-changing experience for me. After taking a seven-year career break to start a family and be a stay-at-home mum, I didn't think that there would be a way back to research. Through the Daphne Jackson Trust, I have been able to return to conduct cutting-edge research, and the support I have received from the Department of Chemistry has been crucial to this being a success. My supervisor here, Prof Julie Wilson, has been fantastic – approachable, encouraging, and unendingly patient during my slow start!

From the start of the Fellowship, the department embraced my need for flexible working and caring for family. I was immediately made to feel welcome by everyone, from other research staff and students, all academic staff, and even the Head of Department, who arranged a meeting to welcome me to the department. I felt that I was a valued member of the analytical chemistry section, and was included in meetings, which were arranged to fit around my part-time working. At no point have I ever felt under pressure to work more or to apologise for my choices - the whole ethos and feeling within the department is of acceptance of the need for work-life balance to get

the best out of its staff. This was obvious from day one of my fellowship, as was the fact that equality for all is integral to every aspect of working life in the department.

The departmental support that I have received to progress my career has been immeasurable, from mentorship from another Fellow, organisation and inclusion of many early-career events, and support for further funding applications - again with understanding of the need for flexible working around caring responsibilities, not just for myself, but all members of the department. I am so glad that I was able to return to research at Chemistry at York – I don't think that I could possibly have received more in the way of support, and as a result I have been able to make the most of the opportunity of my Daphne Jackson Fellowship.

**Figure 6.3: Dr Elizabeth Dickinson presenting a poster at the 2016 Joliot-Curie conference (l) and spending time with her family (r).**



Word Count: 1489

## 7. FURTHER INFORMATION

Recommended word count: 500 words

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

### a. Sexual Harassment

The American Chemical Society has conducted a campaign this year to heighten awareness of the prevalence of sexual harassment within scientific workplaces. This is an important issue that can have a serious impact on the careers of scientists who are harassed, so we propose a series of actions to begin to better understand the occurrence of sexual harassment in our department, and to provide transparent and secure routes for individuals to report cases of sexual harassment. We are aiming to address this issue by:

- Developing a staff/student survey to assess levels of sexual harassment. We will work with colleagues at the University of Leeds Faculty of Medical and Health who recently implemented a similar survey, and have agreed to share their surveys with us. Prof Vanita Sundaram of the Department of Education at York, an expert in sexual harassment in higher education, has also agreed to act as a consultant for this work.
- Conducting an awareness campaign to highlight current research and best-practice guidance around tackling sexual harassment.
- Developing transparent mechanisms for individuals to disclose harassment with confidence.

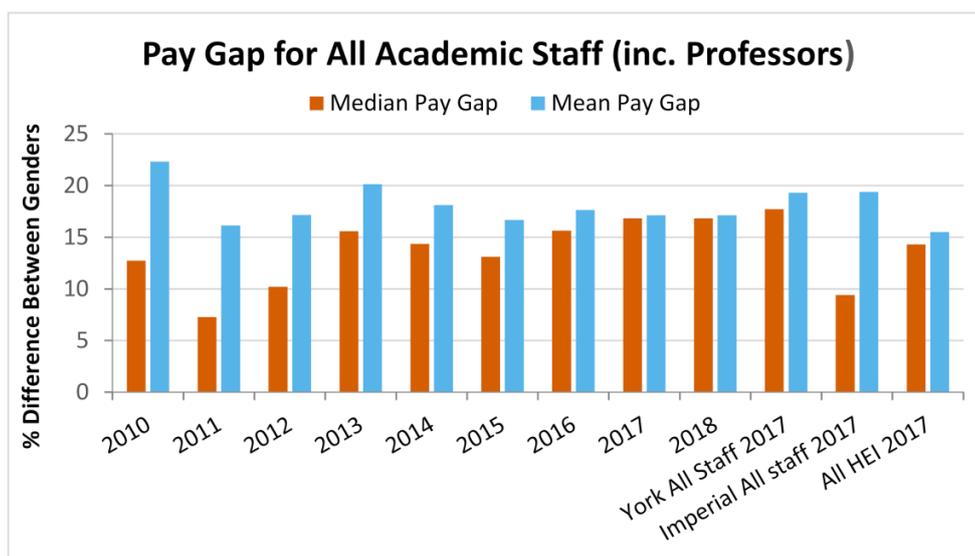
These final three points are dealt with through the following action:

#### [Action 7.1: Tackling sexual harassment]

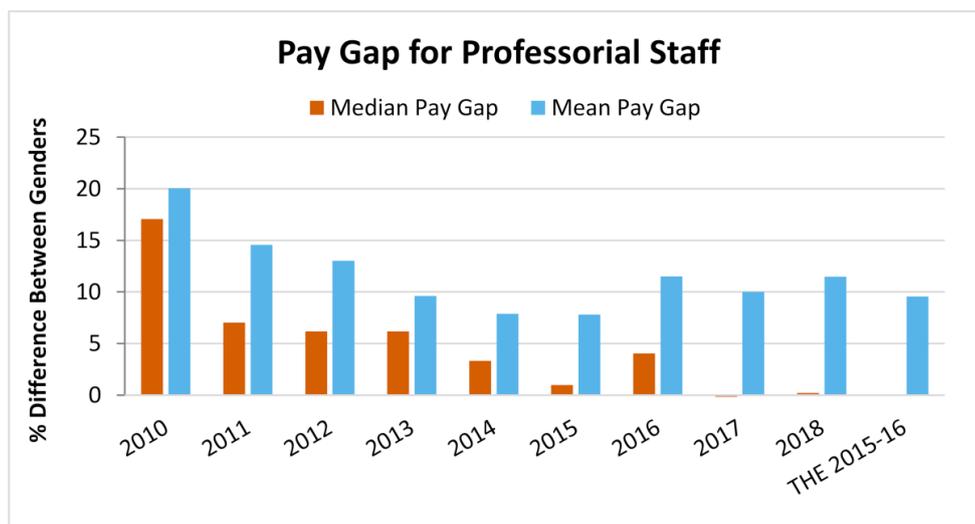
### b. Pay-Gap Data

For several years, we have committed to publishing our departmental pay-gap data for all staff groups annually. Figures 7.1 and 7.2 provide examples.

**Figure 7.1: Mean and median pay-gap data for all chemistry academic staff (including professors). Positive number means male staff are paid more.**



**Figure 7.2: Mean and median pay-gap data for chemistry professorial staff. Positive number means male staff are paid more**



We define the gender pay-gap as percent difference =  $[\text{male salary} - \text{female salary}] \div \text{male salary} \times 100$ . The median pay gap for academic staff is currently 16.8%, a value that is lower than the university-wide comparator figure of 17.7%. If we look at the median pay gaps within academic bands, the pay gaps are negligible (as illustrated by the most recent data for professors shown in Figure 7.2). The overall pay gap for academic staff therefore appears to reflect the higher numbers of male staff at the higher grades.

Actions to improve recruitment and promotion of female staff to the higher academic grades are a priority for our action plan and have been described in Sections 5.1i and 5.1iii. We believe that pay-gap data are a clear index of gender equality within a working environment, and aim to reduce the pay gap in our department significantly over the next five years.

There is currently no openly available pay-gap data for other Chemistry Departments in the UK. We, therefore, propose an action to encourage other Chemistry Departments through the RSC and Heads of Chemistry UK to disclose their pay-gap data:

**[Action 7.2: Encourage other Chemistry Departments to disclose their pay-gap data for all staff groups, including PSS]**

**Word Count: 384**



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## 8. ACTION PLAN

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

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

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

Ref	Objective	Rationale	Specific actions and implementation	Timescale / priority	Person responsible	Success criteria / outcome measures
<b>3 Self-assessment</b>						
3.1	<b>Work to improve response rate to departmental culture survey.</b>	Departmental culture survey response dropped from 36% (2017) to 18% (2018). This is important to obtain feedback from as wide a cross section of staff as possible.	<ol style="list-style-type: none"> <li>Consult with staff and students at appropriate forums.</li> <li>Reorganise timing of culture survey following consultation.</li> <li>Continue to give a donation to charity (£1) for each completed survey.</li> </ol>	<ol style="list-style-type: none"> <li>Jan 2020</li> <li>Depends on 1.</li> <li>Ongoing</li> </ol>	<ol style="list-style-type: none"> <li>EDG chair, DM, EDO</li> <li>EDG chair</li> <li>HoD</li> </ol>	<ol style="list-style-type: none"> <li>Staff and students consulted.</li> <li>New survey timings adopted.</li> <li>50% staff and 40% students completing next culture survey and donation made.</li> </ol>
3.2	<b>Produce a booklet of comparator data for chemistry departments.</b>	Chemistry comparator data of staff and student numbers by gender is not readily available. Clarify benchmarks for chemistry departments.	<ol style="list-style-type: none"> <li>Booklet produced using data we gathered for this submission.</li> <li>Booklet published as an electronic document and available on our website. Dissemination actions undertaken.</li> <li>Lobby RSC to take over this action and publish information annually.</li> </ol>	<ol style="list-style-type: none"> <li>Sept 2019</li> <li>Oct 2019 - Jan 2020</li> <li>Jan 2020</li> </ol>	<ol style="list-style-type: none"> <li>EDO</li> <li>EDO</li> <li>EDG Chair</li> </ol>	<ol style="list-style-type: none"> <li>Booklet written.</li> <li>Booklet published and dissemination completed. Feedback sought from chemistry AS departments to measure use. 5 departments using data.</li> <li>RSC agree to take over this action, and publish data annually.</li> </ol>
3.3	<b>Take a project management approach to delivery of action plan.</b>	<ol style="list-style-type: none"> <li>E&amp;D statistics need to be regularly monitored and reported to keep on track and drive progress.</li> <li>Improved delivery of actions proposed in AS submission.</li> </ol>	<ol style="list-style-type: none"> <li>Create E&amp;D calendar to facilitate monitoring of all equality data. Include census dates, focus groups, annual reminders (e.g. F seminar speakers).</li> <li>Train EDG chair and EDO in project management</li> </ol>	<ol style="list-style-type: none"> <li>Start Sept 2019</li> <li>In place Jan 2020</li> </ol>	<ol style="list-style-type: none"> <li>EDG chair, DM, and EDO</li> <li>EDG chair</li> </ol>	<ol style="list-style-type: none"> <li>Calendar in place. Improved processes around obtaining equality data and embedding actions. 360 feedback sought from key stakeholders to assess success.</li> <li>Training complete. Improved delivery of action plan, measured against number of actions progressed (&gt;85%) compared to last action plan (70% progressed). Progress to be reviewed annually by EDG.</li> </ol>

4. A picture of the department						
UG actions						
Work towards %F UG equal to RG benchmark (45%) by undertaking actions 4.3 and 4.4						%F UG equal to 45%
4.1	<b>Increase visibility of AS work in UG marketing materials.</b>	Increase %F UG applications. Opportunity to target intersectional F A-Level students and other underrepresented individuals.	1. Review all UG marketing materials and incorporate information on AS status and activities in department. 2. Obtain feedback from A-level students on marketing materials and impact on university choices.	By Sept 2020	Comms chair with admissions team	1. Review completed, and actions identified. 2. Feedback collected and actions identified.
4.2	<b>Increase visibility of AS work to A-level students through direct contact with schools/colleges prior to application point.</b>	Increase %F UG applications.  Opportunity to target intersectional F A-Level students and other underrepresented individuals.	1. Articles written in media accessed by sixth formers, e.g. Chemistry Review.  2. EDG members to visit sixth forms and give talks on AS and York Chemistry. Target a range of schools, with consideration of %school meals, distance from a university (outreach opportunities drop suddenly with school distance from a university), and %BAME.	By Sept 2021  By 2023	Comms chair, EDG chair, EDO, Schools Liaison and Outreach Officer	1. Positive feedback obtained from sixth formers on three articles. (>60% of those surveyed rating highly). 2. Positive feedback obtained from audience/host after event (>60% of those surveyed rating highly). Three schools in year 1, and two p.a. after.  Overall: Achieve a consistent %F entrants equal to the Russell Group benchmark of 45%.
4.3	<b>Run focus group with current Yr 2/3 UGs.</b>	Possible gender bias in choice of 3/4 year degrees. Focus group will aim to understand any gender differences in choice of BSc versus MChem.	1. Run focus groups with Yr 2/3 UGs.  2. Prepare report for EDG and BoS.	By Sept 2020	Admissions team with EDG student members	1. Focus group completed and actions fed back into admissions process. 2. Gender bias in BSc/MChem choices eliminated by having F:M ratios for both BSc and MChem courses equal to the respective year 2 F:M ratio.
PG actions						
Work towards achieving %F PGR equal to RG UG pipeline by undertaking the actions listed below						%F PG equal to 45%.
4.4	<b>Introduce PG study mentoring scheme for UG students.</b>	Internal, informal support for UGs who are interested in PG study. Opportunity to extend to target intersectional F UGs, and other underrepresented individuals.	Set up scheme for York UGs interested in PG study to be mentored by current York PGs. 1. Identify and train PG mentors. 2. Collect feedback and use to improve scheme. 3. Embed scheme into E&D calendar.	Pilot set up by Sept 2019	EDO	1+2. Positive feedback on scheme obtained from 70% of mentees and mentors.  3. Increase F UGs applying to PG study at York by 5% from 2020/2021.

4.5	<b>Establish programme to target potential PG applicants from local chemistry departments with a high % of F UGs.</b>	Local chemistry departments (Leeds, Sheffield Hallam, Huddersfield) have high numbers of F UGs and more students from a WP background, allowing us to target F and M students from a WP background. Appropriate contacts have been made in Huddersfield and Sheffield Hallam with agreement for us to proceed.	<ol style="list-style-type: none"> <li>Analyse departmental statistics from a selected group of local universities.</li> <li>Monitor statistics for entrants from these universities for future PG cohorts and embed in E&amp;D calendar.</li> <li>Run initial PG careers events in one external department with suitable student profile.</li> <li>Expand scheme to at least 3 universities with suitable student profiles.</li> </ol>	<ol style="list-style-type: none"> <li>Start Sept 2018</li> <li>Embed by 2019</li> <li>By Dec 2020</li> <li>By Dec 2021</li> </ol>	Chair of EDG and EDO, working with graduate admissions	<ol style="list-style-type: none"> <li>Statistics of PGs from minimum 2 local universities, with information on gender and WP background.</li> <li>Event run.</li> <li>2 further events run by Dec 2021.</li> </ol> <p>Overall: Increase in PG applications from 100% of the Universities targeted, with information on gender and WP background obtained.</p>
4.6	<b>Increase visibility of AS work to Chemistry UG students nationally.</b>	Raise awareness of benefits of studying as a PG student in Chemistry at York. Hence increase number of F applicants for PG study.	<ol style="list-style-type: none"> <li>Promote AS work to Chemistry UG students. 1. Via traditional media, write articles in e.g. Chemistry World, Unipaper, student newspapers.</li> <li>Explore whether our current use of social media channels is effective at reaching UGs outside of York who might apply for PG study at York. Monitor our social media outputs to measure how visible our current PG students are externally.</li> <li>Run a UG AS STEM conference in the department, with opportunities for UGs to present results of summer research projects. AS talks would be also given, with a keynote talk from a prominent female scientist.</li> </ol> <p>If successful, repeat biennially</p>	<ol style="list-style-type: none"> <li>By Dec 2021</li> <li>By Sept 2019</li> <li>By Sept 2020</li> </ol>	<ol style="list-style-type: none"> <li>EDG members, comms chair</li> <li>EDG chair, EDO, Deputy Chair of Graduate School</li> </ol>	<ol style="list-style-type: none"> <li>3 articles published in the media.</li> <li>Report prepared for consideration at comms group and EDG. Further actions if needed.</li> <li>Conference held and attended by &gt;30 UGs.</li> </ol>
						Overall, actions 4.4-4.6 judged successful if we achieve a 5% increase in PG applicants.

4.7	<b>Monitor LoA requests, withdrawals and transfers to p/t study by gender.</b>	Understand any factors that are adversely affecting F or M PGs.	Data acquired over 2 years initially  Report at Autumn EDG and continue if factors are evident with development of policies if needed.	By Oct 2019	Chair of Graduate School	Policies developed to aid PGs needing LoA. Reduction in male students requiring extensions from 4 p.a. to 2 p.a. (average).
<b>Work around supporting BAME individuals</b>						
4.8	<b>Instigate actions to improve recruitment of BAME UGs and researchers.</b>	BAME UGs and researchers are underrepresented compared to national averages. Female BAME individuals face additional challenges relative to non-BAME females.	Instigate actions to improve recruitment of intersectional BAME UGs and researchers. 1. Review images on departmental UG recruitment web pages. Refresh images to ensure that BAME individuals are well represented.  2. Ensure that BAME individuals are present as UG ambassadors on UG open days and admission days.  3. Review images in researcher recruitment literature. Also review researcher images on departmental website to ensure that BAME staff are well represented.  4. Promotion of BAME researcher role models in department. Highlight their research via departmental social media, ChemYork, etc.  5. Further develop E&D BAME web page to include external chemistry intersectional BAME role models.	1. Start Sept 2020  2. Start Sept 2020  3. Start Sept 2019  4. Start Sept 2019  5. Start Sept 2019	1+2. Race Equality Forum chair, admissions team  3. Race Equality Forum chair with DM  4. Race Equality Forum chair, with comms chair  5. Race Equality Forum chair, with EDO	1. 100% of pages reviewed and updated if needed.  2. Monitoring of BAME ambassadors on admissions days implemented. At least 10% BAME ambassadors on 80% of admission days.  3. 100% of web pages reviewed and updated if needed.  4. BAME researchers promoted in significant numbers of media outputs (>10%).  5. BAME web page content to include external Chemistry BAME role models (>5 role models to be included).
4.9	<b>Better understand the experience of BAME individuals by gender in our department.</b>	Intersectionality is known to affect career progression, and we do not currently understand if such factors are at play in our department.	Run focus groups with BAME individuals from the different student and staff groups. Focus groups will help us to understand the extent to which gender is affecting the experiences of BAME individuals in our department.	To be completed by Sept 2020	Race Equality Forum chair with EDG chair	Reports presented to EDG from focus groups, with >50% of resulting recommended actions being actioned.

Recruitment of Academic, Research and Teaching and Scholarship Staff						
	<b>Work towards increasing %F academic, research and T&amp;S staff in department.</b>					By Sept 2023 achieve: 30% F T&S (currently 18%) 35% F academic (currently 25%) 35% SL/reader (currently 28%) 25% professor (currently 16%) Embed: 40% F researchers
5.1	<b>Recruit and train new UB observers.</b>	The workload for current UB observers is high, due to the small pool of observers.	<ol style="list-style-type: none"> <li>1. Achieve expanded UB observer team. Ensure gender balance amongst the UB observers.</li> <li>2. Train new UB observers.</li> <li>3. Monitor spread of workload between UB observers.</li> <li>4. Seek feedback from candidates and panel members.</li> </ol>	<ol style="list-style-type: none"> <li>1. Start Dec 2018</li> <li>2. By Dec 2019</li> <li>3+4. Dec 2019 onwards</li> </ol>	<ol style="list-style-type: none"> <li>1. EDG chair</li> <li>2. EDO</li> <li>3+4. DM</li> </ol>	<ol style="list-style-type: none"> <li>1. UB observer team of 12 recruited. Gender balance achieved (6F, 6M).</li> <li>2. 6 UB observers trained.</li> <li>3. 100% of recruitment rounds to have UB observers.</li> <li>4. Positive feedback obtained from &gt;70% of candidates and panel members.</li> </ol>
5.2	<b>Adopt positive action measures.</b>	Leaky pipeline observed for T&S and senior academic roles. Academic and T&S appointments were 31%F since 2011.	<p>Increase %F academic staff appointed at levels where they are currently underrepresented by adopting positive action measures.</p> <ol style="list-style-type: none"> <li>1. Positive action in recruitment policy developed by EDG for consideration by ESG.</li> <li>2. Trialled for 18 months, then reviewed (if successful adopt for other staff categories).</li> </ol>	<ol style="list-style-type: none"> <li>1. Sept 2019 for agreement of actions</li> <li>2. From Jan 2020</li> </ol> <p>March 2021 for review</p>	<ol style="list-style-type: none"> <li>1. EDG Chair, with DM</li> <li>2. DM, HoD</li> </ol> <p>DM, HoD</p>	<ol style="list-style-type: none"> <li>1. Positive action measures approved by ESG.</li> <li>2. Positive action measures trialled.</li> </ol> <p>Feedback to EDG, with agreement on future policy.</p>
5.3	<b>Trial textio software for recruitment.</b>	Textio has been used by several organisations to increase F applications for academic positions.	<ol style="list-style-type: none"> <li>1. Institutions who use textio to be contacted for opinion.</li> <li>2. Trial to be undertaken, and if successful, new software to be adopted (may also extend to research and senior PSS).</li> </ol>	Trial to start Sept 2019 and reviewed April 2021	EDG chair with DM	<ol style="list-style-type: none"> <li>1. Funding for Textio secured.</li> <li>2. Textio trial completed and evaluated.</li> <li>3. Feedback on trial used to inform further action.</li> </ol>

5.4	<b>Recruit 'Diversity by Design' consultancy to run one academic recruitment trial.</b>	Consultancy has reported excellent success in recruiting senior F academic staff.	<ol style="list-style-type: none"> <li>1. Consultancy to be contacted for initial discussion.</li> <li>2. Consultancy used on at least one academic recruitment.</li> </ol>	From March 2019, depending on when next senior academic recruitment occurs	HoD with DM	<ol style="list-style-type: none"> <li>1. Trial of a recruitment run by 'Diversity by Design' completed.</li> <li>2. Report on trial presented to EDG, and further action recommended.</li> </ol>
5.5	<b>Embed and develop recruitment actions for research staff.</b>	<p>To maintain consistent %F of researchers equal to national pipeline of PGRs (~40%).</p> <ol style="list-style-type: none"> <li>1. Consolidate current recruitment activities.</li> <li>2. Develop new activities to increase F applications for PDRA positions.</li> </ol>	<ol style="list-style-type: none"> <li>1. Embed UB observation.</li> <li>2. Develop new recruitment processes to encourage more applications from females including: <ol style="list-style-type: none"> <li>i. Develop process to encourage PIs to contact suitable F candidates and encourage them to apply.</li> <li>ii. Produce material to show PIs how to use LINKEDIN to identify further suitable candidates.</li> </ol> </li> </ol>	<ol style="list-style-type: none"> <li>1. Jan 2019</li> <li>2i. Jan 2020</li> <li>2ii. Jan 2020</li> </ol>	<ol style="list-style-type: none"> <li>1. DM</li> <li>2i. EDG Chair</li> <li>2 ii. EDO</li> </ol>	<ol style="list-style-type: none"> <li>1. 100% of recruitment for researcher posts UB observed.</li> <li>2i. New guidance developed and issued to PIs. EDG chair with DM to monitor use.</li> <li>2ii. New guidance produced. EDO to monitor use.</li> </ol> <p>Overall: Consistent level of F PDRAs, equal to national PGR pipeline (~40%).</p>
5.6	<b>Increase %F T&amp;S staff by undertaking specific actions.</b>	Increase number of F applications and appointments for any further T&S appointments.	<ol style="list-style-type: none"> <li>1. Lead recruiter to identify possible F applicants and encourage them to apply. Proforma developed to check suitable F candidates were headhunted to apply.</li> <li>2. Include career development case studies in candidate briefs to show that fixed-term T&amp;S appointments can lead to open contracts and that all T&amp;S staff applying for promotion have been successful.</li> <li>3. T&amp;S interviews UB observed by senior observer.</li> </ol>	All Jan 2019	<ol style="list-style-type: none"> <li>1. Chair BoS</li> <li>2. DM/HR admin</li> <li>3. DM</li> </ol>	<ol style="list-style-type: none"> <li>1. Proforma developed and monitored by DM.</li> <li>2. T&amp;S recruitment materials refreshed.</li> <li>3. 100% of T&amp;S interviews UB observed by senior observer.</li> </ol> <p>Overall aim to recruit 50% F in future T&amp;S appointments from 2019-2023.</p>

5.7	<b>Increase %F academic staff by undertaking the specific actions listed.</b>	<p>1. Increase number of F applicants for academic positions where they are underrepresented. (SL/reader and professor).</p> <p>2. Ensure that best practice is being followed during academic appointments and reflect on practice so that future practice can be refined and improved.</p>	<p>Refine recruitment process with EDG chair involved from outset to oversee.</p> <p>1i. Initiate a strategy of head hunting using central university head-hunting personnel to increase F applicants for academic positions</p> <p>1ii. Telephone call from HOD/ deputy HoD to target Fs identified.</p> <p>2i. Google document (open to all staff involved in recruiting academic staff) updated after each appointment to disseminate best practice in academic appointments.</p> <p>2ii. Conduct an annual meeting to debrief on academic appointments conducted. Annual report to EDG committee.</p>	<p>1+2 Start 2019</p> <p>By 2023</p>	<p>1. EDG Chair to monitor overall</p> <p>2i. DM</p> <p>2ii. EDG Chair with DM</p>	<p>1. Strategies developed and implementation monitored.</p> <p>2i. Google document implemented and used.</p> <p>2ii. Annual debrief meeting held.</p> <p>Overall: Recruit 30% Fs for senior academic appointments.</p>
5.8	<b>Increase %F professorial staff recruited by undertaking the specific actions.</b>	<p>1. Central restrictions on make-up of professorial recruitment panels created barrier to UB observation.</p> <p>2. Moving focus to future potential would benefit staff who have had career breaks or worked p/t.</p>	<p>1. Lobby central university recruitment to obtain face-to-face UB training for their HR recruitment advisor who attends chemistry professorial appointments. Use this person to UB observe all stages of the professorial recruitment process.</p> <p>2. Work with HR to focus professorial recruitment policy (person specification) on what people can offer in the future rather than past achievement. Convene discussion group prior to job description drafting for professorial appointments. Include EDG chair.</p>	All Jan 2019	<p>1. HoD</p> <p>2. HoD, EDG Chair and HR Partner for Sciences</p>	<p>1. Senior UB observer present for 100% of professorial appointments.</p> <p>2+3. Increase %F in professorial appointments. Target 25% female appointed to professor from 2019-2023. (0% since 2015).</p>

		3. Increase number of Fs retained at final stage.	3. Separate M and F through recruitment process. Two search committees will be convened to identify F and M 'target' lists. Similarly shortlisting will be conducted separately for F and M applicants to generate all M and all F shortlists for merging at interview stage.		3. DM and HR Partner for Sciences, EDG Chair to oversee	
<b>Promotion</b>						
5.9	<b>Develop strategies to facilitate applications for promotion to professor.</b>	Ensure that female staff are encouraged to apply for professorial promotion and supported through the process.	<p>1. Produce database of people who are willing to share their professorial promotion CVs and provide access to staff who are close to promotion to professor.</p> <p>2. Develop AGL support over 2 year timeline to be used in run up to submitting application for promotion to professor.</p>	Before 2019 promotion round opens	<p>1. AGLs</p> <p>2. DM with HoD and EDG Chair</p>	<p>1. Database produced.</p> <p>2. Guidance produced and implemented. Eligible staff feeling encouraged and supported to apply for promotion. Aim for &gt;60% positive responses upon surveying.</p> <p>Overall success measure will be more eligible F staff applying for promotion to professor. Average 1F application biennially (2017/2018 no females applied: 2 applied since 2008).</p>
5.10	<b>Work to make progression across and within professorial bands more transparent.</b>	By increasing transparency, encourage F staff to apply for promotion across and within professorial bands.	<p>1. Develop case studies of successful applications to progress across and within bands and make available to eligible staff via intranet.</p> <p>2. Work to increase openness about which staff members are on which band:</p> <p>i. Consult with HR to identify any barriers to increasing openness about which individuals are on which band.</p> <p>ii. Consult with current departmental professoriate to understand any barriers to openness about grading.</p> <p>iii. Subject to i and ii, list of individual professors with bands made available on departmental intranet, and then externally visible. Monitor statistics to understand M:F ratios in different professorial bands.</p>	<p>Jan 2020 to make information visible</p> <p>Reporting of promotion cases from Summer 2020</p>	EDG chair working with HoD and Personnel Group	<p>1. Case studies developed.</p> <p>2+3. Public information on bands released, and monitored by gender in future.</p> <p>Overall: Increase F promotion across and within professorial bands. Targets to be set once we have better public information on gender distribution across bands.</p>

			3. Report cases where a professor is promoted across a band and celebrate in Chemistry Update.			
5.11	<b>Develop dedicated promotion support process for research and T&amp;S staff.</b>	Provide an independent mechanism for identifying individuals who have a strong basis for promotion.	Establish an annual panel to review CVs of all research and T&S staff who have been in role for >3 years to advise on cases where promotion should be sought. Panel to meet for two years, and then review to assess effectiveness.	Jan 2019  Review Jan 2021	EDG chair, with DM, post-doc champion and Chair of Personnel Group	More F research staff and T&S staff applying for promotion (no F T&S staff have applied for promotion; only 1 F researcher has applied over last 10 years). Aim for 1F researcher/T&S applying biennially.
<b>Department submissions to REF</b>						
5.12	<b>Analyse publications submitted to REF as function of gender.</b>	Understand any differences in REF returns by gender, e.g. number of publications returned, and internal quality assessment (4*,3*, etc).	REF returns analysed by gender. Report produced by REF chair and presented to EDG.	After REF submission	REF chair	Awareness of any gender issues in departmental REF submission.
5.13	<b>Develop a transparent process around paper selection.</b>	Ensure that both M and F staff feel that REF decisions are transparent.	1. Policy developed by REF chair. 2. AGLs to monitor staff views after REF.	Dec 2019 and ongoing to after REF 2021	1. REF chair 2. AGLs	Positive feedback from >70% of staff about REF process.
<b>5.2 Key career transition points: professional and support staff</b>						
5.14	<b>Collect and analyse gender data of PSS by staff category and develop actions to address any issues.</b>	Gain understanding of gender differences of staff in different categories.	EDG to decide how to breakdown PSS into different categories (admin, tech or managerial role for example) so that gender differences can be analysed.  Data to be collected and reported to EDG annually with actions identified and initiated as appropriate. Actions may include: increased opportunities through secondment, job shadowing and Technician Commitment. Dissemination of case studies and continued working with HR on generic grade roles for technical staff.	Decision made Jan 2019 and data collection embedded  Actions introduced from Jan 2020 onwards	DM and Operations Manager	PSS data collated and analysed for gender differences, 4 actions introduced to demonstrate commitment to increase career opportunities for PSS.

5.15	<b>Extend recruitment best practice to PSS (Actions 5.1, 5.2 and 5.3).</b>	The benefits of recruitment actions for academic staff should also be extended to PSS.	As for 5.1, 5.2 and 5.3			
<b>5.3 Career development Academic, Research and Teaching and Scholarship Staff:</b>						
5.16	<b>Increase awareness, uptake and shared evaluation of University Learning and Development and Research Excellence training courses.</b>	Increase take up of career development training courses by academic staff and researchers (F and M). Begin to share course evaluations across department so that staff can better understand which courses are most effective.	Disseminate and encourage opportunities via: 1. Annual presentation at academic staff meeting including case studies. 2. Develop an internal feedback scheme to allow participants to share their views on courses. Information circulated to reviewers at start of APDR. 3. Course information included in performance review briefing for line managers of PDRAs. 4. Regular emails from training officer to highlight upcoming courses.	Start Spring 2019 and embed	Training officer, EDO and post-doc champion	Increased numbers of staff attending career development training. Take up is very uneven for individual staff per year. More consistent take-up, 1 course per annum, averaged over four years.  Staff feedback (positive and negative) from those attending training, analysed as part of the departmental culture survey.
5.17	<b>Encourage staff to participate in new University internal mentoring scheme and external mentoring schemes.</b>	Provide a wider pool of mentors with chemistry experience both internally and externally.	1. Start to monitor academic staff who have been mentored via internal and external schemes 2. Direct contact made with external scheme organisers. 3. Promotion of opportunities to be mentored through internal and external schemes. 4. Identify mentors in chemical companies that have strong schemes to promote female leadership.	1. Monitor from Jan 2019 2+3. From summer 2020 4. From summer 2020	1+2. EDO and post-doc champion  3. DM & EDO  4. EDG chair and deputy chair of research committee	1-3. Staff being mentored through schemes. Measure number being mentored in year 1 and aim for 100% increase for year. 2. Review feedback from participants and set further target.  4. Contacts established with two chemical companies.

5.18	<b>Explore and fund external leadership training programmes.</b>	Ensure that female staff apply for and are successful in leadership roles.	<ol style="list-style-type: none"> <li>1. Leadership training options identified (e.g. AdvanceHE Academic Leadership Programme, or LFHE Transition to Leadership Programme).</li> <li>2. Pilot participation in schemes. Continue participation if feedback is positive.</li> </ol>	Start 2019: ongoing if positive feedback obtained	EDG chair/Deputy HoD as Chair of Personnel Group	Increase in female staff taking up leadership roles in department and university. Appointment of first female HoD by 2025. Increase in females in key University roles and committees. Currently 1 F on key University committee, no Chemistry staff are Heads of Faculty, proVCs, etc. Aim for 3F on key university committees by 2022.
5.19	<b>Appoint a mid-career champion.</b>	Champions have been effective in supporting the career development of PGs and researchers in the department over the last 4 years. The mid-career champion will work with staff outside of a direct line-manager relationship to support career development over a period when some staff can struggle to maintain momentum in their careers.	<ol style="list-style-type: none"> <li>1. Develop a role specification for the mid-career champion.</li> <li>2. Approval of role specification for mid-career champion and workload allocation for role.</li> <li>3. Appointment of mid-career champion. Either a senior academic with strong mentoring experience or a PSS.</li> <li>4. Identification of individuals who would benefit from the support of the mid-career champion.</li> <li>5. Mid-career champion to begin work.</li> </ol> <p>Activities could include:</p> <ol style="list-style-type: none"> <li>i. Initial discussion to review recent career history, with a SWOT analysis and to include opportunity to discuss any personal circumstances affecting recent career performance (e.g. health issues, caring for elderly relatives).</li> <li>ii. Advice provided on possible routes to develop career profile.</li> <li>iii. Compiling a database of grants that may be suitable for mid-career academics.</li> </ol>	<ol style="list-style-type: none"> <li>1. Start 2019</li> <li>2. Spring 2019</li> <li>3. June 2019</li> <li>4. Summer 2019</li> <li>5. From Sept 2019, and then ongoing for four year trial period</li> </ol>	<ol style="list-style-type: none"> <li>1. Chair of EDG</li> <li>2. ESG</li> <li>3. HoD, with Chair of EDG</li> <li>4. HoD &amp; Chair of personnel group</li> <li>5. Chair of personnel group. Deputy chair of DRC to provide mentoring to establish industrial connections</li> </ol>	<p>1-4. Role specification developed and champion appointed.</p> <p>Overall success measures:</p> <ol style="list-style-type: none"> <li>1. Positive feedback obtained through the APDR that academic staff have benefited from interaction with the mid-career champion.</li> <li>2. Evidence of increases in research outputs and/or teaching commendation from individuals who have been supported by the mid-career champion, consistent with a 'career boost'.</li> </ol>

			<p>iv. Compiling case studies of academics who have significantly boosted their careers after the mid-career stage.</p> <p>v. Coordinate mentoring to establish industrial connections.</p>			
5.20	<b>Introduce 'Making the most of your performance review' session for researchers.</b>	<p>Help researchers focus on identifying strategic career development and training requirements as part of APDR.</p> <p>Ensure APDR is beneficial and equitable for all staff.</p>	Session held and feedback collected.	First session to be delivered Summer 2019	EDO and post-doc champion	Increase % researchers reporting APDR is useful in identifying training needs and development opportunities in staff survey to 85% (was 72%).
5.21	<b>Introduce mentoring scheme for York PGs by current York PDRA's. See also Action 4.4.</b>	<p>Internal, informal support for PGs who are interested in progressing to PDRA.</p> <p>Opportunity to target intersectional Fs, and other under-represented individuals.</p>	<ol style="list-style-type: none"> <li>Analyse destinations of PGs to establish number of York PGs currently progressing to PDRA's to establish baseline.</li> <li>Mentoring scheme established.</li> <li>Gender balance of mentees and mentors monitored.</li> </ol>	By Sept 2019	EDO, Chair of Staff Race Equality Forum, Disabilities Officer	<ol style="list-style-type: none"> <li>Baseline established and future target set.</li> <li>Increased F PGs progressing to PDRA study at York and elsewhere. Target to be set following 1. Positive feedback from mentees.</li> <li>Gender monitoring conducted.</li> </ol>
5.22	<b>Host a national symposium on gender patterns in research funding.</b>	Explore and raise awareness of gender-patterns in research funding, and how barriers to gaining large grants affect career progression for females.	<ol style="list-style-type: none"> <li>Consult with research councils and charities.</li> <li>Host a national half-day symposium at York.</li> <li>Record/live stream symposium to increase impact and accessibility.</li> <li>Disseminate agreed outcomes from the symposium in the media.</li> </ol>	<ol style="list-style-type: none"> <li>From Summer 2019</li> <li>2-4. Spring 2020</li> </ol>	Chair of EDG, with HoD and Chair of Research Committee	Successful symposium held and outcomes disseminated.
5.23	<b>Increase submission of large grants.</b>	To improve confidence in submitting large grant proposals (>£1M).	<ol style="list-style-type: none"> <li>Presentation at research forum sharing gendered research grant data gathered for this submission.</li> <li>ERC grant winning workshop.</li> </ol>	From Summer 2019	Research Committee Chair	<ol style="list-style-type: none"> <li>Presentation given, feedback obtained.</li> <li>Workshop held. Double the number of females submitting ERC grants.</li> </ol>

		Our analysis shows that females in the department write fewer and smaller research grants.	3. Targeted encouragement of individuals to write larger grants.	3. By 2023		3. Improvement in numbers of females submitting large grants. Reduce difference in size of grant applications submitted between F and M to 15% initially.
<b>5.4 Career development: professional and support staff</b>						
5.24	<b>Support APDR as route for career development discussions for PSS.</b>	Increased confidence for line managers holding careers conversations and PSS have a more positive experience.	All Line Managers of PSS encouraged to attend 'Holding a Careers conversation' training session.  For technical staff build on excellent work already started through the Technician Commitment and preparation of generic role descriptors with HR  Monitoring introduced.	All PSS line managers trained by 2020	DM & Operations Manager	Positive feedback from 70% of PSS staff on careers discussions at APDR.
5.25	<b>Expand provision of one-to-one careers support from EDO to include PSS.</b>	Individual and independent support offered to PSS.	Additional careers development support provided for PSS staff in department.  Option advertised in staff meetings and APDR.	From summer 2020	EDO	Positive feedback obtained from 70% of PSS mentored.
<b>5.5 Flexible working and managing career breaks</b>						
5.26	<b>Raise awareness of paternity/adoption guidelines and shared-leave policies.</b>	Focus group showed low awareness of new shared leave option especially amongst M PDRAs (possibly due to high staff turnover).	Run information campaign within the department. Maternity/paternity/adoption and shared leave article in Chemistry Update newsletter.  Poster campaign and information session to be held.	Spring 2019 Repeated every 18 months due to high turnover of research staff	EDG deputy chair	Awareness by 80% of staff of paternity/adoption guidelines and shared leave reported in culture survey.
5.27	<b>Develop/review guidelines and pro forma on flexible working. Include</b>	Focus group showed lack of transparent appeals process for small number of cases where flexible working requests	1. Guidelines reviewed and new pro forma made available on intranet.  2. With information on appeals procedure made available.	By Spring 2019  By Summer 2019	DM and HR administrator	Follow up focus group in 2020 shows that staff are aware of appeals process. Over 80% of attendees aware of policies.

	<b>information on appeal process.</b>	were turned down by line managers. Training and support for line-managers to implement guidelines fairly.	3. Training for line-managers designed and delivered.	By Autumn 2019		
5.28	<b>Actions to support staff with caring responsibilities for elderly dependants.</b>	Individual staff members have reported significant demands of balancing long-term caring responsibilities with work. In addition, a focus group revealed that there was a lack of understanding around University policies for short-term caring leave (e.g. to care for sick children).	1. Hold focus group to better understand issues for those with caring responsibilities and develop subsequent actions. Identify any gender specific issues. 2. Develop departmental guidelines on short-term caring leave, added to website and disseminated to all staff. 3. Write an article in Chemistry Update reviewing short-term carer's leave policies.	By Autumn 2019	1+2. DM, Deputy Chair of EDG and HR administrator  3. Deputy chair of EDG	1,2+3. Departmental guidelines produced and disseminated via web and article in Chemistry Update. Include question in departmental culture survey to probe whether department is supportively responding to staff with caring responsibilities. Success measure will be 70% positive response to this question.
<b>5.6. Organisation and culture</b>						
Visibility of role models						
5.29	<b>Increase the number of intersectional seminar speakers, in particular BAME individuals.</b>	Lack of intersectional role models.	1. Increase the number of intersectional seminar speakers, in particular BAME individuals. 2. Analyse %F seminar speakers for all sections (including BAME) and report to BoS annually.	By 2023	Seminar coordinator	1. % BAME speakers to reflect national figures for BAME academics (10%).  2. Consistently achieve 45% F speakers across all sections.
5.30	<b>Promote and financially support attendance at external events with</b>	To address lack of female BAME, disabled, LGBT+ role-models and encourage networking.	1. Promote external events with intersectional role models e.g. BME ECR Conference, LGBT+ STEMinar. 2. Offer at least 2 ECR travel bursaries each year, encouraging attendance from	Start 2019	PDRA Champion and EDO	2 bursaries offered each year.  50% of those funded to be for female or non-binary individuals.

	<b>intersectional role models.</b>		individuals from groups with lack of role models.			
<b>Beacon activity</b>						
5.31	<b>Run masterclasses to disseminate good practice developed by York Chemistry to other York Departments.</b>	Share best practice across University of York.	Masterclasses run on: 1. Training for UB observer scheme. 2. Family friendly/ flexible working policies. 3. Getting E&D into UG and PG curricula. 4. Disability support and Inclusive Practice. 5. Trans awareness and allies training.	One masterclass to be run annually, start Dec 2018	EDG chair to ensure that masterclasses run, with appropriate local expertise to deliver class.	Masterclasses delivered. Positive feedback obtained from participants. Chemistry best practice taken up by 4 other York departments.
5.32	<b>Develop guidance to support trans* individuals.</b>	Feedback from trans* students and from supervisors requesting information and guidance.	1. Prepare trans* inclusive information for staff and students and disseminate via E&D web pages. 2. Develop trans*inclusive teaching resources and make available to staff via supervisor toolkit.	1. Start Dec 2018 2. By summer 2019	EDO and UG rep	1. 50% increase in hits on LGBT* webpages. 2. Resources trialled and feedback collected via e.g. culture survey, BoS, and focus group.
<b>Work-life balance. Improve work-life balance for individuals by undertaking actions 5.33-5.34:</b>						
5.33	<b>Identification of well-being champions.</b>	Long working hours and poor work-life balance has been reported by a major RSC study as disproportionately affecting female staff in the chemical sciences. Also identified as an issue in staff survey.	1. Define scope of well-being champion role and workload allocation for role. 2. Recruit champions for various staff/student groups. 3. Deliver training session. 4. Champions to confidentially log actions. 5. Collect feedback from champions. Review scheme.	1. Starting Jan 2019 2. Starting Apr 2019 3. By Oct 2019 4. Starting Oct 2019 5. By Oct 2020	Deputy HoD (for personnel), supported by Paul Walton and Health and Safety advisor	At least 3 well-being champions in place, and positive feedback received on their actions.
5.34	<b>PhD lifestyle: Improve issues around work-life balance, mental health, etc.</b>	32% of PG students were not satisfied with their work-life balance (PRES 2017).	1. Train PhD supervisors to improve the PhD experience. Emphasise positive role models from academic staff around p/t working, flexible working, etc. 2. Introduce mental health first aid lite course for PGR students as part of iDTC/GTA training.	1. Start 2020 2. Start 2021	1. Deputy Chair, of graduate school, and well-being Champions	Drop in % not satisfied with work-life balance in PRES survey. Target <20%.

					2. Health and Safety advisor	
<b>Representation of men and women on committees</b>						
5.35	<b>Increase F staff members on external committees and as external seminar speakers.</b>	Encourage members of the department to recommend suitable F staff for any positions they are unable to accept. Extend a similar policy for seminar invitations.	<ol style="list-style-type: none"> <li>1. Presentation at staff meeting on 'championing' of female colleagues.</li> <li>2. Annual reminders provided in Chemistry Update.</li> </ol>	Autumn 2020	HoD and EDG Chair	Increase number of F on influential external committees and giving external seminars. Target is to have 4 F on external committees and a 20% increase in external seminars (measured from PURE entries).
<b>7. Further information: Sexual harassment and pay gap</b>						
7.1	<b>Tackling sexual harassment</b>	Heightened national awareness of sexual harassment requires action to better understand prevalence in department, and development of disclosure policies.	<ol style="list-style-type: none"> <li>1. Design and hold anonymous survey of student and staff experience of sexual harassment every 2 years.</li> <li>2. Consult with external expert Prof Vanita Sundaram and develop guidelines in response to survey results, disseminate via awareness campaign.</li> <li>3. Developing transparent mechanisms for individuals to disclose harassment with confidence.</li> </ol>	<ol style="list-style-type: none"> <li>1. 1st survey held Spring 2019</li> <li>2 and 3. By Spring 2020</li> </ol>	EDG Chair and EDO	Increase in awareness of sexual harassment policies and reporting, measured by adding questions to the departmental culture survey.
7.2	<b>Encourage other chemistry departments to disclose their pay-gap data for all staff groups including PSS.</b>	Awareness of pay-gap data across the chemistry sector.	<ol style="list-style-type: none"> <li>1. Lobby through the RSC and HCUK.</li> <li>2. Provide guidance on how to prepare data, and disseminate internally and externally.</li> </ol>	<ol style="list-style-type: none"> <li>1. Jan 2019</li> <li>2. Oct 2019</li> </ol>	<ol style="list-style-type: none"> <li>1. HoD</li> <li>2. DM</li> </ol>	Data available to Chemistry Departments to compare to by December 2020.

**Table 0.1: Abbreviations (provided here as a tear off sheet for ease of reference).**

AGL	Academic Group Leader
AHSSBL	Arts, Humanities, Social Sciences, Business and Law
APDR	Annual Performance and Development Review
AS	Athena SWAN
BAME	Black and Minority Ethnic
BoS	Board of Studies
BSc	Bachelor of Science degree/course
CIEC	Centre for Industry Education Collaboration
CROS	Careers in Research Online Survey
DM	Departmental Manager
DRC	Departmental Research Committee
DTC	Departmental Teaching Committee
DTP	Doctoral Training Programme
E&D	Equality and Diversity
ECR	Early Career Researcher
EDI	Equality Diversity & Inclusion (University Committee)
EDO	Employability and Diversity Officer
EDG	Equality and Diversity Group (Departmental Committee)
ERC	European Research Council
ESG	Executive Strategy Group (Departmental Committee)
f/t	Full time
FTC	Fixed term Contract
FTE	Full time equivalent
GSB	Graduate School Board (Departmental Committee)
GTA	Graduate Teaching Assistant
HCUK	Heads of Chemistry UK
HE	Higher Education
HEIDI	Higher Education Information Database for Institutions
HESA	Higher Education Statistics Agency
HoD	Head of Department
HR	Human Resources
H&S	Health and Safety
iDTC	Innovative Doctoral Training in Chemistry
IPM	Independent Panel Member
LGBT+	Lesbian, Gay, Bisexual and Transgender Plus other
MChem	Master of Chemistry degree/course
MSc	Master of Science
NSS	National Student Survey
o/s	Overseas
PAG	Personnel Advisory Group
PhD	Doctor of Philosophy
PDRA	Postdoctoral Research Associate
PGCAP	Postgraduate Certificate in Academic Practice

PG	Postgraduate
PSS	Professional and Support Staff
p/t	Part-time
RAE	Research Assessment Exercise
REF	Research Excellence Framework
RETT	Research Excellence Training Team
RCUK	Research Councils UK
RG	Russell Group
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 (Departmental Committee)
STEMM	Science, Technology, Engineering, Medicine and Mathematics
T&S	Teaching and Scholarship
UB	Unconscious Bias
UG	Undergraduate

**Key to icons used in this document:**

	Beacon activity
	Impact
	Action