Gender Equality Scheme

Progress Report 2011-2012
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Background to the Gender Equality Scheme

The University’s first Gender Equality Scheme was developed in 2007 when the Gender Equality Duty was introduced, requiring higher education institutions to produce a Gender Equality Scheme.

The current (second) scheme covers the period 2010-13 and builds on the work of the first scheme, setting out how the University works towards achieving gender equality for staff and students across all its main functions.

Changes under the Equality Act 2010

Since the introduction of the Equality Act 2010, the requirement to produce a Gender Equality Scheme has been replaced by the requirement to set specific and measurable equality objectives to meet any of the three aims of the equality duty (eliminate discrimination, advance equality of opportunity and foster good relations) and to demonstrate progress and achievements against them.

It is therefore proposed that when the current Gender Equality Scheme comes to an end in 2013, specific and measurable objectives on gender equality are identified, included in the University’s equality objectives and subsequently reported upon in the main Equality and Diversity Annual Report.

Progress Report 2011-12

The current Gender Equality Scheme includes an Action Plan for 2010-2013: [www.york.ac.uk/admin/eo/gender/GESProgressApril2010-May2011.pdf](http://www.york.ac.uk/admin/eo/gender/GESProgressApril2010-May2011.pdf) with progress reported up to May 2011.

The report below outlines progress on objectives set in the Gender Equality Action Plan across key areas of the University’s work for the period June 2011 – May 2012.
Since 2010 the University has been actively addressing areas where there are no women or only one woman on a committee. See Section 4.8 – Representation on Committees – of the Gender Equality Scheme: [http://www.york.ac.uk/admin/eo/gender/GES2010-13.pdf](http://www.york.ac.uk/admin/eo/gender/GES2010-13.pdf)

Information on Committee membership is available on the University website: [http://www.york.ac.uk/about/organisation/governance/](http://www.york.ac.uk/about/organisation/governance/)

<table>
<thead>
<tr>
<th>Have you delivered the following objectives for 2011-12? If yes, please indicate progress and achievements:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1:</strong> Continue to strive for gender balance on key committees (e.g. Remuneration, Finance and Planning Committees). As a minimum, all committees to have two members of each gender.</td>
</tr>
<tr>
<td><strong>Progress:</strong> We continue to remind the key appointing/nominating bodies (ie Senate and Nominations Committee) of the importance of attempting to achieve gender balance. We are not aware of any committee currently showing a serious imbalance, having addressed those where this was identified at the time of the last report. In cases where committees are found to consist entirely of one gender they are advised by the governance officer to address the imbalance.</td>
</tr>
<tr>
<td><strong>Objective 2:</strong> Committee secretaries to be encouraged to consider gender balance when making suggestions for appointments or re-appointments.</td>
</tr>
<tr>
<td><strong>Progress:</strong> The email reminder re forthcoming vacancies to be filled that is sent to committee secretaries following the May meeting of Senate contains a note referencing the GES. The objectives have therefore been achieved.</td>
</tr>
</tbody>
</table>

If no, what have been the barriers to implementation?

N/A

What, if anything is still outstanding?

N/A

Other relevant information including relevant progress not included in report above:
As in past years, potential gender imbalance has been actively considered and addressed in the Nominations Committee's annual consideration of honorary degree nominations.

Please outline your gender equality objective(s) for 2012-13.

- continue to ensure that any new committee appointments do not disrupt the gender balance achieved in past years
- continue to remind committee secretaries of the GES and its objectives
- monitor gender make-up of any newly established committees and groups as they come into being
### 2011-12 GENDER EQUALITY PROGRESS REPORT

#### Governance – Procurement Processes

Completed by: Tim Bird – Supplies Manager  
Date: May 2012

The University recognises the need to be responsible in its choice of suppliers and is a member of the North Eastern Universities' Purchasing Consortium (NEUPC). Information about procurement and supplier relationships is on the web at: [http://www.york.ac.uk/about/sustainability/procurement/](http://www.york.ac.uk/about/sustainability/procurement/)

<table>
<thead>
<tr>
<th>Have you delivered the following objectives for 2011? If yes, please indicate progress and achievements:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Objective 1:</strong> Investigate formal adoption of the NEUPC guidelines</td>
</tr>
<tr>
<td><strong>Progress:</strong> See Objective for 2012-13 below.</td>
</tr>
<tr>
<td><strong>Objective 2:</strong> Review implications of the amendments to NEUPC guidelines especially in relation to the Bribery Act</td>
</tr>
<tr>
<td><strong>Progress:</strong> In last year's progress report it was noted that the Bribery Act might have implications for the University in the context of gender equality legislation. In practice, the implications of the Act have proved to relate more to Financial Regulations in general and the protocols and procedures surrounding creation of new supplier records in particular.</td>
</tr>
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<table>
<thead>
<tr>
<th>If no, what have been the barriers to implementation?</th>
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<thead>
<tr>
<th>What, if anything is still outstanding?</th>
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<table>
<thead>
<tr>
<th>Other relevant information including relevant progress not included in report above:</th>
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<table>
<thead>
<tr>
<th>Please outline your gender equality objective(s) for 2012-13.</th>
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</table>

The University's Financial Regulations are currently being reviewed, and as part of this process, the Procurement Strategy is to be revisited in the coming year which may bring about formal adoption of the NEUPC ethical code of practice by the University - thus embracing the gender equality aspects previously discussed.
2011-12 GENDER EQUALITY PROGRESS REPORT

Student Experience – Recruitment

Completed by: Simon Willis
Date: 31 May 2012

Have you delivered the following objectives for 2011-12? If yes, please indicate progress and achievements:

<table>
<thead>
<tr>
<th>Objectives</th>
<th>Progress and achievements on 2011-12 objectives:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Continue to monitor gender equality at the three key admissions stages in the current admissions cycle (application/offer/entrant) and include in the Autumn 2011 report to Planning Committee. Address specific issues with departments.</td>
<td></td>
</tr>
<tr>
<td>2. Consideration to be given to the inclusion of gender equality issues in the updated Widening Participation Strategy</td>
<td></td>
</tr>
<tr>
<td>3. Using Tableau, monitor WP categories by gender and build into reporting process. Where appropriate, include it in discussions with departments about WP objectives</td>
<td></td>
</tr>
</tbody>
</table>

What, if anything is still outstanding?
The report to Planning Committee referred to in 1) above was not made in the format expected so gender issues were not included. However this will be done in 2012/13 in relation to the 2012 intake.

Other relevant information including relevant progress not included in report above:

Please outline your gender equality objective(s) for 2012-13. As far as possible these should be SMART (specific, measurable, achievable, realistic and timed) objectives:
- To extend gender information on applicants in the Management Information Gateway to students made offers and who then accept or decline their offers. This will enable departments to see whether the distribution of offers by gender is in line with the distribution of applications and whether acceptance rates differ by gender. The extension of this information on the Management Information Gateway is imminent.
- To include gender analyses in end-of-cycle reporting to Planning Committee (objective held over from current year). This report will go to Planning Committee in January 2013.
2011-12 GENDER EQUALITY PROGRESS REPORT

**Governance: Student Placements**

Completed by: 1) Nigel Dandy – Head of the Academic Support Office and 2) Andrew Ferguson – Acting Director, Careers Service.

Date: 30 May 2012

<table>
<thead>
<tr>
<th>Have you delivered the following objectives for 2011-12? If yes, please indicate progress and achievements:</th>
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<tbody>
<tr>
<td><strong>Objective</strong>: Review processes for student placements to ensure compliance with University equality policy; provide guidance as appropriate.</td>
</tr>
<tr>
<td><strong>Progress</strong>:</td>
</tr>
<tr>
<td>1) Placements were reviewed carefully as part of the QAA Institutional Review. The QAA report states that “the University's Policy on Placement Learning and Study Abroad fully corresponds with QAA’s Code of practice for the assurance of academic quality and standards in higher education. Departmental Placement Coordinators are responsible for implementing it, and the quality of the experience is monitored throughout the placement and in periodic reviews.”</td>
</tr>
<tr>
<td>2) Employers engaging with the University’s Careers Service to advertise full, placement or internship vacancies are required to acknowledge that they have read the ‘Employer Code of Conduct’ document. This document reflects the national legislation on equal opportunities recruitment as well as the University’s own policies on the issue. Internships generated through the Student Internship Bureau (SIB) also use the Employer Code to inform the development and approval of projects from local employers. In the summer of 2011 the split between male and female students undertaking SIB internships was 60% male to female. This slight weighting reflects the demand for students from Computer Science backgrounds where the pool of candidates is largely male.</td>
</tr>
<tr>
<td>For departmentally led placements, normally of up to 12 months in duration, recruitment mechanisms vary although all of them comply with the QAA Code of Practice for placement learning.</td>
</tr>
</tbody>
</table>

| If no, what have been the barriers to implementation? |
What, if anything is still outstanding?

Other relevant information including relevant progress not included in report above:

<table>
<thead>
<tr>
<th>Please outline your gender equality objective(s) for 2012-13.</th>
</tr>
</thead>
<tbody>
<tr>
<td>The role of equal opportunities in the recruitment and selection of process will form an agenda item at the next 'Placement Co-ordinators Meeting' in July 2012.</td>
</tr>
</tbody>
</table>
# 2011-12 GENDER EQUALITY PROGRESS REPORT

## Student Experience: Student Support

Completed by: Steve Page  
Date: 7th June 2012

Have you delivered the following gender equality objectives for 2011-12? If yes, please indicate progress and achievements:

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective 1</td>
<td>Development of more focussed approach to annual reporting across SSS with equality being a specific strand in those reports</td>
<td>Progress: A single overall annual report was published for 2010/11, backed up by a range of service data, all available from: <a href="http://www.york.ac.uk/student-support-services/annualreports/">http://www.york.ac.uk/student-support-services/annualreports/</a>. We plan to have a single overall report for 2011/12 with management reports from each of the main sections, each of which will have a specific section on “equality matters”. These will go to Student Services Committee in November 2012.</td>
</tr>
<tr>
<td>Objective 2</td>
<td>Implementation of T Connect allowing greater analysis of data</td>
<td>Progress: The implementation of T Connect has not been successful as the software was not able to reliably meet our needs once we rolled it out more widely. We are currently exploring alternatives.</td>
</tr>
<tr>
<td>Objective 3</td>
<td>Development of tools for evaluating impact in the areas of undergraduate bursaries, maths support and dyslexia support through participation in AMOSSHE research project</td>
<td>Progress: We have a tool in operation for evaluating the impact of university undergraduate bursaries. There is also work being undertaken to develop a focussed tool for evaluating dyslexia support work.</td>
</tr>
<tr>
<td>Objective 4</td>
<td>Careers Statement of Service to be updated to include more on behavioural expectations. Reference to be made to working within the University’s Equality and Diversity Policy.</td>
<td>Progress: Careers Statement of Service. This is being embedded into the ‘About US’ web-pages to increase the use. It will include a link to the Equality and Diversity Policy. To be completed by 30th June 2012.</td>
</tr>
<tr>
<td>Objective 5</td>
<td>Complaints procedure to be revised and updated guidance on submitting</td>
<td></td>
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</tbody>
</table>
complaint and appeals to be included in new Academic Registry CMS web content.

**Progress:** This will be completed over the course of Summer 2012. It will not cover updates of the appeals process but will explain how the appeals process links with the complaints process. The project will also include developing guidance notes for complaint investigators.

**Objective 6:** On-going careers service web and Information Strategy, including better use of the VLE for career development learning materials; longer opening hours

**Progress:** The careers service web and information Strategy is to make all material and IAG available on-line. The Employability Tutorial was launched for all taught (UG and PG) students in October 2011, with the PGR version currently under construction. Much of the IAG offered by the Careers Service is available online through email. These developments mean that the Careers Service facilities are effectively available 24/7.

**Objective 7:** Contribution to development of an effective process for notification of name and gender change for students who transition whilst at University

**Progress:** There is an updated process in place, this work having been led by Registry Systems: [www.york.ac.uk/students/studying/manage/student-record/name-change/](http://www.york.ac.uk/students/studying/manage/student-record/name-change/)

If no, what have been the barriers to implementation?

Lack of progress on (2) has impacted on the development of data for the annual reports (1), but some progress has been made.

What, if anything is still outstanding?

Other relevant information:

Please outline your gender equality objective(s) for 2012-13. As far as possible these should be SMART (specific, measurable, achievable, realistic and timed) objectives:

1) Report on equality within each of the SSS section annual management reports for 2011/12. To be presented to committee in November 2012.

2) Equality included as a significant strand in the SSS Quality Assurance plan, which will be completed by October 2012 for implementation 2012/13.

Please note: I have not asked other parts of Academic Registry for objectives for 2012/13 at this stage.
2011-12 GENDER EQUALITY PROGRESS REPORT

Student Experience: Student Support – Bullying and Harassment

Completed by: Linda Whiting/Lois Gregory
Date: 29 May 2012

This objective relates to harassment from unknown people, either on or off-campus, which may be reported in a number of different ways, for example to Security, Provosts or Supervisors, or depending on the seriousness of the incident, to the Police.

Have you delivered the following objectives for 2011-12? If yes, please indicate progress and achievements:

**Objective:** Find out whether students are experiencing bullying and harassment on campus and in the city and examine any gender implications

**Progress:** Some progress has been made in this area. The Code of Practice on Harassment has been reviewed (for further information see the Equality and Diversity Annual Report 2011-12). There is now a separate Procedure for Students with accompanying guidelines and a list of sources of support (www.york.ac.uk/admin/eo/Harassment/StudentProcedure.htm)

Information about numbers and types of harassment/bullying is reported upon in the **Equality and Diversity Annual Report – Priority 3.**

The Equality and Diversity Office has worked with Student Support Services to produce guidance aimed at ensuring students seek appropriate support and know where to report incidents.

If no, what have been the barriers to implementation?

What, if anything is still outstanding?
Breakdown of incidents by gender.

Other relevant information including relevant progress not included in report above:

Please outline your gender equality objective(s) for 2012-13. As far as possible these should be SMART (specific, measurable, achievable, realistic and timed) objectives:

1. Promotion of the new Code of Practice on Harassment
2. Promotion of key messages around dignity and respect with particular focus on students living off-campus in shared private accommodation
3. Development of guidance for individuals to a) report incidents that take place in the city and b) encourage them to seek appropriate support
4. Continue to consider gender implications of incidents reported and take appropriate action.
<table>
<thead>
<tr>
<th>Have you delivered the following objectives for 2011-12? If yes, please indicate progress and achievements:</th>
</tr>
</thead>
</table>
| **Objective:** Consult transgender students to ensure their support needs are addressed in relevant policies and procedures.  
**Progress:** The Equality and Diversity web pages on trans issues have been updated this year in line with the Equality Act and Duty. Links to national guidance and further information continue to be updated.  
Following a meeting of the working group which was set up to look at the procedure for student records and change of name, a draft checklist has been devised.  

If no, what have been the barriers to implementation?  
What, if anything is still outstanding?  
Finalising this procedure, ensuring best practice in line with Equality Act and Duty.  
Other relevant information including relevant progress not included in report above: |

If you have some gender equality objective(s) for 2012-13. As far as possible these should be SMART (specific, measurable, achievable, realistic and timed) objectives:  
Refine and test the checklist through further consultation with trans students before finalising.  
Building on previous consultation with student representatives, work will continue in terms of identifying key issues faced by trans students at the University, and implementing appropriate action.
The Learning and Teaching Strategy (www.york.ac.uk/staff/teaching/strategy/) has an overarching ambition of achieving a ‘consistent culture of quality’ across the University. This divides into four themes:

- Recruiting and supporting staff
- Embedding quality improvement
- Developing the portfolio of programmes
- Effective management of the learning and teaching environment and infrastructure

Have you delivered the following objectives for 2011-12? If yes, please indicate progress and achievements:

**Objective 1:** Roll-out of new learning and teaching strategy which will include specific action plans to maintain existing monitoring of equality dimensions and explore opportunities for enhancement, e.g. current work on ‘transition to HE’ for all students

**Progress:** Implementation of Learning and Teaching Strategy 2010-15: www.york.ac.uk/media/staffhome/learningandteaching/documents/landtstrategy.pdf

**Objective 2:** Continued development of online resources and workshops to support student skills and transition to University study

**Progress:** We have continued to develop online resources and the programme of workshops to support student skills and transition to University study.

**Objective 3:** Launch of online “skills hub” in September 2011

**Progress:** We launched an online ‘skills hub’ in Summer 2011, following the migration (and complete re-design) of the learning and teaching web pages onto the CMS in 2010-11: www.york.ac.uk/students/studying/develop-your-skills/study-skills/

**Objective 4:** Continuation of the Turnitin Service

**Progress:** The use of Turnitin as a formative learning tool has become embedded following the successful trial in 2010-11.

**Objective 5:** Implementation of the new UG and PG modular scheme

**Progress:** Implementation of the new UG modular scheme (and the new PG scheme from 2011-12) is progressing. This will ensure greater equity, clarity, consistency
and openness in the treatment of students, e.g. in degree classification procedures.

**Objective 6:** Further consideration to the opportunities for enhancing support for students including those from under-represented groups, in the context of the new tuition fees regime and Access Agreement

**Progress:** An additional post in the Learning Enhancement Team has been created with effect from 1 August 2012, funded from Access Agreement commitments.

<table>
<thead>
<tr>
<th>If no, what have been the barriers to implementation?</th>
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<tr>
<th>What, if anything is still outstanding?</th>
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</table>

### Other relevant information including relevant progress not included in report above:

Please outline your gender equality objective(s) for 2012-13. As far as possible these should be SMART (specific, measurable, achievable, realistic and timed) objectives:

- To continue to develop the body of support resources for academic skills to help all students to enhance their learning and academic attainment, including launching a further suite of online skills tutorials in Summer 2012.
- To continue to promote and monitor aspects of equality and diversity, and take action as appropriate, through the established processes such as programme approval, Annual Programme Review and Periodic Review.
- An additional post in the Learning Enhancement Team has been created with effect from 1 August 2012, funded from Access Agreement commitments, to develop further the support for student skills. The remit will include working with schools in conjunction with widening participation / aspiration raising initiatives, and enhancing the support for academic writing skills.
The University’s HR department provides a range of services and has policies in place which support gender equality. Monitoring of data allows action to be taken when necessary, and informs departmental planning.

<table>
<thead>
<tr>
<th>Have you delivered the following objectives for 2011-12? If yes, please indicate progress and achievements:</th>
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</thead>
<tbody>
<tr>
<td><strong>Objective 1:</strong> Review the provision of staff monitoring data to enable departments to monitor their own equality data</td>
</tr>
<tr>
<td><strong>Progress:</strong> Equality data is now accessible via the HoDs’ Gateway, allowing it to be monitored at departmental level (e.g. gender representation at different grades) and be used to inform Departmental Medium Term Planning</td>
</tr>
<tr>
<td><strong>Objective 2:</strong> Continue to monitor and analyse employment data and to take remedial action where necessary</td>
</tr>
<tr>
<td><strong>Progress:</strong> Equality data is presented to the SMG twice per year and also forms part of the data provided to departments to inform their annual Medium Term Planning process. We do not set equality targets for gender or any other protected characteristic but targeted action is taken to further promote equality and diversity where appropriate and/or necessary (i.e. where we differ significantly from national benchmarks).</td>
</tr>
<tr>
<td><strong>Objective 3:</strong> Continue to carry out regular Equal Pay Reviews and develop action plans where appropriate</td>
</tr>
<tr>
<td><strong>Progress:</strong> The first Equal Pay Review was carried out in 2008, with subsequent reviews in 2010 and 2011. The results and conclusions were presented to the SMG, Operations Group, Equality &amp; Diversity Committee, HR Policy Committee and the JNCC. Grade for grade, across the different equality strands, there are no significant (&gt;5%) pay gaps. The overall gender pay gap (21.1% in 2011 reduced from 21.7% in 2010 and 22.7% in 2008) can be explained by the grade/role distribution of male/female employees and mirrors existing patterns in Higher Education. Pay data is the outcome of a number of employment practices and so more integrated statistics relating to recruitment, starting salaries, Professorial and ART promotions and role reviews may be more beneficial. The next pay review will be undertaken in 2012-13.</td>
</tr>
</tbody>
</table>
Objective 4: Continue to monitor usage of the Counselling and Employee Assistance service and to promote the service to all staff groups

Progress: The current provider of Counselling and Employee Assistance services was appointed in December 2009 and provision and take-up of the service is reviewed on a quarterly basis. Nationally, women make greater use of psychological therapies and employee assistance services than do men so we would expect this to be reflected in our own usage figures.

In 2010, 25.8% of UoY employees who called the advice-line were male; this fell to 22.7% in 2011, but rose to 56.7% during the period Jan-April 2012. It is too early to say whether this is a stable trend or an anomaly, but it is an encouraging indication of the appeal and accessibility of the service to male employees.

We continue to promote the service through provision of a leaflet to all new starters, making monthly employee help-sheets available via York Extra and the HR news pages, and periodically referencing the service in HR and University publications. HR Managers and POD colleagues actively signpost elements of the service to managers and staff as appropriate as part of routine advice giving and training.

Feedback on the service indicates a high degree of satisfaction with the helpfulness, professionalism and understanding of the advice-line consultants and face-to-face counsellors.

Objective 5: Continue to advise on flexible working policies to ensure they are applied fairly and appropriately

Progress: The University has a suite of policies relating to attendance, leave and flexible working: [http://www.york.ac.uk/admin/hr/resources/policy/#leave](http://www.york.ac.uk/admin/hr/resources/policy/#leave)

Requests are handled by departments but HR routinely advises managers and staff on the fair and appropriate application of the policies. In line with the provisions of the Equality Act 2010, with effect from 1 October 2011, the University no longer operates a compulsory retirement age. Following consultation with the Trade Unions, the Flexible Working arrangements have recently been amended to include Flexible Retirement guidance.

Objective 6: Continue to provide equality and diversity training and to monitor take up across the organisation

Progress: The University provides a broad suite of equality and diversity training. Completion of the ‘Diversity in the Workplace’ online module is compulsory for all staff – to date 1,805 (c79%) staff have completed the module and 1783 (c78%) have achieved the pass mark (of these, 668 completed the module since it was updated in accordance with the Equality Act 2010). POD continues to work with departments to achieve a 100% completion/success rate.
### Objective 7: Continue to support career development initiatives

**Progress:**
- A pool of 32 in-house coaches has been established as part of the University’s new [accredited coaching scheme](#).
- The [Personal and Career Development Plan](#) workshop has been reviewed and re-launched.
- An ‘[Internal Candidate](#)’ programme focussed on improving employee’s chances of securing internal job moves has been developed.
- The new managing and developing performance website (under development) includes a section dedicated to Personal and Career Development.
- POD are working to clarify the career pathways available to ART (Academic, Research and Teaching) staff and to develop new career pathways for other occupational groups.
## 2011-12 GENDER EQUALITY PROGRESS REPORT

### Human Resources - E&D Office Actions

Completed by: Linda Whiting  
Date: 29 May 2012

<table>
<thead>
<tr>
<th>Objective 1: Continue to refine the University-wide work on harassment in relation to staff.</th>
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<tbody>
<tr>
<td><strong>Progress:</strong> Review of the Code of Practice on harassment - completed April 2012 and reported on the <em>Equality and Diversity Annual Report – Priorities 1 and 3.</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 2: Consult transgender staff to ensure their employment needs are addressed in relevant policies and practices</th>
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</thead>
<tbody>
<tr>
<td><strong>Progress:</strong> The Staff Survey 2011 requested information in relation to gender reassignment - a new development for the University. Whilst the analysis indicates that there were a very small number of respondents whose present gender is not the same as that assigned at birth, this represents an important step in understanding issues in relation to this group. The results in terms of engagement, harassment and perceived discrimination, were communicated to members of the LGBTI Matters forum at the meeting in March 2012. LGBTI Matters will be consulting further with LGBT staff in the Autumn term.</td>
</tr>
</tbody>
</table>

If no, what have been the barriers to implementation?  
What, if anything is still outstanding?  

Other relevant information including relevant progress not included in report above:

Please outline your gender equality objective(s) for 2012-13. As far as possible these should be SMART (specific, measurable, achievable, realistic and timed) objectives:

- Actions on gender and transgender incorporated into the *staff survey action plan*. See *Equality and Diversity Annual Report – Priority 3* for further information.
Enhancing Research Performance

Completed by: Anna Grey/Linda Whiting

Date: May 2012

One of the objectives of the University’s research strategy is to attract, recruit and retain researchers of the highest quality and ensure that they operate effectively. The research environment is crucial, not only in terms of the appearance and suitability of buildings and availability of resources and facilities, but also on aspects such as opportunities for advancement and career development, including for staff with family and similar commitments.

The University’s commitment to women in Science is demonstrated by winning national awards under a) the Athena SWAN Charter, a scheme that recognises excellence in gender equality in science, engineering and technology employment in higher education and b) the Institute of Physics Juno scheme to address the issues of gender imbalance in Physics.

Have you delivered the following objectives for 2011-12? If yes, please indicate progress and achievements:

Objective 1: Implement current Athena SWAN Action Plans; submit new departmental bids for SWAN Charter awards and disseminate good practice University-wide.

Progress:

- The Department Physics has received a silver award.
- The Department of Psychology’s silver award has been renewed.
- The Department of Computer Science has received a bronze award
- The Department of Physics has also met the five principles set out in the Juno Code of Practice, a set of actions recommended by the IOP to address the under-representation of women in physics higher education, and is now a Juno Champion.

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1 All the submissions are available at the University’s Research Office [http://www.york.ac.uk/research/athena-swan/current-submissions/](http://www.york.ac.uk/research/athena-swan/current-submissions/)

**Objective 2**: Consider the implications for career development for female researchers in non-science departments, using the knowledge gained from Athena SWAN work. As a result of the Concordat\(^2\) work, develop a good practice guide in relation to research staff management, which will build on the Athena Swan work.

**Progress**: Concordat Implementation Group established and Action Plan developed – see: [http://www.york.ac.uk/admin/hr/researcher-development/staff/concordat.htm](http://www.york.ac.uk/admin/hr/researcher-development/staff/concordat.htm)

What, if anything is still outstanding?

Other relevant information including relevant progress not included in report above:

Please outline your gender equality objective(s) for 2012-13. As far as possible these should be SMART (specific, measurable, achievable, realistic and timed) objectives:

- Department of Electronics to submit for an Athena Swan award
- A base line equality audit of REF submissions during 2012/13 to be undertaken, which will include gender.

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\(^2\) [http://www.researchconcordat.ac.uk/](http://www.researchconcordat.ac.uk/)
2011-12 GENDER EQUALITY PROGRESS REPORT

Communications: Publicity on Gender Equality

Completed by: Linda Whiting

Date: 21 May 2012

The majority of publicity on the Gender Equality Scheme took place in 2007-8. This was followed by the development of web pages on gender equality and trans issues as well as the other protected characteristics under the Equality Act.

Have you delivered the following objectives for 2011-12? If yes, please indicate progress and achievements:

**Objective:** Continue to ensure that in-house good practice and policy developments on gender and trans equality are effectively publicised

**Progress:**
- A leaflet for students on all protected characteristics was produced and distributed at start of academic year
- The web pages on gender equality and trans equality were updated and publicised to staff and students
- In order to meet the data information requirements of the Equality Duty, Statistics on gender equality are now publicly accessible across the following areas:
  - Student applications: [www.york.ac.uk/admin/po/equality-applications.htm](http://www.york.ac.uk/admin/po/equality-applications.htm)
  - Current students: [www.york.ac.uk/admin/po/equality-students.htm](http://www.york.ac.uk/admin/po/equality-students.htm)
  - Staff recruitment: [www.york.ac.uk/admin/eo/RecruitmentDataJan2012.pdf](http://www.york.ac.uk/admin/eo/RecruitmentDataJan2012.pdf)
  - Current staff: [www.york.ac.uk/admin/eo/EmployeesJan2012.pdf](http://www.york.ac.uk/admin/eo/EmployeesJan2012.pdf)

Further information on publicity and the communication of key messages on equality, including gender equality is available in the *Equality and Diversity Annual Report 2011-12*

If no, what have been the barriers to implementation?

What, if anything is still outstanding?

Other relevant information including relevant progress not included in report above

Please outline your gender equality objective(s) for 2012-13. As far as possible these should be SMART (specific, measurable, achievable, realistic and timed) objectives:

Continue to ensure that in-house good practice and policy developments on gender and trans equality are effectively publicised using a variety of methods.
With thanks

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