# THE UNIVERSITY OF YORK GENDER EQUALITY SCHEME
## 2007-10

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1 INTRODUCTION AND PURPOSE OF SCHEME

1.1 The purpose of this Gender Equality Scheme is to make sure that the needs of men and women and transsexual\(^1\) people are taken into account at the University, so that we create an ‘intellectual, social and physical environment in which all students and staff achieve their potential’\(^2\). The University has for a number of years been working to improve aspects of its approach to gender equality. This Scheme will move us further towards ensuring that gender equality is embedded in all we do.

1.2 The UK’s Equal Opportunities Commission reminds us\(^3\) that

i) Many services are designed in a gender-blind way, which means they ignore the different needs that women and men have. For example, many transport services are designed to meet commuter needs (which are typically male) and little thought is given to safety, access for pushchairs, fares for part-time workers and more complex routes (which are typically female needs). Services are only open during the working day, which means that many men, who tend to work full-time, cannot access them because they are at work.

ii) Discrimination in UK employment is still widespread:

- There is a 17% pay gap between the hourly earnings of full-time women and full-time men.
- Part-time women earn 38% less than full time men, hour for hour.
- Discrimination against pregnant employees is still widespread.
- Pensions are designed for a traditionally male career path and parents and carers lose out as a result.

iii) For students, there are unequal opportunities in schools, FE and HE. There is concern nationally about the low numbers and poor academic career progression of women in science, engineering and technology (SET); similarly, the numbers of young men studying modern languages is low. Potentially discriminatory practices can affect students’ career chances. For example, despite considerable evidence that anonymous marking prevents deliberate or unwitting discrimination against female students or students from certain other backgrounds, it is still not consistently used in the HE sector.

Previous legislation relied heavily on individuals taking action to challenge discrimination. However, many people find the idea of taking legal action on their own very daunting. Also, individual cases have a limited impact on systematic causes of discrimination. The

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\(^1\) A person who intends to undergo, is undergoing or has in the past undergone gender reassignment (which may or may not involve hormone therapy or surgery).

\(^2\) See University of York Corporate Plan 2005-9: [http://www.york.ac.uk/admin/po/corplan05/welcome.htm](http://www.york.ac.uk/admin/po/corplan05/welcome.htm)

\(^3\)Taken from the EOC website: [http://www.eoc.org.uk](http://www.eoc.org.uk)

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gender equality duty does not replace individual cases but is an additional tool for tackling discrimination and promoting equality.

1.3 Of course, our staff and students are affected by inequalities which are beyond the University’s control. However, research on gender divisions in wider society suggests that we need to ask ourselves a number of questions about what happens in the University. In relation to students, girls are now out-performing boys in educational attainment at school, which raises concerns about underachievement amongst boys. Are male students underachieving at the University, and/or does female students’ performance continue or drop off in a different social environment?

In relation to staff, across the labour market as a whole, women tend to be concentrated in different types of jobs from men, e.g. caring work and also at the lower end of career ladders. While different choices about the priority accorded to paid work versus family life play some part, there are clearly also often constraints on men’s and women’s choices. How do staff within the University fare in relation to job and progression opportunities and how far is the University perceived as an enabling and/or constraining organisation?

In relation to both students and staff, other research shows women are more exposed to sexual harassment and are more worried about crime and personal safety – but men with health or personal problems are less likely to seek help for those matters. Are these patterns replicated in the University?

In relation to transsexual people, who statistically are a very small percentage of the population, monitoring is not currently carried out in the University. However, we will need to ensure that transsexual people are not disadvantaged in any way and will need to do this sensitively.

Although there are many factors beyond University control which influence opportunity, achievement and quality of life for both staff and students, the purpose of the new duty is to require public organisations to do what they can to promote gender equality, and hence to reduce barriers to equality. So, where we can influence or affect inequalities, we will try to do so.

1.4 There is often a misunderstanding about what equality means. ‘Promoting equality’ does not necessarily mean ‘treating everyone the same’. Identical treatment may be unfair if people’s needs or circumstances are different, and this can result in unequal outcomes. We may require different approaches for men and women (at times) to promote more equal outcomes (e.g. to encourage more women to apply for promotion, or more men to seek out support services). This is known as ‘gender-sensitive provision’. In other contexts, different approaches may reflect assumptions about gender which

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4 This is referred to as ‘horizontal occupational segregation’
5 Referred to as ‘vertical occupational segregation’
perpetuate inequalities and therefore we might need to move to more similar treatment (e.g. making sure parental leave is equally accessible to men and women).

The Gender Equality Duty gives the University an opportunity to focus on matters which affect men, women and transsexual people differently and/or unfairly. At the same time we should maintain and, where needed, develop good working practices which benefit everyone.

2 DEVELOPING THE GENDER EQUALITY SCHEME

2.1 Gender Equality Duty (GED) working group

A GED working group was set up in December 2006.

Its members are:

Mr Keith Lilley (member of the Vice Chancellor’s Advisory Group and Director of Facilities Management) (Chair),
Dr Carol-Ann Hooper (Chair of Equal Opportunities Committee),
Mrs Margaret Scott (representing Hilary Layton, Communications Office),
Ms Abigail Harvey (Policy and Projects Officer, Human Resources),
Mrs Janet Haffegee (Human Resources Manager),
Ms Amy Burge (York University Students’ Union Women’s Officer),
Ms Yvie Holder (Director, Equal Opportunities Office),
Ms Lois Gregory, Equal Opportunities Adviser, (in Yvie Holder’s absence).

Administrative support from EO Office staff – Mrs Cath Dickinson and Mrs Linda Whiting.

2.2 Data gathering

Several meetings were held to clarify what data is currently available, including

- data in Equal Opportunities Annual Reports
- national benchmarking information
- qualitative information from previous research and consultation

Data was gathered from locations in which it was already kept and a timetable was planned for ensuring a Gender Equality Scheme is prepared and published by April 30 2007.
2.3 Consulting staff and students

The Working Group arranged a consultation exercise and publicity. A budget was created for recruiting two researchers to carry out a consultation; the Group devised a flyer offering people the opportunity to comment; it was distributed to 3,000 staff, promoted on the University’s online news service, YorkExtra, and students were paid to distribute leaflets around the campus. The consultation period was in February and March 2007, and lasted 21 days from the first distribution of advertising material to the deadline for their return, and included three consultation meetings.

Nearly 100 written responses were received, and over 20 people attended consultation meetings. The majority of these participants were academic and administrative staff. The report provided by the researchers was used to inform the development of this Scheme, as well as previous reports and consultations.

2.4 Engaging senior staff

In order to ensure that the Gender Equality Scheme is embedded in the University’s vision for the future and supported at the highest levels, we have referred to the Corporate Plan 2005-9. This central planning document is divided into key themes, each of which is the responsibility of a member or members of the University’s senior management team. These are:

- Academic development and student numbers growth
- Enhancing research performance
- The student experience: teaching and learning; student support
- Governance and management: governance; human resources
- Enhancing the environment
- The University and the Community
- Income generation

The Pro-Vice-Chancellors for Teaching and Learning, Research, Students, Estates and Strategic Projects, and External Relations, as well as the Registrar, the Director of Human Resources and the Director of Communications, will have the overview of progress within their areas of strategic responsibility, and further actions will be identified for the Gender Equality Scheme over the next three years. These will be reviewed annually.
3 CONTEXT

3.1 The University of York

The University takes pride in its pursuit of excellence in research, teaching and the application of knowledge. It currently has 11,530 students and around 3,000 staff. It is campus-based, with a high proportion (currently over 40%) of its students resident in University accommodation organised into eight Colleges. The University has ambitious plans for expansion within the next few years, which will double the size of the estate and will increase staff and student numbers by around 50% by 2015/16. At the same time the University plans to increase the percentage of overseas students from the current 14% to 20% and of postgraduates from the current 23% to 30%.

Women predominate as undergraduate students (57% compared to 43% male). This is a reflection of national patterns of girls’ success at school and the University’s subject mix. Females make up 54% of our postgraduates, compared to 46% male.

Far more women study part-time at undergraduate level than men (mostly nursing-related courses in Health Sciences). More postgraduates (men and women) study part-time than undergraduates.

3.2 The legislative framework

In 2001, the government introduced the Race Equality Duty which required all public bodies to actively promote race equality and eliminate discrimination and racial harassment. Other duties have since been developed for other areas of equality, including a Disability Equality Duty which came into force in December 2006.

Previous legislation on gender, such as the Sex Discrimination Act and Equal Pay Acts have had some effect, but this new law extends and strengthens them. The Gender Equality Duty is a legal requirement on any public authority in Great Britain to pay due regard, in all of its functions, to the need to:

- eliminate unlawful discrimination and harassment on the grounds of sex and
- promote equality of opportunity between women, men and transsexual people

This is called the ‘General Duty’. It is supported by a set of ‘specific duties’, which set out steps to meet the general duty.

The ‘specific duties’ mean that we have to
- have a Gender Equality Scheme
- address causes of any gender pay gap
- gather and use information on policies and practices

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• consult people who might be affected by gender equality in our university (called ‘stakeholders’)
• assess the impact of University policies on men and women and transsexual people
• implement the Scheme’s actions
• report on progress annually
• review the Scheme at least every three years

The Gender Equality Duty comes into force in April 2007 and will be enforced by the UK’s Equal Opportunities Commission. Now institutions have to be proactive and demonstrate that they plan for equality and explain each year what they have done to bring it about. The University also has a statutory duty to pay due regard to the need to eliminate discrimination and harassment of transsexual staff, potential staff and students. It will need to ensure that any employment policies and practices adequately cover transsexual employees.

In addition to examining their employment practices, an area which will require more action by institutions will be service provision. We will have to ensure that any services we provide are equally accessible and of value to both genders.

4  WHERE WE ARE NOW

The University is committed to the implementation and monitoring of equality and diversity across the six equality strands - gender, race, religion belief and non-belief, sexual orientation, age and disability. The University has a range of policies and codes on equality and diversity.

We have a lot of information about gender equality in relation to both students and staff. The University’s Equal Opportunities Office has collated an annual EO data report for the past four years, which contains data on staff and student recruitment and progress by, among other categories, gender ethnicity and disability, and is considered by Council, the governing body of the University. The report is used to highlight priorities for action and demonstrates accountability for the University’s progress on equality and diversity.

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6 In 2007 all three duties will be enforceable by a new body, the Commission for Equality and Human Rights [CEHR] http://www.cehr.org.uk/. The new body will also deal with other areas of equality, including age, religion and belief, and sexual orientation.

7 Policies include: Equality and Diversity Policy for Students, Equal Opportunities in Employment Policy, Code of Practice on Harassment

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4.1 Academic development and student numbers growth

**Student admissions and progress**

There are slightly fewer female applicants for undergraduate study at York than the UCAS average, but acceptances are in line with them. The proportion of women applying is increasing and the proportion of men decreasing but within a very small band (between 48 and 52%).

Female undergraduate students have a higher rate of non-completion than men, and part-time women are less likely to complete than full-timers. There is more information about the reasons for non-completion for part-time students than for full-time. Health, personal and other reasons for dropping out account for much of it, but there are also higher rates for part-time women of academic failure and choosing the wrong course. The majority of these are in Health Sciences (as above) and action is being taken to improve retention.

Amongst full-time undergraduate students, it appears that women tend to drop out before the end of their course for non-academic reasons more than men do (although this was not the case in 2005/06). It also appears that men are more likely to fail than women – this difference is quite slight however, and may be confounded by subject (e.g. people are more likely to fail Electronics and more men do Electronics). It would need further investigation to identify an issue of underachievement requiring attention.

4.2 The Student experience: student support

**Student use of University services and facilities**

Support for students’ academic and social experience is currently provided by the University in four ways: (i) the supervisory system, (ii) the college system, (iii) student support services, and (iv) student organisations.

(i) Supervisory system:

Every undergraduate has a Supervisor who is a member of academic staff in the student’s department. Comparable arrangements are made for HYMS students. The Supervisor is usually appointed for the duration of the student’s period of study and is expected to be the person to whom the student can turn for advice and help on any problem. Postgraduates have research supervisors who are closely related to their programmes of study.

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8 From Equal Opportunities Monitoring Statistics 2005/06 (Students) provided by the Planning Office for the Equal Opportunities Committee

9 From the Student Support and Development Strategy 2005-9 at [http://www.york.ac.uk/admin/sso/academic/ssc/ac_ssds.html](http://www.york.ac.uk/admin/sso/academic/ssc/ac_ssds.html)

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(ii) College system:

Almost all students are members of one of the eight colleges for the whole period of their degree, whether or not they live in. Each college has a Provost who is supported by a resident welfare team of staff and/or senior students.

(iii) Student support services:

The student support network includes the Accommodation Office, Careers Service, Counselling Service for Students, Disability Services, Equal Opportunities Office, Financial Services (fees and charges), Immigration Advice Service, International Office, International Student Support Co-ordinator, Nursery, Student Administrative Services, Student Financial Support Unit, Welfare Advisers. Chaplains representing world faiths are also part of the student support network. All these groups and individuals are linked to departmental Supervisors, to college welfare teams and to the York University Students’ Union and Graduate Students’ Association.

(iv) Student organisations:

The York University Students’ Union has a sabbatical Academic and Welfare Officer and four liberation posts (Access Officer, LGBT Officer, Racial Equality Officer, and Women’s Officer). The independent Graduate Students’ Association has a Welfare Officer. Other student groups within the Students’ Union include the Overseas Students’ Association, the Mature Students’ Association and the Families’ Association. A confidential listening service, Nightline, is run by students for students.

These four strands of student support aim to secure the personal development, physical and mental well-being, and welfare of students, helping them to realise their potential. Fundamental to them all is the principle of equal opportunities for all, regardless of gender, age, sexual orientation, physical ability, ethnicity, religion, culture or creed.

4.3 Data collection and monitoring of student services

The following data is currently monitored in relation to students:

- Counselling Service for Students - gender distribution, home/European/overseas and year of study. This information is reported to Student Support Committee.
- University Health Centre - students and staff using the service, age, and gender breakdown. Monitored by Student Support Committee.
- Student Welfare Advisers - gender, type of enquirer and fee status. Monitored by Student Support Committee.
- Special Cases Committee - numbers of students with impairments. Gender data could be provided if required. Monitored by Special Cases Committee.
• Disability Services - monitoring by type of disability, UG/PG, home/international. Reported to Equal Opportunities Committee.

• Harassment Advisers Network - people seeking support from the service are monitored by gender, ethnicity, age and disability. Some monitoring is also available on the alleged harasser and nature of the harassment. Monitored by the Standing Committee on Harassment.

• Harassment Monitoring Form - monitoring by gender, ethnicity, age and disability. Some monitoring available on the Alleged Harasser and nature of the harassment.

• The Nursery – can provide data on gender of parents who are students.

Data of other services used by students may need to be collected if the University is to establish whether the services are equally accessed by, or are disadvantaging, certain groups, for example:

The University Sports Centre
The Careers Service
The University Library

The following section outlines what we know about use of our services by male and female students.

a) University Health Centre

More male than female students were registered\(^\text{10}\) (5,428 men, 4,907 women, i.e. 52.5% men, 47% women). So men are overrepresented here but it is difficult to know what to make of this without further information – it may be that more women students live at home and stay registered with their home community GP, for example).

b) Counselling Service for students\(^\text{11}\)

Of students who use the service, over the last three years approximately two-thirds have been women, one-third men. There is probably some reluctance to seek help amongst male students, though proportionally more male students than male staff are seeking help from the counselling services. That reluctance may be less in the younger generation, or the Student Counselling Service may be more successful in overcoming it, or both.

c) Student Support Office\(^\text{12}\)

Of enquiries to Student Welfare Advisers, 29.7% were from male students, 40.8% from female students, but 29.3% had no sex recorded. There is no cross-referencing to type of enquiry at present. Doing that kind of analysis might tell us if there were different issues.

\(^{10}\) From the University Health Centre Annual Report January 2007

\(^{11}\) From the University Counselling Service for Students Annual Report 2005-06

\(^{12}\) From the Student Support Office Annual Report 2005-06

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faced more by women or men, but any such differences could also be the result of different help-seeking patterns of course.

4.4 Other aspects of the student experience

**a) Accommodation**

The University’s Working Party on the Spiritual and Cultural Needs of Students (2004) found that ‘whilst the University has attempted to meet the demand for single-sex accommodation, …provisions had ‘sometimes been made with little understanding of the obligations or practices that they were intended to meet. Ignorance of the issues involved had sometimes led to inappropriate decisions, e.g. …the provision of single-sex accommodation that permitted male visitors…’ It called for greater consultation with users and better understanding of their needs.\(^{13}\)

Since this report, a trial period was operated in which males were not allowed in female-only accommodation between the hours of midnight and 10 am. It was recommended that the relevant colleges (Alcuin and Halifax) be asked to annually report on the effectiveness of this arrangement and whether the new hours were appropriate. It was found that where arrangements for single sex accommodation were in place they were operating effectively and only minor difficulties had been reported.

**b) Bullying and harassment**

There is no way of knowing how widespread this is amongst students. The University has a well-developed welfare system for students and students have access to the University’s network of Harassment Advisers, which is co-ordinated by the University’s Equal Opportunities Office. The fact that only one student appears to have used this network in each of the last two years may need further consideration.

York University Students’ Union (YUSU)\(^{14}\) recently conducted a survey completed by 106 students. 57% of the respondents had experienced, and 85% had witnessed, some form of bullying at university. There were 59 female respondents, 43 male respondents and 4 who didn’t indicate their gender. Female students who responded were more likely to report being bullied at university (36 students or 61%) compared to male students (22 or 51%). Male students were more likely to report physical violence (21% of male students reported this compared to 1.7% of female students) and verbal abuse (35% compared to 29%). Female students reported higher levels of jokes that had gone too far (47% to 40%), and deliberate exclusion by friends or housemates (22% to 14%). Both sexes reported a 19% rate for other forms of bullying. 71% of female students answered that they were aware of help regarding bullying compared with 63% of male students.

\(^{13}\) From the Working Party Report

\(^{14}\) In 2006
It is not clear whether the bullying occurred on or off campus or whether it was gender-related. Harassment and bullying\(^{15}\) were not defined and this was not a representative sample. However, it will be important to explore this further.

4.5 Governance and Management: Human Resources

**Staff employment\(^{16}\)**

There have been considerable recent changes in categories in the University, under the Framework Agreement\(^{17}\), so the trends over time are not so easily identifiable. The data informing this section of the Scheme is based on pre-HERA (i.e. pre August 06) staff categories, which no longer exist, but which provide a useful guide as to issues and progress on gender equality.

4.5.1 **Staff recruitment and progression**

At 31 December 2006, 53% of the University’s staff were women and 47% men. The proportions vary in different staff categories, with 28% of academic staff, 51% of research staff, 55% of teaching staff and 63% of support staff being women.

In recruitment overall, women were over half of all applicants in 2006 and proportionally more of their applications were successful than men’s. This has been the case fairly consistently over the last five years – in 2006, 55% of applicants and 63% of appointments were women. Women were also overrepresented amongst leavers for all staff groups over the last two years, i.e. they formed a higher proportion of leavers than they are of the staff group – but the difference is slight. It is at its greatest for support staff, where in 2005-6 66% of voluntary leavers were women.

One of the targets under the previous HR strategy was to move towards a position in which the same proportions of women and men are in senior posts. There is not yet an agreed definition of ‘senior posts’ under the grading structure introduced in 2006, but under the definitions employed previously, in December 2005 14% of female staff and 31% of male staff were in senior posts. Women are underrepresented at senior grades in all staff groups except for the Administrative and Related staff group, where women were a majority; and the Other Related staff group, where numbers were roughly equal.

From the HR Benchmarking data, the proportion of the workforce in the managerial/professional category who are female at York is below the HE average (41.2% compared 44.7%).

\(^{15}\) Harassment is defined in the University’s Code of Practice on Harassment as behaviour which is ‘unwanted by the recipient and unwarranted by the work or study/social relationship’.

\(^{16}\) From Staff Equal Opportunities Monitoring Data 1 March 2006 and benchmarking data (supplemented by further analysis by Alex Macfarlane, HR Office) and updated with Feb 2007 statistics where available.

\(^{17}\) For further information about the Framework see [http://www.york.ac.uk/admin/persnl/framework/index.htm](http://www.york.ac.uk/admin/persnl/framework/index.htm).
a) Academic staff

Although for four of the last five years women have outperformed men in academic appointments relative to their applications, they still form a minority of applications (between 24% and 34% over the last five years with the trend in the upwards direction). The greater success of women in appointments was at its highest in the 2006 calendar year, where women were 34% of applicants and 61% of appointments. Women form a higher proportion of applicants for research posts (two-thirds of which are advertised at grade 1A, the first career grade). There may be barriers to women’s progression because of the long hours working culture – only 9.8% of academic staff work part-time (and mostly around retirement age) compared with 36.7% of the rest of the workforce.

The academic staff group overall remains 2.5:1 men: women. The targets of 25% of female academics to be of professorial rank (26.7% in December 2006) and 50% to be in senior grades (55.1%) have now been passed, and the proportion of women in senior academic grades is growing faster than the proportion of men. To an extent this has been achieved through external appointments more than internal promotion – women have tended to be underrepresented in applications for promotion, and in 4 out of 5 of the years 2002-2006 women academics who applied were less successful than men in the promotions round. In the last round however, 34% of applicants were women, and 31% of successful applicants.

b) Research staff

Women are now just over half of research staff overall (50.9% in 2006), and the proportion on senior grades is growing but slowly (from 6.8% in 2002 to 7.4% in 2005, with a target of 12% by 2008-9). Women have been well represented in applications for promotion and success in 2005 and 2006.

c) Support staff

Without an agreed definition of ‘senior grade’, the situation cannot be described fully up to date. However, under the previous staff categories, more progress had been made towards some Human Resources (HR) Strategy targets than others.

d) ALCOR (Admin, Library, Computing and Other Related) staff

A target was set of 20% female ALCOR staff being employed in senior grades by 2008-9. The proportion had increased from 13.6% in 2002 to 15.1% in December 2005. Senior grades were defined as grades 4, 5 and 6 and above.

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18 The Human Resources Strategy 2005-9 is available at [http://www.york.ac.uk/admin/persnl/strategy/strategy05.htm](http://www.york.ac.uk/admin/persnl/strategy/strategy05.htm) or from the Personnel Office, University of York, Heslington, York, UK. YO10 5DD Tel: +44 1904 434835 | Fax: +44 1904 434837

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e) Technical staff

A target was set of 7% of female technicians being on senior grades (defined as F, G and H) by 2008-9. The proportion of female technicians on senior grades has grown slightly, from 4.4% in 2002 to 5.5% in 2005. This is a difficult category of staff to analyse because previously senior technicians moved to ALCOR. However the Framework Agreement will allow us to monitor progress in this area.

f) Manual staff

The proportions of manual staff who are male or female remain roughly equal, so meeting the target in the previous HR Strategy which was 'to seek to maintain the present gender balance amongst manual staff, i.e. roughly equal proportions of males and females overall.' However, there is significant occupational segregation between men and women, e.g. in work as cleaners or porters.

g) Administrative and Related staff

The target here was to increase the number of men in the staff group, but with no specified goal. Men remain underrepresented at 10.9% in December 2005, very little grown from 9.8% in 2002. The proportion of male and female staff in senior grades is now roughly equal. However, if Administrative and Related Grade 4 staff are taken out, the gap is wider - only 14.2% of female staff were in senior grades at 31 December 2005 compared with 31.4% of male staff.

4.6 Fixed-term Contracts

The number of staff on fixed-term contracts is declining in response to efforts to move staff onto open contracts; revised targets are to be set in the new HR Strategy. From benchmarking data, York is currently ahead of the HE average on this issue, with 20.9% staff on fixed-term contracts compared to an HE average of 24.8% as at November 2006.

Amongst ART staff, there are roughly equal numbers of men and women on fixed-term contracts. However, as at January 2007, there were significantly fewer women than men on permanent contracts, (57% women, 70% men).

Amongst support staff, women form the majority of both permanent staff and staff on fixed-term contracts. As at January 2007, there are a higher proportion of female fixed-term staff than male – 9% of women are on fixed term contracts compared to 5.3% of men.

19 From the DLA Workforce Performance Indicators Report (24 November 2006)
4.7 Pay

Overall the average full time equivalent salary for men is £8,217 higher than for women, i.e. women earn 24% less than men at the University of York. This is largely because of vertical occupational segregation, i.e. more men are employed on higher grades, and more women on lower grades. However, it should be noted that these figures may be distorted as a result of assimilation from the previous pay/grading structure to the single pay structure in 2006 as part of the Framework Agreement.

The following calculations have been prepared using the new staff categories. The average salary is roughly the same for men and women in Grades 1, 4, 5 and 6. It is slightly higher for men than women in grades 2, 3, 7, 8 and at Professor and Senior Research levels (most significantly at grades 2 and 3 where women are paid on average 11% and 13% less than men respectively). It is higher for women than men at senior management level (where men are paid on average 14% less than women).

4.8 Use of the Counselling Service for staff

The University provides a free counselling service which is available to all staff. 74% of the clients assessed by the staff counselling service in 2005-06 were women. This may indicate that women suffer higher levels of stress, but it may also be that they are more willing to use this kind of service suggesting a possible unmet need amongst men. Any actions planned should aim to be proactive in promoting the Counselling Service to underrepresented groups in order that there is equality of access to and satisfaction with this service.

4.9 Representation on committees

A snapshot picture at November 2006 was undertaken, recording the membership by gender of formal University Committees. Many places are ex-officio, (e.g. a place for a Head of Department) so the constituency from which membership is drawn is a factor. The snapshot showed women occupy 27% of places on Court, Council and Senate together. On 41 other identified committees, 35% of places overall were occupied by women. There were no women on Audit Committee or the Hull York Medical School Joint Board, and only one on each of Ethics Committee, Finance Committee, Graduate Awards Committee, the Joint Committee for Manual and Ancillary Staff, and Remuneration Committee. There was no Committee with fewer than four men.
4.10 Bullying, harassment and discrimination: Staff

In the organisational well-being survey conducted in 2001, 12.5% of staff (1 in 8) reported that they had been bullied at work. More female staff (15%) reported being bullied than male staff (10%). The percentage of staff reporting bullying was highest in manual Estates and manual non-Estates jobs/grades.

Around 11% of staff felt that they had been subject to unfair discrimination at work – fairly equally distributed between men and women. Again the percentage of staff reporting unfair discrimination was highest in manual Estates and manual non-Estates. Staff who reported being unfairly discriminated against scored lower in psychological health and job satisfaction and higher in workload than those who did not.

The report concluded i) that a link between bullying, unfair discrimination and workload suggests that some reported bullying was related to the experience of high work levels and ii) that the prevalence of perceived bullying indicated a need for a policy that staff can access without fear of retribution and for increased awareness of the process for reporting and confidentiality. Steps have been taken to address the findings of the well-being survey, for example compulsory training on recognising and dealing with harassment was provided for senior managers and supervisors.

For about 10 years the University has had a Code of Practice on Harassment, the effectiveness of which is regularly reviewed in the light of experience and appropriately updated, and which specifically refers to gender-related harassment. It also provides a network of support for people who feel they are experiencing harassment or bullying. But there is still very little use of the University’s system for supporting those who have experienced harassment or bullying. The First Contact Network (recently renamed Harassment Advisers) was used in relation to 14 separate cases in the academic year 2004-5. All the complainants were female. Of the nine cases for which there is full information, eight complainants were members of staff, and one an undergraduate student. Seven of the alleged harassers were female and two male; eight were members of staff, one a graduate student.

Harassment Monitoring Forms, which can be filled in wholly anonymously, were completed by eight complainants, all female (seven members of staff, one undergraduate student) in the academic year 2004-5. Of these, the alleged harasser was female in five cases, male in two and unspecified in one (including seven members of staff and one undergraduate student). In the academic year 2005-6 they were completed by seven complainants, all female (six members of staff, one graduate student). Of these, four of the alleged harassers were male and three female (six members of staff, one graduate student). Additional support and guidance for complainants of harassment is given by Equal Opportunities Office staff, by HR staff and by the Counselling Service for staff. These may not have self-recorded on the monitoring form. We need to develop a more effective
mechanism for collecting information about harassment across the institution and this is a commitment in the action plan of the current HR Strategy 2005-9.

The Equal Opportunities Office continues to provide training on harassment and runs regular awareness-raisings campaigns and publicity on the issue.

5 THE CONSULTATION: ISSUES RAISED BY STAFF

5.1 Work-life balance, childcare and careers

As previously mentioned, the University is affected by external influences. Recently, national research carried out by the CEHR revealed that women with young children are the most disadvantaged and discriminated against group in society. Similarly, a significant issue for many University respondents in our consultation was to do with work-life balance and how female parents’ careers were affected by the University’s approach. It is clear that whilst the majority of respondents to the consultation document felt that the University had policies in place to prevent discrimination, the uneven application of policy meant that gender discrimination remained.

In relation to working structures which are in place to help staff with child care responsibilities, it was noted that the potential for staff to take advantage of these may vary between departments, job-types and with seniority. Particular examples were the ‘flexibility’ of flexible working or the scheduling of meetings. Thus there was a consensus that while University policy was generally ‘fair’, there was work to be done at the management level in order to make sure it was administered correctly.

5.2 Maternity/paternity leave

It was felt that inequity between genders in terms of maternity/paternity leave following childbirth makes it difficult for females not to be the primary carers and thus causes gender-related disadvantages to female parents in their future career. However, the Work and Families Act 2006 extends paid maternity and adoption leave from April 2007 and provides for it to be extended further and for additional paternity leave and paternity pay to be introduced by the end of this parliament.

From the report on the consultation by Dr. Regan Early & Dr. Shezhad Ali, 2007


University of York Gender Equality Scheme
5.3 Part-time working and job-share

Furthermore, there was a widespread feeling that females who were the primary child carers could be disadvantaged by the nature of the jobs in which they worked. In particular part-time workers were felt to suffer from a lack of promotion opportunities, too high a workload and a reduced opportunity to undertake training which could aid career progression. Job-share opportunities were thought to potentially mitigate against these disadvantages and it was strongly felt that such opportunities ought to be more widely created and advertised.

There are concerns regarding part-time and flexible working and issues arising from timetabling, particularly applied to those working in administration. In addition, administrative staff felt that having child care responsibilities was more difficult than for academic staff because administrative work allowed less flexibility. Academic staff tended to express problems of a ‘long-hours’ culture which makes it difficult for those with child care responsibilities to remain in academia. A desire for more opportunity for part-time work and job-share was articulated by these participants. There was also a feeling that academia could still be a male-dominated environment, with females being disenfranchised because of a lack of effective representation at senior and management levels and a working atmosphere that was not felt to be supportive.

Previous consultation identified related work-life balance and career progression issues and suggested that

- the teaching timetable should be produced earlier in order to better facilitate staff and students’ ability to plan for their other responsibilities
- there is insufficient career development support for staff22

6 CONSULTATION: ISSUES RAISED BY STUDENTS

Although students were encouraged to participate in the consultation process, there was little involvement from them. Whilst a good deal is known about aspects of the student experience, the University will, with input from students and student organisations, do some further work to inform the development of this Scheme, including following up the survey on bullying, mentioned in section 4.4b) above and the implied safety issues.

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22In particular - women and minority ethnic staff.

University of York Gender Equality Scheme
7 DOING THE DUTY

7.1 Current good practice

The University has done a great deal to promote gender equality so far and it has recently won national accolades for its work (see below). Its commitment to equal opportunities has been long-standing. Among many good practice examples we could draw on are the following:

Structures to support equality

- The University has had an Equal Opportunities Office since 1998, which now comprises a team of three people including administrative support, and has collected EO data since 1999, long before such data collection was required.

Training and development

- The University’s work to embed equality throughout its training and development provision was recently recognised by the Equality Challenge Unit and used as a good practice case study in its publication ‘Choosing and Using Equality and Diversity Consultants and Trainers’. For several years training has been provided for staff on a range of equality and diversity issues including gender, and some academic courses cover such issues.
- In addition, staff have recently had access to a new on-line module, Equality and Diversity in the Workplace, customised by EO Office and Professional and Organisational Development Unit (POD) staff, and this is linked to a redesigned Equal Opportunities Office website, which includes pages and resources on gender equality. The use of the on-line module has been endorsed by the Vice-Chancellor.
- For many years it has been a requirement that staff involved on recruitment panels must be trained.

Policy and committees

- There is specific guidance on aspects of gender equality in relevant policies and Codes of practice, for example on Recruitment and Selection and on Harassment.
- As previously mentioned, there are gender equality targets in its Human Resources Strategy, some of which have been met.

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23 See Professional and Organisational Development (POD) website: http://www.york.ac.uk/admin/pod/.
24 http://www.ecu.ac.uk/publications/guidancepublications/Choosing_and_Using_ED_Consultants.pdf Equality Challenge Unit 2006 Tel: +44 (0)20 7438 1010.
25 Equal Opportunities Office website: http://www.york.ac.uk/admin/eo/genderequality.htm.
26 Human Resources website: http://www.york.ac.uk/admin/persnl/policies/index.htm#recruit.

University of York Gender Equality Scheme
• All senior University Committees include equality in their terms of reference - a good practice initiative noted by the HEFCE in its review of UK Higher Education Institutions’ (HEIs’) Race Equality Policies in 2004; the aim was to ensure that Committees include equality and diversity in their decision-making to the benefit of all staff and students, which would, of course, benefit men and women.
• As a result of previous research carried out by the University some years ago, the criteria for promotion were examined by Promotions Committee ensure that they do not disadvantage those who have career breaks, have non-traditional routes into their careers or who work part-time.

Learning and Teaching

• There is an Equality and Diversity strand in the Learning and Teaching Strategy.
• The University carried out a two and a half year project on Equality and Diversity in the Curriculum which has led to innovations in the classroom and in research and attracted national interest.

Facilities and services

• The University already has a number of facilities in place to support women and men, such as a University nursery and a childcare voucher scheme, and is currently broadening its provision of flexible working schemes across the University as far as practicable.
• It provides women-only accommodation, as far as is practicable, for students who request it.

7.2 The Research Assessment Exercise (RAE)

All staff involved in the selection of staff for the RAE are be expected to be fully conversant with equal opportunity principles, and with the University’s policy on equality of opportunity, as well as with the legislative environment as it relates to the RAE. All decisions should therefore be both transparent and easily auditable, with the decision making process clearly communicated to staff. Training has been given to all staff undertaking selection decisions as appropriate. In pursuit of this, in order to ensure

27 The Human Resources Strategy is available at http://www.york.ac.uk/admin/persnl/strategy/strategy05.htm or from Personnel Office, University of York, Heslington, York, UK. YO10 5DD Tel: +44 1904 434835 | Fax: +44 1904 434837.
28 http://www.york.ac.uk/admin/presspr/rewardstaff/hefcreviewreportuniversityofyorkfinal.doc.
30 Equality and Diversity in the Curriculum webpage: http://www.york.ac.uk/admin/eo/eddevelopment/index.htm.
31 The RAE gives ratings from 1 to 5 to the research quality of every subject in every university. In 2001, eighteen departments in York were confirmed as research centres of international excellence with ratings of 5 or 5*, placing us as one of the leading research universities in the UK.
equitable treatment of all staff regardless of the nature of their contracts, the University has undertaken to support staff on fixed-term contracts, including the provision of specific training. Whether a staff member’s contract is permanent or fixed-term will not be used as a criterion for inclusion in the RAE.

7.3 Supporting Women in Science: the Athena SWAN\textsuperscript{32} initiative

The above work has contributed to a significant recent development - recognition of the University’s commitment to women in Science. It has won three national awards under the Athena SWAN Charter, which is a scheme that recognises excellence in science, engineering and technology employment in higher education.

York was the first university in Yorkshire to win the Athena SWAN Bronze Award from the Royal Society in recognition of its success in providing positive support for women scientists during their careers.

The Departments of Biology and Chemistry have now both won Silver Athena SWAN awards, which recognise their achievement in having action plans and demonstrating progress on gender equality in science, engineering and technology (SET).

York is the only University to have won two departmental Silver Athena Swan awards, and York’s is the only Biology department in the country to have achieved a Silver award. It is one of a total of only 12 UK universities that have won Athena Swan awards.

The University is working to attract women into science, both in academic and technical capacities. It is seeking to retain those women who might otherwise drift away, by introducing more flexibility into the workforce - and, at the same time, creating a better work environment for all staff.

The development of York’s Athena Swan bid was led by a Working Group, chaired by Pro-Vice-Chancellor for Research, Professor Alastair Fitter and supported by the Research Policy Office, with input from the University’s Personnel and Equal Opportunities Offices. Science Departments have strongly supported the initiative with involvement from staff in Biology, Chemistry, Computer Science, Electronics, Environment, Health Sciences, Mathematics, Physics and Psychology.

\[\textsuperscript{32}\text{SWAN: Scientific Women’s Academic Network. More information the Athena SWAN Charter and Awards is available at http://www.royalsoc.ac.uk/athenaswan.}\]
7.4 Taking Equality Forward

The University recognises that though much has been achieved, there is still work to do to embed equality and we have identified some further priorities from the gender equality consultation and other research.

Priorities over three years

In order to carry out the Gender Equality Duty (GED) we shall prioritise the following areas, which map on to the Corporate Plan themes

- Academic development and student numbers growth
- Enhancing research performance
- The student experience: learning and teaching; student support
- Governance and management: governance; human resources; communications
- Enhancing the environment
- The University and the Community

It is worth noting that under ‘governance and management’, relevant equality objectives are already described in the summary of the Corporate Plan:

- reviewing the terms of appointment and training of staff, including those in senior roles
- addressing issues of equal pay through the National Framework Agreement
- developing flexible working practices for all staff and supporting staff who have care responsibilities
- developing good communications among all staff
- promoting race equality, supporting religious and cultural diversity in all the University’s activities and increasing the proportion of minority ethnic staff, women, and staff with disabilities in senior roles

In the light of what we have identified so far about gaps or weaknesses in our current provision, the following will also be addressed:

Academic development and growth in student numbers

(i) We will monitor trends in destinations of leavers of HE by gender.
(ii) See ‘Learning and Teaching’ below for commitments on the monitoring of student recruitment.

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33 Corporate Plan 2005-9 themes: Academic growth; enhancing research; student experience; the wider community; governance and management; the physical environment; income generation.

University of York Gender Equality Scheme
Enhancing research performance

(i) We are already committed to implementation of current Athena SWAN Action Plans; we will submit new departmental bids for SWAN Charter awards and will disseminate good practice University-wide.

(ii) We will consider the implications for career development for female researchers in non-science departments, using the knowledge gained from the Athena SWAN work.

The Student experience: learning and teaching

i) The Learning and Teaching Strategy 2003-8 includes diversity-related commitments which have gender equality implications, for example:

a) responding to the changing needs of students, including those arising from the pressures of balancing study and paid employment, valuing the diversity of backgrounds and experiences that students bring and providing the support necessary to enable all students to achieve their potential. The full extent of the University’s plans regarding widening participation are set out in the Widening Participation Strategy.

b) exploring the possibility of developing more flexible programme structures and learning and teaching methods, to meet the needs of a more diverse and changing student body. For example, in relation to lifelong learning, CPD and distance/online developments.

ii) We will seek to identify and address the gender equality implications of the Equality and Diversity in the Curriculum Project undertaken as part of the Learning and Teaching Strategy.

iii) Work is ongoing on student recruitment in departments where there is currently a gender imbalance.

iv) In addition, student progress, achievement and retention will continue to be monitored (currently by Equal Opportunities Committee); reasons for disparities will be analysed and acted upon (see section 4.1 - specifically drop out rates, failure rates and statistics on applications);

v) We will consider the monitoring of the Widening Participation categories by gender in future, so as to inform admissions processes.

34 More information the Athena SWAN Charter and Awards is available at http://www.royalsoc.ac.uk/athenaswan and at the University’s Research Office http://www.york.ac.uk/research/.
35 U of Y Widening Participation Strategy -
36 E & D
vi) Consideration will be given as to reasonably practicable ways of collecting and analysing any of the above data; in doing so we will seek to identify priority trends to monitor, rather than creating monitoring activities which are unduly burdensome or disproportionate.

The Student experience: student support

There is already an extensive range of commitments outlined in the Student Support and Development Strategy 2005-9\(^\text{37}\), some of which have gender equality implications, including targets to

- review College support to single, non-resident College members
- create policy in relation to College support for students with families
- keep under review the provision of central student support services and the degree to which the needs of minority groups are being met. [Central student support services include Counselling, Disability, Welfare Advice, Financial Support and Hardship. Minority groups include mature students, students from Widening Participation backgrounds, international students, one-year masters students, those from minority ethnic groups]
- identify the particular support needs of international students including orientation, Immigration Advice Service, visa renewal, accommodation, careers, international students with disabilities, publicity materials, web resources

Other University actions will be taken in relation to student support:

(i) We will continue to monitor and, where appropriate, develop more effective monitoring of student use of support services by gender, to ensure that there is equality of access to and experience of such services (see 4.2a – d)); we will consider carrying out snapshot surveys and qualitative monitoring to gain feedback.

(ii) We will find out more about whether students are experiencing bullying and harassment on campus and in the city (4.2e) and examine any gender implications (also see ‘The University and the Community’, below).

(iii) We will aim to ensure that support services for students are well-publicised and understood.

(iv) We will seek to be more effective in our publicity about our expectations of behaviour, and of how to make complaints.

(v) We will seek to consult transsexual students to ensure their support needs are addressed in relevant policies and procedures.

(vi) As part of pursuing work-life balance approaches which can benefit students and staff, we will need to explore a teaching timetable which is cognisant of gender equality issues e.g. parents who teach, staff and students with care or

\(^{37}\) [http://www.york.ac.uk/admin/sso/academic/ssc/ac_ssds.html](http://www.york.ac.uk/admin/sso/academic/ssc/ac_ssds.html)

*University of York Gender Equality Scheme*
other responsibilities; this will include exploring how the teaching timetable can be made available sooner than is currently the case.

7.5 Governance and Management: Human Resources

(i) We will continue to monitor employment data by gender and to further analyse it where patterns are not fully understood (see 4.5 ff); in doing so we will seek to identify priority trends.

(ii) Where appropriate we will set targets (i.e. goals) to address disparities and will annually monitor progress towards achieving them; this includes addressing recruitment policy in relation to departments or sections where there is currently a gender imbalance.

(iii) We will fulfil our commitment to an equal pay audit.

(iv) We shall seek to analyse more closely the reasons for the disparity in take-up of the Counselling Service for staff and will be more proactive in promoting the service to under-represented groups, in order that there is equality of access to and satisfaction with this service.

(v) We will continue to refine the University-wide work on harassment in relation to staff.

(vi) We will prioritise the development and implementation of a package of flexible working policies and initiatives to support employees to achieve an appropriate work/life balance (e.g. part-time working, career breaks, job-sharing etc.) and will aim to ensure that they are applied in a transparent way; this will include examining any employment policies which affect one gender disproportionately.

(vii) We will ensure the provision of appropriate training and development activities to equip managers with the skills and knowledge to promote gender equality and to operate equality policy and procedures fairly.

(viii) We will support career development initiatives where a need is identified, such as the current pilot mentoring programme for women researchers38.

(ix) We will consult transsexual staff to ensure their employment needs are addressed in relevant polices and practices.

7.6 Governance and Management: Governance

(i) We will encourage Committees to take account of gender equality in their work, both in their membership / make-up and in the impact of their decisions. We will consider whether it would be useful for the Secretaries of University Committees to record the committee membership by gender at the start of each academic year and to submit this information to the Academic Support and Equal Opportunities Offices.

38 See http://www.york.ac.uk/admin/pod/mentoring/index.shtml

University of York Gender Equality Scheme
(ii) We will review our procurement processes to take account of the new statutory obligations in relation to gender equality.

**Communications**

(i) The University will develop a communications action plan to publicise the Gender Equality Scheme, including key results of the consultation, to its staff and students through a variety of means. These will include articles in the University *Magazine*, news items on the online news service York Extra, University Briefing Notes, information items at relevant committees, briefings for the student media, and other dissemination through student-sponsored communication channels.

(ii) The University will develop a series of key messages about the scheme and the action which needs to be taken in the framework of a communications timetable. The Scheme will be available through the University website.

(iii) The EO Office will produce a user-friendly information leaflet about the scheme, for staff and students.

(iv) We will seek to ensure that in-house good practice and policy developments on gender equality are effectively publicised, so that staff and students are better informed and can better engage with the benefits of such developments.

**7.7 Enhancing the Environment**

We shall explore students’ perceptions of safety on campus, following on from issues raised in YUSU’s survey (see section 4.4b) and, where practicable, take action to address gender equality implications.

**7.8 The University and the Community**

- We have started working on a procedure for responding to off-campus bullying or harassment of students.\(^{39}\) We will seek to develop partnerships with city agencies and organisations which can assist us in addressing this to ensure that the City of York is a safe and welcoming place for students. We will *prioritise* this work.
- We will review our partnerships to ensure that they meet our statutory obligations under the GE Duty.

**York University Students’ Union and the Graduate Students’ Association**

YUSU and the GSA will develop their own Gender Equality Schemes.

\(^{39}\) For further details please contact the EO Office

*University of York Gender Equality Scheme*
Implementing the priorities.

A timetable for these, and for further actions and outcomes, is being developed by senior staff, with appropriate officers to lead on particular areas. This more detailed action plan will be published within three months as an Appendix to this Scheme and will identify resources as required to implement this scheme.

8 IMPACT ASSESSMENT OF EXISTING POLICIES AND PROCEDURES

In order to assess the impact of our policies on men, women and transsexual people we will follow the approach outlined in the University’s Disability Equality Scheme. However, we are aware that in planning for impact assessment of policies and procedures, it would be helpful in future to adopt a ‘single equality approach’, which ensures that all equality strands are considered when planning a new policy or reviewing an existing one. This would be in line with current national thinking as a result of the merging of the various equality bodies and the establishment of the Single Equalities Commission (CEHR).

We shall take account of best practice guidance on impact assessment from the Equal Opportunities Commission, CEHR and elsewhere.

9 ARRANGEMENTS FOR ASSESSING THE SCHEME AND THE ACTION PLAN

9.1 Further information about the University’s process for impact assessment of this scheme will be published shortly, along with the more detailed action plan referred to above.

Yvie Holder
Director, Equal Opportunities Office
26 April 2007

U of Y Gender Equality Scheme

40 The Commission on Equality and Human Rights, also referred to as the Single Equality Commission, CEHR.
## University of York Gender Equality Scheme

### Appendix 1

### 10.1 Sources of useful information and guidance

<table>
<thead>
<tr>
<th>Name</th>
<th>Contact Details</th>
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<tbody>
<tr>
<td><strong>University Contacts / Guidance</strong></td>
<td></td>
</tr>
<tr>
<td>Equal Opportunities Office</td>
<td><strong>Postal address:</strong> Sally Baldwin Building B Block</td>
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<td></td>
<td>University of York</td>
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<td>Heslington</td>
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<tr>
<td></td>
<td>Web site: <a href="http://www.york.ac.uk/admin/eo/">http://www.york.ac.uk/admin/eo/</a></td>
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<tr>
<td>Harassment Advisers</td>
<td>☎: 01904 434680 (EO Office can provide full list of HAs)</td>
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<td>Web site: <a href="http://www.york.ac.uk/admin/eo/Harassment/halist07.htm">www.york.ac.uk/admin/eo/Harassment/halist07.htm</a></td>
</tr>
</tbody>
</table>
| **Overseas Students Association** | **Postal address:**  
Overseas Students' Association  
Wentworth College  
The University of York  
York, YO10 5DD, UK  

☎: 01904 432719  
Email: osa@york.ac.uk  
Web site: http://www.y-osa.org/ |
|---|---|
| **Personnel Office** | **Postal address:**  
Heslington Hall  
University of York  
Heslington  
YO10 5DD  

Web site: http://www.york.ac.uk/admin/persnl/contacts.htm |
| **Student Support Office** | **Postal address:**  
Sally Baldwin Building B Block  
University of York  
Heslington  
YO10 5DD  

☎: 01904 434140  
Fax: 01904 434142  
E-mail: student-support@york.ac.uk  
Web site: http://www.york.ac.uk/admin/sso/ |
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<tr>
<td>York University Student’s Union (YUSU)</td>
<td>Postal address: Daw Suu Student Centre Goodricke College University of York Heslington York YO10 5DD 📞: 01904 433724 Fax: 01904 434664 Web site: <a href="http://www.yusu.org/">http://www.yusu.org/</a> (includes contact details)</td>
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<tr>
<td>National Contacts / Guidance</td>
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<tr>
<td>Acas</td>
<td>Postal Address: The Cube 123 Albion Street Leeds LS2 8ER 📞: 0113 2053800 Email: <a href="mailto:equalityservices@acas.org.uk">equalityservices@acas.org.uk</a> Web site: <a href="http://www.acas.org.uk/index.aspx?articleid=301">http://www.acas.org.uk/index.aspx?articleid=301</a></td>
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</table>

Acas provide up-to-date information, independent advice, training and work with employers and employees to solve problems and improve performance on all aspects of employment.
### Athena Swan

A recognition scheme for UK universities and their science, engineering and technology (SET) departments which aims to assist the recruitment, retention and progression of women in SET

Web site: [http://www.royalsoc.ac.uk/athenaswan/index.htm](http://www.royalsoc.ac.uk/athenaswan/index.htm)

### Carers UK

Advice for staff with caring responsibilities. Their website provides good practice tips for employers and case study examples.

**Postal Address:**
20-25 Glasshouse Yard
London
EC1A 4JT

📞: 0207 4908818
Fax: 0207 4908824
E-mail: info@carersuk.org
Web site: [http://www.carersuk.org/Employersforcarers](http://www.carersuk.org/Employersforcarers)

### Commission for Equality and Human Rights

**Postal address:**
Kingsgate House
66-74 Victoria Street
London
SW1E 6SW

📞: 0207 215 8415

| **Commission for Racial Equality** | **Postal address:**  
Commission for Racial Equality  
St Dunstan’s House  
201-211 Borough High Street  
London  
SE1 1GZ  

📞: 0207 9390000  
Fax: 0207 9390001  
Email: info@cre.gov.uk  
Web site: http://www.cre.gov.uk |
| **Department for Trade and Industry** | **Postal address:**  
Ministerial Correspondence Unit  
1 Victoria Street  
London SW1H 0ET  

📞: 0207 1525000  
Minicom: 0207 2156740  
Fax: 0207 2150105  
Email: dti.enquiries@dti.gsi.gov.uk  
Web site: http://www.dti.gov.uk |
| **Disability Rights Commission** | **Postal address:**  
| | FREEPOST MID02164  
| | Stratford upon Avon  
| | CV37 9BR  
| | ☎: 08457 622 633  
| | Textphone: 08457 622 644  
| | Fax: 08457 778 878  
| | Website: http://www.drc-gb.org/  
| **Provision of full range of services including; a telephone helpline, information on your rights, guidance for employers and service providers, the law, and much more.** |  
| **Equal Opportunities Commission (EOC)** | **Postal address:**  
| | 36 Broadway  
| | London  
| | SW1H 0BH  
| | ☎: 0845 6015901  
| | Fax: 0207 2222771  
| | Email: info@eoc.org.uk  
| | Website: [http://www.eoc.org.uk](http://www.eoc.org.uk)  
| | **Guidance for public bodies on the Gender Equality Duty** |  
| **Equality Challenge Unit** | **Postal address:**  
| | 7th floor, Queens House  
| | 55/56 Lincoln’s Inn Fields  
| | London  
| | **The ECU works with and provides advice to higher education institutions and the higher education sector** | }
<table>
<thead>
<tr>
<th><strong>Leadership Foundation for Higher Education</strong></th>
<th>WC2A 3LJ</th>
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<tbody>
<tr>
<td>Postal address</td>
<td>88 Kingsway</td>
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<tr>
<td></td>
<td>London</td>
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<td>WC2B 6AA</td>
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<td>0207 8412800</td>
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<td></td>
<td>Fax: 0207 76816219</td>
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<tr>
<td></td>
<td>Email: <a href="mailto:info@lfhe.ac.uk">info@lfhe.ac.uk</a></td>
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<td></td>
<td>Web site: <a href="http://www.lfhe.ac.uk/">http://www.lfhe.ac.uk/</a></td>
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</tbody>
</table>

**Women and Equality Unit**

Responsible for promoting diversity, developing policies and coordinating gender equality and other equality work in Government.

<table>
<thead>
<tr>
<th>2nd Floor Ashdown House</th>
<th>123 Victoria Street</th>
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<tbody>
<tr>
<td>London</td>
<td>SW1E 6DE</td>
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<tr>
<td>0207 9444400</td>
<td>Email: <a href="mailto:info@lfhe.ac.uk">info@lfhe.ac.uk</a></td>
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<tr>
<td>Web site: <a href="http://www.lfhe.ac.uk/">http://www.lfhe.ac.uk/</a></td>
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**Working Families**

Work-life balance organisation. Their website features a number of case studies from a range of employers.

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<thead>
<tr>
<th>1-3 Berry Street</th>
<th>EC1V 0AA</th>
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<tbody>
<tr>
<td>London</td>
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<tr>
<td>0207 2537243</td>
<td>Fax: 0207 2536253</td>
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<tr>
<td>Web site: <a href="http://www.womenandequalityunit.gov.uk/">http://www.womenandequalityunit.gov.uk/</a></td>
<td></td>
</tr>
<tr>
<td>Email: <a href="mailto:office@workingfamilies.org.uk">office@workingfamilies.org.uk</a></td>
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<td>Web site: <a href="http://www.workingfamilies.org.uk">http://www.workingfamilies.org.uk</a></td>
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