Department Application
Gold Award

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.

COMPLETING THE FORM

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

This form should be used for applications for Gold department awards.

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

WORD COUNT

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

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

We have provided the following recommendations as a guide.

Gold Department application	
Word limit	**13,000**
Recommended word count	
1.Letter of endorsement	500
2.Description of the department	500
3. Self-assessment process	1,000
4. Picture of the department	2,000
5. Supporting and advancing women's careers	7,000
6. Case studies	1,500
7. Further information	500

Our total word count for this application is 13,147 please note this includes an additional 196 words for the incoming Head of Department letter for which we are allowed an extra 200 words according to the AS Handbook.

Name of institution	University of York
Department	Biology
Focus of department	**STEMM**
Date of Gold application	November 2018
Date of current Gold award	**2014**
Institution Athena SWAN award	**Date: 2015** **Level: Bronze**
Contact for application Must be based in the department	
Email	
Telephone	
Departmental website	http://www.york.ac.uk/biology

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.

Professor Ian Graham
Head of Department
Direct Telephone: (01904) 328555
E-Mail:
biohod@york.ac.uk

Dr Ruth Gilligan
Associate Director - Equality Charters
Advance HE
First Floor
Westminster Tower
3 Albert Embankment
London
SE1 7SP

28 November 2018

Dear Dr Gilligan

As outgoing Head of Department I enthusiastically endorse this application.

The Department of Biology is proud of our reputation for providing a supportive culture whose values fully align with those of the Athena SWAN charter and we ensure there are no barriers to our staff and students reaching their goals. Our approach remains transparent and inclusive; poor working practices disproportionately discriminate against women whilst good practices benefit all. I hope the significant commitment of resource, and the embedding of AS activities within our Departmental structures that is evident throughout the report underlines both my personal commitment as HoD to AS values and the longer-term commitment of the Department. The AS renewal application was a key discussion point in the handover process to the new HoD, Professor Jennifer Potts and I know she has been actively engaged with the self-assessment team since taking up her post in July.

The Department has undergone significant cultural change since first engaging with Athena SWAN; Equality and Diversity, especially around gender, has simply become part of what we do. This doesn't mean we have addressed all the issues, and we are aware of the challenges ahead, but it does mean that we have taken the important step of embedding AS values fully into our Departmental culture so that staff feel comfortable raising issues and have confidence they will be listened to.

I am particularly proud of our ongoing progress, impacts and beacon activities during our Gold Award, in particular we have:

- Increased the % of female applicants for academic posts, particularly the % female lecturers
- Maintained % of female professors above the UK benchmark
- Mentored a female professor to become only the second female HoD in fifty years
- Staff surveys showing a high level of satisfaction
- Increased the % of promotion applications that come from women and their success rate
- Reduced the loss of women progressing from UG to PGR
- Supported 13 other Institutions to achieve AS awards

Our ambitious action plan for the next four years has been developed during our Gold Award, drawing on our experience, and constant learning, of AS to develop targeted actions toward equality for other protected

characteristics. This sharing of good practice is a key advantage of running our AS activities through our BioEDG Committee (Chaired by Deputy HoD) which reports to the Departmental Management Committee (chaired by HoD). DMT authorises any resources for AS actions over the significant ring-fenced budget of £3,000 pa, plus PSS support (~0.2 FTE) and WAM allocation for BioEDG membership.

Our Department has acted as an active and enthusiastic advocate for Athena SWAN and, under the direction of the new HoD, further Beacon activities are planned that exploit our AS experience to help others, including learned societies in which our staff are involved. We recognise that we learn as much from these activities as the Departments/organisations we are supporting.

I confirm that the information presented in this application (including qualitative and quantitative data) is an honest, accurate and true representation of the department.

Yours sincerely

Professor Ian Graham

Word Count: 499

UNIVERSITY of York

THE DEPARTMENT OF BIOLOGY
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Dr Ruth Gilligan
Associate Director - Equality Charters
Advance HE
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Westminster Tower
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SE1 7SP

29 November 2018

Dear Dr Gilligan

I am immensely proud to be the second female Head of the Biology Department since it was founded. I was strongly supported by colleagues in my application for the HoD role and received particularly strong mentorship from the previous HoD. I have found the Department to provide a highly collegial, inclusive environment that enabled me to develop both my science and leadership skills.

As a female head of a STEMM Department I am well aware of the importance of championing gender equality and will enthusiastically sustain and extend our efforts.

Despite considerable progress, important issues remain. I welcome the encouragement to ensure PSS are fully engaged with AS and will appoint a PSS AS champion. I will work with BioEDG to understand the gender pay gap and support the University in addressing this issue and will continue to investigate and stem leaks in the pipeline from UG to Professor. I will champion a healthy work life balance for our staff - demonstrating this to our students (who are our staff of the future). Lastly, I will continue to provide the significant resource (including staff time, money and enthusiastic support) needed to achieve our ambitious Action plan.

Yours sincerely

Professor Jennifer Potts
Head of Department - Biology

Word Count: 196

KEY ABBREVIATIONS AND ACTION COLOUR CODING REFERENCES
(Provided as an additional information sheets for ease)

AGM	Annual General Meeting
AM	Administration manager
ART	Academic, Research and Teaching
AS	Athena SWAN
ASFC	Athena SWAN Faculty champion
ASFWG	Athena SWAN Faculty Working Group
ASWG	Athena SWAN Working Group (Biology)
BASC	Biology Athena SWAN champion
BCPG	Biology Chemistry Planning Group
BioEDG	Biology Equality and Diversity Committee
BME	Black and Minority Ethnic
BoS	Board of Studies
Comms.	Communications
DACS	Development and Assessment Centre Scheme
DHLE	Destinations of Leavers from Higher Education
DMT	Departmental Management Team
DRC	Departmental Research Committee
DTO	Departmental Training Officer
DTP	Doctoral Training Programme
ECU	Equality Challenge Unit
E&D	Equality and Diversity
F	Female
F-T	Full-time

FTC	Fixed term contract
FTE	Full Time Equivalent
FWR	Flexible Working Request
H&S	Health and Safety
HE	Higher Education
HERA	Higher Education Role Analysis
HESA	Higher Education Statistics Agency
HoD	Head of Department
HR	Human Resources
HYMS	Hull York Medical School
IRF	Independent Research Fellow
IST	Institute of Science and Technology
LGBTQ+	Lesbian, gay, bisexual, transgender and queer (or questioning) & others
M	Male
NSS	National Student Survey
P@Y	Professional@York
PDR	Performance and Development Review
PDRA	Post-doctoral Research Associate
PG	Postgraduate
PGCAP	Postgraduate Certificate in Academic Practice
PGR	Postgraduate Research
PGT	Postgraduate Taught
PI	Principal Investigator
PR	Performance review
PSS	Professional Support Staff

P-T	Part-time
R	Research Staff
R&S	Research & Scholarship
R&T	Research & Teaching
RAs	Research Associates
REF	Research Excellence Framework
RETT	Research Excellence Training Team
RFL	Research Focus Leader
RG	Russell Group
SAT	Self-Assessment Team
SMART	Specific, Measurable, Achievable, Realistic, Time-bound
SSA	Senior Staff Administrator
STEMM	Science, Technology, Engineering, Medicine and Mathematics
T&S	Teaching and Scholarship
TQG	Teaching Quality Group
UB	Unconscious Bias
UCAS	Universities and Colleges Admissions Service
UG	Undergraduate
UoY	University of York
UKRI	Research Councils UK
WAM	Workload Allocation Model

To ease linking with the action plan our actions are highlighted throughout the submission document with the following colour coding.

Theme	Action numbers	Theme rationale
ENGAGE	1.0 to 1.3	To ENGAGE all Departmental staff and students to raise the profile of Athena SWAN within the Department and embed gender equality throughout all Departmental activity.
PROGRESS	2.0 to 2.7	To continue to listen to different groups in order to recognise and make PROGRESS in removing barriers to equality to achieve new impacts.
ENHANCE	3.0 to 3.5	To ENHANCE our well-established record of activity, which recognises that the Biology Department cannot reach its full potential unless it can benefit from the talents of all.
SUSTAIN	4.0 to 4.5	Recognising that there are more improvements to make, put in place ambitious new actions to SUSTAIN this culture and best practice to ensure we do not become complacent.
INSPIRE	5.0 to 5.10	Through our beacon activities, that we promote the benefits of our activities - both internally and externally - to disseminate gender equality and INSPIRE others to reach their Athena SWAN ambitions.

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.

Summary: Largest department at the University of York (334 staff and ~900 students). Our philosophy recognises that poor workplace practices disproportionately discriminate against women, and that good practices benefit all and allow all our staff and students to reach their full potential.

Housed within three closely-linked buildings, research in the Department of Biology focusses on three Global Challenges; Impacting on Health and Disease, Sustainable Production of Food and Fuel, and Living with Environmental Change. Academic staff are members of nine overlapping Research Foci that intersect with affiliated Research Centres/Institutes involving staff from other departments. This structure facilitates synergistic collaborations, and our diverse portfolio gives our research-led teaching breadth and depth. REF2014 placed Biology at York in the top 10 in the UK, and first for Impact.

We have a longstanding commitment to inclusivity and promotion of E&D. We have engaged with AS since its inception; gaining Silver in 2006 and Gold in 2014. Our staff (334 total: 34 different nationalities) comprises 75 academics (35%F: increased from 27% in 2014), 103 researchers (48%F) and 156 professional support staff (71%F).

*Biology Staff Away Day 2018 - Photo*

The Department first admitted undergraduates in 1965, and currently has >900 students - intake for 2017/18 was 306 undergraduates (64%F), 14 taught postgraduate (64%F) and 42 postgraduate research (60%F) students. We score very highly for student satisfaction in the *National Student Survey* reflecting our supportive culture. 85% of our UK undergraduates come from state schools and 18% are from underrepresented socioeconomic groups; well above Russell Group Universities averages of 76.7% and 6.2%, respectively, underscoring our commitment to inclusivity.

Our ethos is to support all staff and students to reach their full potential. AS is firmly embedded in our management structure (Fig. 2.1) through the Biology E&D Committee (BioEDG). BioEDG reports to the Departmental Management Team (DMT; currently 4F and 5M staff) which is chaired by our HoD (F) and meets monthly; membership includes administrative leads and academics responsible for overseeing our education and research strategy. DMT membership includes the Director for Students, the Chair of Staff Committee, and DHoD (who is Chair of BioEDG), so equality issues and all staff and students have a strong voice on DMT. Additionally staff have a direct voice through attendance at termly Staff Meetings where BioEDG is a standing item, and students have representatives on BoS. We have recently implemented:

- Staff Meetings for all staff (replacing separate ART and PS staff meetings) recognising our shared endeavour toward excellent teaching and research.

- Online BoS discussions/comments prior to meetings to ensure all voices (not only those comfortable in large forums) are heard.

Figure 2-1 Department of Biology Organisation Structure – Showing Gender, DMT, and BioEDG Members

Head of Department

Chair of the Board of Studies

- Administration Manager (DMT Hub)
  - HoD Personal Assistant
  - Administrators
- Operations Manager
  - Deputy Operations Manager
    - Mechanical Workshop Manager
      - Electronic Workshop Technician Apprentice
    - CII Lab Manager
  - Horticulture Manager
  - Teaching Lab Managers
    - Teaching Lab Technicians
  - Stores Team Leader
  - Stores and Logistics Technicians
  - Senior Technicians
  - Technicians
- Research Facilitator
- Student and Academic Services Manager
  - Student Employability Manager
  - Student Engagement Manager
  - Administrators
  - Receptionists

Department Manager

Deputy HoD (Research)

- Deputy Chair of DRC
- Research Foci Leads
  - Biochemistry and Biophysics
  - Bioinformatics and Mathematical Biology
  - Cancer Research
  - Cell and Developmental Biology
  - Ecology and Evolution
  - Infection and Immunity
  - Microbiology
  - Molecular and Cellular Medicine
  - Plant Biology
- Academic REF Support
- Academic Staff (ART)
  - Research Staff (all, Including Postdocs and Technicians)

Deputy HoD (Teaching & Staff)

- Teaching and Scholarship Staff

Director of Postgraduate Research

- Associate Director of Postgraduate Research
- Director / Manager BBSRC White Rose DTP
- Director / Manager NERC ACCE DTP

Director for Students

- Employability Team
- Admissions Tutors:
  - Bio
  - BioMed
  - BioChem
- Admissions Team for Open Days / Post Offer Visit Days

Manager of Biological Services Facility (BSF)

- BSF Experimental Officer
- BSF Technicians

Directors of Research Centres

- N8 AgriFood Resilience Programme
- Centre for Immunology and Infection (CII)
- Centre for Novel Agricultural Products (CNAP)
- Jack Birch Unit (JBU)
- Technology Facility (TF)
- York Environmental Sustainability Institute (YESI)

KEY TO POST HOLDERS:
- MALE
- FEMALE
- GENDER MIX
- MEMBER OF DMT
- F MEMBER OF BIOEDG
- M MEMBER OF BIOEDG

A major impact from our Athena actions since 2013 is the substantial increase in female academic staff. The largest increase has been at lecturer level and we provide positive senior female role models to facilitate career progression (Figure. 2.1 & Table 2.1).

Table 2.1 - Women in the Department with diverse senior roles act as highly visible role models to female scientists and professional staff.

Name	Photo	Role
Professor Jennifer Potts		**Head of Department (HoD)**
Professor Nia Bryant		**Chair of Cell Biology and Biology Athena SWAN Champion (BASC)**
Professor Jane Hill		**Deputy Head of Department (Research) and Chair of Faculty of Sciences Athena SWAN Working Group**
Professor Sue Hartley		**Director of York Environmental Sustainability Institute (YESI)**
Professor Jenny Southgate		**Director of the Jack Birch Unit of Molecular Carcinogenesis**
Dr Thorunn Helgason		**Chair of the Board of Studies**
Professor Reidun Twarock		**Professor in the York Cross-disciplinary Centre for Systems Analysis (YCCSA)**
Professor Katherine Denby		**Academic Director of the N8 Agrifood Resilience Programme**
Natalie Armstrong		**Department Manager**
Lucy Hudson		**Department Operations Manager**

Name	Photo	Role
Dr Betsy Pownall		**Manager of BBSRC DTP in 'Mechanistic Biology'**
Ann Mathe		**Student and Academic Services Manager**

UoY introduced a Faculty system in 2014. Biology is one of 10 departments in the Science Faculty: this benefits our AS agenda through our close relationship with the other departments who we support in their AS journeys, including Chemistry, who recently celebrated 10 years of AS Gold. We provide critical friendship and are supported by the Science AS Faculty Champion (ASFC), and University AS co-ordinator.

Word Count: 531

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

(ii)   an account of the self-assessment process

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

> **Summary: Our self-assessment process is administered through the BioEDG Committee which draws membership from all staff and student groups.**

(I)   A DESCRIPTION OF THE SELF-ASSESSMENT TEAM

Our AS actions are carried out by the Biology Department's E&D Committee (BioEDG), whose members (currently 14F, 7M) are responsible for delivering actions and supporting gender equality. Membership reflects all staff and student groups, part-time and full-time staff, a mix of caring responsibilities and those working with disabilities.

BioEDG's terms of reference embed the 10 key AS Charter Principles into Departmental life. BioEDG's diverse membership includes representatives of all staff groups and students (ensuring 'buy-in' across our community and helping drive activities and change). Members of BioEDG (Table 3-1) are either ex-officio, to ensure integration of AS with all aspects of Departmental life, or are recruited via open advertisement. In addition, BioEDG has a critical friend from the Department of Chemistry ensuring good practice and driving initiatives within the Faculty of Science.

BioEDG meets termly, with additional sub-group meetings arranged to advance specific actions: meeting minutes are posted on our internal Wiki site. An annual Data Census meeting also takes place at the end of each academic year to review progress against action targets. Membership is reviewed annually: Departmental administrative roles rotate on 3-year cycles, bringing fresh ideas but ensuring stability.

BioEDG is chaired by our Deputy HoD (Teaching & Staff) who is also a member of DMT; this provides a direct mechanism for BioEDG views and AS issues to feed into Departmental strategy, operations-level decisions and processes e.g. BioEDG identified an issue of low female applications for Lectureship posts, which was taken to DMT by the Deputy HoD prior to advertising a new post. Discussions at DMT resulted in an improved Job Specification and an increase in female applicants (IMPACT). The Department workload model recognises BioEDG membership, and AS activities.

Table 3-1 BioEDG Committee

Name/Photo	Job Title/Staff or Student Group/Role
	Employability Manager, PGR Training & Development Officer. Associate Lecturer PSS & Research Leads on Supporting students with protected characteristics in careers and training
	2nd Year PGR Student Elected Student PGR Rep Leads on LGBTQ+ Equality
	Professor – Cell Biology Academic R&T Biology Athena SWAN Champion (BASC)
	1st Year UG Student UG Student Rep Leads on Student LGBTQ+ and Disability
	Lecturer Academic T&S Lead for Staff Disability and Inclusion
	Chemistry Departmental Manager PSS

Name/Photo	Job Title/Staff or Student Group/Role
	Critical friend from Department of Chemistry
	Research Fellow PDRA Researchers Rep & Disability Committee member
	Deputy Head of Department – Teaching & Staff Academic R&T Chair of BioEDG and Departmental Equality & Diversity Champion
	Lecturer Academic R&T Ex officio member – Chair of Undergraduate Admissions
	Professor & Director of Graduate Studies Academic R&T Ex officio member – Chair of Biology Graduate School Board
	Senior Lecturer Academic R&T Ex officio member – Chair of Biology Board of Studies
	Deputy Head of Department –Research & Chair of DRC Academic R&T Faculty Athena SWAN Champion on University ASSG
	Department Operational Manager PSS Technical Rep – Leads on Technician Commitment
	HR Adviser

Name/Photo	Job Title/Staff or Student Group/Role
	PSS Provides HR advice to BioEDG Committee
	Lecturer Academic T&S Ex officio member - Disability Officer (Students)
	Department Administration Manager PSS Lead Administrator for AS Activity
	Student Engagement Manager PSS Leads on Student Engagement
	Senior Lecturer (joint Biology & Maths) Academic R&T Ex officio member – Biology Research Committee
	Administrator PSS Leads on BME actions
	3rd year PhD student Elected Student PGR Rep
	Professor Academic T&S

Name/Photo	Job Title/Staff or Student Group/Role
	Director of Students

(II) AN ACCOUNT OF THE SELF-ASSESSMENT PROCESS

Our philosophy is that: "***Poor practices disproportionately discriminate against women whereas good practices benefit all",*** and our motto is "Biology@York, where we can all be ourselves".

Our AS initiatives are evidence-based (drawing on e.g. Bohnet (2016) *What works: gender equality by design.* Belknap Press; Valian (2014) *Why so slow? The Advancement of Women.* MIT Press; Saini (2017) *Inferior*. 4thEstate; William & Dempsey (2014) *What Works for Women at Work.* NYUniv. Press). To maximise the impacts from our actions, we use a variety of mechanisms to collect and analyse data, to assess progress of our actions against targets, and to identify areas for improvement. This includes:
   I.   Biennial culture surveys to collect honest feedback on Departmental life (staff response rates are consistently high with 83%F and 75%M responding in 2017)
   II.   Pulse surveys of specific staff groups, in between culture surveys
   III.   Annual student surveys
   IV.   Qualitative interviews, and focus groups, covering topics identified by BioEDG

Data, actions and impacts are posted on our web pages, and updates from BioEDG are standing items at termly Staff Meetings and annual Staff Away Days, usually leading to lively discussions, where staff provide feedback and input into new AS initiatives.

Those who prefer not to voice their opinions in public can discuss issues with individual BioEDG members, and multiple avenues for staff engagement with AS enable everyone to feel comfortable sharing their opinions: this approach echoes our ethos of fostering a supportive culture. The Department now runs more activities via google and we will use this mechanism to allow people to share their views in relation to AS (Action 1.0 Increase engagement of PSS with AS)

AS items at BioEDG Committee meetings map onto the five themes around which our AS Action Plan is structured (Page 7) reflecting our ambitions to:

ENGAGE staff and students (actions 1.0 - 1.3)

PROGRESS issues (actions 2.0 - 2.7)

ENHANCE our activities (actions 3.0 - 3.5)

SUSTAIN the cultural improvement we have made (actions 4.0 - 4.5)

INSPIRE others to achieve their Athena SWAN ambitions (actions 5.0 - 5.10)

Our AS activities are overseen by BASC, with other BioEDG members taking responsibility for specific actions and reporting back at termly BioEDG meetings. Members of BioEDG serve as AS 'ambassadors', representing the Department at University events, and sharing information with their representative groups in the Department. Thus, our AS beacon activities integrate with, and impact on, AS activities across the University as illustrated in Figure 3-1.

Data & Benchmarks

Benchmarks are from the ECU Equality in HE: Students & Staff Statistical Reports 2017 (UK Biological Sciences). Census date for all data = 1st December.

The majority of our students count as 1.0 FTE except Biochemists (0.67 FTE) and Biomedical Scientists (0.5 FTE). We provide data for the past five years and, where necessary to demonstrate sustained impact, 10 years data is presented. We report output from statistical tests assessing gender trends over time using R software, reporting significant differences ($P < 0.05$) when present. Analysed data are presented as % values (usually in graphs) and/or raw data (Tables).

Figure 3-1 - Biology Athena SWAN champion integrates with Departmental and University equality and diversity strategies and Athena SWAN forums, disseminating good practice and receiving support from the University AS co-ordinator

University Equality, Diversity and Inclusion Committee (EDIC)
Chaired by Registrar & Secretary

University Athena SWAN Steering Group (ASSG)
Chaired by Pro Vice Chancellor for Research

Athena SWAN Faculty Champions
(for Science; Social Sciences; Arts & Humanities)

Biology Equality & Diversity Committee (BioEDG)
Chaired by Deputy HoD (Staff & Teaching)

LGBTI+ champion attends University LGBTI MATTERS FORUM

Disability champion attends University INCLUDE group

Athena SWAN champion attends University AS forum

BAME champion attends University BAME group

Chair of the University AS Steering Group, and the Science Faculty AS Champion, who champion AS principles both internally and externally to the University are both biologists, underscoring the Department's long-standing, deep-rooted commitment to AS.

BioEDG reports to DMT and so our AS activity is firmly embedded within our Departmental governance. BioEDG feeds into our Faculty and University-level AS structures. We will continue to be proactive with regards to AS principles, ensuring that we look for ways to improve. We will continue to use focus groups to develop new ideas and assess impacts, engaging the whole Department with AS, with new activities focusing particularly on PSS. Action Point 1.0 - Increase engagement of PSS with AS

BioEDG will build on our experience of advancing gender equality to heighten awareness of other protected characteristics, enabling us to engage further with intersectionality, and progressing

our overall goal of providing a safe and nurturing working environment where all can reach their full potential.

Action 3.3 - Expand Departmental AS activity to include more protected characteristics to better promote under-represented groups

Word count: 881

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

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

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

n/a

(ii) Numbers of undergraduate students by gender

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

> **Summary: Our UG population is currently 64% F, comparable to the UK Benchmark for Biological Sciences of 61.6%.**

We run F-T undergraduate (UG) degree programmes (BSc and Integrated MBiol) in Biology, Biochemistry (joint with the Chemistry Department), and Biomedical Sciences (joint with the Hull York Medical School; HYMS). Our annual UG intake has more than doubled since 2008/9, to > 300 in 2017/18; the proportion of females remains similar and consistent with AdvanceHE/ECU Biological Sciences Benchmark (61.6%).

Figure 4-1 - Biology Undergraduate Entry by Gender (2013/14 – 2017/18) with ECU UK Benchmark for UG in Biological Sciences

	2013/14	2014/15	2015/16	2016/17	2017/18	B/Mark ECU Biological Sciences 2017
% Male	42	38	42	36	36	38.4
% female	58	62	58	65	64	61.6
Total students (FTE)	178	212	254	301	306	
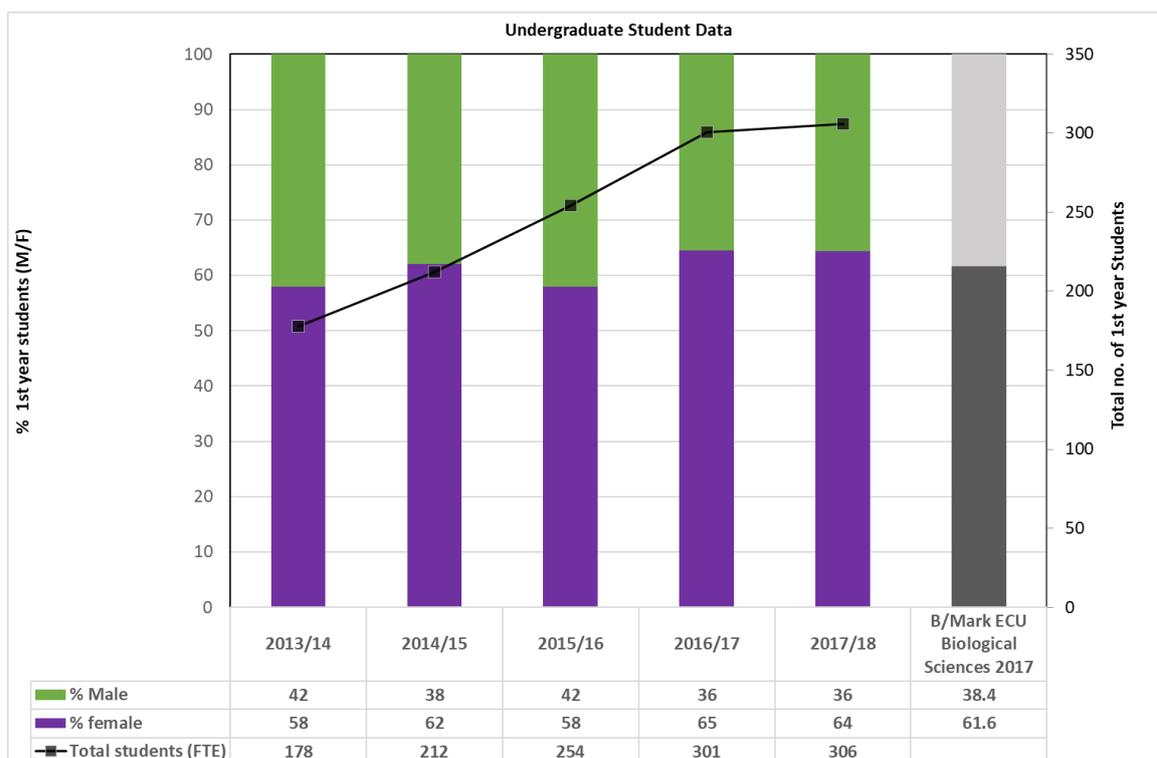
Our gender balanced admissions team demonstrates to applicants that both women and men play key roles in our Department. Termly planning meetings with Chemistry (AS Gold) and HYMS (AS Silver) have E&D as a standing item. More applications are from women, who are more likely to receive offers than men (Table 4.1), in line with national trends for Biosciences.

Table 4.1 – Undergraduate Applications, Offers and Acceptances

Year		Applications	Offers	Acceptances	Offers/ Applications	Acceptances / Offers	Acceptance/ Applications
2013/14	Female	816	736	103	90%	14%	13%
	Male	604	488	75	81%	15%	12%
	% Female	58%	60%	58%			
2014/15	Female	1160	1016	131	88%	13%	11%
	Male	777	483	81	62%	17%	10%
	% Female	60%	68%	62%			
2015/16	Female	1227	1043	147	85%	14%	12%
	Male	815	630	107	77%	17%	13%
	% Female	60%	62%	58%			
2016/17	Female	1273	1031	194	81%	19%	15%
	Male	793	622	107	78%	17%	13%
	% Female	62%	62%	64%			
2017/18	Female	1336	1151	197	86%	17%	15%
	Male	768	651	109	85%	17%	14%
	% Female	64%	64%	64%			
Overall	Female	5813	4976	772	86%	16%	13%
	Male	3757	2873	479	76%	17%	13%
	% Female	61%	63%	62%			

Table 4-2 - Proportion of offers made to female students on 3-year BSc and 4-year BSc with a 'Year in Industry'.

Year of entry	Biology	Biology- Year in Industry	Biochemistry	Biochemistry Year in industry	Biomedical Sciences	Biomedical Sciences – Year in industry
2012	55.9	59.4	50.7	59.3	n/a*	n/a
2013	59.6	56.8	57.3	63.2	n/a*	n/a
2014	58.5	66.7	56.9	63.2	64.4	73.8
2015	59.8	60.8	52.5	61.4	68.6	71.9
2016	61.2	58.3	60.6	62.6	72.8	72.3
2017	60.7	n/a**	58.3	n/a**	73.7	n/a**

Biomedical Sciences programme started in 2014.

Applying for year in industry no longer applies at this stage in the degree programme (now apply year 2).

There has been a significant increase in offers made to women for our BSc Biochemistry programme: from ~50% to ~60% (r=0.75) and our Biomedical Science programme appeals to female applicants. Action 4.4 - Maintain career pipeline between UG & PGR for female students.

Table 4.3 – Proportion of Male/Female UG Students gaining each Degree Class over 5 years from 2012/13 to 2016/17

Gender	Class	2012/13	2013/14	2014/15	2015/16	2016/17	Overall
Female	**1st**	27%	32%	44%	36%	36%	35%
	2i	56%	47%	41%	48%	44%	47%
	2ii	8%	16%	13%	13%	16%	13%
	3rd	0%	0%	2%	1%	2%	1%
	Pass	9%	5%	0%	2%	2%	4%
Female Total		92	111	101	87	167	558
Male	**1st**	26%	34%	38%	31%	29%	32%
	2i	42%	45%	45%	44%	48%	45%
	2ii	23%	14%	13%	17%	14%	16%
	3rd	4%	3%	1%	5%	3%	3%
	Pass	5%	4%	3%	3%	6%	4%
Male Total		57	71	78	60	86	553

Figure 4.2 – Proportion of female/male UG students gaining each Degree Class (2012/13- 2016/17)
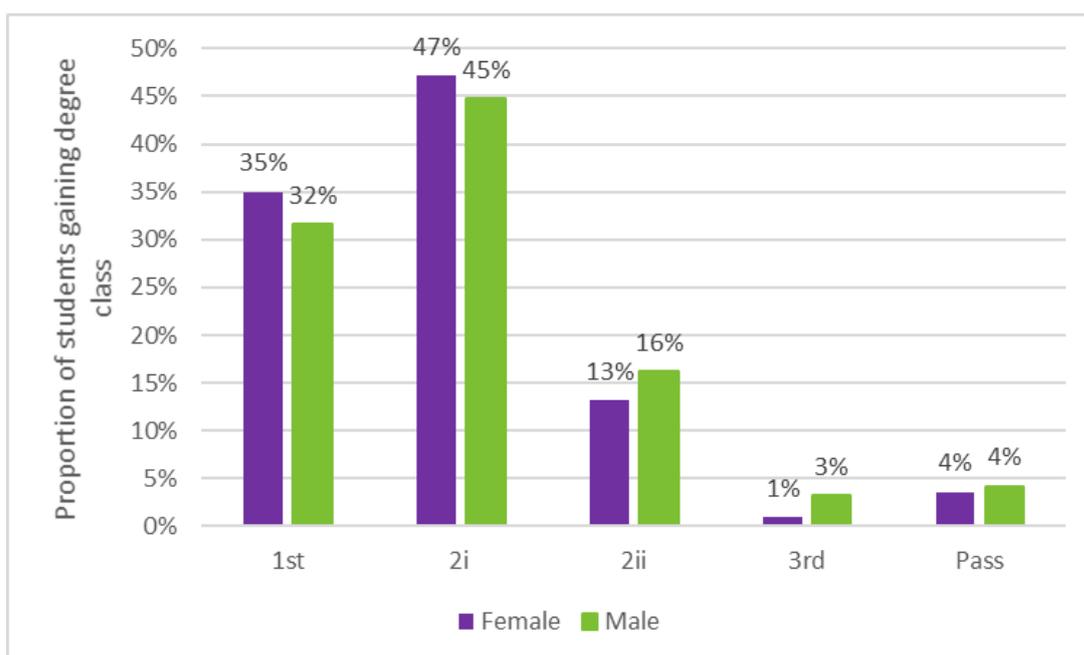
Similar proportions of male/female students obtain each degree class (Figure 4.2)

Table 4.4 – Undergraduates Ethnicity by Gender (UK & Overseas)

	Male			Female		
	BME	Non BME	Unknown	BME	Non BME	Unknown
2013						
2014						
2015						
2016						
2017						

The proportions of UG students that are BME (Table 4.4) is low for women and men. Action 2.7 Increase BME student, academic staff and PSS population in the department

(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.

> **Summary: Recent changes to our portfolio of PGT courses has resulted in an increase in the percentage of female PGT students to 64%**

We recently revised our one-year F-T PGT courses, with no PGT courses being offered during the revision (2015/16). We currently offer the following:

- MSc in Molecular Medicine
- MSc in Biodiversity, Ecology and Ecosystems
- MSc in Industrial Biotechnology

Figure 4-3 PGT students by gender (2012/13-2017/18) with UK benchmark for PGT students in Biological Sciences (black line and squares = total number enrolled).

	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	Biological Sciences B/mark ECU 2017
% Male	60	45	53	0	71	36	31.8
% Female	40	55	47	0	29	64	68.2
Total students (FTE)	38	30	29	0	6	14	

The percentage of women on our PGT courses was lower than both our UG programmes and the UK average for Biological Sciences (Table 4.5). Our actions to review our PGT courses during our Gold Award (e.g. gender audit of our marketing materials, UB training) has had an impact on raising the % of female students to 64%, much closer to benchmark.

Action Point 2.1 - Maintain gender balance in PGT

Action Point 1.2 - Reduce Unconscious Bias.

Table 4.5 – PGT Student Applications, Offers and Acceptances

Year		Applications	Offers	Acceptances	Offers/ Applications	Acceptances/ Offers	Acceptance/ Applications
2012/13	Female	95	49	16	52%	33%	17%
	Male	96	50	22	52%	44%	23%
	% Female	50%	49%	42%			
2013/14	Female	88	52	16	59%	31%	18%
	Male	70	43	14	61%	33%	20%
	% Female	56%	55%	53%			
2014/15	Female	109	92	17	84%	18%	16%
	Male	78	52	12	67%	23%	15%
	% Female	58%	64%	59%			
2015/16	Female	-	-	-	-	-	-
	Male	-	-	-	-	-	-
	% Female	-	-	-			
2016/17	Female	25	24	3	96%	13%	12%
	Male	24	19	3	79%	16%	13%
	% Female	51%	56%	50%			
2017/18	Female	136	66	9	49%	14%	7%
	Male	99	39	5	39%	13%	5%
	% Female	58%	63%	64%			
Overall	Female	453	283	61	62%	22%	13%
	Male	367	203	56	55%	28%	15%
	% Female	55%	58%	52%			

Table 4.6 – PGT Students Degree Classifications

Gender	Class	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	Overall
Female	Distinction	32%	20%	40%	19%	-	0%	19%
	Merit	5%	65%	40%	56%	-	100%	44%
	Pass	63%	15%	20%	25%	-	0%	21%
Female Total		19	20	15	15	-	2	71
Male	Distinction	40%	11%	25%	40%	-	20%	23%
	Merit	7%	53%	46%	33%	-	20%	27%
	Pass	53%	36%	29%	27%	-	60%	34%
Male Total		15	19	23	15	-	5	77

Figure 4.4 – Proportion of Male/Female PGT Students gaining each Degree Class over 5 years from 2012/13 to 2016/17
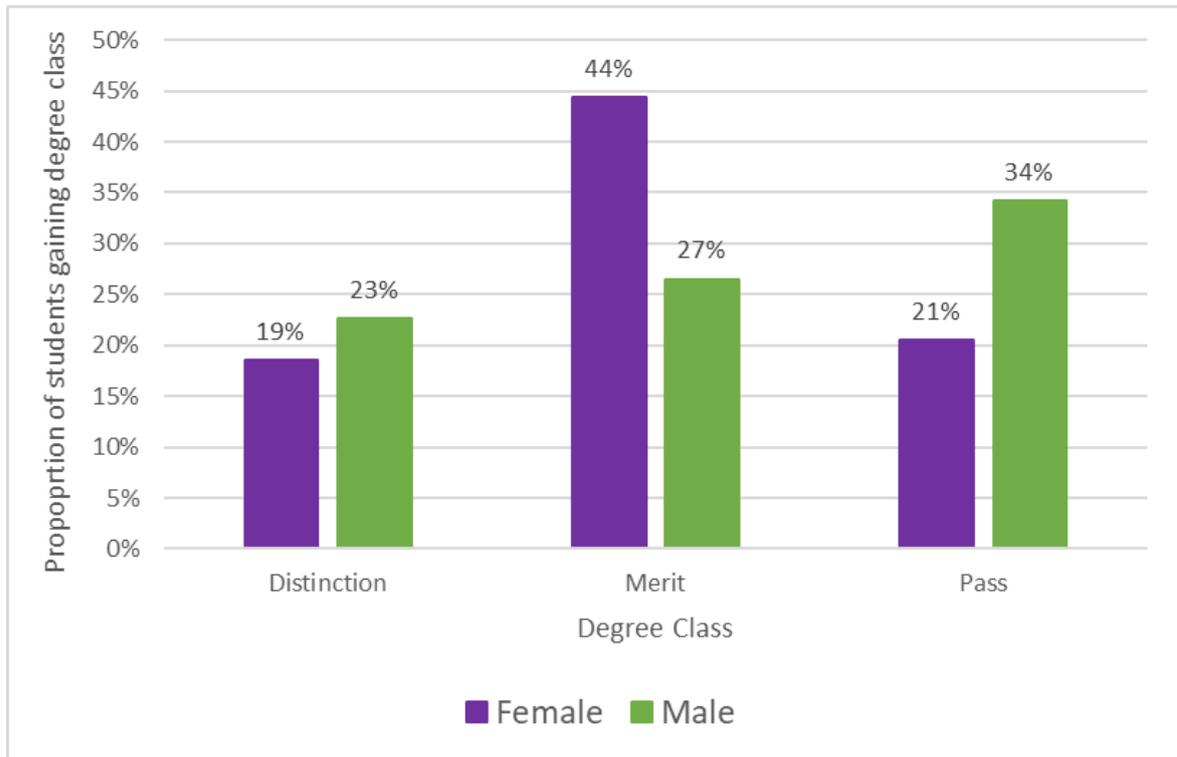
We will monitor gender balance of degree classifications (Table 4.6) as our new PGT courses mature.

We consider the intersectionality between ethnicity and gender for our PGT students. The proportions of our PGT students that are BME has fluctuated with no clear pattern over 5 years, and numbers are small.

Action2.7 - Increase BME student, academic staff and PSS population in the department.

Table 4.7 – PGT Students by Ethnicity and Gender (UK & Overseas)

	Male			Female		
	BME	Non BME	Unknown	BME	Non BME	Unknown
2013						
2014						
2015						
2016						
2017						

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.

> **Summary: Our Gold actions had impacts on stemming the loss of female students from UG to PGR, increasing female applicants from 52% to 57%, and increasing female intake from 46% to 60%.**

We offer PGR degrees in:

- PhD in Biology
- PhD in Mechanistic Biology (BBSRC DTP)
- PhD in Adapting to the Challenges of a Changing Environment (NERC DTP)
- MPhil in Biology
- MSc by Research in Biology

Figure 4-5 PGR students by gender (2013/14-2017/18) with UK benchmark for PGR students in Biological Sciences

Black line and squares = annual intake

	2013/14	2014/15	2015/16	2016/17	2017/18	Biological Sciences B/mark ECU 2017
% Male	54	39	50	37	40	40.4
% female	46	61	50	63	60	59.6
Total no. of students (intake)	35	46	46	38	42	
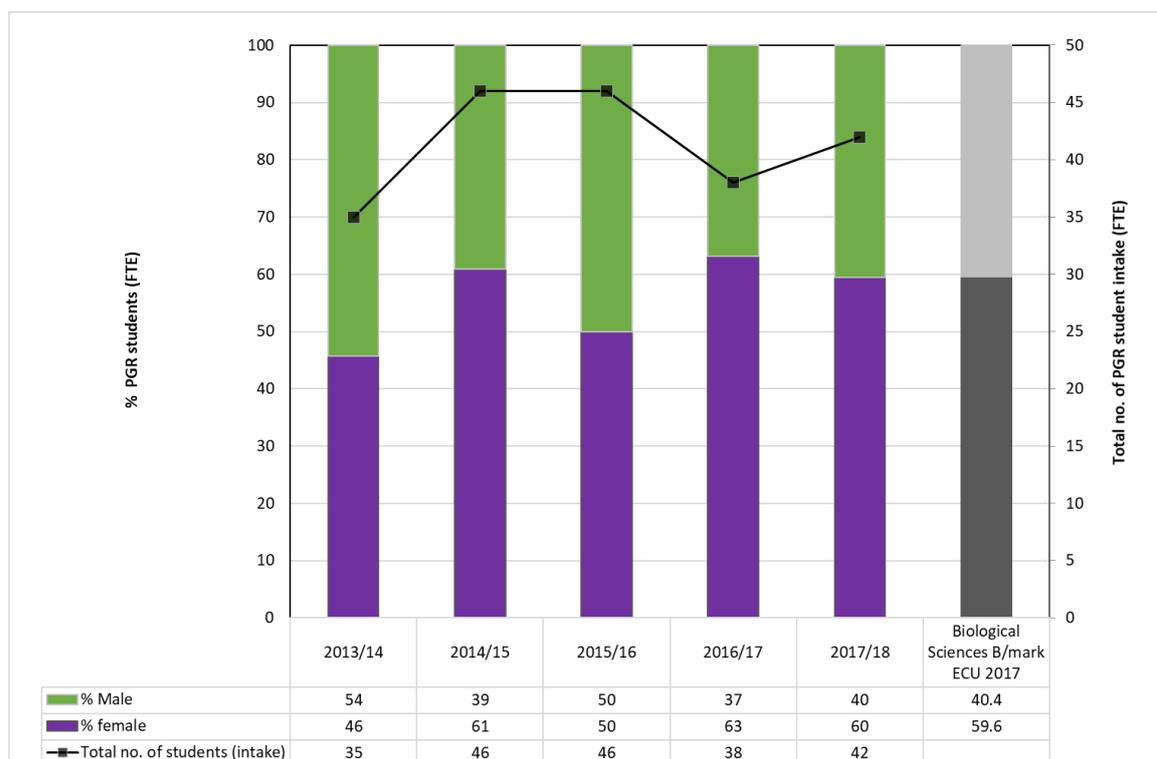
We currently have only one female P-T student but all PGR programmes can be studied part time. During our Gold Award we reviewed our adverts/course information, career information and ensured inclusion of positive images of women; our intake increased from 46%F (2013/14) to 60%F

(2017/18), in line with the proportion of UG female students. <u>Our Gold actions successfully reduced loss of women progressing from UG to PGR.</u>

Table 4.8 – PGR Student Applications, Offers and Acceptances

Year		Applications	Offers	Acceptances	Offers/ Applications	Acceptances / Offers	Acceptance/ Applications
2013/14	Female	110	21	16	19%	76%	15%
	Male	103	28	19	27%	68%	18%
	% Female	52%	43%	46%			
2014/15	Female	124	38	28	31%	74%	23%
	Male	120	21	18	18%	86%	15%
	% Female	51%	64%	61%			
2015/16	Female	207	28	23	14%	82%	11%
	Male	212	27	23	13%	85%	11%
	% Female	49%	51%	50%			
2016/17	Female	221	34	24	15%	71%	11%
	Male	178	19	14	11%	74%	8%
	% Female	55%	64%	63%			
2017/18	Female	225	31	25	14%	81%	11%
	Male	170	27	17	16%	63%	10%
	% Female	57%	53%	60%			
Overall	Female	887	152	116	17%	76%	13%
	Male	783	122	91	16%	75%	12%
	% Female	53%	55%	56%			

The percentage of PGR applications from women has increased from 52% to 57% but is still lower than for UG programmes (64% in 2017/18; Table 4.1). Action 4.4 - Maintain career pipeline between UG & PGR for female students. Mean PGR completion rates (Figure 4.6) are improving over five years, and we will examine the tendency in most years for women to have slightly lower rates than men, and whether this reflects male students requesting fewer leave-of-absences and/or extensions.

Figure 4-6 – PGR Completion Rates

PGR COMPLETION RATES

■ Female Completion Rates %　　■ Male Completion Rates %

	2013/14	2014/15	2015/16	2016/17	2017/18
■ Female Completion Rates %	81	79	100	96	92
■ Male Completion Rates %	89	89	83	100	100

YEAR OF ENTRY

The proportion of BME PGR students has decreased over five years for both men and women. Action 2.7 Increase BME student population in the department.

Table 4.9 – PGR Students by Ethnicity and Gender (UK & Overseas)

	Male			Female		
	BME	Non BME	Unknown	BME	Non BME	Unknown
2013						
2014						
2015						
2016						
2017						

Intersectionality between Ethnicity and Gender for UK Domiciled Students

Considering intersectionality between ethnicity and gender for our **UK domiciled** students provides us with a clearer picture of any biases in our recruitment process, and a sufficient sample size.

Table 4.10 – UK Domiciled Students (UG/PGT/PGR) by Gender and Ethnicity

	Male			Female		
	BME	**Non BME**	**Unknown**	**BME**	**Non BME**	**Unknown**
2013						
2014						
2015						
2016						
2017						

The proportion of BME students is below the UK ECU benchmarks for men and women (22.8% M and 21.1%F, respectively). Action2.7 - Increase BME student, academic staff and PSS population in the department.

(v)   Progression pipeline between undergraduate and postgraduate student levels

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

Figure 4-7 Progression Pipeline UG to PGR
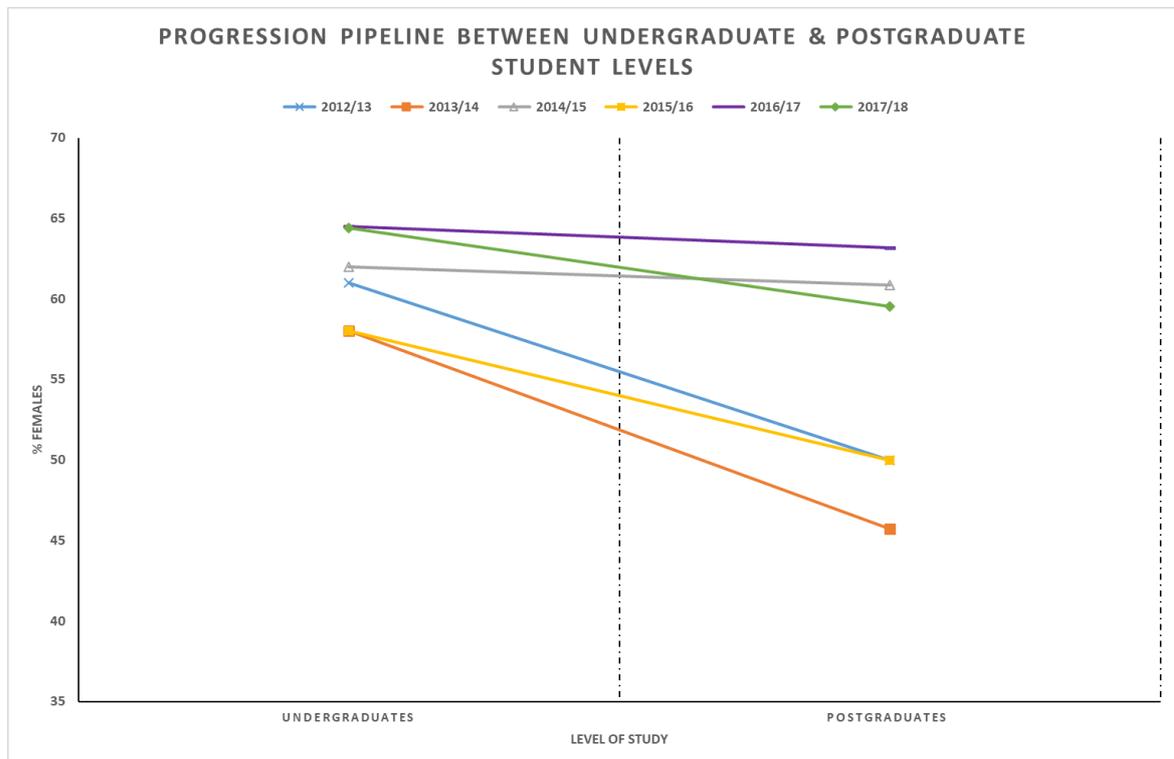
Figure 4-8 Progression Pipeline UG/PGT/PGR

Progression Pipeline UG to PG

	Undergraduate	Postgraduate (Taught)	Postgraduate (Research)
Mean % Females	61.3	49	53
Mean % Males	38.7	51	47
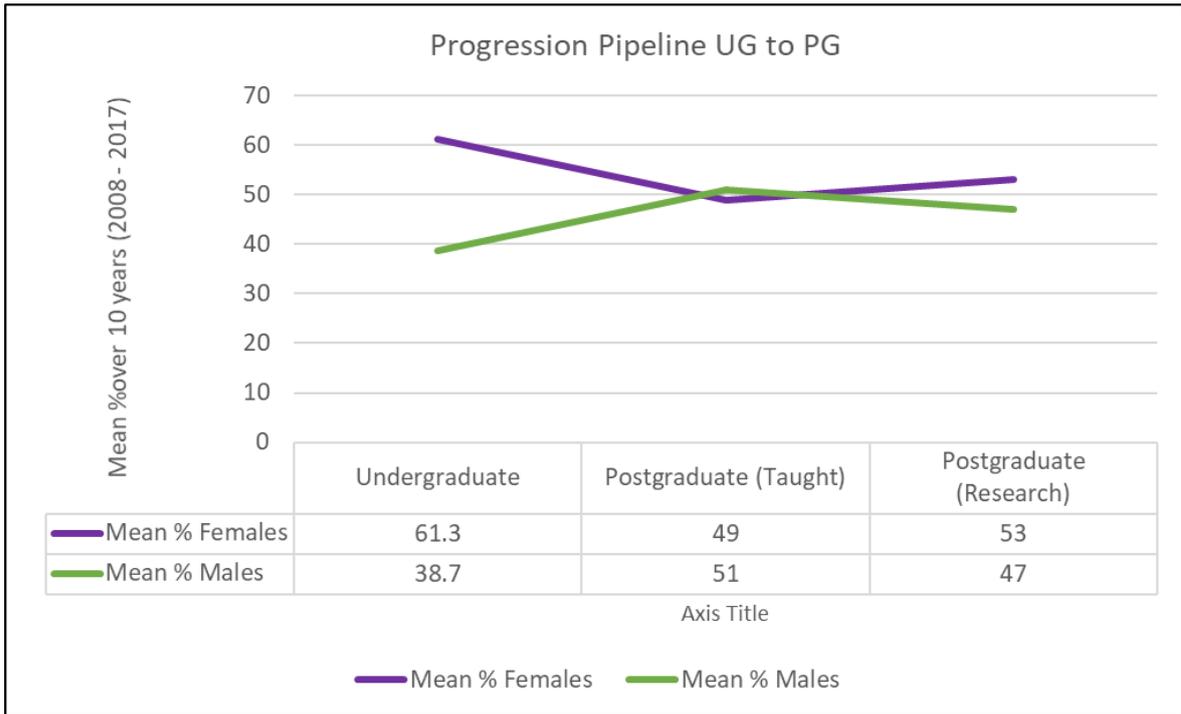
We reviewed our marketing literature, admissions processes and provision of role models, and these actions have successfully had impacts on stemming the leaky pipeline between UG and PG study for females; Fig. 4.7 shows that two of the least leaky years since 2012/13 are 16/17 and 17/18.

Action 2.1 - Maintain gender balance in PGT
Action 4.4 - Maintain career pipeline between UG & PGR for female students

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.

Table 4.11 – Potential Career Paths of Academic and Research Staff

Grade	Career Path		
	Research-only	**Research and Teaching (R&T)**	**Teaching and Scholarship (T&S)**
6	Postdoctoral Research Assistant (PDRA)	Independent Research Fellow (IRF)	Associate Lecturer
7	Research Fellow	Lecturer	Lecturer
8	Senior Research Fellow	Senior Lecturer Reader	Senior Lecturer
Prof (1-3)	Professor	Professor	Professor

Academic staff are on R&T contracts (81%, 17F/41M) or T&S contracts (9F/8M). These career paths are interchangeable, and two staff have moved from R&T to T&S (1M, 1F) Four out of five (2F; 2M) of our IRF's and two female PDRAs are now Lecturers, demonstrating impacts from our commitment to mentor ECRs during our Gold Award.

> **Summary: Sustained increase in proportion of female academic staff from 27% to 35%.**

The gender balance of academic staff has improved substantially since the Department was established (Figure 4.10): 12%F (1968) to 35%F (2017). We are proud of our reputation as a female-friendly Department, and encouraged by our successful achievements against our previous actions. Revising recruitment materials to include gender neutral language, emphasize P-T and flexible working opportunities and our commitment to AS principles, and providing male and female academic contacts for each post, had impacts since 2014 on increasing the % of female academic staff from 27% to 35%, and the % of applications from females also rose from <30% to ~40%. Our recruitment increased women in senior positions from 10 to 15, and after the 2017 AS census date, we recruited two female Lecturers (~30% of recent new recruits). This rapid progress during our

Gold award still requires further improvement.

Actions toward increasing promotion awareness via lunchtime information sessions and encouragement to take-up opportunities for research leave have also had impacts, and the % of women being promoted has increased to 43% of applicants in the last three years; and a woman was promoted to Professor (50% of recent Professorial promotions).

Figure 4.9 – Proportion of Female Academic Staff by Grade

	2013	2014	2015	2016	2017	B/mark ECU Staff 2017
% female Lecturers	28	20	25	40	41	48.5
% female Senior Lecturers/Readers	27	32	30	33	33	39.2
% female Professors	29	30	30	28	29	23.9
Total no. of Lecturers	18	15	16	20	27	
Total no.of Senior Lecturers/Readers	15	19	20	21	24	
Total no. of Professors	21	20	20	25	24	
Total % female academic staff	27.8	27.8	28.6	33.3	34.6	
Total number of academic staff	54	54	56	66	75	

Table 4.12 – Academic Staff by Grade

Grade/Role	Gender	2013	2014	2015	2016	2017
Lecturer (Grade 7)	Female	5	3	4	8	11
	Male	13	12	12	12	16
	% Female	28%	20%	25%	40%	41%
Senior Lecturer/Reader (Grade 8/8R)	Female	4	6	6	7	8
	Male	11	13	14	14	16
	% Female	27%	32%	30%	33%	33%
Professor (Prof)	Female	6	6	6	7	7
	Male	15	14	14	18	17
	% Female	29%	30%	30%	28%	29%

Figure 4-10 Biology academic staff in 1968 (2 women) and 2017 (26 women)
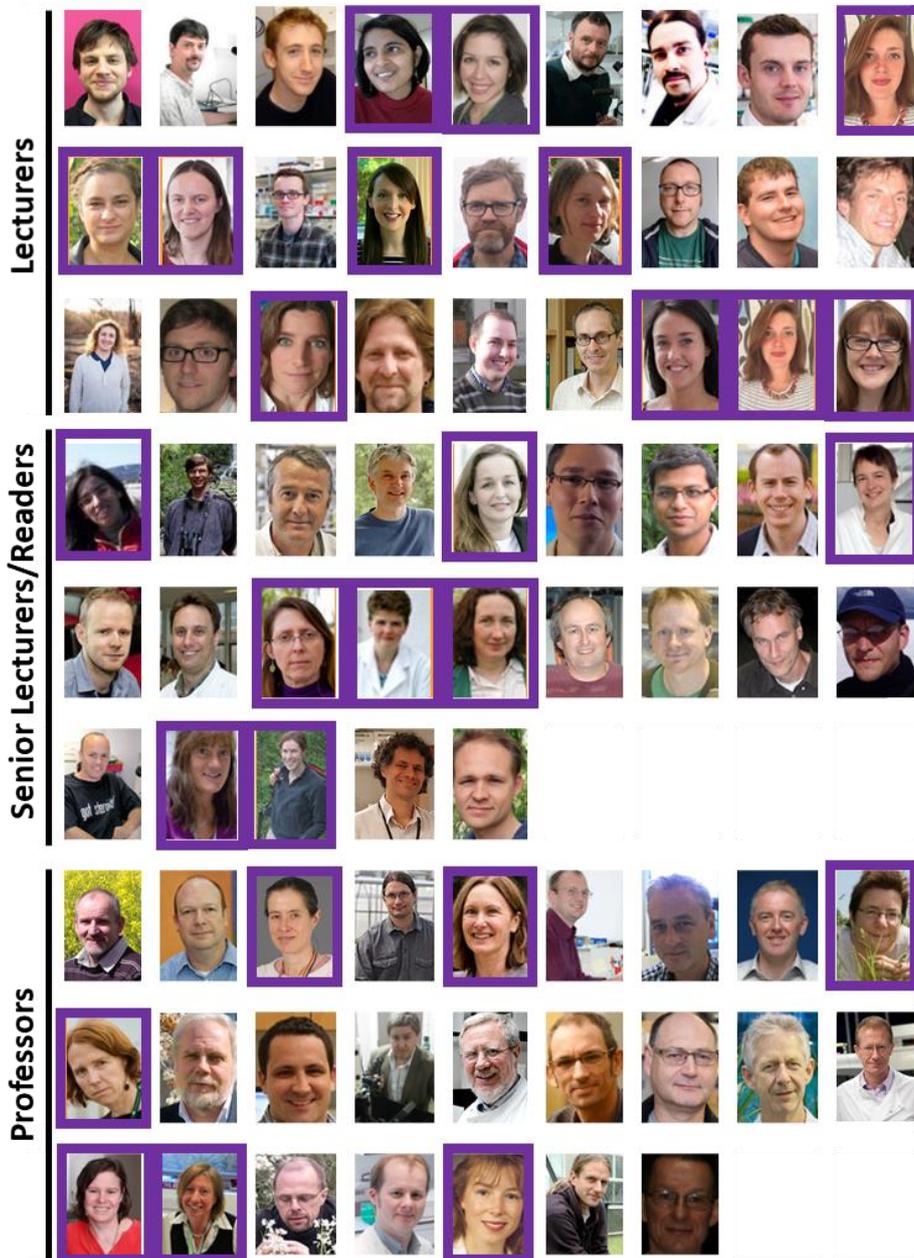
Figure 4-11 – Percentage of female academic staff 2008 - 2017
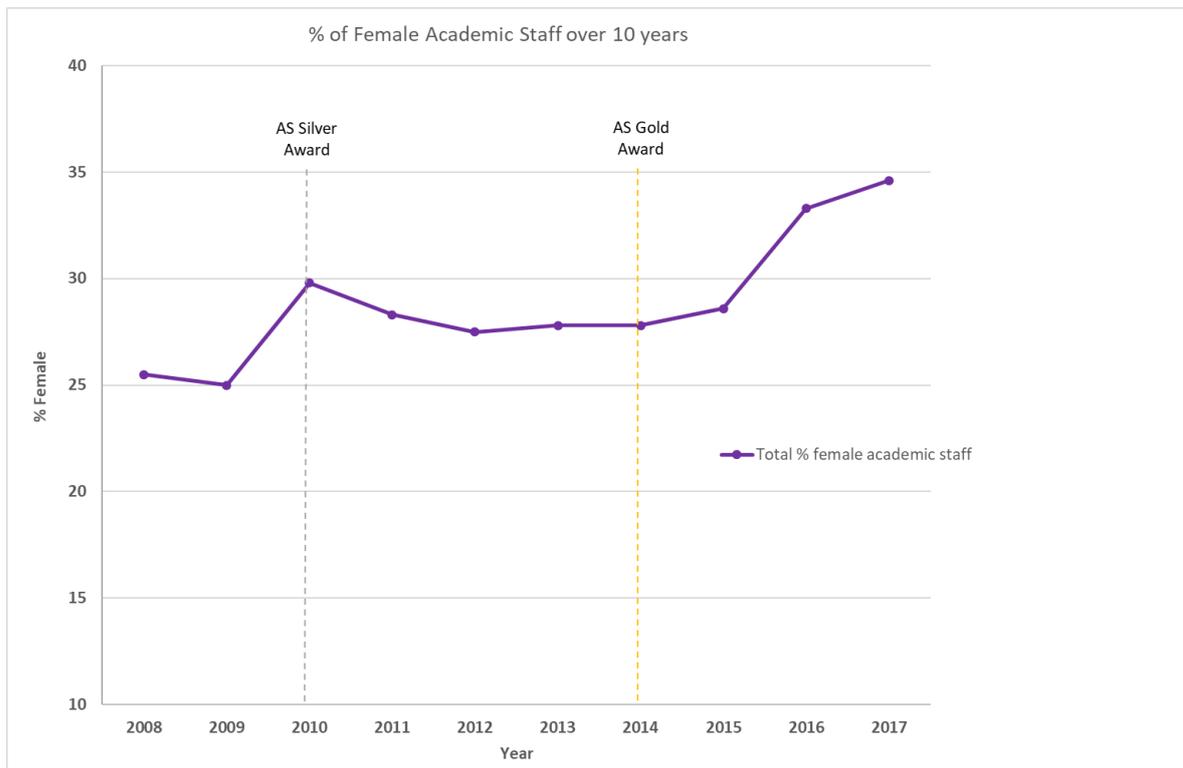
We have increased the %F lecturers, maintained the %F senior lecturers, and are significantly above the benchmark for %F Professors. We have new actions to ensure newly-appointed lecturers apply for promotion.

Action Point 3.0 – Support career progression of female academics & Researchers.

Most new academic posts are advertised at Lecturer grade, and so we are encouraged that impacts from our actions have been greatest at this grade. During this period one female professor was promoted to Pro-Vice-Chancellor for Research, and two retired, and so our AS actions have maintained our high % of female professors during a period of turnover.

The majority of both R&T and T&S academics are employed on open contracts, spanning grade 6 to Professor. All academic staff have annual PDR meetings, full access to staff development courses, and a transparent promotions process, regardless of contract type.

Figure 4.12 – Proportion of Female Research Staff by Grade

	2013	2014	2015	2016	2017	B/mark ECU Stats 2017
% female Grade 6 Researchers	58	47	49	57	48	58.5
% female Grade 7 & 8 Researchers	44	50	37	45	47	52.9
Total no of Grade 6	57	58	68	76	84	
Total no. of Grade 7 & 8 Researchers	16	18	19	20	19	
Total number of research staff	73	76	87	96	103	
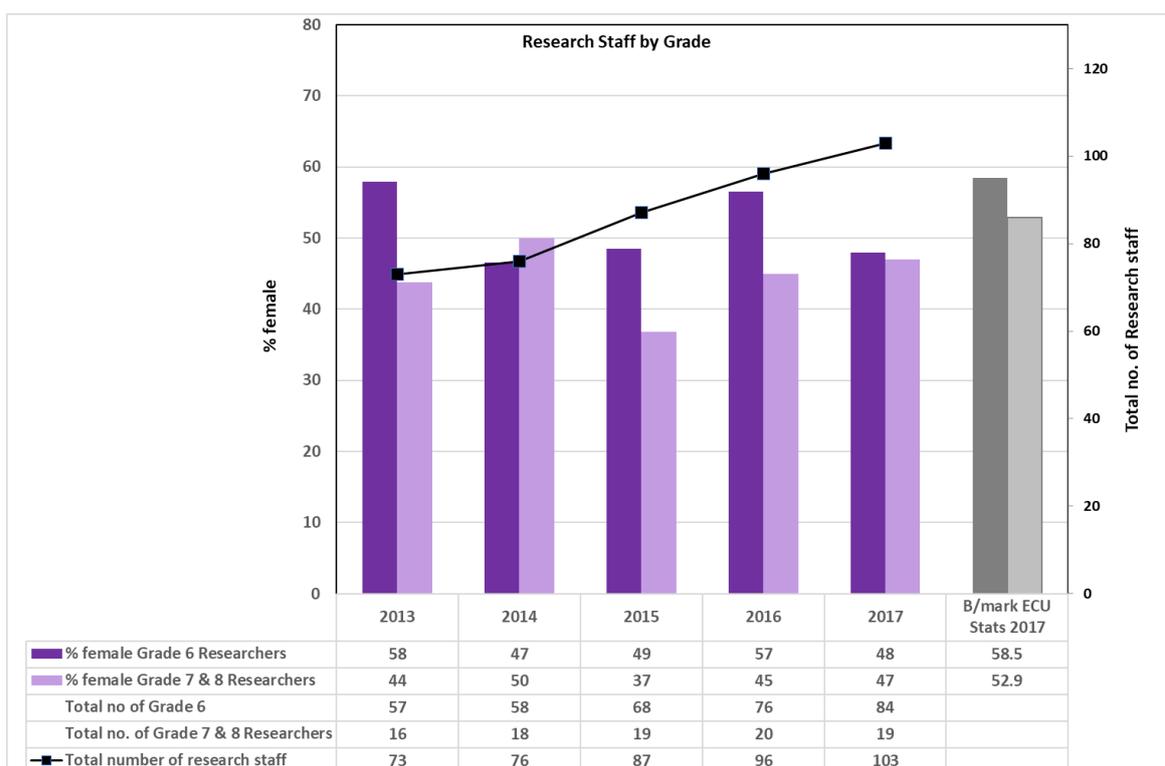
Table 4.13 – Research Staff by Grade and Gender

Grade/Role	Gender	2013	2014	2015	2016	2017
Postdoctoral Research Associate (Grade 6)	Female	33	27	33	43	40
	Male	24	31	35	33	44
	% Female	58%	47%	49%	57%	48%
Research Fellow (Grade 7) & Senior Research Fellow (Grade 8)	Female	7	9	7	9	9
	Male	9	9	12	11	10
	% Female	44%	50%	37%	45%	47%

The % of female Research staff is close to gender parity but slightly below the ECU Benchmark; over five years, 56% of PGR students were female compared to 51% of research staff. Our actions successfully reduced the fall-off of %F between researcher and lecturer. In addition to the provision of female role models (Table 2-1) but there is still more to be done.

Action 4.0 - Reduce career pipeline leak from PDRA to lecturer & raise % of female PDRAs to Benchmark

Figure 4-13 - Staff Career Progression Pipeline – Research – Academic (Non-Prof) – Academic (Prof)
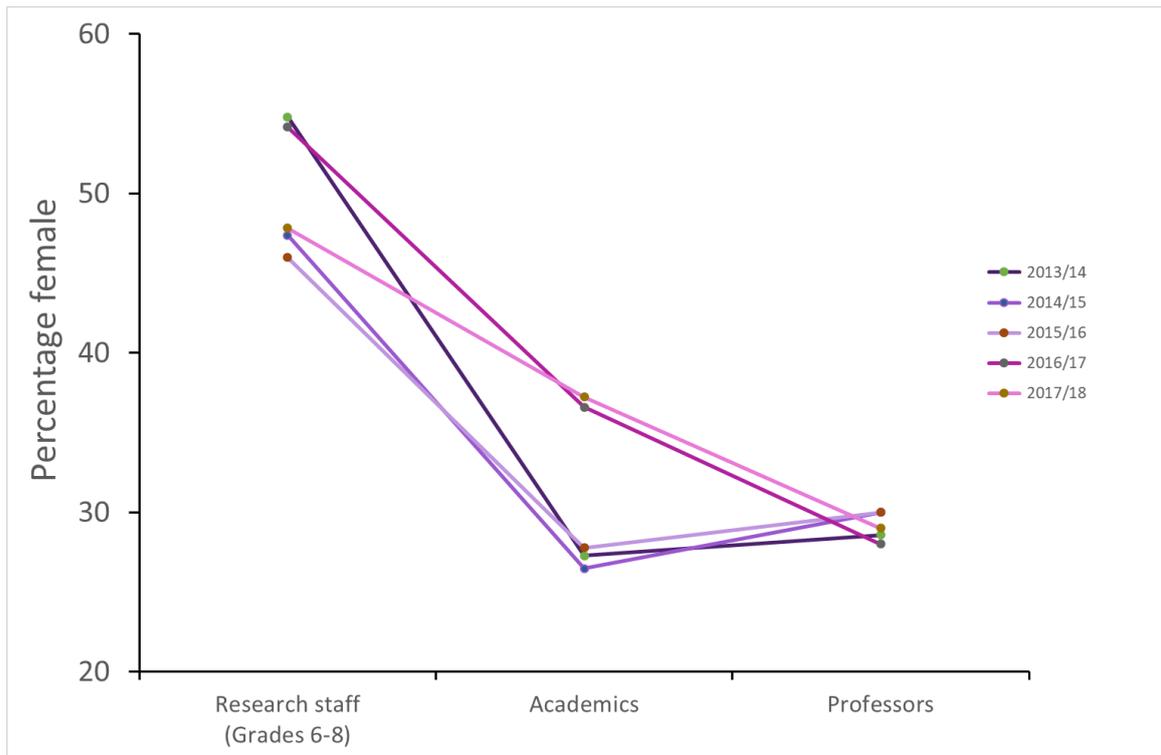
(ii) Where relevant, comment on the transition of staff between technical and academic roles.

Staff can transition from technical to academic roles (see Case Study 2). We will continue to showcase the wide variety of career paths of our staff, including transition to/from technical roles.

Action Point 2.6 – Improve visibility/understanding of career progression pathways for PDRAs to reduce perceived insecurity

(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.

Summary: 95% of academic staff are on open contracts and there is gender parity in the proportion of open and fixed-term contracts (FTCs) held by researchers.

No staff are on zero hours contracts, 95% of academic staff are employed on open contracts with the 4 staff (2F; 2M) on FTCs (Grade 6 T&S) providing cover for specific short-term needs e.g. cover for Fellowships and maternity/paternity leave. We recognise the insecurity of FTCs and mentor staff to apply for newly advertised posts.

Table 4.14 – Proportions of male and female researchers on open ended and fixed term contracts

		2013	2014	2015	2016	2017
Female	**Open-Ended**	30	25	31	36	33
	Fixed-Term	10	11	9	17	16
	% on FT Contracts	25%	31%	22%	32%	33%
Male	**Open-Ended**	23	29	37	31	43
	Fixed-Term	10	11	10	14	11
	% on FT Contracts	30%	27%	22%	31%	20%

A large number of research-only staff (mostly grade 6, but a few grades 7) are on FTCs linked to grants. All grade 8 Research staff are on Open contracts. Table 4.13 shows that over the last 5 years there is little difference in the likelihood of men or women being on FTCs. It is University policy that research staff move automatically to an open contract after six years, or their fourth contract whichever is soonest.

Table 4.15 – Proportions of male and female researchers on open ended and fixed term contracts by Grade

Year	Grade	Fixed term		Open	
		Male	Female	Male	Female
2013	G6	78%	83%	22%	17%
	G7	33%	33%	67%	67%
	G8	-	-	-	-
2014	G6	87%	76%	13%	24%
	G7	29%	50%	71%	50%
	G8	-	-	100%	100%
2015	G6	94%	84%	6%	16%
	G7	29%	50%	71%	50%
	G8	-	-	100%	100%
2016	G6	94%	86%	6%	14%
	G7	30%	29%	70%	71%
	G8	-	-	100%	100%
2017	G6	93%	78%	7%	22%
	G7	29%	14%	71%	86%
	G8	-	-	100%	-

Figure 4-13 Research staff on fixed term vs. open contracts

Research staff on fixed term and open contracts

	2013	2014	2015	2016	2017
Proportion of FT Contract Staff who are female (%)	57	46	46	54	43
Proportion of Open Contract staff who are female (%)	50	50	47	55	59
Total no. on fixed contract	53	54	68	67	76
Total no. on open contract	20	22	19	31	27
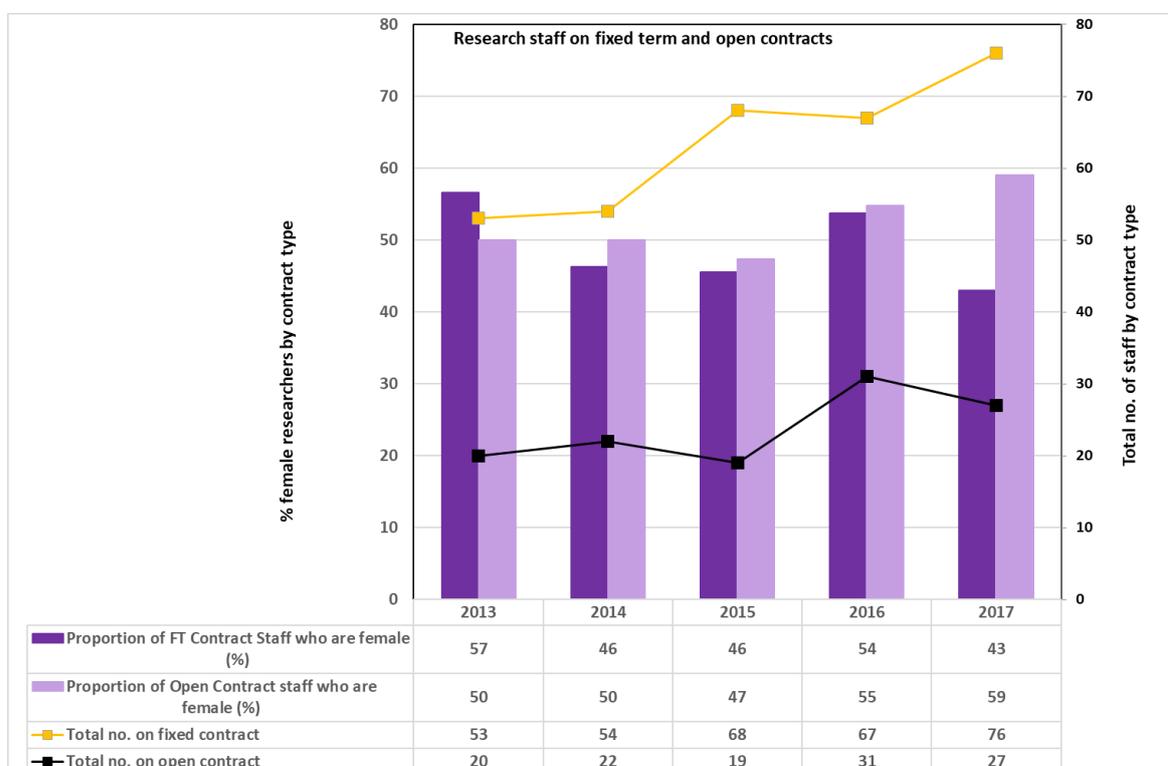
We are committed to implementing the *Concordat to Support the Career Development of Researchers* and recognise the insecurity of staff on FTCs; this can impact particularly severely on women who may be less able to move Institutions. We will improve visibility of different career paths and encouraging PDRAs to engage with a new inter-Departmental mentoring scheme.

<mark>Action Point 1.3 - Produce more comprehensive understanding of PDRA career destinations.</mark>

Naming researchers on grant applications is one way to ensure FTC researchers remain in the Department, but it is also important to encourage PDRAs toward more secure career options. Over the last three years, named researchers comprise 70%F/30%M. <mark>Action Point 2.0</mark> looks to identify reasons behind this gender imbalance.

<mark>Action 2.0 - Support career progression of PDRAs and understand factors affecting gender balance of 'Named Researchers' on research applications</mark>

All FTC staff are treated equally when funding is coming to an end and:

- can join the University redeployment register within six months of end of funding to see redeployment opportunities before they are advertised externally.

- are offered a full consultation process: the viability of moving to open contract; extension to existing contract; redeployment opportunities and training or support in applying for other posts are discussed.

(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.

Summary: Low turnover amongst academic staff, with only 9 staff leaving/retiring since 2013, and gender parity in leavers amongst research-only staff.

Table 4.16 – Leaving rates of Academic & Research Staff

Staff grp/ grade		2013 Female	2013 Male	2014 Female	2014 Male	2015 Female	2015 Male	2016 Female	2016 Male	2017 Female	2017 Male
Research 6	Leavers	3	9	9	8	4	4	8	10	9	5
	Staff	33	24	27	31	33	35	43	33	40	44
	Leaving rate	9.1%	37.5%	33.3%	25.8%	12.1%	11.4%	18.6%	30.3%	22.5%	11.4%
Research 7/8	Leavers	1		2		1		1	2	2	1
	Staff	7	9	9	9	7	12	9	11	9	10
	Leaving rate	14.3%	0.0%	22.2%	0.0%	14.3%	0.0%	11.1%	18.2%	22.2%	10.0%
Academic - Lecturer	Leavers		1		1				1		
	Staff	5	13	3	12	4	12	8	12	11	16
	Leaving rate	0.0%	7.7%	0.0%	8.3%	0.0%	0.0%	0.0%	8.3%	0.0%	0.0%
Academic - Snr Lecturer/Reader	Leavers								1		
	Staff	4	11	6	13	6	14	7	14	8	16
	Leaving rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	7.1%	0.0%	0.0%
Academic Prof	Leavers				1					1	3
	Staff	6	15	6	14	6	14	7	18	7	17
	Leaving rate	0.0%	0.0%	0.0%	7.1%	0.0%	0.0%	0.0%	0.0%	14.3%	17.6%

Average turnover of academic staff is ~5% per annum (gender parity). In 2017, one female academic retired and remains at the University as Emerita; of three male leavers one retired and still holds an honorary post and two moved institutions (both for family reasons). Turnover of research staff is higher, but with no clear gender pattern.   All but two leavers were F-T and the two P-T leavers were Grade 6 Researchers (1 M; 1 F). A bullying issue was raised in our "leavers questionnaire/meetings" and we updated our communication of support through signposting posters around the department (Figure 5-27: see also HR Policies Section 5.6 (vi)). Action Point 5.8 - Encouraging healthy working practices, will further address bullying

Word Count: 1621

5. SUPPORTING AND ADVANCING WOMEN'S CAREERS
Recommended word count: 7000 words

5.1.   Key career transition points: academic staff

Figure 5.1 – Career pipeline of students, researchers and academic staff (2013 -2017)

Representation of Academic and Research Staff at different career stages

	Undergrad	Postgraduate (Taught)	Postgraduate (Research)	Grade 6 Researcher	Grade 7 and above Researcher	Lecturer	Senior Lecturer	Professor
Mean % Females	61	47	56	52	45	31	31	29
Mean % Males	39	53	44	48	55	69	69	71
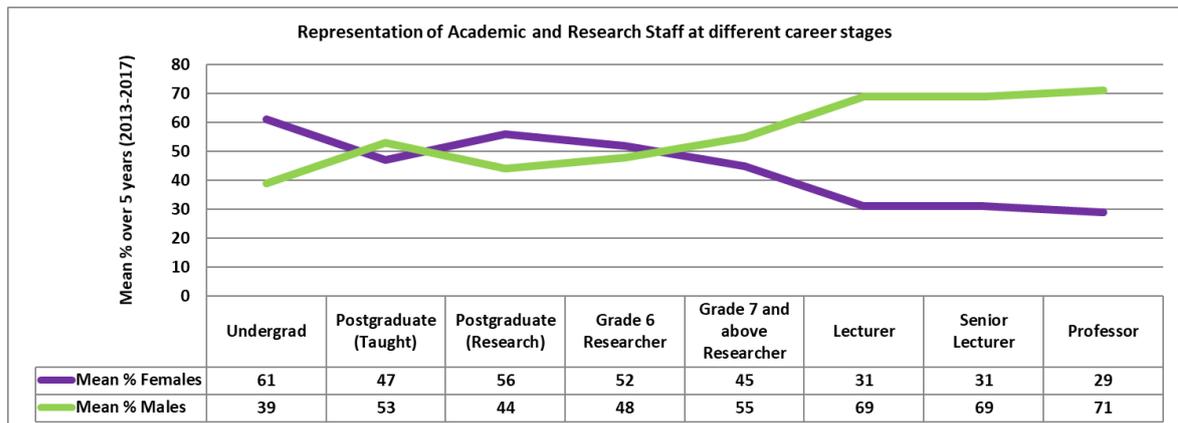
Our actions have successfully helped stem the leak of females between Lecturer and Professor, but despite progress, leaks in the career pipeline remain at Researcher to Lecturer (Fig 5.1).

(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.

> **Summary:**
> - **Increase of 6% in applications, 12% in shortlisting and 12% in selection of females across academic and research posts.**
> - **5% increase in %F applicants for academic posts.**
> - **Gender parity in %F/M interviewed and selected for Researcher posts.**

All recruitment is administered by the AM (member of BioEDG) and includes the HoD office to ensure consistency. We use standardised recruitment materials, reviewed annually by BioEDG (e.g. checking for gender-neutral text and images) and emphasise our family–friendly policies and commitment to gender equality (including the AS Gold logo).   Male and female contacts are included, or a generic, gender-neutral contact for enquiries. These actions have been effective at increasing the % of female applicants. To build on these successful impacts, we plan to trial software

to reduce gendered language in our recruitment materials. Action Point 3.6 - Continue to improve the % of female ART applications and will work with the University to improve candidate briefs across the institution – Action 5.6

Figure 5-2 – Standard Recruitment Paragraph in Department Section of Candidate Brief

The Department of Biology operates a set of family-friendly policies and welcomes applications that are made on a part-time and job share basis. We will do our best to accommodate such requests where possible. Staff working patterns are flexible and a formal flexitime system is also in operation and the University has a nursery on site. We are proud to foster a supportive culture that helps staff and students reach their full potential and we embrace equality, diversity and inclusion as well as the values of the Athena SWAN Charter in all our departmental activities. Our philosophy is that poor working practices discriminate disproportionately against women whereas good practices support all. We have a Gold Athena SWAN award in recognition of our culture, ethos and activity.

Athena SWAN Gold Award

Figure 5-3 – Selection of pictures from Biology Candidate Briefs

Recruitment panels for all roles include women and men; the relatively high number of women in the Department ensures women are not over-burdened. All panel members have UB training and chairs complete Recruitment and Selection training, with regular updates; compliance is monitored by the AM.

An observer attends short-listing meetings for recruitment of academic staff to gather gender information e.g. length of time spent discussing candidates, whether inappropriate/irrelevant information is discussed. No significant differences according to the gender of the applicant have been identified; one possibility is that the presence of the observer may help ensure best practice (Smith et al. *BioScience* (2015) 65: 1084-1087). Discussion of gender balance of shortlisted applicants is standard practice in our recruitment process.

Interviewees are offered the option of a Skype interview and flexible timing; ensuring that candidates with caring responsibilities or disabilities are not disadvantaged. Interviewees are asked for anonymous feedback by our central HR team. No general problems have been identified to date; we will continue to monitor these reports. We are proud of feedback demonstrating that our actions are producing an equality culture in recruitment (see quote next page).

The AM advises on offers of employment for all staff levels, to ensure parity in starting salaries; recognising that females tend not to negotiate as strongly. Years of relevant experience are directly linked to specific points on the salary scales.

We make direct appointments for short term positions (less than 12 months) and we monitor these in respect to gender.

Figure 5.4 – Academic Recruitment showing impacts from our actions –2013- 2017

Academic Recruitment	2013	2014	2015	2016	2017
% Female of all applications	27	34	33	40	35
% Female of all interviews	29	25	40	47	64
% Female of all appointments	33	0	50	40	100
Total no. of applications	171	142	21	183	118
Total no. of interviews	14	12	5	15	11
Total number of appointments	3	2	2	5	1

Table 5.1 – Academic and Research Recruitment by Grade/Gender

Year	Grade	Gender	Applications	Shortlisted	Acceptances	Shortlisted/ Applications	Acceptances/ Shortlisted	Acceptances/ Applications
2013	Grade 6 Research	Female	220	35	8	16%	23%	4%
		Male	309	44	12	14%	27%	4%
		% Female	41.60%	44.30%	40.00%			
	Grade 7 Lecturer	Female	42	4	1	10%	25%	2%
		Male	103	7	2	7%	29%	2%
		% Female	29.00%	36.40%	33.30%			
	Professor	Female	6	1	1	17%	100%	17%
		Male	21	3	0	14%	0%	0%
		% Female	22.20%	25.00%	100.00%			
	Total	Female	268	40	10	15%	25%	4%
		Male	433	54	14	12%	26%	3%
		% Female	38.20%	42.60%	41.70%			
2014	Grade 6 Research	Female	214	42	7	20%	17%	3%
		Male	261	34	11	13%	32%	4%
		% Female	45.10%	55.30%	38.90%			
	Grade 7 Research	Female	13	3	3	23%	100%	23%
		Male	12	6	1	50%	17%	8%
		% Female	52.00%	33.30%	75.00%			
	Grade 7 Lecturer	Female	45	2	0	4%	0%	0%
		Male	93	9	2	10%	22%	2%
		% Female	32.60%	18.20%	0.00%			
	Professor	Female	4	1	0	25%	0%	0%
		Male	9	3	1	33%	33%	11%
		% Female	30.80%	25.00%	0.00%			
	Total	Female	276	48	10	17%	21%	4%
		Male	375	52	15	14%	29%	4%
		% Female	42.40%	48.00%	40.00%			

Year	Grade	Gender	Applications	Shortlisted	Acceptances	Shortlisted/ Applications	Acceptances/ Shortlisted	Acceptances/ Applications
2015	Grade 6 Research	Female	315	41	13	13%	32%	4%
		Male	479	49	11	10%	22%	2%
		% Female	39.70%	45.60%	54.20%			
	Grade 8 Senior Lecturer	Female	6	1	0	17%	0%	0%
		Male	8	3	1	38%	33%	13%
		% Female	42.90%	25.00%	0.00%			
	Professor	Female	1	1	1	100%	100%	100%
		Male	6	0	0	0%	-!	0%
		% Female	14.30%	100.00%	100.00%			
	Total	Female	322	43	14	13%	33%	4%
		Male	493	52	12	11%	23%	2%
		% Female	39.50%	45.30%	53.80%			
2016	Grade 6 Research	Female	147	39	10	27%	26%	7%
		Male	231	37	8	16%	22%	3%
		% Female	38.90%	51.30%	55.60%			
	Grade 7 Lecturer	Female	65	4	0	6%	0%	0%
		Male	114	11	3	10%	27%	3%
		% Female	36.30%	26.70%	0.00%			
	Grade 8 Senior Lecturer	Female	10	3	0	30%	0%	0%
		Male	7	1	1	14%	100%	14%
		% Female	58.80%	75.00%	0.00%			
	Total	Female	222	46	10	21%	22%	5%
		Male	352	49	12	14%	24%	3%
		% Female	38.70%	48.40%	45.50%			
2017	Grade 6 Research	Female	195	41	9	21%	22%	5%
		Male	221	36	11	16%	31%	5%
		% Female	46.90%	53.20%	45.00%			
	Grade 7 Research	Female	1	1	1	100%	100%	100%
		Male	0	0	0	-	-	-
		% Female	100.00%	100.00%	100.00%			
	Grade 7 Lecturer	Female	38	7	3	18%	43%	8%
		Male	67	3	0	4%	0%	0%
		% Female	36.20%	70.00%	100.00%			
	Professor	Female	3	0	0	0%	-	0%
		Male	10	1	0	10%	0%	0%
		% Female	23.10%	0.00%	-			
	Total	Female	237	49	13	21%	27%	5%
		Male	298	40	11	13%	28%	4%
		% Female	44.30%	55.10%	54.20%			

Year	Grade	Gender	Applications	Shortlisted	Acceptances	Shortlisted/ Applications	Acceptances/ Shortlisted	Acceptances/ Applications
Overall	Grade 6 Research	Female	1091	198	47	18%	24%	4%
		Male	1501	200	53	13%	27%	4%
		% Female	42.10%	49.70%	47.00%			
	Grade 7 Research	Female	14	4	4	29%	100%	29%
		Male	12	6	1	50%	17%	8%
		% Female	53.80%	40.00%	80.00%			
	Grade 7 Lecturer	Female	190	17	4	9%	24%	2%
		Male	377	30	7	8%	23%	2%
		% Female	33.50%	36.20%	36.40%			
	Grade 8 Senior Lecturer	Female	16	4	0	25%	0%	0%
		Male	15	4	2	27%	50%	13%
		% Female	51.60%	50.00%	0.00%			
	Professor	Female	14	3	2	21%	67%	14%
		Male	46	7	1	15%	14%	2%
		% Female	23.30%	30.00%	66.70%			
	Total	Female	1325	226	57	17%	25%	4%
		Male	1951	247	64	13%	26%	3%
		% Female	40.40%	47.80%	47.10%			

Applicants for academic and research posts increased from 38%F (2013) to 44%F (2017) as a consequence of our actions. We have gender parity in researcher recruitment; we have actions to increase female applicants and reach gender parity at higher grades. Increases in % of F applicants to 44% resulted in shortlists increasing from 43%F to 55%F, supporting the recognised reluctance of women to apply unless they fill all role descriptions.

Action 3.6 - Continue to improve the % of female ART applications

Figure 5-5 – Research Recruitment – 2013 - 2017

Researcher Recruitment

	2013	2014	2015	2016	2017
% Female of all applications	42	45	40	39	47
% Female of all interviews	44	53	46	51	54
% Female of all appointments	40	46	54	56	48
Total no. of interviews	79	85	90	76	78
Total no. of applications	529	500	794	378	417
Total number of appointments	20	22	24	18	21
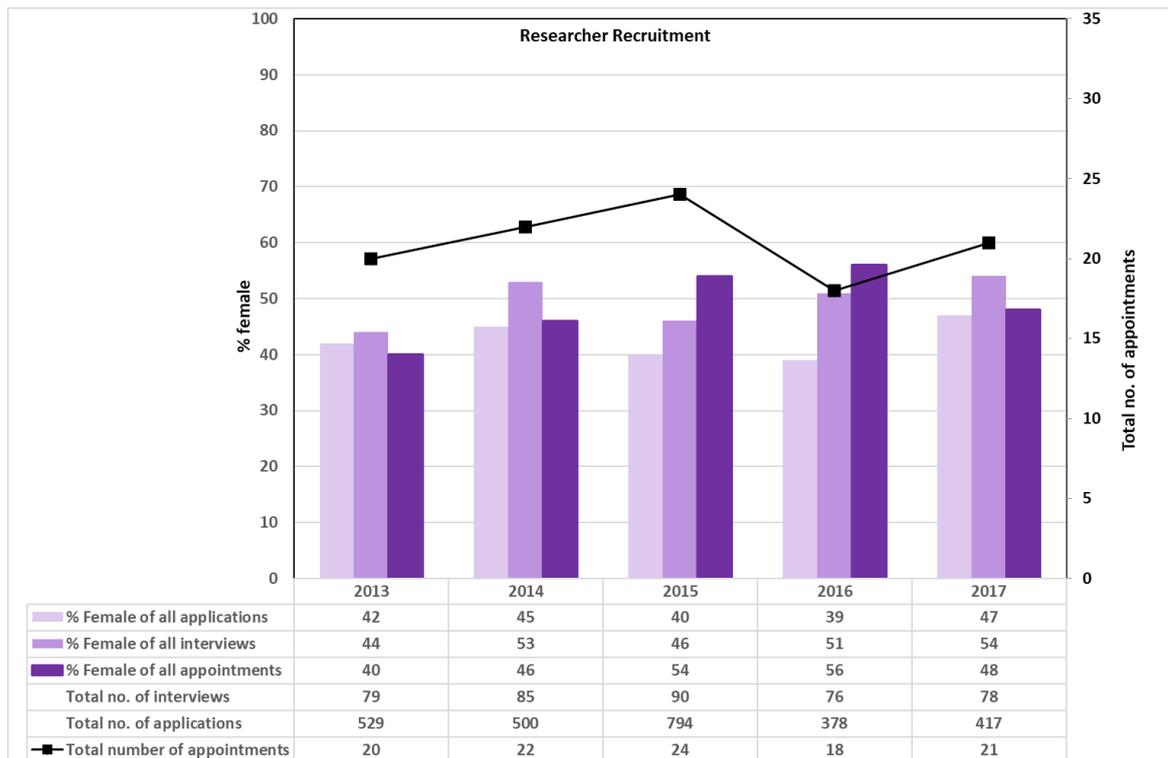
(ii)   Induction

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.

Summary:
- **100% of respondents (52%F; 48%M) said Induction provided the necessary information about their role in the Department**
- **All new academic and research staff are allocated a mentor to ensure they successfully settle into their new role.**

Induction communicates our inclusive Departmental culture. All new staff receive a Biology Induction Plan with signposting to HR policies/procedures, including our E&D best-practices, flexible working and other family-friendly policies. Mandatory training is highlighted in this document:

- Equality & Diversity
- Unconscious bias
- Safeguarding & Security
- Computer workstation assessment

- Fire safety
- Information Security (GDPR)

The process is improved in response to feedback gathered via a survey form sent to each new starter and manager.

All new Academic staff meet with the HoD in their first week; meetings are timetabled with other key staff e.g. Deputy HoDs, Chairs of Research Committee, Board of Studies, Graduate School, Department Manager/Admin Manager, Operations Manager, Workshops & Technology Centre Managers, Research Facilitator. To familiarise staff with the physical layout of the Department, they meet all these people in their offices.

> 100% of respondents (52%F; 48%M) said they felt the induction process gave them all the necessary information about the role & department

> *"I was given specific induction on Lab procedures, my induction also included signposting to relevant online induction resources and connection with relevant support networks which was really useful"* – Male Researcher

> *"I was given a brief tour of the Technology Facility within two days of joining the Department; this was informal but invaluable and should be made a feature of the core induction"* – female Academic

This feedback has been acted on and a tour of the Technology Facility is now arranged for all new academic staff.

Acting on staff feedback that it was slow to get to know other staff outside of their own lab/office, we will hold monthly induction briefings where important information will be provided face-to-face and new starters can meet each other.

Action Point 4.5 - Review induction to include opportunity for new starters to meet other new starters in Department

Since 2013, all new academic staff are assigned a teaching mentor, to familiarize them with our teaching procedures and ethos, and to give constructive feedback on teaching.

> *"It was great that I got to meet so many of my new colleagues in the first week this made me feel very welcome. I also liked the fact that I had a mentor as support in the first few months" – new academic (2017)*

All new Lecturers undertake a Master's level Postgraduate Certificate in Academic Practice (PGCAP) within their two-year probation period, for which they receive workload reduction. Academics on R&T contracts also have a reduced teaching load for the first two years of appointment (30% and 60% teaching load in years 1 and 2, respectively), to help them establish their research.

All staff receive a University Induction document with additional information and signposting on E&D. For researchers there is an active and welcoming Biology Post-doc Society; mentors make contact before new staff arrive, to make the starting experience as welcoming as possible.

Figure 5-6 - The E&D Section of the University Induction Checklist

Equality and diversity

	Date completed
Completion of online Diversity in the Workplace package	
Familiarise yourself with Athena SWAN	
Review the Equality and Diversity pages	
Review the Disability Support for Staff pages	
Informed of who your Harassment Adviser is	

(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.

> **Summary: 89% of females applying for promotion are successful, now in line with success of males (81%).**

Figure 5.7 – Schematic to show how we support staff in the University Promotions Process

University Promotion Process **Departmental Support**

Individual Produces Application & Discusses with HoD, after their annual performance review:
- CV
- Supplementary Evidence
- Special Circumstances – Individual Circumstances Form

- Lunch time workshops to understand promotion process
- PDR to identify readiness
- CV Writing workshops
- HoD and Senior team target staff who haven't applied

Application submitted

Application acknowledged & copy sent to HoD

HoD report (agreed by candidate) & application sent to Academic Promotions Committee & relevant Advisory Panel

HoD ensures gender parity in suggested external referees

Committee Decide on Promotion based on Criteria:
- Research
- Teaching, Scholarship & Professional Practice
- Academic Citizenship, includes E&D Roles, Admin Roles & public engagement/outreach

- Celebrate successes via internal comms
- Follow-up support to unsuccessful candidates
- Case studies in promotional materials to support others in future

'Promotion readiness' is part of the annual PDR discussion. An annual email from HoD invites staff to talk face-to-face outside of PDR meetings. The HoD and deputy HoD recognise some staff (particularly women) are less likely to apply so actively encourage promotion applications. Lunchtime sessions provide informal opportunities to discuss the process with members of University Promotions committee; ~50% of staff attended last year (54%F; 47%M). An increasing

(81% to 87%) proportion of staff agree they understand the promotions process. We will provide support to those who are unsuccessful to improve their applications.

Action Point 3.0 – Support career progression of female academics & Researchers.

Table 5.2 – Number of Academic Staff Promotions

Year of application	Application for	Male applicants	Female applicants	Successful	
2017-18	Professor				
	Reader				
	Senior Lecturer				
2016-17	Professor				
	Senior Lecturer				
	Lecturer				
2015-16	Professor				
	Reader				
	Senior Lecturer				
	Lecturer				
2014-15	Professor				
	Reader				
2013-14	Reader				
	Research Fellow				
	Senior Research Fellow				
	Senior Lecturer				
2012-13	Reader				
	Senior Lecturer				
2011-12	Professor				
	Reader				
	Senior Research Fellow				
	Senior Lecturer				
Total		0	0	16	Female
				25	Male

Over seven years (Table 5.2), female academics submitted 37% of promotion applications compared to 27% before our Gold award (2011-2014). Female success rates have improved, demonstrating impacts from the instigation of our pro-active approach, with 89% of female applicants successfully applying for promotion in the last seven years compared to 27% in the period 2011-2014. Male success rates have also risen, from 42% (2011-2014) to 81%, suggesting all staff are receiving helpful advice and support.

Table 5.3 – Promotion application rates at different grades

Grade/Role			2012/13		2013/14		2014/15		2015/16		2016/17		2017/18	
	Gender		Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male
Research Fellow (Grade 7) & Senior Research Fellow (Grade 8)	Applicants													
	Eligible Staff													
	Application Rate													
Lecturer (Grade 7)	Applicants													
	Eligible Staff													
	Application Rate													
Senior Lecturer/Reader (Grade 8/8R)	Applicants													
	Eligible Staff													
	Application Rate													
Professor (Prof)	Applicants													
	Eligible Staff													
	Application Rate													

Promotion application rates show no pattern across grades 7 to 8; applications from grade 6 are low because posts are often linked to fixed funding with less flexibility in the job specification.

No women applied for internal promotion to Professor during the period 2011-2016 when seven men applied, but two female internal applicants were appointed through externally-advertised Chair posts. Our actions to support promotion applications by female Readers resulted in a woman being promoted to Professor in 2017-18.

Action Point 3.0 – Support career progression of female academics & Researchers.

Three P-T staff successfully applied for promotion over the last 7 years (2F, 1M) and three female members of staff were on maternity leave when they were promoted.

"During my maternity leave in XXXXXX the Department encouraged me to apply for promotion to Senior Lecturer. Without the encouragement, I probably would not have felt that applying was appropriate during maternity leave. I was very pleased to be promoted despite not actually being at work, and that having had two periods of maternity leave did not appear to affect career progression." Female Academic (feedback from promotions focus group)

We know that promotion has impacts on gender pay-gap analyses. Our analyses show no overall gender pay-gap in the Department, in contrast to the sector, but a pay-gap for our senior academics, where women are paid less. We will work with the University to better understand the reasons for these pay-gaps, and support women applying for promotion. Action 5.10 - Work with the University to address the gender pay gap.

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.

In RAE2008 all eligible staff were returned; 40M, 18F. In REF2014 a more strategic approach returned 47 of 67 eligible staff (35M and 12F) with no significant difference in the proportion of eligible men and women submitted (i.e. REF-returned staff ~26%F against REF-eligible staff ~28%F; $p > 0.3$). Members of the then Departmental 'ASWG' were on the REF sub-group, to ensure gender equality in processes.

To support staff preparing for REF2021:

- Departmental funds and research leave opportunities enable completion of outputs (gender parity in requests to date).
- Mentoring and support improve manuscript acceptance rates.
- Regular information at staff meetings ensures transparency in processes e.g. grading of outputs.

5.2. Key career transition points: professional and support staff

Our PSS comprise Management Services, Technical, Research, and Finance Support staff; these posts often allow a high degree of flexibility and many of our staff work P-T or term time. The proportion of both our male and female staff working P-T is above the ECU benchmark (2017) for PSS across the UK; on average women are ~twice as likely as men to be working P-T. PSS over five years are 69%F which is higher than the benchmark (62.7%).

Action Point 2.3 – Ensure there are no barriers to male representation in specific PSS grades.

Figure 5-4 Numbers of PSS by Gender – 5 years

Year	Females	Males	%Female
2013	104	54	66%
2014	121	58	68%
2015	124	55	69%
2016	120	54	69%
2017	111	45	71%

Figure 5-8 Graph showing PSS by Gender – 5 years

Professional Support Staff

	2013	2014	2015	2016	2017
% Male	34%	32%	31%	31%	29%
%Female	66%	68%	69%	69%	71%
Total	158	179	179	174	156
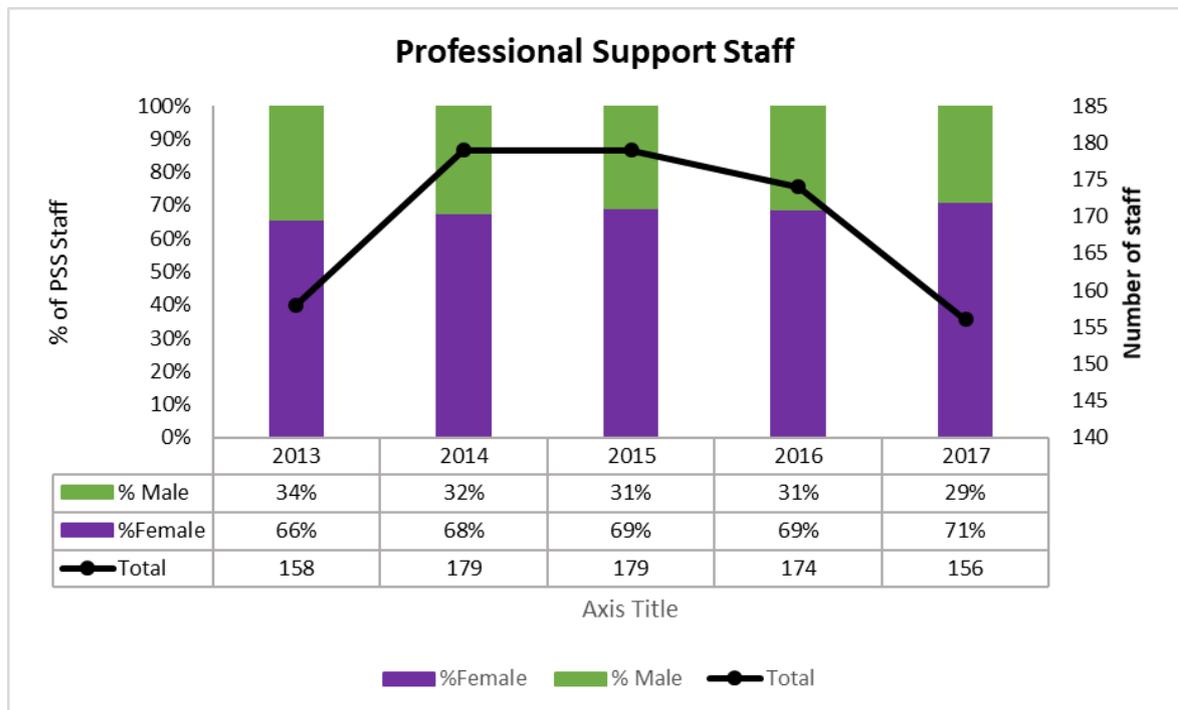
Table 5.5 – Part-time/Full-time Breakdown for PSS against ECU Staff Benchmark 2017

Gender	Full-Time / part-Time	2013	2014	2015	2016	2017	5 Yr Mean	ECU Benchmark
Women	Full-Time	74	64	66	65	56	65	
	Part-Time	30	57	58	55	55	51	
	Proportion Part-Time	29%	47%	47%	46%	50%	44%	40.70%
Men	Full-Time	46	45	39	42	37	42	
	Part-Time	8	13	16	12	8	11	
	Proportion Part-Time	15%	22%	29%	22%	18%	21%	17.30%
Proportion of all staff who are female		66%	68%	69%	69%	71%	69%	62.70%

Figure 5-9 – Representation of PSS at different Career Stages

Professional Support Staff : Gender split by grade

	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
% female	52.6	63.6	76.5	82.9	80.0	55.6
% male	47.4	36.4	23.5	17.1	20.0	44.4
Total no. of staff	19	33	51	35	10	9
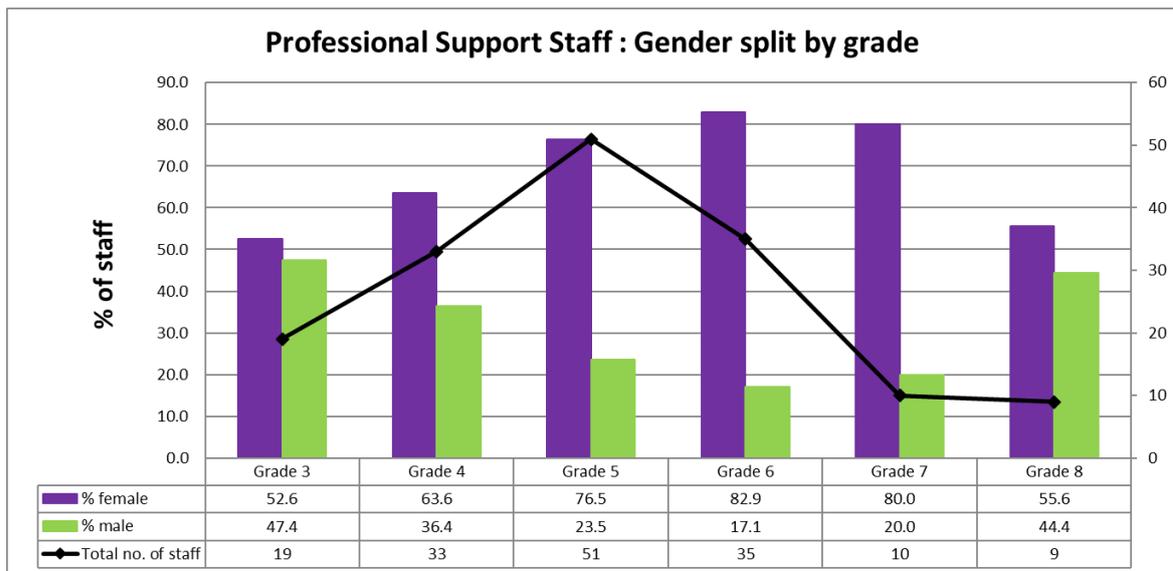
We are close to gender parity for PSS at the lower and higher grades, however this diverges in the middle grades.

Action Point 2.2 - Reduce gender disparity across PSS grades and support PSS careers

Action Point 2.3 – Ensure there are no barriers to male representation in specific PSS grades.

(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.

The generic aspects of the Induction process described above for academic and research staff are mandatory for all new PSS. PSS have a probation plan with reviews at 3 months, 6 months and 9 months (for Grades 6-8) and a 'buddy' or mentor. They also complete the University Induction Checklist. Recent feedback identified the desire for PSS to meet staff from other groups as part of induction.

Action Point 4.5 - Review induction to include opportunity for new starters to meet other new starters in Department

(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.

There is no formal (in-role) promotion route for PSS within the University; PSS looking to progress to a higher grade apply for a vacant position.

To support staff toward higher grade posts we offer:

- Opportunities to take on additional responsibilities;
- Mentorship, and job shadowing opportunities and secondments;
- 'Acting-up' opportunities for short periods where a 'Temporary Responsibility Allowance' is paid; (8 in 2017: 7F; 1M)
- Opportunities for role review in-line with HERA guidelines (see Table 5.6);
- Encouragement to engage with Professional@York (See Section 5.4)
- Support to the Technicians Commitment (See Section 5.4 i)
- Encouragement to apply for Development & Assessment Centre Scheme (DACs)
- Encouragement to apply for 'So you want to be a Manager' course.
- Coaching, mentoring and development as part of PDR.

Table 5-6 – Role Review Data for PSS

Year	M Requests	F Requests	Total RR Requests in Year	Positive RRs M	Positive RRs F	Total Female Proportion of Successful	Total Male Proportion of Successful	No Upgrade M	No Upgrade F	Total Female Proportion of No Upgrade	Total Male Proportion of No Upgrade
2008	1	0	1	1	0		100%				
2009	3	4	7	2	3	60%	40%	1	1	50%	50%
2010	4	6	10	4	6	60%	40%				
2011	1	4	5		3	100%	0%	1	1	50%	50%
2012	1	2	3	1	2	67%	33%				
2013	1	6	7	1	5	83%	17%		1	100%	0%
2014	4	2	6	2	1	33%	67%	2	1	33%	67%
2015	0	2	2		1	100%	0%		1	100%	0%
2016	1	2	3	1	2	67%	33%				
2017	0	2	2		2	100%	0%				
Total	**16**	**30**	**46**	**12**	**25**			**4**	**5**		

Of 46 role reviews requested over a 10-year period Table 5.6), 37 were progressed (68%F, 32%M) which is in-line with our PSS gender balance.

Action Point 3.1 – Collect role review data for PSS staff by grade

DACs have been running since 2015; 5F PSS applied (three were successful; Grade 7/8 scheme) and 1M applied and was successful (Grade 5/6 scheme). We will run focus groups to assess the benefits of DACs and encourage more, especially male, PSS to apply.

Action Point 4.2 - Improve uptake of Leadership & Management training and Development & Assessment Centres (DACS)

Intersectionality Biology Staff Gender and Ethnicity

Table 5-7 - All Staff Groups by Gender and Ethnicity

		Academic	Research	PSS	ECU Benchmark 2017
BME	Male				13.60%
	Female				11.70%
	Total				12.60%
Non BME	Male				86.40%
	Female				88.30%
	Total				87.40%
Not Declared	Male				-
	Female				-
	Total				-

BME figures are similar for women and men in each staff group. % of BME staff is at the benchmark for Research staff, however academic and PSS are below the benchmark.

Action 2.7 Increase BME student, academic staff and PSS population in the department

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?

Summary: >60% academic staff (64%M; 62%F) agree they are actively encouraged to take up career development opportunities.

Training is divided into compulsory training (e.g. E&D, Fire Safety, and Information Security) and optional development opportunities. Training and development needs are usually identified in the annual mandatory PDR meeting and selected from centrally-provided courses which are open to all staff, and delivered face-to-face or on-line. Training may also be sourced externally by individuals with funds from the Departmental training budget (budget split 72%F: 28%M (2017); 60%F; 40%M (2018)). At the instigation of technicians and researchers, the Department has a ring-fenced research training budget (£2k annually) available through application to the Departmental Research Committee.

Regular emails from the AM, the weekly Biology Bulletin, and advertising on the Department Wiki pages inform staff of opportunities. Staff surveys report that academic staff (64%F and 62%M) are encouraged to take up career development opportunities. Based on ~1500 training sessions attended over five years, female academics (35% of academic staff) have undertaken 43% of training; and are thus more likely to undertake training than men. Action 4.2 - Improve uptake of Leadership & Management training and Development & Assessment Centres (DACS) Training undertaken by researchers (based on ~2000 training sessions attended over 5 years) is consistent with gender balance.

Figure 5-10 Training Uptake by gender over 5 years

Academic Staff Gender Split = 35% F; 65% M

Research Staff Gender Split = 48% F; 52% M
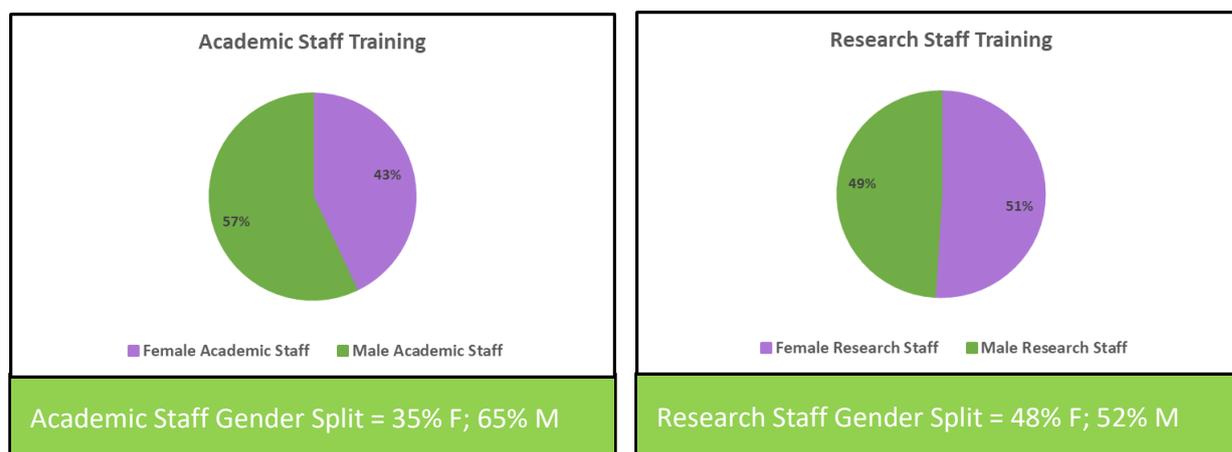
Over five years, we promoted UB training for staff who did not receive it during Induction or via other roles; the % of trained staff has risen from 20% (2013) to 56% (2017) Action Point 1.2 – Reduce Unconscious Bias. We hosted a lunchtime session on UB training (by Prof Paul Walton; Chemistry Department) open to all staff and students, and we also provide staff with web resources (e.g. Harvard IAT; Royal Society UB briefing documents).

(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.

> **Summary: 100% completion rate for PDRs in 2017 across all staff groups.**

All staff who have completed their probation period (which is reviewed separately) take part in an annual PDR, covering:

- What has gone well and barriers to success
- Review previous objectives and setting new ones
- Performance rating by reviewer and reviewee, based on discussions and evidence
- Consideration of areas and ideas for improvement, including wellbeing, work-life balance, collegiality, communication
- Career development aspirations, including readiness for promotion
- Development plan and training needs

Individuals have PDRs with their line manager, and reviewers are encouraged to informally discuss performance and development throughout the year as part of one-to-ones. Training is required for reviewers; compliance is monitored by the AM. Since 2016, reviewee training has been offered to all staff to help them get the most out of their PDR.

In 2017, 100% of all eligible staff had a PDR, an increase from 98.5% in 2016 and 89% in 2011. Our focus is now on increasing PDR quality. Action Point 2.4 - Ensure PDR meetings are useful for all staff. To ensure consistency across the department, completed PDR documents are reviewed by HoD, Department Manager and AM.

In our last staff survey (2017), 90% (92%F; 92%M) of staff said that their PDR agreed clear objectives, 80% (91%F; 85%M) agreed their reviewer had appropriate knowledge/experience, but only 62% (67%F; 67%M) said their PDR provided constructive feedback on areas for development. Hence, whilst we are confident our previous actions have had impacts, we have new actions to improve PDRs. Action Point 2.4 - Ensure PDR meetings are useful for all staff.

(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.

PDRAs are encouraged to gain teaching experience through UG tutorials, for which training is provided. Over five years, 19 (12F, 7M) researchers have been tutors.

Action Point 3.2 - Review selection of postdoctoral Tutors

"The experience of running tutorials really increased my confidence and was invaluable when I needed evidence at interviews" – female

The Department also:

- Awards annual 'Summer Student' grants (~£3k each) to PDRAs; nine to date (5F; 4M) provide experience of applying for funds, recruitment, project and budget management and the opportunity to develop an independent line of research and preliminary data for a fellowship application.
- has a travel/training fund for PDRAs and technicians.
- encourages Independent Fellowship applications through discussions with RFLs, mentoring and guidance on applications, mock interviews and additional years of support for successful applicants. The Department has a strong track-record of appointing Fellows to lectureships (1F, 2M in past five years).
- encourages PDRAs to sit on Departmental committees and recruitment panels to gain experience.

It is challenging for potential fellows and new lecturers to gain competitive external funding; we encourage staff to attend 'Research Grant Writing for the Sciences' courses provided by the University, and an Intensive Grant Writing Residential course. An RFL is developing a Biology-specific grant writing workshop to complement existing courses and further support ECRs, and we will monitor take-up and get feedback.

New academic staff have an experienced mentor to provide advice and guidance at key career points; the University provides training for mentors. Staff are also supported by our nine RFLs who run our Peer Review College (PRC) for grant applications and manuscript submissions.

Previous staff surveys report female academics (57%) agree less than males (81%) that they have been provided with a useful opportunity to be mentored. Biology staff recently supported a pilot inter-Departmental mentoring scheme which is now being offered to all staff. The University also offers coaching for all staff, usually focussed on a specific issue. We will encourage staff to take up University mentoring and coaching opportunities.

Action Point 3.0 – Support career progression of female academics & Researchers.

(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).

Summary: Two Student Employability Managers support our students, and our Director for Students has oversight of all student-related issues, including employability and skills training.

We take pride in supporting our students, to ensure that they all achieve their full potential. Our UG students have an Academic Supervisor who they meet twice a term and is the student's first port of call for academic issues and personal support. Supervisory meetings include discussion of Personal Employability Plans. Two Student Employability Managers, one of which is a member of BioEDG, provide drop-in sessions and advice for personal development, skills training and careers advice. Over 250 appointments (with gender parity) were taken up last year.

We have an active Postdoc/Postgraduate community, with 'coffee and careers' events happening on a frequent basis to support career development.

PGR students undertake ~10 days per year of training in the Researcher Development Framework (following *Vitae* recommendations) monitored by each student's Thesis Advisory and Progression Panels. PGR students also complete a 'Grad Seed' activity tailored towards their anticipated career path. Training courses are delivered centrally by RETT, and via our BBSRC/NERC funded DTPs. A Student Employability Manager organises monthly 'Coffee and Career' sessions with a visiting biologist from a diverse range of career destinations. Evidence of our success in supporting our students is that 72.5% of UG (DHLE statistics for 2016) and 95% of PGR students secure graduate employment or further study within six months of graduating.

We actively track and celebrate career progression for our former students and foster a supportive environment for career development during their time in the Department.
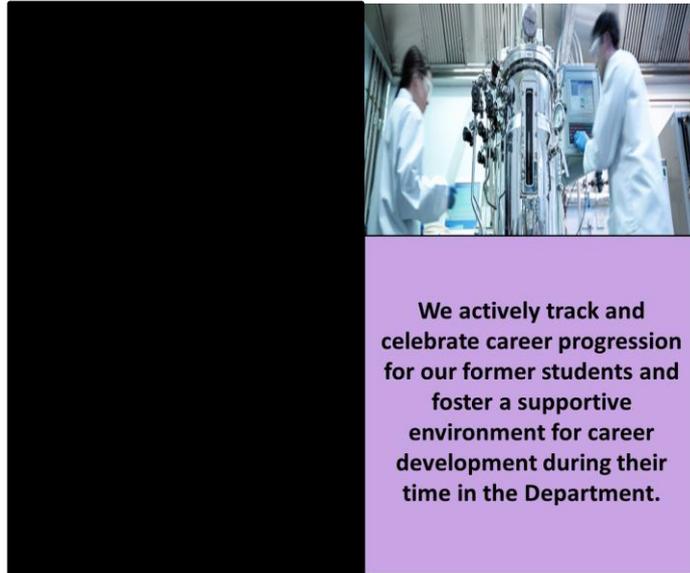
We host an annual careers fair for UG students; in 2016 93% of attendees reported increased awareness of biology career options. The Department runs 'Year in Industry' (YiI) programmes; YiI students receive help with CV writing and mock interviews and in in 2017/18 there were 62 YiI placements (52%F, 48%M). Our UG students can apply for summer internships (with funding provided by the Department and University), to gain new experiences and skills for life.

Student Feedback demonstrating support from our recent Careers Fair:

"It was really useful to help me understand what I want to do. I also feel more motivated to get work experience over the summer! It was a really useful experience."
(Female UG student 2018)

"Very enjoyable, I felt very respected as a student there and everyone was very approachable." (Female UG student 2018)

"An excellent opportunity to learn more about available careers!!!" (Male UG student 2018)

At PGR-led 'Gradshare' events, academics talk about their careers and students ask questions about career choices, navigating academic career progression, and non-traditional career paths. Speakers

stay for pizza so students can also ask questions in a less formal setting. Invited speakers (~40% F; ~60%M since Oct 2014) include ECRs and senior academics.

(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.

> **Summary: Our Departmental peer review colleges (PRCs) led by our Research Focus Leads (RFLs) support colleagues submitting grant proposals and manuscripts.**

We support staff via our PRCs, led by our RFLs (3F; 6M) (Figure 2-2), who run ideas "pitching" sessions, organise reviews, provide feedback, advise on responses to reviewer comments, and on next steps for unsuccessful applications.

Table 5.8 – Staff applications for Departmental pump priming funds - ECR and newly-appointed staff are prioritised in applications.

Departmental pump priming and paper completion	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16	2016/17	2017/18	Total
No. applied for (M)	9	7	3	8	10	5	4	7	11	5	69
No. applied for (F)	6	2	5	4	2	1	3	3	1	3	30
No. of awards made (M)	5	7	3	6	8	5	4	4	7	5	54
No. of awards made (F)	6	2	4	4	2	1	2	3	1	2	27

Table 5.9 - data on academic staff applying for grants and success rates.

Research grants	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017	Total/Avg
No of grants applied for (M)	62	63	60	43	55	59	88	72	69	60	631
No of grants applied for (F)	34	23	28	26	21	21	34	21	25	24	257
Average £ applied for (M)	284,560	246,630	420,315	375,694	384,644	502,630	596,965	504,505	364,465	417,677	409,809
Average £ applied for (F)	309,931	290,770	221,425	292,287	389,245	436,827	362,208	325,580	291,440	338,700	325,841
No of grants funded (M)	21	18	18	14	24	18	32	30	29	21	225
No of grants funded (F)	15	7	9	8	7	3	13	5	10	11	88
Average £ funded (M)	359,424	106,862	394,512	344,645	287,094	412,360	506,069	422,667	355,720	516,953	370,631
Average £ funded (F)	201,128	164,252	89,545	184,053	257,989	413,723	304,792	239419	218,010	332,900	240,581

The Biology DRC, with representation on BioEDG, provides pump-priming funds (30F, 90% success; 69M, 78% success; Table 5.7). The number of internal and external applications is in line with the academic gender balance but females applied for less funding per application. Our action encouraging all staff to review budgets has improved gender parity (£325,841 F versus £409,809 M).

Action Point 3.0 – Support career progression of female academics & Researchers.

Staff with unsuccessful grants receive feedback and mentoring from RFLs and can attend additional training in grant writing. We support and mentor applicants applying for Independent Research Fellowships, and we can extend a Fellow's salary by up to 2 years.

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 are encouraged via the Biology Bulletin, direct emails, advertising on the Wiki pages, and paid time-out to engage with Professional@York which encourages networking and development of PSS across the University. Themed forums examine strategic University themes, and individual and team awards celebrate success. Feedback from staff is very positive, reporting the events to be "fun and informative" and enabling them to feel part of a "wider community of support staff". PSS have access to DACs to support career development.

Figure 5-11 – Some of the activities and networking that are available to PSS through Professional@York.

Two PSS from Biology were nominated for Professional@York awards in 2016.
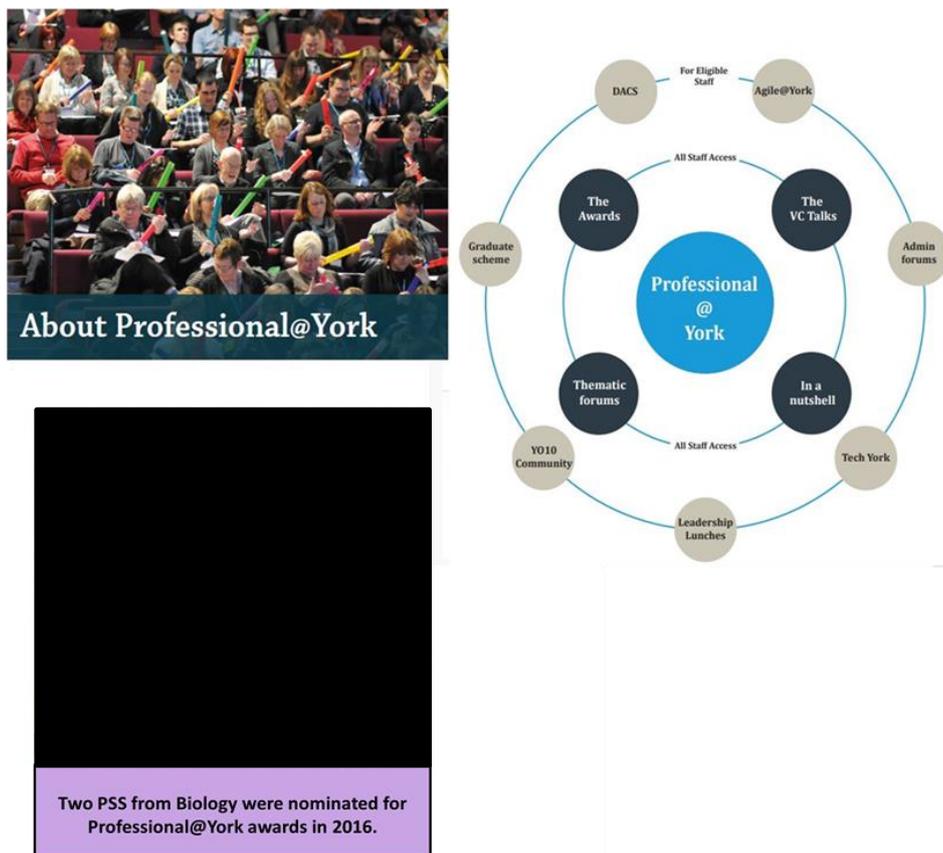
Central training is provided by the University and its effectiveness assessed through feedback and PDR discussions. PSS can apply for Departmental training funds, and in 2017/18, 7 out of 15 (5F; 2M) requests were from PSS. In the 2017 Staff Survey, 74% of PSS reported their PDR was useful in identifying training needs and development opportunities, and 70% had undertaken learning and development opportunities (64%F and 62%M). PSS are encouraged to apply for the University's Management courses e.g. 'Management in Action' (5F; 2M), and 'Leadership in Action' (2F; 1M).

In 2017, the University signed-up to the 'Technician Commitment', supported by the Science Council and the Gatsby Charitable Foundation's Technicians 'Make It Happen' campaign. We have pledged action on the key challenges affecting technical staff. Our Operations Manager is developing generic technical role descriptors for clear career pathways and cross-discipline career development. She has been invited to be a 'Peer Reviewer' for self-assessments from other Institutions. The Technical Commitment Delivery Project Team was nominated for Outstanding Project of the Year (Professional@York awards). Action 5.5 - Promote our involvement with the Technician Commitment to other science departments at York and externally to institutions and support them in signing up and carrying out their self-assessment.

Membership of the Institute of Science and Technology (IST) allows Technical PSS to receive professional recognition for their expertise.
We plan to monitor engagement of PSS with IST by gender Action 2.3

In 2018, we used the Apprenticeship Levy to recruit an Apprentice Mechanical Workshop Technician. This post was filled by a woman, who we will support to complete a level 3 NVQ in Advanced Manufacturing Engineering. Action point 5.4 - Promote our use of the apprentice levy to other departments within the University and externally to other Institutions who have not yet taken this approach.

xxxxxxx – Apprentice Mechanical Workshop Technician – Recruited using Apprenticeship Levy
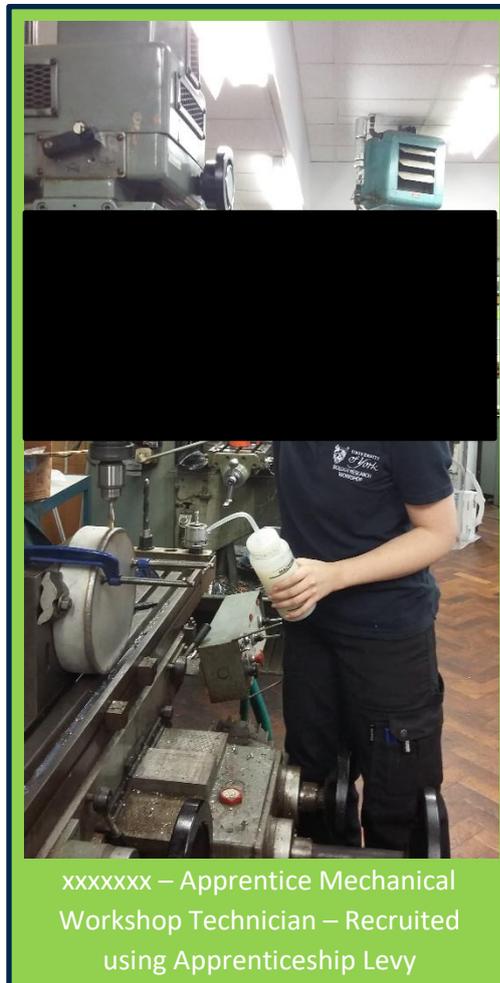
(ii)   Appraisal/development review

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.

Summary: 100% of PSS had a PDR in 2017, 74% said their PDR had been useful in identifying development needs and 70% said they had undertaken training in the last 12 months.

The PDR process is the same for PSS as for other staff. The AM, as training officer for the Department, monitors training completion. In 2017, 100% of PSS completed a PDR and 74% of PSS said that their PDR had been useful in identifying training needs and development opportunities; 70% had undertaken some learning and development provided by the University in the last 12 months (64%F and 62%M). Our focus is to improve the quality and consistency of these reviews, acting on feedback from the Staff Survey Action point 2.4 - Ensure PDR meetings are useful for all staff.

5.5. Flexible working and managing career breaks

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

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

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

We support staff who are pregnant, adopting, or about to take an extended period of leave. H&S risk assessments put in place reasonable adjustments where required; time off to attend (eg. medical) appointments is provided. The Department has a quiet room where staff can rest. We have a maternity/leave mentor to signpost staff to central HR colleagues and policies. The central HR team has an advisor on Shared Parental Leave who helps staff navigate new policies. Members of staff who are experiencing a difficult pregnancy, or who are nearing the end of their pregnancy, can work from home, work flexibly, or reduce their working hours.

Research staff on FTCs are often concerned about their funding during maternity leave and are offered 1:1 meetings to discuss any concerns. Our AM liaises with the University Research Support Office to ensure funding queries are answered quickly. Teaching responsibilities of academic staff on leave are covered by temporary teaching staff funded by the University and the HoD meets to discuss research cover to ensure the academic's research group is supported. PSS meet the AM to discuss cover arrangements; roles are filled either via internal secondment or temporary fixed-term recruitment. For all staff going on leave we plan handover periods at the start and end of leave.

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

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

> **Summary: Maternity/leave mentor and communications plan in place.**

Our maternity/leave mentor ensures staff are aware of Keep-in- touch (KIT) and Shared Parental Leave in Touch (SPLIT) days, and line managers agree a communications plan to keep staff updated on Departmental news and activity. This helps staff make the transition back into work.

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.

Summary: Flexible arrangements and research leave for returning staff.

Towards the end of their leave, staff meet with their line manager to discuss arrangements to support their return. All staff can request a phased return (part-time for a period before returning full-time) and flexible working. Over five years, 100% of FWRs were agreed; a six-month review ensures new arrangements are working. A handover period between the maternity/leave cover and the returning member of staff, and regular review meetings with the line manager and AM, support a successful transition back into their role.

Returning staff are exempted from committee roles and academic staff have a reduction in their teaching load. In 2013 we introduced a transparent and flexible approach to research leave; all academic staff can apply every nine terms, with an annual application deadline. Staff returning from extended leave can apply outside this deadline and are given priority. Bespoke return programmes are developed depending on individual staff needs and requests.

BASC meets with academic staff returning from leave to assess the effectiveness of our support, make changes where necessary and help staff access support and advice provided centrally by the University. One-to-one feedback meetings show our staff feel well-supported; we are pleased that improvements to our policies and Departmental culture during our Gold Award have helped staff transition back to work. Evidence of the impact of our actions is that two members of staff were promoted during recent maternity leave.

The Departmental Atrium and Concourse are family-friendly locations for meetings, including Cookies Cafe, and there is a private room with fridge and washing facilities for nursing mothers. The University has an on-site Nursery available to all staff and students and runs a childcare voucher scheme.

"I feel that the Department has been very supportive for both of my periods of maternity leave. There was a lot of flexibility when to start and end my maternity leave. One of the reasons why it was easy to change the dates of my maternity leave was that the Department was able to employ my former post-doc as my maternity cover, so all my teaching was covered." Feedback from Senior Lecturer

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.

> **Summary: Consistently high return rates from maternity leave**

Over seven years, 85% of staff returned after maternity leave; the seven staff who did not return were research staff on grant-funded FTCs that ended during their leave. Additional funding has enabled some PIs to extend contracts through these periods; and we are lobbying for such funding to be provided at University level, in the same way it is for teaching cover. Action 5.9 - Work with University to achieve continuity of research cover during maternity leave.

Table 5.10 Maternity return rates

Year	Staff category	Number taking leave	No. of staff who made a return to work	Staff who were still in post after 6/12/18 months
2011	Teaching & Research/Teaching & Scholarship	1	1	1/1/1
	Research-only	5	3	3/3/3
	Professional & Support	3	3	3/3/2
2012	Teaching & Research/Teaching & Scholarship	0	-	-
	Research-only	2	2	2/2/2
	Professional & Support	1	1	1/1/1
2013	Teaching & Research/Teaching & Scholarship	0	-	-
	Research-only	3	3	3/3/3
	Professional & Support	3	3	3/3/3
2014	Teaching & Research/Teaching & Scholarship	0	-	-
	Research-only	3	3	3/3/3
	Professional & Support	2	2	2/2/2
2015	Teaching & Research/Teaching & Scholarship	2	2	2/2/2
	Research-only	1	1	1/1/0
	Professional & Support	3	3	2/2/2
2016	Teaching & Research/Teaching & Scholarship	4	2	2/2/2
	Research-only	2	2	2/2/2
	Professional & Support	3	3	3/3/3
2017	Teaching & Research/Teaching & Scholarship	2	2	2/2/2
	Research-only	7	4	4/4/4
	Professional & Support	1	1	1/1/1

(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.

Summary: Our action to raise awareness has resulted in improved uptake of paternity leave, and first case of shared parental leave in 2017

We expect rates of paternity and maternity leave to be broadly similar, yet since 2011, only 27 men (18% of all male staff) took paternity leave whilst 26% of all female staff took maternity leave.

Table 5.11 – Data on males taking paternity leave 20101 – 2018

Staff Group	2011	2012	2013	2014	2015	2016	2017	2018
PSS	3	1	1	1	1	1		2
Academic	2	1	1	2	-	-	-	1
Research	-	2	1	-	2	-	3	2
Total	5	4	3	3	3	1	3	5

Investigations during our Gold Award revealed that many men were not taking formal paternity leave, but were taking holiday or had been informally allowed to work flexibly by their line manager. We updated our webpages to include links to central paternity leave information, and raised the profile of parental leave at staff meetings, resulting in more men taking paternity leave now formally reporting.

Our first case of shared parental leave was in 2017, by a male researcher; we have an action to continue to promote this option to staff, and to use this experience as a case study on our website. Action 3.4 - Increased awareness & uptake of maternity/ paternity/shared parental/adoption leave and flexible working and increased formal reporting of such leave. We regularly promote different types of leave available to all staff via the Departmental weekly Bulletin, staff meetings, Wiki and e-mail.

No staff have taken adoption leave in the last five years.

(vi)   Flexible working

Provide information on the flexible working arrangements available.

Summary: 84% of staff say they can work flexibly; 100% of flexible working requests were approved in the last 5 years. Flexible working requests have increased by 43% since our Gold Award.

The Department encourages a healthy work-life balance and both formal FWRs (contract change) and a flexi-time system (core working hours 10.00am to 12noon and 14.00pm to 16.00pm) offer staff flexibility in their working hours/pattern while aligning with the needs of their role. Recruitment material includes positive statements regarding flexible working and remote access to shared computer network drives and University teaching/admin databases enables working from home.

At the time of our Gold award, we had not received any formal requests for flexible working; our action to promote the opportunities for formal arrangements through Departmental communications, website and Wiki has resulted in 43 requests (74%F, 26%M) since 2013, all of which have been approved.

Requests for flexible working have included:

- Reduced hours/changing work patterns to look after an ill relative
- Reduced hours to improve work-life balance
- Reduced hours approaching retirement
- Alternate longer and shorter days or term-time only to accommodate childcare/carer responsibilities

Our 2017 Departmental survey revealed 84% of staff felt able to work flexibly (83%F; 83%M) and 74% (80%F; 68%M) said their line manager was considerate of their life outside work.

To encourage a healthy work/life balance and encourage all staff take their full annual leave allowance, we have developed new actions, including actions to addressing bullying and harassment and to agree a departmental communications/email strategy.

Action 5.8 - Encouraging healthy working practices.

 Action 3.4 - Increased awareness & uptake of maternity/ paternity/shared parental/adoption leave and flexible working and increased formal reporting of such leave.
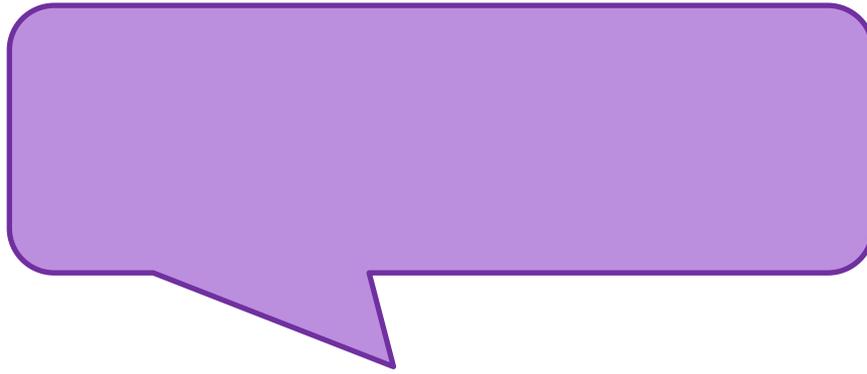
(vii) Transition from part-time back to full-time work after career breaks

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.

We do not distinguish between types of career break; our approach is very supportive and flexible and essentially as described above.

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.

> **Summary: Outreach comprises >1400 hours of activities, reaches over 15,000 people, and is included in our WAM**

We have a new process to record outreach activities through an annual census; in 2017, 70 outreach activities comprised > 1400 hours of activities and involved both academic staff (34%F, 66%M; gender balanced) and students. We estimate >15,000 school children and members of the public were reached by our activities including open lectures, 'Café Scientifique' and 'Pint-of Science', as well as activities specifically promoting women in science, such as 'Finding Ada' and 'Soapbox Science' events. A key focus is schools, including workshops, visits to the Department and summer schools, encouraging all young people to consider biology as an exciting and rewarding career. During our Gold award, we incorporated outreach activities into our WAM and PDR, outreach is important in promotion applications (as 'Academic citizenship').

We provide talks at school and college careers events; most activities are carried out by our Schools Outreach Coordinator (currently a male academic), a member of BioEDG, and is supported by researchers, PSS, PGR, PGT and UG students. Supervisors encourage UG students to spend time teaching in schools as part of the University YSIS (York Students in Schools) scheme (2017 21F; 4M), thereby gaining additional skills for their career development. ~90% of our school outreach activities are with comprehensive, mixed gender/socio-economic group State schools. We run Work-Experience Programmes in the Department for Year 10 and Year 12 students (2018 8F, 6M) including sessions on research lab skills, presentation skills, advice on University applications and careers.

More female than male PGRs are involved in Outreach activities; 67 offers of help since 2015 (51F; 16M). Action 3.5 - Ensure balanced female and male representation in outreach activities.

> "I enjoyed getting an idea of the types of techniques used for research in different fields and meeting experts."
>
> Year 10 work experience student

Figure 5-12 – In 2018 Soapbox Science came to York for the first time
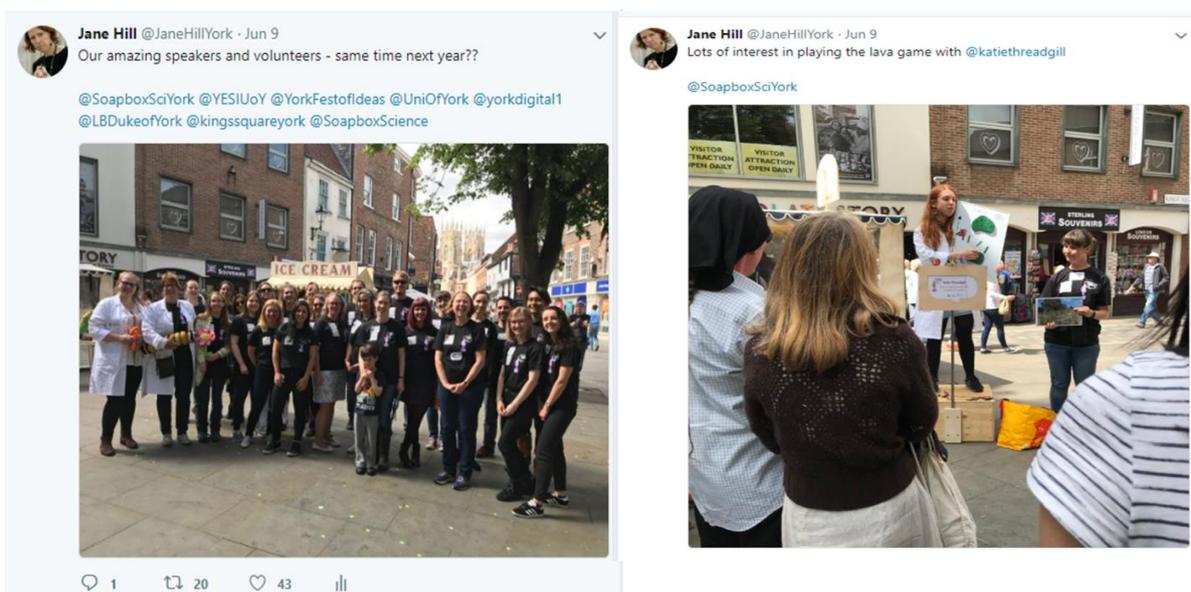
Biology brought Soapbox Science to York for the first time in 2018. 11 female scientists (seven biologists) from PGRs to Professors told the public about their research and raised the profile of women in science. More than 16,000 people walked through the city centre location during the event and feedback was outstandingly positive:

> "The sun shone and it all went like clockwork - the audience were great, listening intently, asking questions and taking part. Really impressed by the creativity and confidence of the speakers - such a wide range of great science being presented." - (organizer).

> "Chuffed to have been part of the first Soapbox Science in York and would recommend it to anyone! The public were great, often staying to listen for 20minutes or more and coming to speak to me afterwards. The atmosphere, the location and the organisers were great!" (Speaker).

PSS contribute to outreach activities, and participation in out-of-hours outreach is recognised by time *in lieu*, or overtime payments depending on personal preferences. Information on our outreach activities is shared with the public via our website and twitter feed @BiologyatYork.

Figure 5-13 – Biology Scientists ran activities for families from the local community at YorNight

Figure 5-14 – Examples of Outreach Activities in the Department of Biology

Displays from Biology Women in Maths and Science Event
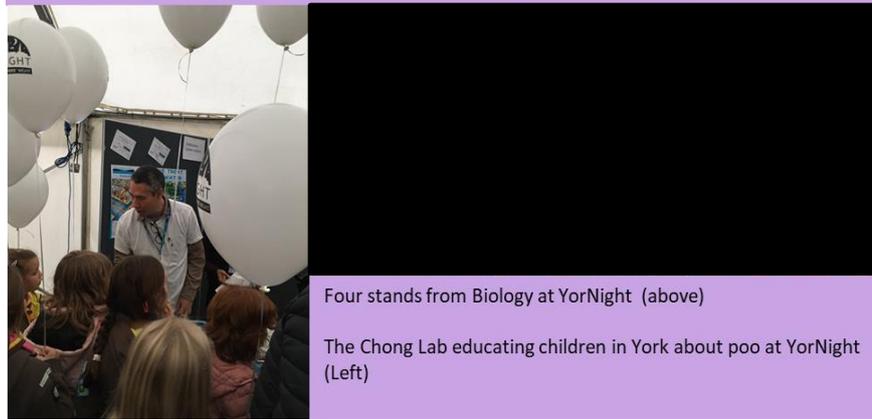
Four stands from Biology at YorNight (above)

The Chong Lab educating children in York about poo at YorNight (Left)

Dedicated Outreach Officer engages with school children

Dr Helgason presents an Open Lecture

'Pint of Science' event – taking science out to the community in local pubs

> 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.

We have successfully established a Departmental culture that ensures all aspects of our activities have gender balance, particularly those that have high visibility, and >87% (89% F; 82% M) of staff consider that the Department uses both women and men as visible role models.

Our action to increase the gender balance of our seminar speakers has been successful. Organisers of seminar series are sent frequent reminders to ensure gender balance in speakers; we increased the % of female speakers during our Gold award from 25% to 39%. Our prestigious Biology 'Open Lectures' included 12F and 16M speakers over the last six years. We are now aiming for gender parity. As female invitees decline invitations more often, our new action will include invitations issued earlier and a choice of dates.

Action 4.3 - Improve gender balance in seminar & Open Lecture speakers.

All seminar programmes are timetabled between noon and 2pm to allow staff with child-caring responsibilities to attend and speakers with caring responsibilities to make the visit as a day-trip. We have gender parity in Seminar Chairs (12F and 13M) in 2018 and our Staff Away Days aim for gender parity in speakers (8M;6F in 2017 and 5M;7F in 2018). We celebrate successes of our female staff; as part of the University's 50th anniversary, we renamed the main Biology lecture theatre to honour an Emerita professor, Dianna Bowles.

PLAQUE READS: "Lecture theatre renamed in recognition of Dianna Bowles' outstanding leadership … that enabled the Biology K/L/M block extension, incorporating the Technology Facility and York Structural Biology lab."
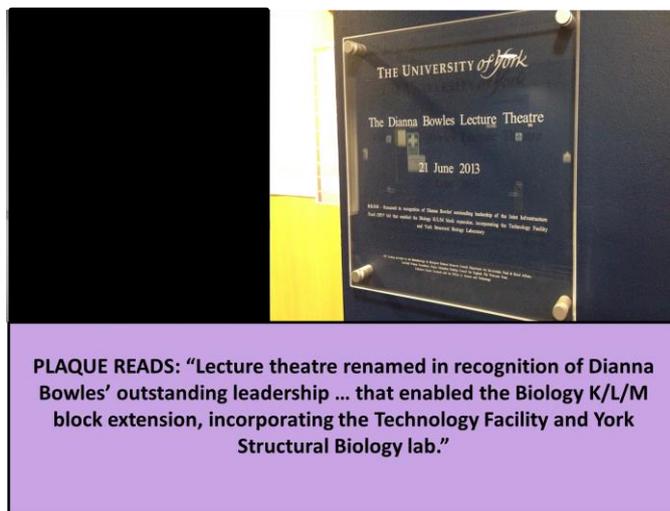
Table 5.12 – Number of female and male speakers at our Biology Open lecture series.

Year	Number of Open Lectures	Male speakers	Female speakers
2013	4 (1 joint 1M; 1F)	2	3
2014	7	5	2
2015	6	3	3
2016	5	3	2
2017	4	3	1
2018 (to date)	1	0	1
Total (over 7 years)	**27**	**16**	**12**

We have four external examiners (currently 2F;2M) over-seeing our UG programmes; we have embedded practices to ensure this gender balance continues. We carry out regular gender audits of our website, posters, and promotional leaflets, and have AS banners displayed prominently throughout the Department.

During our Gold award we have had 3 HoD, two of which have been female. There are few female HoDs in science departments therefore we will share this best practice.
Action 5.7 - Improve representation of women in HoD of science Depts.

We raise the profile of female scientists through honorary degrees. Professor Helen Blau, Director of Stanford University School of Medicine's Baxter Laboratory for Stem Cell Biology was awarded an Honorary Doctorate in 2018. This was a particularly proud event because Helen graduated from the Department in 1969. At the Graduation Ceremony, Helen was recommended by Prof Nia Bryant (BASC). Helen gave a seminar in the Department attended by staff and students and was introduced by Dr Betsy Pownall who explained the seminal nature of Helen's research and inspiring the students by telling them that Helen was once "one of them".

Figure 5-15 – Professor Helen Blau receives her Honorary Doctorate (pictured with our AS Champion Professor Nia Bryant, The Chancellor Professor Sir Malcolm Grant, and Jo Horsburgh, Registrar and Secretary)

(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.

Summary: We have supported other institutions to achieve AS awards and have worked with learned societies and Ada Lovelace Day to promote equality and diversity in STEMM.

Our Beacon activities increased substantially during our Gold award;

- Prof Jane Hill gave >15 invited presentations about our AS 'Pathway to Gold' and staff from other institutions visited York; these activities have been associated with Gold (2), Silver (4), and Bronze (7) AS awards for Departments at other Universities.
- Prof Jane Hill contributed to videos sharing good practice in gender equality and STEMM.
- Through 'White Rose' and N8 links we have shared good practice among Yorkshire and Northern Universities.
- A video about York's Technician Commitment was shown at the 2018 Technician Commitment Signatory Event.

Action 5.5 - Promote our involvement with the Technician Commitment to other science departments at York and externally to institutions and support them in signing up and carrying out their self-assessment.

"We learnt a lot, and following the visit [to York] we revised our SAT, Action Plan and the ways in which we communicated with staff and gathered data. I'm very pleased that we've just received a Silver award. Thanks again for your advice and support, it made a real and lasting difference to us!" University of Warwick

Figure 5-16 – Feedback and thanks from other Institutions for our help with their Athena SWAN submissions and successes

"Just a short note to say thank you to you and your York colleagues for hosting us … We learnt a lot and … have been awarded Gold. We … are very pleased. The work continues."

"Thank you so much for sparing the time to come and visit. You talk was great – pitched perfectly. It has already sparked several emails suggesting things we could do. I especially valued having time to speak with you more generally about gender and how you have approached things. You've given me some good ideas – thank you."

Prof Jane Hill contributed to a video produced by the Wellcome Trust on Athena SWAN & top tips for success

Praise on Twitter for Athena SWAN Faculty Champion *(Biology, Prof Jane Hill)*

We recognise the benefit of sharing AS activities with other universities to develop new actions both in their Departments and in UoY Biology. Action 5.1 - Act as a Beacon and share our Athena SWAN and BioEDG activities externally to the University of York

Prof Sue Hartley as President of the British Ecological Society (BES), drawing on inspiration of our AS activities, established the BES E&D working group. The BES is now at the forefront of driving E&D within learned societies. Initiatives include commitments to gender parity in editorships of their journals and plenary speakers at their conferences, an annual prize for an E&D Champion, childcare

facilities at their annual conference, an LGBT+ mixer event at their AGM, and principles for disability access and inclusion at all Society events and venues. BES also provide UB training to staff and volunteers, and now embed a culture of E&D in all their activities. We are delighted to have had an influence in supporting E&D beyond academic institutions, and have an action to extend this work to other academics in the department and across the University.

Action 5.3 - Spread awareness of the work done with the British Ecological Society (BES) and Ada Lovelace Day so that this is adopted by other learned societies

Figure 5-17 – The BES Website E&D Page
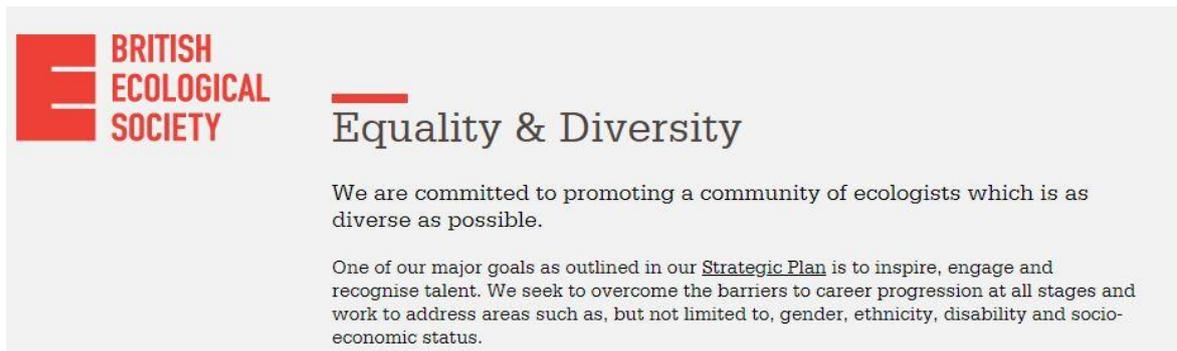
Dr Thorunn Helgason works towards widening participation in STEMM subjects at UG and PGR, and in public engagement, bringing science into the wider community through her position on the Ada Lovelace Day Advisory Council. As part of Ada Lovelace activities, Thorunn (a member of BioEDG in her role as Chair of BoS) is leading an international collaboration to investigate global fungal spore dispersal, which includes creating a global network to support women and minorities, focusing on recruiting scientists who are diverse in gender, race, geography and culture.

Figure 5 -18 –Global Network to support women and minorities

We have an action to extend our Ada Lovelace work to other academics in the department and across the University.

Members of BioEDG are gender equality ambassadors; during our Gold award they ran regular lunchtime sessions to promote best practice in e.g. writing references that are not gendered, and advice on applying for promotions. Following these sessions, speakers post blogs on the Biology AS website, to disseminate good practice (Action points 5.0, 5.1, 5.2)

Figure 5-19 – Following regular lunchtime sessions, we post good-practice initiatives and advice to staff on our AS website, to avoid gender biases in their activities e.g. in writing references for students.

Avoiding gender biases when writing references

At a recent lunch time 'sharing good practice' session, we discussed best-practice in writing references. It is clear from several sources of published evidence that references can reflect our unconscious biases. So it is important to understand this potential bias when writing and reading references. There is bias in:

1. **types of words used**. More standout adjectives tend to be used to describe male as compared to female candidates. References containing more standout words also included more ability words and fewer grindstone words. Examples of standout words are
outstanding, unique, exceptional, superb, excellent. Grindstone traits are e.g. hardworking, conscientious, dependable, meticulous, thorough, diligent, dedicated, and careful. This implies that women are hard-working because they must compensate for lack of ability.

Athene Donald's says in her blog: "... it is important to know when someone is described as hard-working because that's the kindest thing anyone can say, and when the writer actually meant to convey an extremely positive impression but is unaware that their description is gendered and liable to be read in a very different way."

(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 are proud to have embedded gender equality in the culture of the Department. In a recent Staff Survey, 87% (91% M; 89% F) of Biology staff said that they believed the University was committed to equal opportunity for all its staff (compared to 84% in 2011); biennial Culture Surveys for all our staff groups seek honest feedback (Table 5.13).

Table 5.13 – Staff Culture Survey Results

Question	Agree Female	Agree Male
In the Biology Department, staff are treated on their merits irrespective of their gender (e.g. staff are actively encouraged to apply for promotion and take up training opportunities irrespective of their gender).	86%	92%
I think the Department has benefitted from holding a Gold Athena SWAN award	79%	88%
In the Biology Department, work is allocated irrespective of gender	86%	81%
The Biology Department makes it clear that unsupportive language and behavior are not acceptable (e.g. condescending or intimidating language, ridicule, overly familiar behavior, jokes/banter that stereotype or focus on appearance).	79%	92%
My Department encourages people to apply for posts in areas where their gender is under-represented (e.g. encouraging appropriately qualified colleagues of all genders to apply for posts; including images of staff of all genders in recruitment materials)	93%	58%

AS is embedded in all processes of our Department, it has simply become part of the way we work. For example, Biology staff frequently call out bad practice outside the Department, demonstrating their high expectations, BioEDG drives initiatives to collect gender data, and monitoring for gender is part of all our processes. BioEDG uses our AS experience to ensure broader equality principles are applied elsewhere e.g. in relation to sexual orientation and disability. We discuss our AS initiatives at Away Days, in the weekly Biology Bulletin (read by staff and students), on the Staff Wiki (read by academics, researchers and PSS), Biology website (accessible to all), and events organised by the Postdoc society.

AS initiatives and principles are emphasized through the use of our Gold logo on the Departmental website and literature, and through posters displayed throughout the department.

Figure 5-20. We have our AS banner prominently displayed in the entrance to the Biology building, where we also display our Gold award.

Figure 5-21 – The Biology website promotes our Athena SWAN principles

Figure 5-22 – Our recent Family Social Events

The next Social Events are as follows:

Summer Social
Come and join us for an ice cream on Wednesday 11th July from 2:30 outside on the Vanbrugh Bowl.

Summer Family Event
We have discounted tickets available to York Maze on Sunday 22nd July. Tickets are priced at just £7 each and are available at Biology Stores from Monday 2nd July. This offer is available to members of Biology/YSBL and their families only - we are unable to extend this offer to any others. More details of the activities available at York Maze can be found here: http://www.yorkmaze.com/. Please specify the number of Adults, Children and Seniors when booking your tickets, Children aged 2 years and under are free.

Figure 5-23 – Biology Bulletin
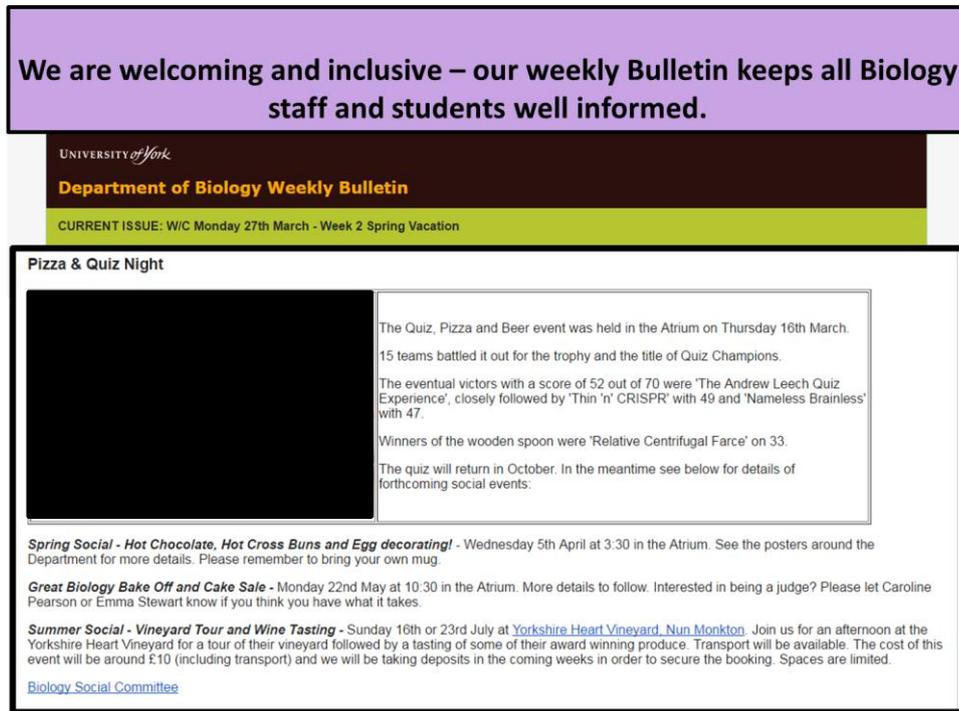
We celebrate success through termly 'Making the Difference Awards' scheme where staff/students nominate staff who have gone the extra mile for individual and team awards (2018 awards 6F; 5M). Nominations are reviewed by a panel from across all staff groups.

The Department raises awareness of World Mental Health Day; we have trained 5 Mental Health First Aiders and ran Mental Health training for 60 staff in 2017/18, and International LGBTSTEM Day. At this event in 2018 we held our first Biology LGBTQ+ Forum for staff and students and subsequently two more forums have been held.

Figure 5-24 – LGBTQ+ Forum Poster in Biology

Nice to see LGBTQ+ visibility within the department and meet people. I liked the open discussion and welcoming nature.

It was inclusive

Feedback from LGBTQ+ Forum

We hold informal Disability Mixer sessions for staff and students, providing a safe space to socialise and exchange experiences:

Biosciences Disability Mixer - Friday 23 November - 2pm to 4pm - Think Tank (Biology T Block, 2nd Floor)
Our next 'Biosciences Disability Mixer' session will take place on Friday 23rd November, 2-4 pm in the Think Tank (T block second floor, off the Creative Lounge). Our sessions are informal get-togethers for any bioscience students and staff with disabilities/chronic health conditions, providing a safe space to socialise and exchange experiences. Tea, coffee and biscuits will be provided, along with the opportunity to engage in wellbeing activities and games. We look forward to meeting you! Your BioEDG disability team.

Collegiality is highly valued, as demonstrated in our staff surveys (e.g. 79%F and 88%M think the Department has benefitted from AS); key decisions are made within committees, and feedback is invited at termly Staff Meetings. New inclusive staff meetings with academics and PSS will help raise awareness of AS activities within PSS. Action 1.0 - Increase engagement of PSS with AS

Action 5.2 - Be ambitious and innovative in our work engaging PSS in AS activities.

Our Department has a large atrium used by staff and students on a daily basis for coffee/lunch, supporting our welcoming and inclusive culture.

Figure 5-25 - One of the signs in our staff coffee area

Figure 5-26 - Photos of our senior management team (4F; 5M) are displayed in our main communal atrium

(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.

Staff surveys show that >70% (72% F; 73% M) of staff agree that meetings are held in core hours (10.00 - 13.00 and 14.00 - 16.00). Our seminars are held during lunch times. While teaching is timetabled between 9.00 and 18.00 it is straightforward for staff to request constraints to their teaching (e.g. for caring responsibilities, school pick-up/drop-off). In this way, our culture ensures that academic and research staff with family commitments are not excluded.

Academic Committee meetings and Staff Away Days are held on different days of the week at different times so that staff working P-T on set days can attend some events. Meetings are typically organised by poll to maximise attendance. We avoid scheduling meetings during Christmas/Easter breaks and local school holidays.

All members of the Department are invited to termly 'HoD Seminars', where staff present their research (13F, 16M speakers since 2012). These are held on Wednesday afternoons, followed by refreshments to facilitate networking. We have an action to vary the day these are held so P-T staff are not disadvantaged. (Action Point 4.3 - Improve gender balance in seminar & Open Lecture speakers)

We hold regular staff social events within the department, organised by our Social Committee at times convenient for staff with childcare responsibilities and we advertise them well in advance. We also hold family social events at weekends, e.g. this year we held a summer event at our local 'Maize Maze' (see Figure 5-22). All events are promoted in the weekly emailed Biology Bulletin, on

information boards around the Department and at staff meetings. We plan to gain a better understanding of the gender split of staff organising and attending these events (Action Point 1.1 - Create a more inclusive Departmental culture).

Our staff and students enjoying hot cross buns and hot chocolate at our Spring social event held in our atrium.

(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 polices.

The AM is responsible for monitoring consistency in application of HR policies for equality, dignity at work, bullying, harassment, grievance and disciplinary processes. She is also responsible for drafting and communicating documentation where departmental guidance is required to complement central HR policy. In the 2017 Staff Survey when asked if they had been harassed or bullied at work in the last 12 months 91% M and 84% F answered 'No'. The University has a Code of Practice on Bullying and Harassment with separated procedures for staff and students. We have recently updated our support in relation to bullying and harassment which includes posters signposting staff to support.

Figure 5-27 – Posters signposting staff and students to different sources of support

In TAP meetings, PGRs discuss their supervision with independent academics (in the absence of supervisors), providing an opportunity to raise any concerns. UG students can raise concerns at any time with academic supervisors or the Director for Students. Action 5-8 - Encouraging healthy working practices

The ASFC received feedback from a staff member in Biology that the University Paternity leave was too short; this was fed back through the faculty and the University are consequently

modelling the implications of providing an enhanced scheme. We have more beacon actions to promote up-take of good practice by the University. (Action Points 5.4, 5.5, 5.6, 5.7, 5.9, 5.10)

HR policies are signposted on the Department's Wiki pages and through Induction. Any updates to process are notified to staff either via HoD email, Bulletin updates, or at termly staff meetings. Any reported inconsistencies/anomalies are discussed by the Department Manager, AM and HoD at their bi-weekly meetings with the central HR Adviser responsible for our Department, who is a member of BioEDG and attends DMT.

Figure 5-28 – The HR policies page of the Biology Staff Wiki

(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.

The Department has had a transparent workload allocation model (WAM) for >20 years, including lectures, practicals, and field courses, as well as module co-ordination, project supervision, tutorials, UG supervision, internal PhD examinations, and exam marking/assessments. Academic citizenship is also incorporated, including internal committee membership/chairing at

Departmental and University levels, UCAS admissions roles, and outreach activities. Following staff consultation in 2015, we further revised the model to capture more activities, and to more fairly represent different teaching activities. More recently, in line with University requirements, our WAM incorporated research and academic citizenship beyond the Department, such as sitting on external funding panels (e.g. UKRI).

The WAM is updated annually, is fully transparent (accessible by all academic/senior support staff in the Department), and is shared with the Dean of the Faculty of Science for cross-comparison with other Departments.

A list of academic staff administrative (citizenship) roles is circulated annually, and staff are encouraged to highlight (at their annual PDR) roles they would like to take-up. Two meetings each year are chaired by HoD where both DHoDs and the Chair of Teaching discuss academic roles for the following year. Roles have a 3-4 year term, before rotating, ensuring balance of stability and introduction of fresh ideas. Key committees have deputy chairs facilitating continuity.

The WAM is used in PDR discussions and provides evidence in promotion applications. DHoD and Chair of Teaching Committee act to reduce the loads of staff in the upper quartile, increase the loads of staff in the lower quartile, and protect reduced workloads of new lecturers, those returning from a career break or finishing a large citizenship role (eg. HoD). There is no statistically significant difference in the loads of male and female staff (2017/18 data; Mann-Whitney U test, p>0.05).

"The workload model makes the work allocation within the department seem fairer. It makes me feel my outreach activities are valued and helps me understand the allocation of my overall workload." – (Female member of BioEDG)

Representation of men and women on committees

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

Table 5.14 – Current Committee Chairs & Membership by Gender

Committee/Meeting	Chair	Total no. of females	Total no. of males	Attendees
Departmental Management Team	Female	4	5	Academic/PSS
Departmental Research Committee	Female	7	10	Academic
Biology-Chemistry Planning Group	Male/Female	4	7	Academic
Biology-HYMS Planning Group	Male/Female	6	6	Academic
Academic Staff Meeting	Male	OPEN	OPEN	Academic
Biology Staff Meeting	Male	NA	NA	Research/PSS
Recruitment and admissions Committee	Female	7	9	All staff groups
Ethics Committee	Female	6	7	All staff groups
Staff Committee	Female	4	3	All staff groups
Environmental Performance Group	Male	6	7	All staff groups
Health and Safety Committee	Male	16	11	All staff groups
Biology Equality and Diversity Group	Male	14	7	All staff groups and students at all stages of study
Teaching Committee	Male	7	10	Academic
Teaching Quality Group	Male	4	4	Academic
Biology Examinations Committee	Female	7	9	Academic
Board of Studies	Male	43	65	Academic
Biology Graduate School Board	Male	9	9	Academic

Table 5.15 – Changes in Committee Membership over the last 5 years

Committee/Meeting	2013 F (% F)	2014 F (% F)	2015 F (% F)	2016 F (% F)	2017 F (% F)	2018 F (% F)
Departmental Research Committee	4 (30%)	3 (23%)	5 (33%)	5 (33%)	6 (35%)	7 (41%)
Biology Chemistry Planning Group	5 (55%)	1 (17%)	1 (20%)	1 (20%)	1 (20%)	4 (36%)
Ethics Committee	4 (50%)	3 (50%)	1 (20%)	2 (33%)	2 (33%)	6 (46%)
Staff Committee	6 (31%)	6 (66%)	6 (66%)	6 (66%)	6 (75%)	4 (57%)
BioEDG	-	-	6 (55%)	6 (55%)	5 (50%)	7 (34%)
Environmental Performance Grp	10 (66%)	2 (66%)	2 (100%)	1 (33%)	1 (33%)	6 (46%)
Teaching Committee	3 (20%)	3 (33%)	3 (33%)	3 (30%)	3 (27%)	7 (41%)
Teaching Quality Grp	3 (50%)	2 (33%)	2 (33%)	2 (33%)	2 (33%)	4 (50%)
Exams Committee	5 (36%)	4 (27%)	6 (38%)	6 (38%)	6 (38%)	7 (44%)
Graduate School Board	6 (60%)	6 (30%)	6 (54%)	6 (54%)	6 (54%)	9 (50%)

The majority of our decision-making committees have appropriate gender balance, include staff from different career stages, and female staff hold 37% of Chair positions. To ensure transparency, membership of committees is available to all staff and appropriately redacted agendas and committee minutes are published on the staff Wiki.

We increased the number of committees with 40% or more female representation from 5/9 in 2013 to 8/10 in 2018. One committee needs more female members (BCPG) and one needs more men (BioEDG). Action Point 2.5 - Improve gender balance of Biology-Chemistry Planning Group and BioEDG.

Our relatively high numbers of female staff mitigates against "committee overload". Professionally qualified staff for Departmental administration relating to e.g. H&S (male), Finance (female, previously male), and Operations/Facilities (female, previously female) and a Departmental Manager (female, new role) chair several decision-making committees, lightening the load for academics and increasing visibility of PSS role models.

During our Gold award, we had one female (Prof Deborah Smith) and one male (Prof Ian Graham) HoD during this time. We currently have a female HoD (Prof Jennifer Potts). The HoD nominates staff for University committees, taking gender and career progression into account. Two members of academic staff were voted onto University Senate in 2017 (2F).

(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?

Staff participation on external committees is an important mechanism that raises both the individual's and the Department's profile, and contributes to promotion. Furthermore, the influence that such committees exert over policy makers, enable us to promote our AS-led inclusivity approach and impacts, e.g. our staff are contributing to E&D actions at UKRI through their role as panel chairs.

All staff are encouraged to participate in influential external committees as part of our PDR process during which discussions around 'development needs and goals' and 'citizenship' take place. We

are cognizant of the time that serving on these committees takes and have an action to reflect this in our workload model.

Figure 5-29 Biology female staff participation in external committees
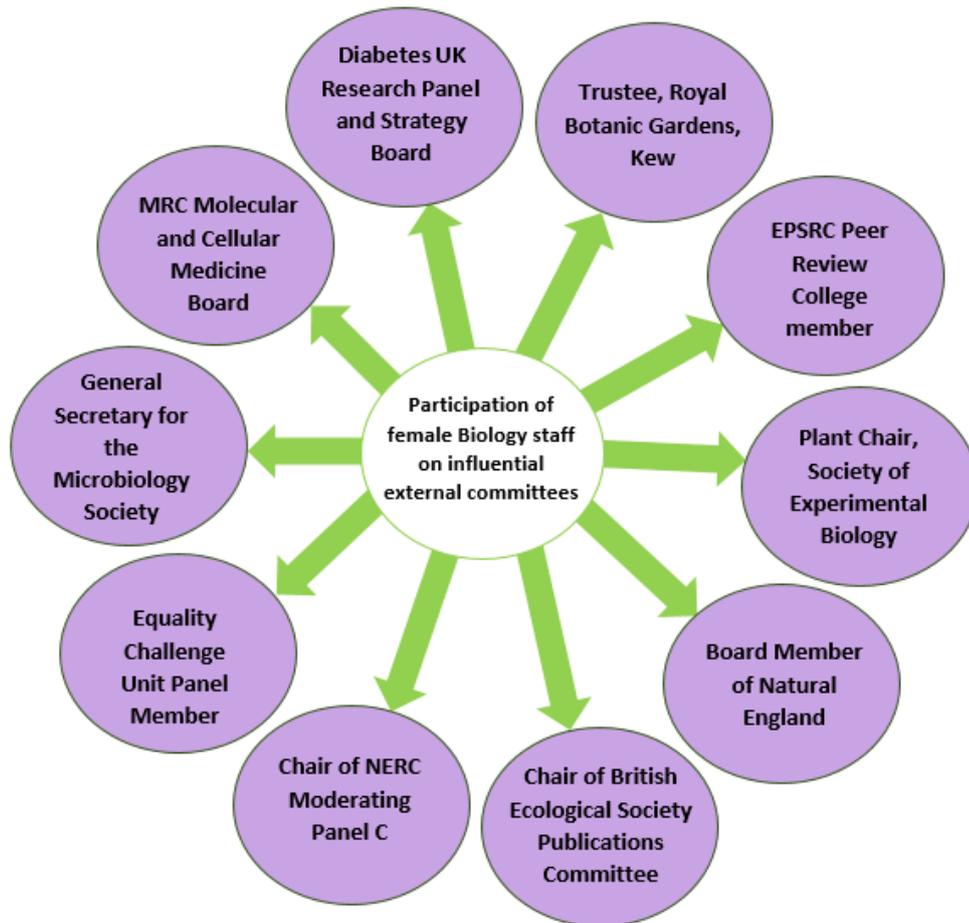
Word Count: 7973

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.

More information on case studies is available in the awards handbook.

CASE STUDY 1:

CASE STUDY 2:

Word Count: 941

FURTHER INFORMATION
Recommended word count: 500 words

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

Since our Silver award in 2006, we have had a successful track record of impacts from our actions. Some actions have been harder to implement, or have not resulted in impacts, and we have learnt from reflecting on our success and failure. We have made progress but recognise there is still more to do, and have ambitious plans for the four years, building on our successes.

We are especially proud of the following impacts:

1. Sustained success in increasing the number of female academics. Since 2014, our AS activities have increased female academic staff from 28% to 35%. Increases are most pronounced for lecturers, where female lecturers have increased from 28% to 41%, associated with our actions to increase the number of applications from women, e.g. through revised candidate briefs (resulting in a 7% increase in applications from women for lectureships), having observers at shortlisting meetings (Smith et al. *BioScience* (2015) 65: 1084-1087), and a culture of regularly assessing the gender split of shortlists.

2. Successfully supporting women's careers and stemming the leaky career pipeline. Our actions to proactively encourage staff to apply for promotion, revised PDRs, and greater transparency in the promotions process, has resulted in more women being promoted. Our actions have resulted in 89% of females successfully applying for promotion in the last 7 years compared to 27% previously, and we have removed gender bias in higher success rates that previously favoured men. We have stemmed the career pipeline leak of females from UG to PGR (both now ~60%F), and from Researcher (48%F) to L (41%, was 28%), that we had recognised as a crucial career pinch point, through our actions to support PDRA careers, and improved recruitment practices.

3. Beacon activities to share best-practice. We have hosted and given seminars at other Institutions to discuss our Athena SWAN journey 'going for gold', resulting in 13 Institutes getting AS departmental awards (including two 2 Gold awards – Liverpool and John Innes Centre). We also spread good practice internally, via the BioEDG website, e.g. content from BioEDG training sessions, such as (1) avoiding gender biases when writing (and reading) references (Schmader *et al*. *Sex Roles* (2007), 57:509–514), and (2) helping seminar organisers achieve gender equality in speakers (based on Martin (2014) *PLoS Comput Biol* 10:e1003903), resulting in gender ratio of speakers at Departmental seminars rising from 25% to 39%. We have also supported Learned Societies develop E&D initiatives.

4. Raising the profile of women in Biology at York. We are immensely proud of our successful women: our former HoD, Professor Deborah Smith OBE, became Pro-Vice-Chancellor for Research in 2014. Maggie Smallwood, a member of our PSS, was given an international accolade in 2016, and featured in *Il Bioeconomista* as one of eight women who have distinguished themselves in the bioeconomy. We hope these successes will inspire the next generation of women scientists.

But there is more to do, and we look forward to implementing our ambitious new Gold action plan which will continue to drive forward our gender equality agenda and AS principles.

Word Count: 505

7. ACTION PLAN

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

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

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

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

Gold Application Action Plan – Department of Biology, University of York

We have held an Athena SWAN award since 2006 (Silver) and are immensely proud to have achieved Gold in 2014. Most of the initiatives we have instigated over the past 12 years are now embedded within our Departmental culture. We have developed ambitious new actions and targets to address the next challenges we have identified, based on our data analyses and our reflections on our progress and successes. High-priority actions that we addressed successfully during our Gold award include:

· Maintained gender balance in senior management team – our second female HoD was appointed in 2018

· Increased the number of women applying for academic jobs

· Increased the number of women applying for promotion

· Raised the profile of AS, and >85% of our staff recognise that the Department has benefitted from our AS activities

· Expanded our AS Self-Assessment Team (BioEDG) to include a wider representation of staff and students

· Raised the visibility of female role models by publicising the career paths of our staff

· Research leave embedded in Departmental practices, and gender parity in take-up

· WAM updated, and maintained gender parity in workloads

· Instigated maternity leave mentors

· Increased uptake and visibility of flexible working

· Increased notification of formal paternity leave

Priority	
🔴	Urgent
🟡	High Priority
🟢	Important

ACTION PLAN

BioEDG will closely monitor progress of actions, assess success against targets and consider what further support or actions are needed.

ENGAGE: raise the profile of Athena SWAN within the Department and embed gender equality throughout all Departmental activity

Action No.	Planned Action/Objective	Rationale	Key outputs and milestones	Ownership	Timeframe	Success criteria and outcome
1.0	Increase engagement of PSS with AS	Evidence in staff surveys of less awareness of AS amongst PSS	Focus groups run with PSS to develop ideas & increase engagement	Admin Manager	Dec 18-March23	Three focus groups run with PS staff at all grades and involving >90% of staff, at least 1 new AS action developed from each focus group.
			'Career trees' activity extended to include PS staff	PSS Rep on BioEDG	Dec 18-Sept20	20 career trees produced and posted on our web pages
			Regular culture surveys of PS staff to get honest feedback and ideas for new actions Utilise anonymised google form for staff to provide feedback/ideas on AS throughout year	Dept Manager	Bi-annually from 2019 onwards Ongoing from Feb 2019	Survey results show continued increase in recognition of AS activities, with 90% of PSS reporting they benefit from AS by 2022. At least 1 new AS action developed from each survey

Action No.	Planned Action/Objective	Rationale	Key outputs and milestones	Ownership	Timeframe	Success criteria and outcome
1.1 🔴	Create a more inclusive Departmental culture	Concern that lack of variation in timing of social events may detrimentally impact specific groups of staff	New mechanisms developed to monitor gender balance at events. Guidance produced and publicised on Wiki regarding arrangement of events to ensure inclusivity so that all staff can attend	Social Committee	Monitoring Dec18-Dec19 Guidance developed and agreed by Social Committee February 2020	Data are available on gender split for attendance at social events. If data reveal gender imbalance new actions incorporated into guidance. There is gender balance at social activities. Social committee membership has higher profile.
1.2 🟡	Reduce Unconscious Bias	Widespread recognition that UB has the potential to infiltrate all Departmental activity.	Highlight online UB training via Biology Bulletin Targeted emails sent to encourage compliance by staff in post prior to introduction of compulsory training.	Training Officer	Dec18-Dec19 Regular monthly reminders throughout 2019	>80% of staff have completed UB training online by end 2019
1.3 🟢	Produce more comprehensive understanding of PDRA career destinations	Current limited knowledge of career destinations of PDRAs reduces ability to provide appropriate career advice	Student Employability Team review LinkedIn data from PDRA leavers and analyse by gender. Careers pages updated	Employability Manager Employability Manager, BASC and	Annual report to BioEDG data meeting. Annual updates	Data on next destinations by gender are available Staff survey demonstrates

Action No.	Planned Action/Objective	Rationale	Key outputs and milestones	Ownership	Timeframe	Success criteria and outcome
			with case studies and highlight to Postdoc Society	BioEDG Postdoc Rep		improvement in PDRA awareness of career opportunities.
						Annual 10% increase in number of hits on "case study" web pages.
			PDRAs encouraged to use new University scheme that provides inter-departmental mentoring.		Annually	Evidence of increase in interest from Postdoc Society in career paths eg. Invitations to former PDRAs to speak.
						10 PDRAs enrolled in new scheme annually

PROGRESS: In removing barriers to equality to achieve new impacts.						
Action No.	**Planned Action/Objective**	**Rationale**	**Key outputs and milestones**	**Ownership**	**Timeframe**	**Success criteria and outcome**
2.0	Support career progression of PDRAs Understand factors affecting gender balance of 'Named Researchers' on research applications	We wish to stem the leakiest point in our career pipeline for women, which is from PDRA to Lecturer	Focus group of PDRAs to discuss their input to research applications and better understanding of factors influencing naming of PDRAs on applications. Potential reasons for gender imbalance of named researchers identified. Actions developed.	Research Facilitator DRC (postdoc rep)	Jan19-Sept19 Oct 2019	Improved gender balance (by 10%) in named researchers by 2021 Data on gender of named researchers reported annually to BioEDG data meeting. Focus group is attended by >20 PDRAs and leads to one new action to support career development
2.1	Maintain gender balance in PGT	Recognition of potential course-dependent gender imbalance in PGT.	Promotional material for PGT courses, Open Day and website reviewed with a gender audit. Gender balance in PGT applications & intake broken down by individual programme	Student Engagement Manager PGT Admissions Tutor	Complete by end 2019 Review annually following recruitment cycle	Gender balance reflects our UG cohort (64%F:36%M) over next 3 years as PGT programmes increase their intake. Reduced (10%) imbalance between programmes.

Action No.	Planned Action/Objective	Rationale	Key outputs and milestones	Ownership	Timeframe	Success criteria and outcome
2.2	Reduce gender disparity across PSS grades and support PSS careers	Data in figure 5.9 reveals gender imbalance at specific PSS grades.	Data analysed by gender for roles within grades.	Admin Manager	August 2019	Career stages graph for PSS staff moves closer to gender parity across all grades by 2022
			Hold focus groups for PSS staff to explore any barriers to applying for specific posts.	Dept Manager/Admin Manager	February 2020	Focus group attended by 50% of PSS, and one action developed and taken forward.
			Develop action plans from feedback	Admin Manager	Annually	
			Review secondment /temporary responsibility opportunities	PDR Reviewers & HoD Oversight	Brief PDR Reviewers annually June/July and monitor in PDR's through HoD oversight	Maintain gender balance in staff taking up opportunities.
			Disseminate information and encourage mentoring/coaching/job shadowing via PDR process	PDR Reviewers & HoD Oversight		At least 20 people take up opportunities annually
			Encourage women to apply for Leadership training through PDR discussions & targeted emails recognising drop-off of women at grade 7	PDR Reviewers & Training Officer		10% increase in staff taking up leadership training by 2021, and positive feedback /case studies used to encourage others

Action No.	Planned Action/Objective	Rationale	Key outputs and milestones	Ownership	Timeframe	Success criteria and outcome
2.3	Ensure there are no barriers to male representation in specific PSS grades.	Data in figure 5.9 reveals gender imbalance at specific PSS grades. Recognition that certain PSS roles are gender stereotyped	Case studies of men/women currently in PSS roles are produced. Career trees to demonstrate progression in PSS roles are produced. Language in PSS adverts is reviewed through a gender audit (working with UoY HR) Shortlisting of previous PSS posts reviewed to identify any gender bias Promote PSS job adverts through the AUA Monitor engagement of PSS with IST by gender and promote take up if there is gender inequality.	Admin Manager/Dept Manager Admin Manager/Ops Manager Admin Manager Dept Manager DMT Admin Team Operations Manager	By end 2019 December 2020 January 2020 March 2020 March 2019 0nwards Annually from 2019	Male/female split in PSS improved by 10% each year to 40% M; 60% F by 2021 Ten career trees produced 15% improvement in gender balance of applications.
2.4	Ensure PDR meetings are useful for all staff	In the Staff Survey only 62% said their PDR was useful in providing constructive feedback on areas for development.	Staff surveys to examine if the new form (introduced in 2018) resulted in improvements, Assess effect of the new PDR process on training/development and promotion applications	HoD/Dept Manager Admin Manager/HoD	January 2020 January 2019	Staff surveys show >80% positive responses, Gender balance in satisfaction maintained. 10% improvement annually in uptake

Action No.	Planned Action/Objective	Rationale	Key outputs and milestones	Ownership	Timeframe	Success criteria and outcome
2.5 ⬤ (yellow)	Improve gender balance of Biology-Chemistry Planning Group (BCPG) and BioEDG	Gender split on BCPG is currently 36% female; 64% male Gender split on BioEDG is currently ~66% female; 33% male	Biannual "jobs group" led by HoD addresses disparity through encouraging new volunteers.	Biology "jobs group"	February 2019	Gender balance on BCPG and BioEDG in 2019
2.6 ⬤ (red)	Improve visibility/understanding of career progression pathways for PDRAs to reduce perceived insecurity.	The number of research-only staff on fixed-term contracts is high.	Engage with Concordat and Postdoc society Career trees and non-linear career paths highlighted (see 1.3) Opportunities for: Bridging funding Postdoc summer studentship scheme (~30k annually) Redeployment Fellowships highlighted	Deputy HoD/Research Facilitator/Admin Manager/Chair DRC DRC/Post-doc Soc	March 2019 May 2019	Website hits demonstrate usefulness of career trees. Increased applications to these schemes. 10% increase annually.

Action No.	Planned Action/Objective	Rationale	Key outputs and milestones	Ownership	Timeframe	Success criteria and outcome
2.7	Increase BME student, academic staff and PSS population in the department	Our analysis of intersectionality reveals number of BME students is below UK benchmark	Department will engage with (and help drive) widening participation strategy and Race Equality Charter at University level	BioEDG BME Rep	2018/19 Academic year	Number of BME students increased to 15% by end 2021.
			Monitor attendance at Open Days in relation to ethnicity	Admissions Team	2019/20 Academic Year	Number of BME academic staff and PSS increased to 10% by end 2021.
		Our analysis of intersectionality reveals % of BME academic staff and PSS is below UK benchmark	Ethnicity audit of marketing materials (student and staff) performed.	BME rep with University SRA	2019/20 Academic Year	
			Collect data on application & offer rates for BME students and staff to identify whether there is any bias in the student recruitment process	BioEDG BME rep	2019/120 Academic Year	

		ENHANCE our well-established record of activity, which recognises that the Biology Department cannot reach its full potential unless it can benefit from the talents of all.				
Action No.	Planned Action/Objective	Rationale	Key outputs and milestones	Ownership	Timeframe	Success criteria and outcome
3.0 🟡	Support career progression of female academics & Researchers.	Female academics apply for less funding in their grant applications Recognition of reticence of women in considering promotion. Recognition of the effectiveness of a proactive approach to encouraging applications for promotion. We have recruited a number of new lecturers and promotion should be timely.	Mentor female applications to submit larger grant applications Continue with lunchtime information sessions. Promotion readiness discussion with line manager and coaching encouraged. HoD mentors specific staff toward promotion. Examples of successful promotion CVs (from different grades) are shared with permission Staff encouraged to take up University mentoring and coaching opportunities	RFLs BASC HoD	Dec 2018 Ongoing Termly Annually during summer	Level of funding applied for by female academics increases 10% by 2021 Lunchtime sessions have >20 attendees (gender balance). Feedback indicates greater understanding of process Female applications to increase 5% annually to gender balance. One example CV for each grade available. Staff survey shows 15% increase in female staff stating mentoring/coaching is useful
3.1 🟢	Collect role review data for PSS staff by grade	No data currently available on HERA requests for grade review.	Include staff grade information in database of role reviews	Admin Manager	From 2019	New action developed if data reveals gender disparity.
3.2 🟡	Review selection of postdoctoral Tutors	Recognition of lack of gender balance in PDRA tutors.	Working group to be set up to review the selection process for Tutors	DHoD (teaching)	2019/20 Academic year	Gender parity in PDRA tutors by 2021.

Action No.	Planned Action/Objective	Rationale	Key outputs and milestones	Ownership	Timeframe	Success criteria and outcome
3.3 (yellow circle)	Expand Departmental AS activity to include more protected characteristics to better promote under-represented groups	Sharing good practice from AS to other protected characteristics is an effective way to promote Equality and Diversity.	Publish links to factsheets about protected characteristics on the Biology E&D webpage. Review signage on gender neutral facilities in Department Biology LGBTQ+ forum for staff & students to run bi-monthly Disabilities Network in department (staff & students)	BioEDG /DMT Admin Team Operations Manager BioEDG LGBTQ+ Reps BioEDG Disability Reps	Spring term 2019 Before end 2019 Bi-monthly Twice a term	Successful integration of events around protected characteristics into department activities and attendance rates similar to other activities. Staff survey 5% annual improvement in recognition of inclusive culture in Dept.
3.4 (green circle)	Increased awareness & uptake of maternity/ paternity/shared parental/adoption leave and flexible working. Increased formal reporting of such leave	Many male staff don't request formal paternity leave. Many academic staff do not request flexible working formally. Women value additional advice in preparing for maternity leave.	Inclusion of information on different types of leave in refined induction process All managers to be briefed on the types of leave /flexible working available and the reporting processes (through updated Wiki) Work with the University to improve effectiveness of KIT days	Admin Manager Admin Manager Maternity mentors	During 2018/19 March 2019 and ongoing. Fit with University review	Increase in % of eligible staff formally taking paternity leave by end 2020. Mentors report staff taking maternity leave have made more effective use of their KIT days.

Action No.	Planned Action/Objective	Rationale	Key outputs and milestones	Ownership	Timeframe	Success criteria and outcome
3.5	Ensure balanced female and male representation in outreach activities Improved gender balance on BioEDG and BCPG	Women disproportionately contribute to outreach and Equality and Diversity activities.	Highlight case studies to improve awareness of male PGR students of the contribution of outreach activities to career development.	Outreach Manager	Updated annually	Gender balance amongst staff/student groups participating in outreach activity and committee representation by 2021.
			Encourage more male PhD students to take part in outreach activities by promoting development/CV enhancement and encourage academic supervisors to promote these opportunities to all supervisees	BioEDG PGR rep	Annual PGR Symposium	
			Provide outreach training opportunities.	Outreach Manager	Advertised annually in March	
			Jobs group (chaired by DHoD) to target gender balance on all committees.	DHoD	Annually January and July	

Action No.	Planned Action/Objective	Rationale	Key outputs and milestones	Ownership	Timeframe	Success criteria and outcome
3.6	Continue to improve the % of female ART applications	Fewer women apply for advertised posts particularly at higher grades.	Work with central HR to trial the use of software to improve the wording of adverts.	Admin Manager	Project completed by June 2020 & assess impact on job applications at end 2020	Increase in % female applicants for academic posts to 45% by 2022
			Only use bank of standardised and approved candidate briefs at all grades that are updated regularly	Admin Manager		Increase in % female applicants for Research posts to PGR levels by 2022
			Target advertising to STEMM networks and women in science groups using social media (Facebook, Twitter, LinkedIn)	BioEDG Members	Targeted advertising when vacancies arise	Analytics show peaks in website traffic coinciding with social media postings
			Use google analytics data to track website traffic following social media postings	Admin Manager	Review of analytics data Mid 2021	

	SUSTAIN: Recognising that there are more improvements to make, put in place ambitious new actions to **SUSTAIN** this culture and best practice to ensure we do not become complacent.					
Action No.	**Planned Action/Objective**	**Rationale**	**Key outputs and milestones**	**Ownership**	**Timeframe**	**Success criteria and outcome**
4.0 🔴	Reduce career pipeline leak from PDRA to lecturer

Raise % of female PDRAs to Benchmark | 4.11 and 4.13 show drop-off from UG to PDRA to lecturer

Figure 4.14 shows we are below benchmark | Promote LinkedIn for PGT, PGR and add PDRAs to help understand destinations-to other universities, industry?

Promote Coffee and Career and Gradshare events to PGR to raise awareness of academic careers.

Promote female role models at careers events and on our website | Employability Manager | Ongoing from 2019

Termly

Annually | Better understanding of destinations of leavers. Reduced female drop off from UG-PGR-lecturer (5%per annum to 60% by 2022).

Meetings attended by more than 20 and gender balanced.

Speakers gender balanced at careers events.

Annual refresh of web page |
| 4.1 🟡 | Ensure transparency of staff teaching, admin and marking workloads and improve WAM to capture activity on external committees | Female staff feedback that WAM does not reflect their full workload. | Annual analysis of WAM by gender and action taken where necessary.

Explore best practice of incorporation of influential external committee membership into WAM | DHoD(T&S)/BioEDG Chair

BASC | Annually prior to start of academic year By end 2019 academic year | Workload model includes external committee activity and transparency recognised by 80% of academic staff in 2020 culture survey. |
| 4.2 🟢 | Improve uptake of Leadership & Management training and DACS Assessment Centres (DACS) | Lack of gender parity in take-up of training opportunities | Hold focus groups with previous participants to review effectiveness and utilise previous participants in promotion of schemes. | Dept Manager | July 2019 | Focus groups attended by > 20 staff. Increased uptake of courses and gender parity in applicants by 2022 |

Action No.	Planned Action/Objective	Rationale	Key outputs and milestones	Ownership	Timeframe	Success criteria and outcome
4.3 ● (red)	Improve gender balance in seminar & Open Lecture speakers	Present our inclusive reputation both internally and externally.	Provide speakers with more notice of invitations, and greater flexibility in timing/day or week	Seminar Organisers	Spring 2019/ and ongoing	Target 50% female speakers by 2021
			BioEDG to provide support for seminar/lecture organisers in achieving gender balance (e.g. by sharing good practice from learned societies about the increased likelihood of women declining invitations)	BASC/Seminar Organisers	Spring 2019/ and annually	
			Ask for speakers who decline to identify underlying reasons	Seminar organisers	Report to BioEDG annually	
4.4 ● (yellow)	Maintain career pipeline between UG & PGR for female students	Progress has been made in stemming the loss of women from UG to PGR and we wish to sustain this.	Add female case studies to UG and PGR recruitment materials	PGR BioEDG Rep	By end 2019	Sustained gender parity throughout Gold award period
			Annually review admissions procedures and applicant data with gender (and other protected characteristic) audit	BGSB & BoS	Annually December	

Action No.	Planned Action/Objective	Rationale	Key outputs and milestones	Ownership	Timeframe	Success criteria and outcome
4.5	Review induction to include opportunity for new starters to meet other new starters in Department	New staff report it can be hard to meet other new staff to share experiences	Induction meetings for groups of new staff to meet each other –including signposting to key E&D policies & AS information Feedback data will be monitored to assess effectiveness of new briefings; feedback sheets will be handed out after each session.	Administration Manager Administration Manager	Start July 2019 and every six months	High attendance (>80% of new starters) at 6 monthly induction briefings. Feedback sheets/surveys report >90% positive responses in relation to these induction events.

INSPIRE objectives: Through our beacon activities, that we promote the benefits of our activities - both internally and externally - to disseminate gender equality and **INSPIRE** others to reach their Athena SWAN ambitions.						
Action No.	**Planned Action/Objective**	**Rationale**	**Key outputs and milestones**	**Ownership**	**Timeframe**	**Success criteria and outcome**
5.0	BioEDG committee members are beacons of good practice within the University	We will recognise the benefits of sharing good practice with other Departments.	Act as "critical friends" for other Departments in the Faculty.	BASC	Ongoing	Become a critical friend on two more Departmental SATs Departments which are supported by us will receive AS Gold/Silver/Bronze status

At least one new initiative developed by Biology through critical friendship.

Selected actions disseminated to University E&D committee to reach the other two faculties. |
| 5.1 | Act as a Beacon and share our Athena SWAN and BioEDG activities externally to the University of York. | We recognise the benefit of sharing AS activities with other universities to develop new actions both in their Departments and in UoY Biology. | Invite teams from other institutions to visit York

Reinvigorate the WR network for AS activities and extend to N8. | BASC

BASC | Ongoing | At least one team per year visits York. At least one new action in Biology developed from each visit and publicised on our website.

Feedback after the visit suggests our innovative activities and events are adopted by others. |

Action No.	Planned Action/Objective	Rationale	Key outputs and milestones	Ownership	Timeframe	Success criteria and outcome
5.2 🔴	Be ambitious and innovative in our work engaging PSS in AS activities.	Data collection demonstrated weaker understanding of AS issues amongst PSS	Recruit PSS to BioEDG to act as ambassador for AS activities. Understand where new actions are needed and develop two foci of activities.	BioEDG Chair BioEDG PSS ambassador	March 2019 March 2020	Successful recruitment demonstrating interest from PSS in AS Staff survey shows >80% of PSS staff recognise benefits of AS.
5.3 🟡	Spread awareness of the work done with the British Ecological Society (BES) and Ada Lovelace Day so that this is adopted by other learned societies	Our work with the BES has demonstrated how we can positively influence the work of learned societies in the area of Equality and Diversity.	Agenda item at next staff meeting to engage staff working with other learned societies Promote good practice with other learned societies through sharing lessons learned with the BES and Ada Lovelace	Sue Hartley/Thorunn Helgason BASC	Spring term 2019 Spring term 2020	At least three staff volunteer to gather information on E&D activities from learned societies. At least one action developed volunteer in Biology (or the learned society) by end 2021.
5.4 🟢	Promote our use of the apprentice levy to other departments within the University and externally to other Institutions who have not yet taken this approach.	We recognise that we can share our positive experience with other Departments and institutions to encourage employment of an apprentice. We recognise that many school leavers are not aware of the varied career paths within Universities.	To promote our activity at Faculty level meetings and via AS Champions in other departments and institutions. When she has gained more experience we will encourage the apprentice to provide comments (potentially short video) on our website about her experience.	BASC and Operations Manager DMT Hub and apprentice	By end 2021 End 2020	Two more departments in the University recruit apprentices via the levy. Information on website and evidence of "hits".

Action No.	Planned Action/Objective	Rationale	Key outputs and milestones	Ownership	Timeframe	Success criteria and outcome
5.5 (red)	Promote our involvement with the Technician Commitment to other science departments at York and externally to institutions and support them in signing up and carrying out their self-assessment.	We recognise that UoY and Biology are at the forefront of this initiative and thus have an opportunity to disseminate best practice more widely.	Promote the Technician Commitment via updates on our website and at staff meetings

Promote externally via Beacon activities during visits from other universities. | Operations Manager

Operations Manager | During 2020

During 2021 | Increased membership of IST by technicians.

Lobby faculty to cover some costs of memberships.

Other institutions visit and provide positive feedback. |
| 5.6 (green) | Working with the University to improve candidate briefs | We have done lots of work in this area which has impacted positively on the number of applications from female candidates. We wish to use this experience to support the University | Regularly review the bank of candidate briefs with central HR | Administration Manager | March 2019 and annually | Continued increase in applications from under-represented groups. |
| 5.7 (green) | Improve representation of women in HoD of science Depts | Few females HoDs in science Depts. As we have a current female HoD we can share good practice. | Feed into the University review of HoD application process based on our recent experience. | HoD | Fit with University review | Increase in number of female HoDs of science Depts. |

Action No.	Planned Action/Objective	Rationale	Key outputs and milestones	Ownership	Timeframe	Success criteria and outcome
5.8 ●	Encouraging healthy working practices.	We recognise staff report stress and that a long-hours culture is detrimental to health and well-being. We want to demonstrate healthy life-long working practices that students will take forward into their careers. We suspect that academic staff, in particular, do not take their full allowance of leave. In the 2017 Staff Survey only 84% F answered 'No 'when asked if they had been harassed or bullied at work in the last 12 months. (Compared to 91% men)	Agree Departmental communications and email strategy and ensure staff and students understand the benefits of the strategy and appropriate working practices. Focus group to understand if other institutions have good strategies and discover any barriers to taking leave. Ask for a volunteer from a member of staff to be trained as Harassment Advisor. Raise awareness of University expectations around dignity and respect. Highlight mechanisms for raising issues at Staff Meeting.	HoD, Chair BoS, Director for students and Departmental Manager BioEDG HoD	June 2019 Dec 2020 March 2019	Staff survey reports improved emailing practices by students. Student surveys show the practice has been well understood and appreciated. Focus groups report back with at least two ideas. Harassment Advisor trained. Staff survey shows higher of both men and women answering "no" to bullying and harassment question and gender parity.
5.9 ●	Work with University to achieve continuity of research cover during maternity leave.	Female PIs and PDRAs are adversely affected by lack of research cover funding during maternity leave.	Lobby for research cover to be funded at University level as it is for teaching cover	BASC	July 2019	University funds research cover similarly to teaching cover.
5.10 ●	Work with the University to address the gender pay gap	Wide pay-gap for senior academics	Work with University AS team to better understand reasons for gender pay-gap, and regularly analyse pay-gap data across all staff grades	BioEDG	Annually aligned with University analyses	Reduce current gender pay-gap of ~8% for senior academics in Biology by a half by 2021, and maintain no pay-gap at lower grades