



University of York Athena Swan

Silver Application



Athena Swan Silver application form for Universities

Applicant information

[Redacted for publication]

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Use of Generative Artificial Intelligence (AI)

We have cautiously and judiciously used generative AI to help revise our draft narrative to reduce word count while retaining the substance of our work. We confirm that everything in the application accurately reflects the University and its approach to advancing gender equality.

Data rounding




We adhere to Higher Education Statistics Agency (HESA) rounding principles. This may mean there are small discrepancies between similar data presented in different formats where some figures or percentages include rounded data and others include underlying total numbers. Data are headcount, not full time equivalent (fte). Appendix 2 contains data retrieved from multiple HR sources, some of which are incomplete or where data was not collected.

Introductory note on referencing and numbering system



Throughout the submission, we integrate qualitative and quantitative data to evaluate the impact of our actions, demonstrate embedded change, and identify areas requiring continued focus. To ensure clarity and traceability please note:

- ASAP2018:** Athena Swan Action Plan 2018, by specific action number
- ASAP2026:** Future action plan, with numbers linked to future actions
- App1(Q):** Appendix 1: Athena Swan Culture Survey results, by question set and demographic tables
- App2:** Appendix 2: Data Tables, by table and subsection.

Icons

| Icon | Engagement format |
|---|------------------------------|
|  | Vox pop or feedback received |
|  | Meeting or focus group |
|  | Survey (various formats) |

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| | |
|---|---|
|  | Presentation or town hall meeting |
|  | Quote from a staff member or student |

Section 1: An overview of the university and its approach to gender equality

1.1 Letter of endorsement from the head of the university

Professor Charlie Jeffery
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Vice - Chancellor and President's Office
University of York, York YO10 5DD



January 2026

Dear Athena Swan panel members,

I am proud to offer my strongest support for the University of York's Athena Swan Silver application. As a founding member of the Charter and Bronze award holder since 2006, we have demonstrated sustained dedication to advancing gender equality, achieving four departmental Gold awards. We remain ambitious, aiming for an institutional Gold award within ten years.

Since becoming Vice-Chancellor in 2019, I have prioritised fairness and equality at the heart of our institutional mission. As a University for Public Good, York strives to address social inequality and uphold the highest ethical standards in research, teaching, and partnerships. Our Equality, Diversity, and Inclusion (EDI) Strategic Objectives ensure gender equality and wider EDI is embedded into the fabric of our operations.

Our progress has gained international recognition. In the 2024 Times Higher Education Impact Rankings for gender equality (SDG5), York ranked 4th in the UK, entering the global top 100.

Since our last award we have increased the proportion of female heads of department from 22% to 43% and the proportion of female professors from 25% to 35%. In Arts and Humanities women represent 40% of the professoriate. We have delivered unconscious bias training to 92% of our staff (95%F/92%M) and have developed 240 mentors as part of our broader developmental offering (155F/84M/1NB). We have made significant progress in reducing gender and disability pay gaps and our ethnicity pay gap has reduced considerably from 29.4% in 2021 to 21.3% in 2024. To support carers and parents we have enhanced our leave provision and, in 2024, opened a new campus nursery, increasing provision from 39 to 94 places.

I work to diversify leadership at the highest levels. I have rejected shortlists that lacked diversity and ensured equality network representation on recruitment panels. These actions send a clear message: gender equality matters at York. Recent senior appointments reinforce this message, including:

- **Heather Melville OBE**, our first Black female Chancellor (2022), and
- **Alice Maynard CBE**, disability inclusion expert as Chair of Council (2023).

These leaders bring vital lived experience and are helping to shape an inclusive institutional culture. In 2022, I appointed Professor Kiran Trehan, Pro-Vice-Chancellor for Enterprise, Partnerships and Engagement, as our strategic lead for gender equality and EDI. She provides senior-level challenge and guidance across the institution, chairs the EDI Committee and Athena Swan Steering Group, and leads our efforts to close gender and equality pay gaps. Kiran has led multiple listening and engagement exercises with our staff and student communities, hearing lived experiences and co-creating solutions to key challenges.

Gender equality and EDI remains a top priority despite ongoing political and financial pressures in the HE sector. We still have work to do to address persistent barriers to achieving true gender and intersectional equality. Closing intersectional gaps is a strategic KPI for which I and the University Executive Board (UEB) are collectively accountable.

Our focus of activity for the next six years, framed through our Community without Limits work, sets out a sustained commitment to building an inclusive and equitable institutional culture. We will drive forward gender and intersectional equity through seven key areas:

- Enhancing data infrastructure and HR policies to support gender equality.
- Preventing bullying, harassment and sexual misconduct through evidence-led action.
- Strengthened governance and workload structures for advancing gender equality.
- Advancing inclusive pathways for talent, development and promotion.
- Strengthening compassionate support for carers and wellbeing.
- Ensuring transparent and fair reward and recognition frameworks.
- Fostering belonging through inclusive culture and practice.

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This application reflects our determination to continue to build and develop a university community where everyone can thrive. We are committed to driving forward inclusive change with purpose, pace, and integrity.

Yours sincerely,

A handwritten signature in black ink, appearing to read 'C. Jeffery', with a large, sweeping underline.

Professor Charlie Jeffery
Vice-Chancellor and President
University of York

1.2 Description of the university and its context

1.2.1 University Overview

The University of York (UoY) is a research intensive institution conducting action-oriented and interdisciplinary research from climate change to artificial intelligence, tackling environmental, social and economic challenges. Located near the historic centre of York, the campus encompasses Heslington East and West, with business collaboration in the Guildhall.

A Russell Group member, ranked among the top 10 for research quality in the Research Excellence Framework (REF) 2021, UoY was awarded Gold in the Teaching Excellence Framework (TEF) in 2023. In partnership, UoY is establishing North Yorkshire as the UK’s first carbon-negative region. UoY opened two research institutes exploring mental health and safe autonomy and developed international partnerships with the University of Maastricht, Kalinga Institute of Industrial Technology in India, and CITY College in Greece.

The International Pathway College (IPC) hosts students (App2:1.1) on foundation courses facilitating progression onto degree programmes. UoY, working with partners in the Yorkshire Consortium for Equity in Doctoral Education (YCEDE), is creating pathways to doctoral study for graduates from Black, Asian and Minority Ethnic (‘BAME’¹) backgrounds ². The ‘Aspire Together’ initiative supports students from a South Asian background in making informed decisions about Higher Education (HE).

A major regional employer, UoY has a total diverse population (Table 1) of 20,519 (58.2%F) students and 5,738 staff (56.3%F) across three academic faculties and nine professional service (PS) directorates.

| | IPC students | UG students | PGT students | PGR students | PS Staff | Academic staff | T&S staff | Research staff |
|-------|--------------|-------------|--------------|--------------|----------|----------------|-----------|----------------|
| Total | 100 | 15373 | 3718 | 1328 | 3098 | 1047 | 765 | 828 |
| %F | 55.0% | 59.1% | 56.7% | 52.9% | 62.6% | 39.7% | 54.8% | 55.3% |

Table 1: Student and staff numbers by group and %F 2023/2024 academic year

The student population in App2 (1.2) has grown by 11.6% between 2017/18 to 2023/24, reaching 20,419 students (58.23%F 41.73M%). Table 1.2 (App2) reflects an increase in female UG (22.1%) and PGR (7.7%) students. In contrast female PGT student numbers have declined (7.1%), most notably in Social Sciences where the proportion of female student numbers has fallen by 14.5 percentage points (App2

¹ We acknowledge the term ‘BAME’ does not reflect the richness of experience of those grouped in this way. It is used in this application purely as shorthand / statistical abbreviation for those from global majority backgrounds.
² ‘Global majority’ reframes people of colour, or people who are not racialised as white, as constituting the majority of the global demographics. Moving away from the deficit or othering narrative of ‘minority groups’.

Table 1.3).

The proportion of BAME female students has grown substantially, increasing from 9.5% in 2017/18 to 16% in 2023/24. Over the same period, the proportion of non-BAME female students has seen a small decline, from 45.2% to 42.6% (App2.1.6).

Table 2.1 (App2) shows that the proportion of female academic staff has increased from 35.4% (2017/18) to 39.7% (2023/24), the most significant increase in Arts and Humanities (40.5% 2017/18 to 48.6% 2023/24). BAME female academic staff (App2:2.6) accounted for 2% in 2017/18, rising to 4.3% in 2022/23³, significantly below the HESA benchmark of 22% (2022/23) and the regional average (14.2% BAME, 2021 census for Yorkshire and Humber).

The gender and ethnicity balance in PS areas (App2: 4.1 and 4.11) has increased slightly from 60.3%F/3.2% BAME female (2017/18) to 63.0%F/4.2% BAME female (2022/23).

The proportion of female staff declaring a disability⁴ has increased from 2.1% (2017/18) to 5.1% (2023/24) in academic departments (App2: 2.7) and 4.7% (2017/18) PS areas to 9.4% (2023/24) (App2: 4.12), most notably to 7.7% of academic teaching and scholarship roles (App2: 3.1.7).

The UoY structure (Figure 1) comprises three academic faculties led by 3 Deans, housing discipline specific schools and departments. A restructure in 2022 brought together six departments into three new schools. The Hull York Medical School (HYMS), which opened in September 2003, is a joint venture with the University of Hull, while a School of Architecture opened in 2024.

PS directorates provide professional, technical and operational services to the students, academics, professional colleagues and the wider community who study, work and live on campus.

³ Data for 2023/24 was affected by a system recording change and is, therefore, not robust

⁴ 2021 census for the Yorkshire and Humber region - declared disability 18.9%

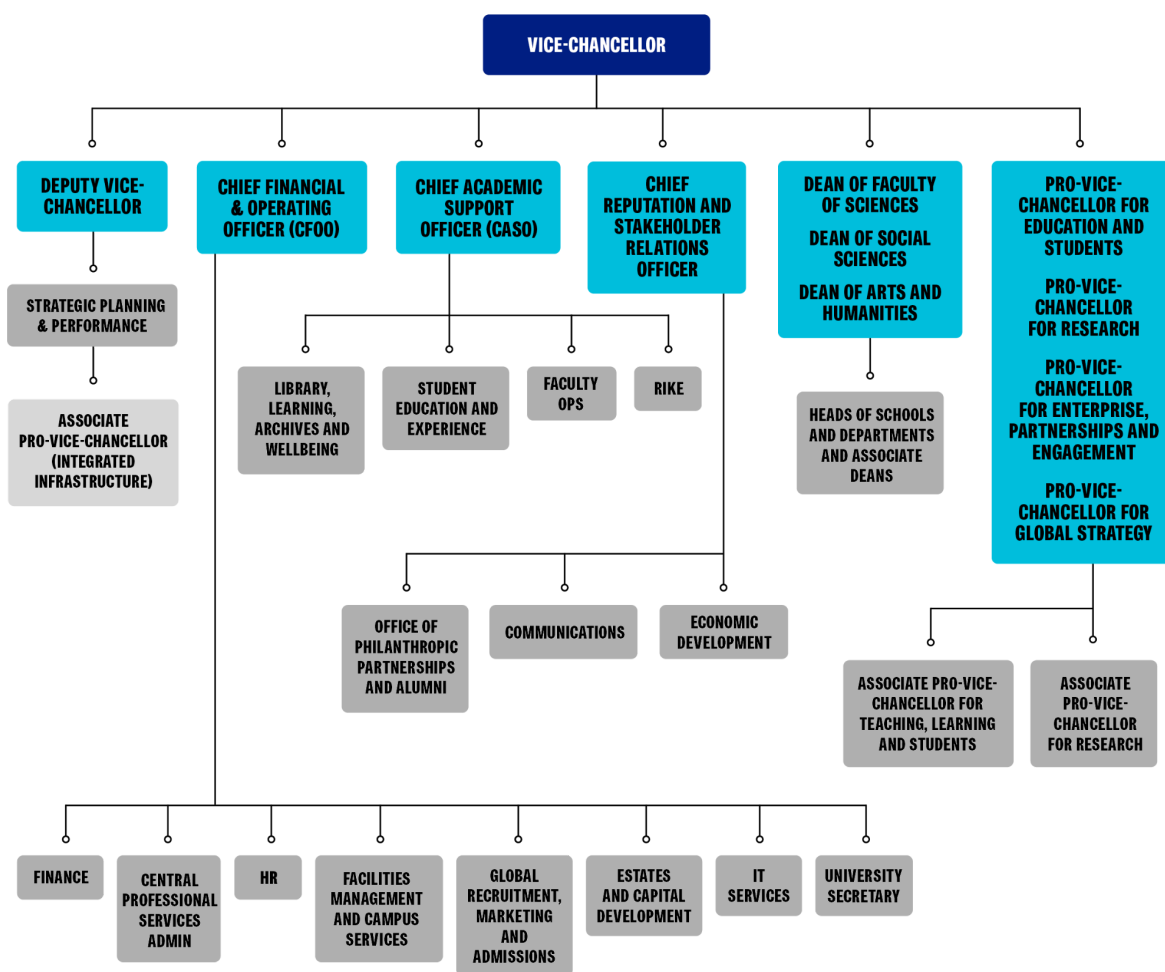


Figure 1: University of York organisational structure (blue boxes indicating University Executive Board / UEB).

Institutional changes, in 2023, resulted in the post Covid-19 pandemic adoption of hybrid working, and the introduction of a two-semester academic calendar. The Human Resources (HR) transformation project, which commenced in 2024, is designed to facilitate significant efficiencies, improved data collection, monitoring and reporting.

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Compulsory redundancies (CR) in ART (n=2) were minimised through operational efficiencies, and PS centralisation. Work to mitigate the gendered impact of potential future VS schemes forms part of our empirical analysis of the pandemic (ASAP26:7.1).

1.2.2 Athena Swan awards

UoY was a founding signatory of the Athena Swan (AS) Charter, receiving its first

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Bronze in 2006. Chemistry, Psychology, Biology and HYMS hold gold awards with a further 18 academic departments actively engaged (ASAP18:E1), collectively holding 7 silver and 11 bronze awards. In total **88% of our academic departments now hold an award status** (Figure 2).



Awards made under pre-May 2015 criteria were valid for 3 years from the results announcement and under post-May 2015 criteria were valid for 4 years from the award submission deadline. Awards made under 2021 criteria are valid for 5 years from the results announcement.

*Electronic Engineering and Physics merged to form the School of Physics, Engineering and Technology (PET) in 2022.

**Education was awarded the Bronze Gender Equality Mark (GEM) in 2014. GEM was awarded to non-STEMM departments pre-May 2015. Superseded by post-May 2015 expanded Athena SWAN Award.

Figure 2: Timeline of UoY Athena Swan awards history by academic department, November 2025.

1.3 Governance and recognition of equality, diversity and inclusion work

1.3.1 EDI Strategy and governance

Equality, diversity, and inclusion (EDI) is a core principle in the UoY 2030 vision, in which freedom of inquiry and expression is central. The Pro-Vice-Chancellor (PVC) for Enterprise, Partnerships & Engagement is the executive lead for EDI and chair of the EDI Committee (EDIC). EDIC, a sub-committee of the University Executive Board (UEB), holds delegated responsibility for realising EDI strategic objectives while ensuring compliance with statutory and policy EDI obligations (Figure 3). EDIC’s membership includes *ex-officio* roles, representation from faculties and staff equality networks. Reporting to EDIC are the faculty equality committees and the York Athena Swan Self Assessment Team (YASSAT), formerly the Athena Swan Steering Group (ASSG). Reporting to EDIC are the faculty equality committees and the York Athena Swan Self Assessment Team (YASSAT), formerly the Athena Swan Steering Group (ASSG).

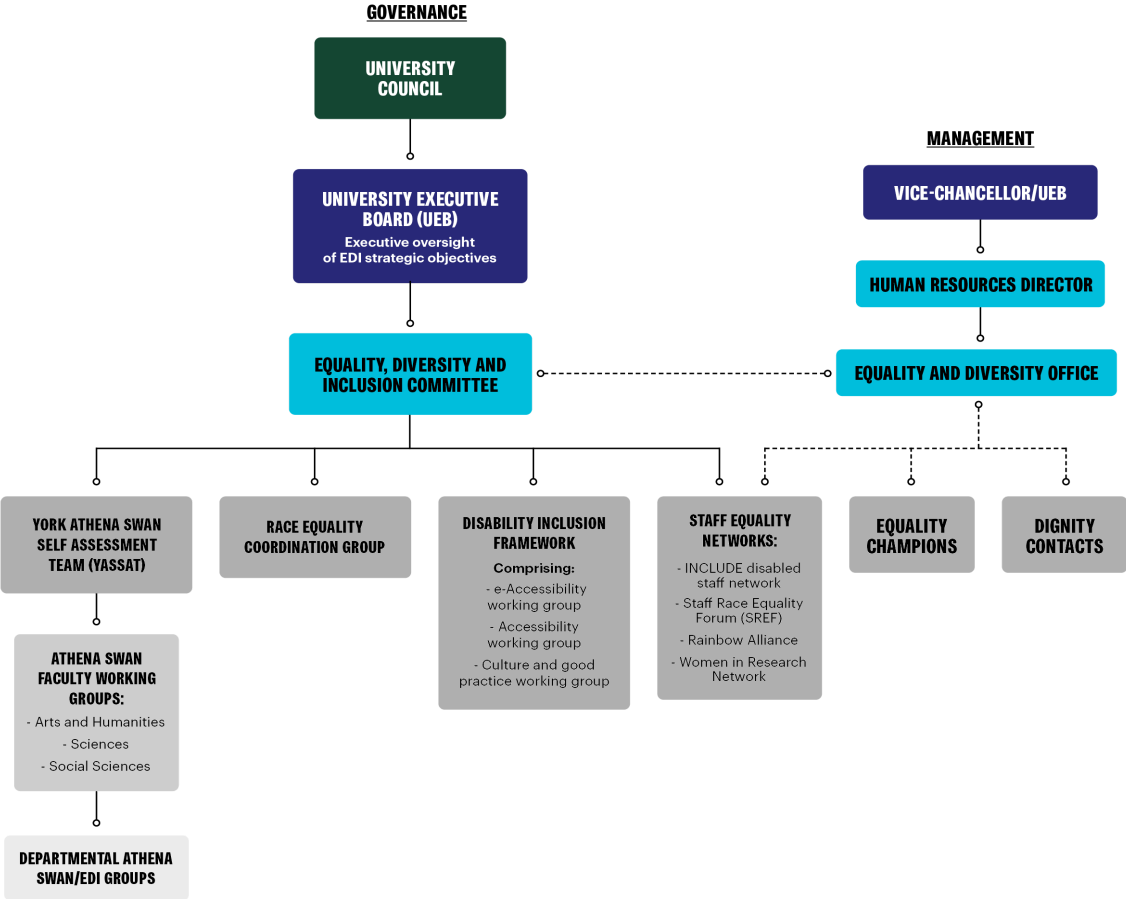


Figure 3: UoY EDI Governance and Engagement (blue boxes represent governance and management approach, grey boxes represent implementation and engagement; solid lines are reporting relations; dotted lines are advisory relations)

The Equality and Diversity Office (EDO) with five professional staff (4fte), is a central resource for advice, guidance, and sharing of good practice for staff and students. The team collaborates with the Equality Champions Network (ECN) (20F/9M), Dignity Contacts (DC) (13M/29F), and staff equality networks to embed EDI. The disabled staff network (INCLUDE), Staff Race Equality Network (SREF), Women In Research Network (WiRN) and the Rainbow Alliance (LGBTQ+ network) actively contribute to the EDI agenda.

Chairs of the staff equality networks are members of EDIC and Senate, network members contribute to related institutional committees. York Students' Union (YorkSU), reconstituted in 2024, works closely with the University to amplify diverse student voices, including through membership of EDIC.

1.3.2 Workload allocation for Athena Swan activity

AS Faculty Working Groups (FWG) serve as forums for sharing best practices and identifying common issues. Each FWG has a dedicated Chair with departments represented by AS leads. Faculty Deans negotiate workload allocation (WLA) for FWG Chairs, AS leads and EDI roles with Heads of Department (HoDs), taking into account size, scope and discipline specific AS and EDI themes. Workload for PS staff is negotiated locally with HoDs and line managers.

Individual and collective AS and EDI contributions are recognised in institutional performance and development reviews (PDR), as a contributory factor in academic promotions, and through the university inclusive impact awards.

The review of AS and EDI governance (**ASAP26:16.1**) will include formal WLA for AS and EDI work to ensure parity across faculties and PS directorates. The review will consider the development of specific measures to minimise the risk of disproportionately burdening women and individuals from minority groups.

1.4 Development, evaluation and effectiveness of policies

1.4 1 Policy development and evaluation

Policy development and revision involves consultation with stakeholders, including staff equality groups, the Student Expert Panel and Senior Leaders' Forum, and Trade Unions. Human Resources (HR) policies undergo formal consultation through established mechanisms, ensuring consistency and transparency. Gender and wider EDI policy development is led by the EDO, who also ensures inclusive language and practices are embedded across institutional policies (e.g. adapting gender inclusive pronoun guidance).

Policies affecting students are developed with YorkSU and approved through appropriate academic or student governance committees.

We recognise the need to systemically strengthen our capability to monitor the

gendered impact and equitable access of our policies. This is an area of ongoing reflection and is embedded within our future actions **(ASAP26: 1.1)**.

Staff surveys, including cultural, pulse, or specific to a particular issue are analysed through an intersectional lens to better understand the nuanced experiences of staff. For example, staff were invited to share their experience of adopting the remote working policy, introduced in response to the Covid-19 pandemic.

To support staff and students in navigating institutional policies as they relate to gender and identity we have developed a number of initiatives. This includes trans awareness training to illuminate the issues affecting trans people, a live glossary of EDI terminology adopted by several universities and non-HE sector institutions (e.g British Association for Behavioural and Cognitive Psychotherapies), and webpages and guidance for trans / non-binary staff and students, line managers and supervisors (Figure 4) (ASAP18:T18).

Further information

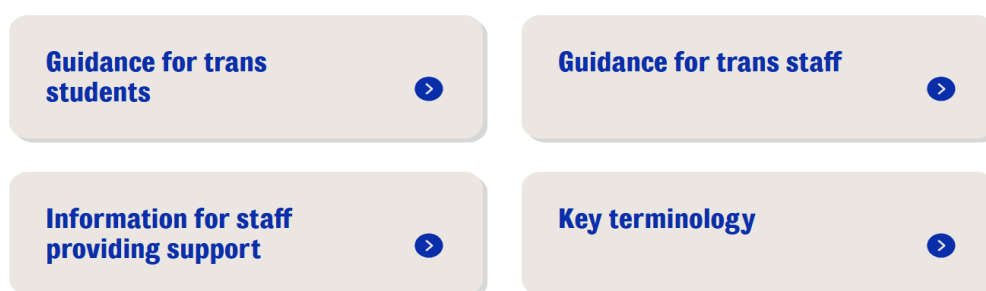


Figure 4: Extract from our webpages to support our trans and non-binary community.

| | |
|----------------------------------|--|
| <p>Action plan impact</p> | <p>A trans staff member thanked the EDO team for their support in coming out as trans at work, it gave them more confidence and reduced fear and worry. They also felt that being an ‘out’ trans member of staff fostered good relationships between staff and students, helping trans students feel a greater sense of belonging. Trans staff, 2023 (Direct quote not included to preserve anonymity)</p> |
|----------------------------------|--|

Figure 5: Feedback from a trans staff member on university support

1.4.2 Equality Impact Assessments

We have strengthened the Equality Impact Assessment (EIA) process (ASAP18: E12). EIAs are conducted for all major policy developments and revisions, to assess, and mitigate against, the potential impact on individual and intersecting protected equality characteristics and are shared with TUs and relevant committees. EIA resources include guidance, videos, and online screening while an EIA repository houses assessments for others to explore. Examples include the development of breastfeeding rooms in the Library and 3 campus teaching buildings, and the impact




of a pause in academic promotions on those with caring responsibilities.

1.4.3 Listening to the voices in our community

The University engages regularly with staff and student unions, staff networks, and student interest groups to ensure diverse representation, with EDI as a core consideration on various institutional issues and challenges (see Table 2). Senior committees such as Senate and Council are required to maintain gender balance within a 60:40 ratio, ensuring M/F membership does not fall below 40%, while also considering broader gender diversity⁵.

Staff surveys inform policy development, with "You said, we did" updates. Equality Staff network steering groups and ECs evaluate policy impact, provide feedback, identify areas for new policy and guidance, contribute to policy drafting, and communicate changes. Listening exercises with staff equality networks led to the 2020 establishment of the Disability Inclusion Framework, the Race Equality Coordination Group (RECG), and the LGBTQ+ action plan. Listening exercises in 2025, held in response to the Supreme Court Ruling, will inform the work of a new working group (**ASAP26:5.2**) to address the impact of this ruling on staff and student communities.

Student feedback is gathered via internal and external surveys (NSS, PRES, PTES) and reported to SLC, UTC, and, where appropriate, EDIC, to inform policy. For example, the 2025 NSS demographic data shows 80%F/67%M response rate. While F students were more likely to respond, the positivity measures for teaching were similar (88.7%F and 84.4%M), indicating broadly similar teaching experiences.

| Subject | Icon | Activity | Participation |
|--|---|---|---|
| Gender pay gap / leadership / sexual violence | “” | Academic Forums (2023) | 190 attendees |
| Imposter syndrome / career breaks |  | Women in research conference (March 2023) | 105 attendees |
| Culture / health and wellbeing |  | Enhancing Research Culture | 416 attendees |
| Health and wellbeing / workload and relationships/ EDI |  | Check-in' surveys Engagement + experience survey (22-25) | Response rate: 52% 2022 , 51.6%F, 32.6%M |
| | | | Response rate: 44% 2025 , 53.8%F, 32.7%M |

⁵ Explicitly stated in the University Ordinance - number 9







| | | | |
|---|---|---|--|
| Strategy and vision |  | Vice-Chancellor forums | 1500+ attendees in 2025 |
| Staff and student experience |  | Listening exercises: Rainbow Alliance x 3 (2023) Race Equality Forum (2019 and 2023) | 82 participants 50 participants |
| Culture / belonging / progression |  | Athena Swan Culture Survey (ASCS) (2023) | 28% response rate 55.2%F, 31.1%M |
| Professional development and career progression |  | Round table event - EDI for PS staff (March 2023) / York Researcher Festival (2023) | 564 in person + 1034 online |
| Community |  | 'Celebrating spaces' open day (2024) | 109 participants 65% made new connections |
| Caring responsibilities |  | Faculty working groups survey (2022/23) | 280 respondents |

Table 2: Consultation and engagement mechanisms

1.5 Athena Swan self-assessment process

1.5.1 Athena Swan self-assessment team

From 2016 to 2023, the Athena Swan Steering Group (ASSG), chaired by a PVC, maintained institutional oversight of gender equality activity and the AS action plan. In 2023, ASSG was replaced by the York Athena Swan Self-Assessment Team (YASSAT) whose role was to maintain oversight while facilitating the development of the silver AS application and future governance arrangements.

YASSAT members were drawn from across the institution through direct and open invitation. The group reflects a broad range of personal experience, professional and academic background and contract type (Figure 6). Academic, technical and professional staff contribute expertise, discipline specific knowledge, experience of staff equality networks and of external AS panels.

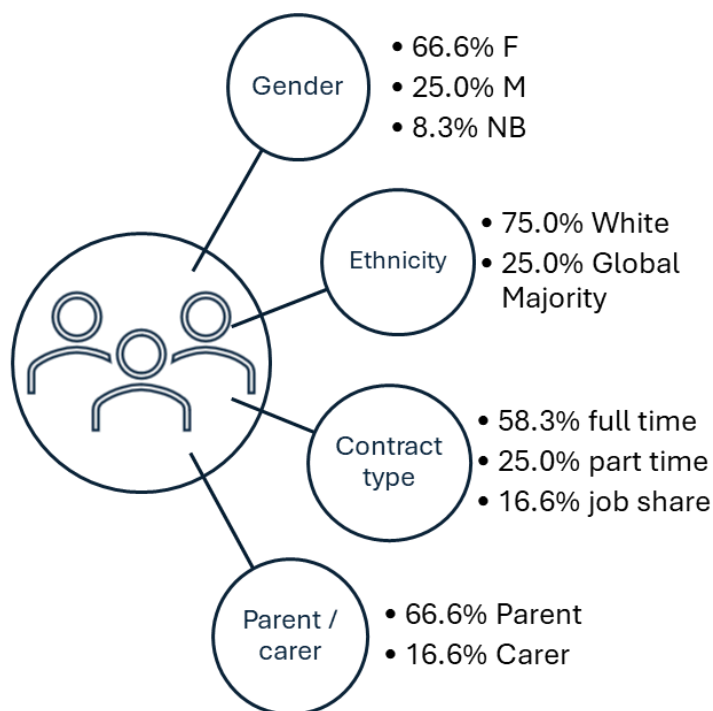


Figure 6: YASSAT membership by gender, ethnicity, contract type and caring responsibility

We recognise that the core group is dominated by the female voice with limited student engagement. We have sought quantitative and qualitative data, from which to develop key priorities and actions, through the consultation groups (9F/3M), wider engagement forums and bespoke stakeholder engagement (Table 2). Future governance arrangements will be representative of voices from across the gender spectrum, TUs and technical staff, and from our student community **(ASAP26:161)**.

During the 2024-25 academic year YASSAT was reduced to a core team (Table 3) necessitating a fresh approach to the self-assessment and action planning process. Action plan monitoring was led by the EDO AS Coordinator (1fte). The role was not replaced following VS, leading to delays in data collection, monitoring and interpretation. Resource allocation to support institutional EDI ambitions, actions and progress forms part of our future AS Action plan 2026-2031 **(ASAP26:16.1)**.

[Information redacted for publication]

Table 3: York Self-Assessment Team (YASSAT) and consultative group

1.5.2 Self assessment process and action plan preparation

YASSAT met monthly and, as part of the self-assessment process, considered:

- Progress towards the 2018-2025 Action plan (ASAP18).
- Intersectional analyses of staff data 2017/18-2023/24 (App2:2-7).
- Intersectional analysis of academic promotions data (App2:8).

- UoY gender and ethnicity pay gap reports 2023/2024.
- Analyses of staff parental leave data 2011/18-23/24 (App2:10).
- Analysis of the Oct 2023 ASCS; intersectional analysis where response rates allowed (App1) (28% overall response rate, 55%F).
- Feedback from AS FWGs.

1.5.3 Reflections and feedback

Feedback from the unsuccessful silver application in 2018 informed our approach to this application, proving useful as we developed terms of reference (ToR) and a project plan. We reflected on how we would continue to develop confidence and build on those areas previously commended, including nursery capacity and parents study spaces, gender equality role models and sponsorship of gender equality events in our 'Festival of Ideas' (Fol), senior level commitment and EDI training participation.

Feedback highlighted the need for further evaluation and analysis, specifically, that gender specific feedback was explored alongside robust quantitative data, in the formation of future actions.

Panel feedback, ASCS responses, pulse surveys, listening exercises, and post training questionnaires inform our future communication and engagement strategies (ASAP26:3.2).

Following iterative reviews by YASSAT, the initial draft application and action plan were reviewed externally by Rob Bell, AS Coordinator at Imperial College London, and via AdvanceHE's developmental review process. Key stakeholders were consulted with a final draft endorsed by UEB in December 2025.

1.5.4 Implementation of the future action plan

The Athena Swan Implementation group (**ASAP26: 16.1**), meeting bi-monthly, will be responsible for oversight of the future action plan, working with stakeholders and action owners, using robust data to explore trends and impact of initiatives. The group ToR will include opportunities for observers, annual membership review and a rotating chair to facilitate formal succession planning.

Each action has specified oversight with implementation by role. Quarterly reporting will maintain focus with structured monitoring and evaluation responsiveness to the changing landscape. EDIC and UEB will receive an annual report, and a mid-point risk analysis will be presented for discussion when objectives and actions may be amended.

We will establish faculty AS and EDI groups (**ASAP26: 16.3**) to share good practice and highlight discipline specific gender equality initiatives across campus.

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Our institutional celebrations of 20 years of Athena Swan will include events highlighting the impact of AS at UoY, case studies of gender equality good practice, a spotlight on female role models at York and our plans for the future (**ASAP26: 35.1**), building greater awareness of AS and improving staff engagement for example, with future culture surveys (**ASAP26: 3.3**). Learning from our Gold departments we propose to share our experience with the sector, having this work recognised with a future AS Gold award (**ASAP26: 35.2**).

Section 2: An evaluation of the university's progress and success

2.1 Evaluating Progress Against the Previous Action Plan

The 2018 action plan (ASAP18) had 3 thematic areas:

Engage: embedding AS Principles throughout UoY by engaging all staff with the diversity agenda and the need for change.

Thrive: remove real and perceived barriers to allow all staff and students to thrive, irrespective of gender.

Inspire: be a sector leader in gender equality by improving our own practices and sharing our experiences and knowledge with others.

The plan housed 39 objectives and 115 associated actions, including those in objective E17, added in response to the pandemic. To better align key priorities we merged objectives T3 and T5, and objectives T2, T7 and T10. We made significant progress towards 30 (76.9%) of these objectives, partially completed 6 (15.4%) and made little or no progress towards 3 (7.7%). A red, amber and green (RAG) rating has been applied to ASAP18 as a visual representation of progress.

Through our self-assessment, we identified the following barriers:

- a) Vague action plan with broad success metrics
- b) Inconsistent staff and stakeholder engagement.
- c) Lack of systematic data collection.
- d) Poor monitoring of actions and key deliverables.
- e) Delays to strategic HR projects.

Our reflections, during self-assessment, identified a small, but impactful, number of facilitators and enablers, which we have built upon in our 2026-31 action and implementation plan (ASAP26):

- a) Gender equality role models and supportive senior leaders (Fig.11)
- b) Defined resources for gender equality projects.
- c) Tailored gender equality training and digital resources.
- d) Gender focused staff and student engagement.
- e) Evidence based practice and academic contribution

Exploration of the barriers (2.1.5), facilitators and enablers (2.1.6) follows the presentation of our previous action plan (Table 4).

2.1.1 RAG Rated UoY AS Action Plan 2018-2025 (Table 4)

| ENGAGE: Embedding AS Principles throughout UoY by engaging all staff with the diversity agenda and the need for change | | | | | | | |
|--|--|---|---|---|--|---|----------|
| | Objective | Success criteria | Outputs/Milestones | Timeline | Owner | Progress | RAG |
| E1 | Continue to support academic departments to address gender inequality and successfully apply for AS awards. Commit to improving gender equality in all departments providing accessible, tailored information and advice. | 90% (21/23) of academic departments (those with 25+ academic staff) to hold an award by 2023. Remaining departments and IPC to hold an award or be working towards an award by 2024. All departments have access to the data dashboard by 2020. | Departments appoint AS leads. Allocate appropriate workload to leads and SAT for AS work. | AS Lead by end 2018. SAT by end 2019 | Oversight Chair ASSG, Implementation: Deans, HoDs HR Systems, EDO, Planning, | 92% (22/24) of departments hold an AS award (at October 2025). 2 remaining departments + IPC planning to apply in 2026. | G |
| | | | Improve access to AS data. | 2015 - ongoing | | AS data dashboard (Tableau) available for departments. Student data provided by Strategic Insights and Analysis (SIA). | |
| | | | Enhance internal review of AS applications providing training for internal reviewers. | 2016 - ongoing | | Internal review process implemented. Robust internal pool of trained reviewers (n.32) for AS awards with workload allocation. | |
| | | | Provide resources to support AS applications. | 2017 - ongoing | | Online resources and workshops not taken forward / focus instead on personalised support through EDO and pool of reviewers. | |
| E2 | To embed AS principles across all layers of UoY. | Increase gender balanced representation from 27%M to | Annually review AS governance, resourcing and Steering Group membership. | 2017. Annual | Oversight Chair ASSG Implementation: | Annual review of membership. ASSG becomes YASSAT in 2023. AS Budget agreed by UEB (£48K p/a) | G |

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| | Ensure ongoing effectiveness of the AS governance structure and self assessment process. | 40%M by end 2023 Develop and maintain a diverse composition of SAT from 2020. Staff representation from across UoY, including Grade 5 and technical PSS. | Improve diversity, and representative gender balance of ASSG. Ensure AS governance PS Departments & IPC. | 2018 - 2024 2020 - 2025 | Head EDO, ASC | Small improvement in diversity and intersectionality of YASSAT. Increased M representation to 40% by 2023 - ASSG 10F/4M (71%F) 3F BAME members. Decreased by 2025 (25.0%M) Carried forward (ASAP26:16.1) IPC supported to apply 2026 (as E1). | |
| E3 | Increase awareness of AS activity and its impact across UoY. AS initiatives and progress reported. | Updates to EDIC. Staff survey responses indicate increase in awareness of AS. AS webpages annual hit rate >4,000 by 2025. AS logo on department and jobs web pages. YUSU and GSA representatives on ASSG. Produce and disseminate videos. | Termly reports to UEB and EDIC. AS activities communicated to all staff via Staff Digest, web and email. Increase prominence of AS web pages. | 2017 - ongoing 2018 - ongoing 2019 | Oversight Chair ASSG Implementation: EDO, Internal Comms | Termly reports to EDIC, UEB, annually to Council. Annual reports published on webpage. AS departmental awards celebrated through Staff Digest and social media. AS website updated and moved to E&D portal. Achieved 5904 hits on the website in 2025. AS logos on >90 of departmental websites / 100% of job adverts. AS principles included in new UB resources (ASAP18:E6). Annual IWD webpage; Launch of Women in Research (WiR) webpage. | G |

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| | | | Communicate E&D/AS initiatives to the student community via YUSU/GSA. | 2016 - ongoing | | Student representative from YUSU on ASSG. | |
| | | | Produce videos showcasing AS/E&D initiatives at UoY. | 2023 | | x3 Inclusive Impact Awards launch videos showcase AS/EDI activity. | |
| E4 | Professional Services Departments (PSDs) keen to embed AS/E&D principles into their work and operations. Develop a guide for PSDs to apply AS principles in their work. | 30% of PSDs implement guidelines by 2020. Positive feedback from 75% of workshop attendees; Case-studies from 3 sector colleagues by 2022. Making the Difference (MtD) award nominating an individual or team for AS-related projects. | Establish interest group with reps from 3 key PSDs. | Spring 2019 | Oversight Head, EDO, Implementation: HR advisors, PSD, ECs and HoDs 2018-2019 | Actions put in abeyance pending AS charter applications opened out to PSD departments. | R |
| | | | Run a specific AS Forum session for PSS. | 2020 | | Actions put in abeyance pending AS charter applications opened out to PSD departments. | |
| | | | Develop surveys to gather baseline data. | 2022 | | Carried forward (ASAP26:19.2) | |
| | | | Develop good practice guidelines. | 2020 | | Actions put in abeyance pending AS charter applications opened out to PSD departments. | |
| | | | Establish a mechanism for rewarding good practice. | 2022 | | Nominations for, and winners of, the Inclusive Impact awards includes PS staff. Gender inclusion award for Conduct and Respect team). | |

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| E5 | Ensure ongoing scrutiny and review of data. ASSG annual review of gender equality data (by rota) and communicate progress on actions. | Data and progress reporting generates at least 2 new initiatives each year, to improve policy/practice. Publication and analysis of Gender & Ethnicity Pay Gaps. Establish a Gender and Ethnicity Pay Gap Working Group by 2023. Include EDI data in promotions and recruitment. | Routine reporting and review of key data, inc. Professorial, promotions, gender/equal pay gap data. Publish summary data across UoY, inc via Faculties progress on initiatives with annual update of data online | 2020 + annually | Oversight Chair ASSG Implementation: ASC, HR & Planning | EDI data reporting embedded in annual academic promotions evaluation since 2022. In addition to the publication of Gender Pay gap reports (reduction from 19.1% 2020 to 15.3% in 2024) our Ethnicity pay gap data is also reported (reduction from 29.4% 2021 to 21.3% 2024. including intersection of gender and ethnicity since 2022. First Disability pay gap report in 2025. Gender and Ethnicity Pay Gap working group established in 2023. Initiatives include: Salary changes in line with Real Living Wage, changes to academic processes, support for roll out of Unconscious Bias training (92% completion rate) | G |
| | | | Actions assigned to roles. Summer 2019 + annually | Ongoing until 2025 | | Ongoing actions (ASAP26:5.1) | |
| E6 | Raise awareness of and address unconscious bias (UB) | Development and roll-out of a new UB training module based on research and | Review of online UB training module. | May 2018 | Oversight: Assistant Human Resource Director (AHRD) | Module redeveloped and launched in 2023. UB Awareness training - 92% (95%F/92%M) completion rate since launch. | G |

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| | Enhance UB training and make UB training compulsory for staff in specific roles. | current best practice with capacity for reflective learning. Positive impact of UB training /feedback from training/staff surveys. | Create and launch a new context appropriate UB Awareness module & end of module assessment to embed learning | Jun 2018 | Implementation Head E&D and E&D Manager | Additional resources based on real examples from UoY with reflective journal / personal action plan. | | |
| | | | Include UB training in new staff induction checklist | Nov 2019 | | | UB training included in the induction checklist. | |
| | | | Deliver follow-up/ reflective training. | April 2020 | | | UB observers in interviews for senior appointments, to supplement all staff on panels who are required to undertake mandatory EDI training. | |
| E7 | Improve detail and tracking of staff perceptions and experiences of EDI issues and UoY initiatives. Review effectiveness and gaps in current staff survey data to improve data collection. | Comprehensive questions to support AS actions and other EDI issues included in staff survey from 2022. Design and delivery of UoY Staff Culture Survey by 2023. Baseline data gathered for future actions and added to this action plan by end 2023 | Gap analysis of available data on staff and student experiences. | 2018/19 | Oversight: HR Director Implementation: HR, Planning | Questions related to AS and demographic data added to 2022 staff engagement and experience survey 52% response rate. ASCS 2023 28% response rate. | G | |
| | | | Determine new approaches to staff engagement. | 2019/23 | | | | Check in and pulse surveys conducted 2025. 44% response rate (5 core core questions). Listening exercises conducted on staff student experience 2019 - 2023 (82 participants). |
| | | | Improve data collection to measure impact of AS and other strategic actions. | 2019 onwards | | | | Carried forward to continually monitor key AS/ HR practice (ASAP26:1.1+ 3.3) |

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| E8 | <p>Better understand diverse composition and needs of staff and students.</p> <p>Review and extend the categories used within our data collection and monitoring processes.</p> | <p>Introduction of AdvanceHE categories of protected characteristics in data collection and monitoring processes.</p> | <p>Review data collection mechanisms and ways for staff to disclose and update records.</p> <p>To include sexual orientation, trans and gender identity, religion/belief ethnicity and disability.</p> | 2018 - 2019 | <p>Oversight: Registrar & Secretary</p> <p>Implementation: Human Resource Director (HRD) Student Services</p> | <p>Expansion in 2020 of Equality Monitoring categories to self-service HR system.</p> | G |
| | | <p>Reduce our 'unknown' data in existing and extended categories of protected characteristics e.g. Trans identity or History, Sexual Orientation.</p> <p>Increase in levels of disclosure in staff data.</p> | <p>Communication campaigns to raise awareness and encourage disclosure.</p> | 2020/23 | | <p>Rolling comms strategy implemented from 2020, including targeted emails from 2024 and diverse staff statements to demystify data collection and encourage disclosure.</p> <p>Improvement of staff completion of personal data from 69% 2023/24 to 82% 2024/25.</p> | |
| E9 | <p>BAME staff under-represented across UoY</p> <p>Advance race equality</p> | <p>3 priority initiatives to progress race equality and representation by spring 2019.</p> <p>Endorsement by staff via SREF at EDIC of the understanding of</p> | <p>Build on current commitment and engage with REC principles; develop a plan to resource and deliver this work.</p> | 2019 - 2020 | <p>Oversight: VC</p> <p>Implementation: HRD</p> | <p>Race Equality Coordination Group established 2020 with focus areas linked to representation, experiences, culture and belonging. Exploration of institutional readiness to apply for REC (agreement to pursue institutional Race Equality objectives, established through internal listening and engagement activity).</p> | G |

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| | | <p>BME staff experience. Plan positive actions to tackle issues, building on 2019 listening exercise. Dedicated role by 2019-2020. Annual Ethnicity Pay Gap report from 2021. Establish a Gender and Ethnicity Pay Gap Working Group</p> | <p>Review data and hold discussions with our BME staff about their experiences to develop targeted actions</p> | <p>By 2020</p> | | <p>Future direction of the group reviewed 2024. E&D Coordinator for Race Equality appointed 2021, member of Staff Race Equality Network.</p> | |
| | | | <p>Annual Ethnicity Pay Gap report.</p> | <p>By 2021</p> | | <p>Gender and Ethnicity Pay gap and action plan published annually since 2021. Pay Gap Working Group established 2022 to prioritise reduction of gender/ethnicity/disability pay gaps. Mean ethnicity pay gap decreased from 29.4% (2021) to 21.3% (2024). Intersectional pay gap between Black F and White M high and varies (39.9% 2022; 33.3% 2023; 41.7% 2024) (ASAP26:34.1+ 34.2 + 34.3).</p> | |
| E10 | <p>Embed AS principles across UoY by growing collective and shared knowledge. Encourage and support AS leads to attend equality-related seminars and training.</p> | <p>6 staff attend events each year and report back increased understanding of AS/ good practice sharing across depts.</p> | <p>Introduce funding scheme for departmental ECs, AS leads and SAT members.</p> | <p>2019-20 then annually</p> | <p>Oversight: Chair ASSG Implementation: ASC/EDO</p> | <p>EC network revitalised in 2021. Ad-hoc funding for EC's to attend AdHE / external events. Increase in EC's attending termly meetings, from 65 (2021) to 74 (2024). InternalAS updates cascaded by EC's to departments.</p> | A |
| | | <p>Positive feedback from 80% of funded staff about the impact of the experience and</p> | <p>Staff attending equality-related events report back via the AS Faculty Working Groups, blog posts, workshops.</p> | <p>Within 3 months of event</p> | | <p>FWG good practice sharing and buddying for AS applications strengthened post-pandemic, enabling 6 smaller departments to successfully apply for AS awards reflecting embedding of principles</p> | |

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| | | sharing the information. | | | | across UoY. Carried forward (ASAP26:19.1.1) | |
| E11 | Gender equality on boards and committees. Implement mechanisms to track, review and take action to ensure balanced composition of boards + committees. | No less than 40% of either F/M on committees of >10 by 2022-2023. | Data collection and tracking mechanism. Target of 40% F representation for committees of 10+ members. | 2018 - 2020 | Oversight: Director of Planning Implementation: Planning Officers, HR | UEB balanced 50%F:50%M 2022-2024 (increased %F from 47% in 2018). First Black female Chancellor in 2022 and female disability champion Chair of Council 2023. | R |
| | | | Gender balanced shortlists for electable positions. Committee data reported to ASSG | 2019 - 20 | | Academic reps from Staff Equality Networks appointed to Senate. Data on committee composition (other than UEB) is not collected. Carried forward (ASAP26:17) | |
| E12 | Better understand the E&D impact of policies and practices. Reintroduce EIAs to evaluate impact of new policies on staff and students. | EIA information, guidance on conducting EIAs and EIA forms on webpages. EIA action plans demonstrate positive equality changes e.g gender inclusive language, removal of bias or barriers to key groups identified by EIA. | Simplified EIA process in place to ensure direct consideration of good equality practice when developing UoY policies / strategies. | From 2018 - ongoing | Oversight: Head of E&D Implementation: HR Policy Manager, VC Exec office & EDO | New EIA webpage, guidance, process templates and videos published 2024, including screening checklist to ensure impact on gender equality is considered. | G |
| | | | Completed assessments and action plans shared with TUs, and available on web based repository. | | | EIAs completed as standard for policy changes and major change processes; shared with TUs and other stakeholders. EIAs stored in a central repository to share good practice. 10 published 24/25. | |

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| E13 | Embed AS principles into departments. Defined accountability for departmental gender equality/AS work. | All faculties have representation and clear role expectations at EDIC. Deans / HoDs demonstrate progress against faculty/department gender equality/EDI priorities. Comprehensive gender equality and EDI report to UEB, including key metrics. | Ensure each Faculty has a representative on EDIC. | 2019 - 2020 | Oversight: VC, Chair of EDIC Implementation: Deans | 3 academic staff (1 per faculty) core members of EDIC. | G |
| | | | EDI expectations in Deans & HoDs PDR plans. | 2019 - 2020 | | EDI incorporated into ToR of faculty boards. Board of studies data, Academic promotions and AS data provide information on equality profiles of faculty's staff (by grade) and students (by study level). Strengthening Faculty/ governance part of implementing new EDI strategic objectives 2025-2030 (ASAP26:16.1) | |
| | | | Annual report to UEB | 2019/20 then annually | | Annual Reports presented to UEB and Council. 2025 report highlights 92% (22/24) departments hold an AS award. | |
| E14 | Increasing the value of citizenship work, including pastoral and student welfare work. Ensure WLM recognises AS/EDI work. | Positive feedback from staff surveys recognising AS/EDI work including in promotions, providing baseline data. >10 departments report examples of positive changes implemented - | Recognition of AS/EDI work in promotions criteria | 2018 | Oversight: Director of Planning Implementation: HoDs, Planning Officers, HR | Positive feedback in ASCS - App1 Q10 recognition of EDI working promotion/progression (overall F 6.9/10; M7.4 /10) | G |
| | | | Specific expectations re: AS / EDI in departmental workload models. Department WLM data collated. | 2018 - annually | | EDI work was introduced as key example of citizenship criteria in academic promotions and into PDR forms for all staff. Impact demonstrated and published in departmental AS applications. | |

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| | | included in AS award applications.. | | | | | |
| E15 | Build awareness of EDI across staff and student communities. Update EDI policies and online E&D training for staff. Extend policies and online E&D training to the PG student community. | Online E&D and UB staff training modules updated. 75% Staff complete online EDI training by 2023. Update E&D staff policies. Update and maintain E&D web pages and expand the calendar of EDI events. | Updated online E&D training provided to staff. | 2019/24 | Oversight: Director Student Life & Wellbeing Implementation: EDO, Assistant Registrar (Student conduct and cohesion) | New UB module launched (2023) with 92% of staff completed module as part of annual training (95%F/92%M) New EDI training module launched. Exceeded target with 95% of staff completed the new EDI training module by 2024 687 staff attended gendered awareness (11.9% of the population). Positive increases in awareness after training (average across 11 cohorts from 2.9/5 pre-training to 4.1/5 post-training) and people feeling more confident in working with trans people after training (average 4.1/5) | G |
| | | | Update E&D staff policies, E&D web pages & calendar of events. | 2020/24 | | Diversity Events and Celebrations working group oversees the planning of Key events and celebrations. 2023/24 saw 9 online and face-to-face events to mark International Women's Day 2024, including the Women in Research Network annual conference. Centre | |

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| | | | | | | for Women’s Studies supported the city-wide York International Women’s Week programme. | |
| | | | Support PG student E&D events. Online training extended to PG students. | 2019/24 | | Conduct and respect team providing EDI, preventing harassment training to PG students as part of Induction sessions. | |
| E16 | Ensure staff and students understand reporting mechanisms for incidents of bullying and harassment. Revise code of Practice on Harassment and Bullying. | Introduction of and publicising Dignity at Work and Study Policy. Establish and monitor reporting and support for staff and students. Employ specialist Sexual Violence Liaison Officers. Culture Survey data shows awareness of DAWS policy, how to report incidents. Establish Dignity Contacts (DC) Network. | Revised Codes aligned with UoY EDI and sector best practice. | 2018 - 2019 | Oversight: Head E&D, HR Policy Manager and Assistant Registrar (Student conduct and cohesion) Implementation: Conduct and cohesion (students); HR SIG (staff) | Dignity at Work and Study policy published 2020. Revised in 2025 in response to E6/ Worker Protection Act requirements. Report + Support platform launched for students (2020) and staff (2022), includes procedures for reporting, sources of support and advice on sexual harassment and gender based violence. Increased levels of reporting from 395 (2023) to 486 (2024). Annual reports of student R+S data to EDIC and SLC. First SVLO recruited in 2019/20. Positive feedback from users of service see 3.2.2. Data shows awareness of reporting incidents (ASCS Q18.1 7.1/10F and 7.3/10M) 71 Dignity Contacts trained; 42 actively registered 13M/29F (2025). In 2024 38 DCs in 20 academic | G |
| | | | Clear procedures for staff & students to disclose, report and seek guidance and support. | 2019 - 2020 | | | |
| | | | Clear staff & student investigation, resolution/ outcome procedure. Review the role of Harassment Advisers | 2019 - 2020 | | | |

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| | | | | | | departments and 7 in PSDs. | |
| E17 | Mitigation of the adverse gendered impact of the Covid-19 pandemic on staff. Monitoring effect on promotions, career development and health & wellbeing. Introduce measures to mitigate any impact. | Changes in guidelines and policy to mitigate the gendered impact of the pandemic including: review of the Flexible Working Policy and Individual Circumstances form for academic promotion. Staff Survey shows support for health and wellbeing and steps to mitigate the adverse gendered impact of the Covid-19 pandemic. | Positive measures identified and implemented to reduce/mitigate gendered impact of covid. | 2020 - 2025 | Oversight: VC, Chair of EDIC Implementation: Deans, HoDs, Chair of ASSG, EDO, HR. | New flexible working and family friendly policies introduced Survey data suggests suggests departmental support for flexible working (ASCS Q:12.1 8.6/10F / 8.3/10M) Individual circumstances form, introduced during the pandemic, extended to include any personal / caring / family reasons affecting ability to meet promotion criteria. Adopted as part of the promotions process but data not collected. | G |
| | | | Support for health and wellbeing of staff. | | | Employee assistance programme (EAP) for all staff, providing access to confidential counselling (up to six 1:1 sessions) plus enhanced web portal and mobile application. Features include health trackers, masterclasses, webinars, recipes, workout videos and a tailored wellbeing programme. | |
| | | | Monitor the effect of actions taken to mitigate the adverse gendered impact of the pandemic. | | | Carried forward (ASAP26:7.2) ASSG proposed a funded UoY study into the gendered effects of the pandemic. | |
| THRIVE: Remove real and perceived barriers to allow all staff and students to thrive, irrespective of gender | | | | | | | |

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| | Objective | Success Criteria | Outputs/Milestones | Timeline | Owner | Progress | R A G |
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| T1 | <p>Improve the diversity of the senior management</p> <p>Ensure senior management appointment processes are transparent and encourage a diversity of applications.</p> | Recruitment consultants actively address diversity in shortlisting. | Set clear EDI expectations in briefing and (tender) selection criteria for external recruitment consultants. | 2018 - 2019 | <p>Oversight: VC</p> <p>Implementation: UEB, HRD</p> | Standard briefing since 2019 for Executive Search firms working on senior recruitment = non-diverse shortlists are rejected. | G |
| | | No single gender panels for senior recruitment. ED&I report included in application packs to prompt panel members. | Ensure gender balanced recruitment panels. | 2018 - 2019 | | 100% of recruitment panels for senior managers include staff equality network representative, gender balanced panels and Unconscious Bias observer where possible. 100% of senior recruitment processes include a direct question about demonstrable commitment to EDI. | |
| | | 30% F candidates shortlisted and interviewed for senior roles. Panel returning shortlist pool if diversity is low. | All appointment panel members undertake UB awareness training. | 2023/25 | | Mandatory requirement all panel members required to undertake UB training. | |
| T2 inc T7& | <p>Low representation of women HoDs.</p> <p>Build on the</p> | <p>Increase in F HoDs to 35% by 2024.</p> <p>Review and revise HoD appointment</p> | Review recruitment process for HoDs encouraging more women to apply for leadership roles. | 2019 - 2022 | <p>Oversight: HRD</p> <p>Implementation: POD, HR,</p> | <p>Increased %F HoDs from 22% (2017) to 43% (2024).</p> <p>Senior jobshare appointment for HoDs for Education (2F Profs 2023).</p> | A |

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| T10 | success of DACS for PSS by extending it to ART staff. | process Example of HoD and Deputy HoD role descriptions created to suit flexible working, job/share opportunities. | Launch of Academic Development and Assessment Centre (DACs) | | Deans | DACS replaced by work under the new Talent Strategy which has been paused and will be launched in 2026 Carried forward (ASAP26:20.1) White Rose Equity in Leadership BAME development programme cohort one (5/83%F 1/17%M) Collaborative and Strategic Leadership development programmes 2017-2024: 445 participants (32 cohorts) Academic: 70/15%F 75/16.8%M PSS: 180/40.4%F 120/26.9%M | |
| | | | Introduce deputy HoD roles with appropriate workload allocation.Review of HoD remuneration. | | | Deputy HoD roles were paused pending workload allocation review. | |
| T3 & T5 | Increase diversity of professors. Support more women to apply for promotion to professor and senior academic roles. Improve inclusion and transparency in the promotions | 30% increase in applications for Professor from Female Readers and SLs. Increase proportion of women successful in application for professors from 24.5% to 30% by 2022. Positive impact to | Run promotion information sessions with women Professors sharing the diversity of experience. Publish anonymised successful applications on UoY intranet to help staff understand what's required. Deans identify where depts are recommending a low (%) of women for promotion | 2021/22 round | Oversight: DVC Implementation: HR, Deans, HoDs, UoY Promotion committee Faculty Promotion Panels | Increase in F Professors 25% (2017) to 35% (2023). A&H Faculty 19% (2017) to 40% (2023). Applications from eligible F academics increased from 9.5% (2022) to 11.4% (2023). Applications from ethnically diverse academics increased from 8.1% (2022) to 10% (2023). Guidance produced for HODs supporting academic promotions to - Consider gender/ EDI data on applications and report | G |

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| | process | <p>remove professorial gender pay gap.</p> <p>Promotion materials designed and published, including videos of current female professors. Annual reporting demonstrates a 20% increase in female participation in the improved promotion and application process for academic and PSS respectively. Departmental promotions committees using guidance.</p> | | | | <p>recommendations to the management team on how to address underrepresentation.</p> <ul style="list-style-type: none"> - Ensuring panel membership has gender and ethnicity balance, and all panel members are upto date with UB awareness training. (ASAP18:E6) | |
| | | | Targeted development for Readers to encourage them to apply for Professor, inc mentoring. | Annual to 2025. | | Academic promotion information and videos (presented by M&F academics) to help navigate processes. Professorial Band 1 promotion 'bar' removed allowing movement through band increments negating the need for an application | |
| | | | Review the promotion process / alternative formats, references / individual circumstances. | Start 2018/19 | | Individual Circumstances section moved to page one of the application. Split into personal and career circumstances of relevance to criteria. Continued development of processes to support gender and under represented groups in promotions (ASAP26:24.4). | |
| T4 | Support the pipeline from Reader to Professor. | Positive feedback from at least 80% of mentees and mentors about the impact of | Publicise mentoring for Academic, Research and Teaching staff and run information sessions to recruit mentors and mentees. | Autumn 2018 | Oversight: HRD Implementation: L&D | Participation in mentoring scheme increased by 18%, from 117 (74.3%F 24.7%M .1%NB) in 21/22 to | A |

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| Establish mentoring schemes for ART staff and senior academic women. | mentoring. Schemes identified from within and outside the sector to develop a York best practice approach. 50% of those mentored take on more significant leadership activities within 12 months. | | | 138 (71.7%F 25.3%M. 1%NB) in 23/24. 240 mentors have been recruited to the scheme (64.6%F 35%M 1%NB). 58.6% of mentees (184 respondents) said that mentoring had made a 'small but significant impact' in the workplace. Positive increase in F application and success in promotions (above) as a result of improvements to academic promotions processes and criteria (this activity has taken priority) |
| | | Desktop research on sector leading mentorship schemes for senior women, using good practice examples to develop a York based scheme. | Spring 2019 | x2 briefing sessions to establish levels of interest in 'Supervisor peer mentoring'. 225 web hits on two ' <i>Breaking Barriers</i> ' podcasts. A series aiming to challenge narratives on women, it features female founders, changemakers and allies in the region. See section 2.2.3 |
| | | Launch targeted scheme for women Professors. | Part of Talent Management agenda 2019. | Talent management strategy launch delayed to 2026. Work to target Readers and Senior Lecturers to form part of future promotions data monitoring and talent strategy. |

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| | | | | | | Ongoing action carried forward (ASAP26:24) | |
| T6 | To attract a broad diversity of staff to UoY. Gendered 'occupational segregation' in certain grades. Ensure all recruitment material and processes directly address gender and other inequalities to encourage a diversity of applicants. | Increase use of positive action statements in all recruitment advertisements by 2022. 10% increase in successful F applications to Academic (Research and Teaching) roles to meet national average. This was 8.5% in 2020/21. | Develop positive action statements to attract a diverse candidate pool. | From end 2018/19 | Oversight: HRD Implementation: HR Ops, Recruitment | Targeted positive action statements introduced in 2021 to attract global majority applicants into 100% roles and Females into G8+ roles. | A |
| | | | Guidance for all external recruitment consultants about attracting a diverse pool of candidates. | 2018/19 and ongoing | | Standard briefing since 2019 for Executive Search firms working on senior recruitment = non-diverse shortlists are rejected. | |
| | | | EDI/UB training and guidance for all Chairs and Panel Members. | 2018/19 and ongoing | | UB awareness training includes a section on gender bias in general recruitment and recruitment in the Science, also includes reflective journals for participants to record future actions and mitigate bias (92% completion rate). (ASAP18:E6) UB training. | |
| | | | Provide guidance for recruiting managers. | 2019 - 23 | | Dedicated recruitment and selection policy (updated 2025) and guidance for recruiting managers ensures good gender and equality practices are implemented. | |
| T8 | Raise awareness of reward | 20% increase in F and BAME applications | Communications activities via termly 'Staff Digest', email | 2019/20 ongoing | Oversight: HRD Comms | Schemes promoted. Making the difference 2021/22: 585 awards (50.4%F) | A |

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| | schemes. | | and HR bulletins. | | | 2023/24: 380 awards (61.8%F) BAME data not collected and unable to conduct intersectional analysis. Action carried carried forward (ASAP26:33.3) | |
| T9 | <p>Improve career development and training for PS and research staff.</p> <p>Re-introduce Springboard training.</p> <p>Deliver 2 faculty careers sessions for research staff.</p> | <p>Positive feedback from 80% of participants about the impact of training on their career progression/goals.</p> <p>Develop an annual Springboard training programme. 10% of participants move to new or higher roles within 12 months.</p> <p>Feedback to provide topics for future training sessions.</p> | <p>Run two training sessions in Spring term 2019 for 60 women.</p> <p>Evaluate the success of these sessions and schedule an annual programme.</p> <p>Dedicated career development advice and guidance for Research staff</p> | 2019 - 2024 | <p>Oversight: HRD, PVC Research</p> <p>Head L&D, RETT team</p> | <p><u>Women in Research Network</u>, supporting >200 F staff through monthly career development workshops/talks and annual conferences.</p> <p>Report quote from F attendee <i>“I started feeling powerless in my career. But this all changed within the first hour today! Loads of positive and inspiring tips for how to take control and ownership of our profiles”</i>.</p> <p>Springboard personal development programme for women. 7 cohorts between 2019 - 2024 (296 participants). Delivered online during Covid-19 Pandemic. 93% of delegates felt the programme had delivered against learning objectives (39% response rate).</p> | A |
| T10 | Incorporated in T2. | | | | | | |

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|------------|--|--|---|-------------|---|--|----------|
| T11 | Improve communication to existing and prospective staff, and managers, about flexible working. | Jobs webpage enhanced and promoted (200 hits per quarter.) | Enhance existing policy - right to request flexible working from day 1 and promote job-share opportunities. | From 2019 | Oversight: HRD Implementation: HR Ops. Recruitment | Flexible working practices adopted during the pandemic were retained and built on. Right to request flexible working from day 1 introduced (2024). Senior jobshare appointments for Head of E&D (2F, G8, 2022) and HoD of Education (2F, Profs, 2023). | A |
| | | Enhance 1 existing policy to enable staff to request flexible working from day 1. | Trial job wording software. | 2019 - 22 | | Gender Decoder Tool used on many occasions e.g review of Prof role descriptions in the Sciences Faculty, but software use is not mandatory or applied consistently. | |
| | | 3 successful flexible working examples in roles included in careers/jobs pages | Create a job share register for staff to indicate their desire to job share and to identify potential job share partners. | 2019 - 20 | | Opportunities for flexible working and job-share opportunities reflected in 100% job applications and promotion criteria, where applicable. Positive responses from staff culture survey 2023 (App1). Q12 Flexible working (F 8.6/10 M 8.3/10) Q14 Timing of meeting (F7.4/10 M 7.2/10) Q15 Support for care leave (F 7.6/10 M 7.3/10) | |
| | | Staff agree with statements included in the new staff survey about flexible working and career progression | Monitor recruitment of internal applicants. Review internal opportunities for secondments. | 2022 - 2023 | | Action carried forward: Job share register / internal applicants data (ASAP26:26.2) | |

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| T12 | Increase uptake of paternity, adoption and Shared Parental Leave (SPL). Increase awareness of maternity & adoption leave among FTC staff. | 25% increase in uptake of paternity leave. Increased awareness of paternity leave entitlement. | Communication campaign to highlight leave and encourage staff to take paternity leave and SPL.. | 2019 - 2023 | Oversight: HRD Implementation: HR, HoDs | Although Parental leave uptake decreased from 2018-2019, it increased over time, by 30% in 2023 (App2:10.1.1) In addition, updates to policy and alignment to statutory expectations, or above: commenced these include: Eligibility of all parental leave: from 26 weeks min service to no minimum service requirements (2024). Paternity/partner leave increased from 2 to 6 weeks leave at full pay (Aug 2024) and can be taken in separate weekly blocks. | G |
| | | Revise paternity leave policy to provide two weeks full pay and entitlement from day one. | Develop case studies of staff who have benefitted from paternity leave and SPL.. | 2024/25 | | | |
| T13 | Inconsistent arrangement for staff taking and returning from parental leave. Guidance for Departments for staff returning from career breaks / research leave. | Positive feedback from staff after experience of returning. Increase in awareness of options available - staff and manager feedback via FWGs, departmental culture surveys. Share information on best practice. | Guidance about the use of KIT and SPLIT days, | 2018 - 2019 | Oversight: HRD | HR policy updated to include day one rights to paid paternity / partner leave. Special leave policy includes paid bereavement leave. KIT and SPLIT guidance delayed. Feedback and data not collected. Carried forward (ASAP26:26.1) | R |
| | | | Communicate guidelines to dept. managers and staff to share best practice across UoY. | 2019 | | | |

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| T14 | Explore feasibility of increasing paid maternity leave provision and reducing or removing length of service eligibility. | Revised maternity leave and pay provision agreed and launched. Introduce entitlement from day1. Share information on policy changes. | Examine variation in paid maternity provisions across the sector to determine best practice target for UoY. Promote new provisions to all staff. | 2019 - 2023 | Oversight: HR Director Implementation: HR Partners and HoDs | Service requirement for maternity and other parental leave reduced from 52 weeks service to no minimum service requirements. From 1 August 2024 Maternity, Adoption and SPL pay increased from 18 weeks to 26 weeks at full pay, above statutory expectation. | G |
| T15 | Nursery facilities need modernising and capacity expanding to meet demand | New nursery is built and opened (2024). | Funding signed-off and design complete, building commences. | 2019 | Oversight: Director of Estates and Chief Operating Officer | Investment of £8.2 into the new campus nursery. Opened Jan 2024 (Section 2.2.1). Spaces increased x2.4 (from 39 to 94 places). Baby spaces increased x3.3 (from 9 to 30 places). 70% capacity by March 2025. Dedicated age-specific spaces allow tailored delivery of Early Years Foundation Stage (EYFS) curriculum. 100% of staff qualified to min Level 3 Early Years Educators Diploma. 3 Special Educational Needs Coordinators (SENCOs). UoY Staff can salary sacrifice nursery costs. School holiday care for school age (<5 years) increased supporting parents with teaching/research commitments. Nursery shortlisted for York 'Little Vikings' 2026 awards. | G |
| | Build a new nursery with tripled capacity, high level care and extended opening hours. | Nursery subscribed at 75% of capacity by 2025. | New nursery opens. | 2023 | Implementation Director Commercial Services | | G |

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|------------|---|--|---|-------------|---|---|----------|
| T16 | Introduce carers fund. | Carers Fund Scheme introduced and promoted widely. Allocation of funds to individuals available by 2023. | UoY policy reviewed to allow such costs to be covered, scheme introduced to cover additional costs. | 2022 - 2023 | Oversight: HRD Implementation: HoDs/HR | Funding Support for Carers Scheme launched 2023. By 2025 the scheme has enabled 15 staff (86%F) with caring commitments to pursue their professional development goals. > £3k funding supported: childcare (66%). Disability related care (44%) | G |
| T17 | To build a healthy and inclusive working environment. Establish a set of working practice standards. UEB to role model. | Positive feedback in staff surveys. Health and Wellbeing online information and support e.g. 5 steps to wellbeing. EAP provides 24/7 counselling and well-being support. | Introduce working hours guide e.g. core committee meetings to be held between 9:30 and 4pm / annual reminder. Provide example text out-of-office emails about response times. Statement to staff about the timing of terms and school holidays. | 2018 - 2020 | Oversight: VC Implementation HRD, Internal Comms | Core committee meetings scheduled to align with local school term dates. Positive responses in ASCS 2023 with no gender difference Q14 - timing of meetings (F 7.4/10 and M7.2/10) Inclusive Events and meetings guidance provides a checklist of consideration when planning meetings including later meeting times and early finish times to accommodate for anyone with care responsibilities. Q15 - support for caring leave (F7.6/10 and M7.3/10). Staff support and wellbeing calendar provides access to resources for wellbeing, learning, work and health (subjects include women's mental health, family rights, work-life balance, Menopause, Men's Health). | G |

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| T18 | Support for trans and non-binary staff and students. Develop policy and guidance documents. | Case studies developed. Development of policies and web pages. Increased visibility and membership of staff / student LGBTQ+ Forum and Staff Network. | Develop Trans policy & guidance. | 2018/2019 | Oversight: HR Director HR, Student and Academic Services, EDO. | Guidance and action plans developed for trans staff and students, and for managers. | G |
| | | | Launch staff / student LGBTI Forum and promote the network. | 2019 | | Established Rainbow Alliance. LGBTQ+ listening exercise undertaken, with 26 point action plan developed (2023). Positive attendee feedback around connecting with the community (84%). Joint collaboration between staff / student LGBTI Forums for annual UoY Pride flag raising, hosted by the VC since 2017. Annual sponsorship of York Pride. | |
| | | | Review the impact of policy & guidance. | 2021- 2022 | | ASCS 2023 indicates gay women feel a positive sense of belonging in their department (Q1.5 7.9/10). The University identity management system project initiated (to enhance system connectivity) - enabling staff and students to update many systems when changing preferred name. | |
| T19 | Build on our support for trans and non-binary staff and students Ensure all main UoY buildings | 100% of new buildings have all-gender toilets. Agreed timeframes for retrofitting 5 buildings by 2024 | Install appropriate toilets and facilities in all new buildings. | In line with the campus master plan. Began 2017 - updates as facilities added. | Oversight: Director of Estates and Campus Services Implementation | All-gender toilets introduced as standard in 100% of new buildings. Searchable item on campus map. | G |
| | | | Retrofit/re-assign existing toilets for use by all genders. | | | Other toilets in existing buildings were made more inclusive with 'all | |

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| | have all- gender toilet facilities. | | Location of toilets updated on interactive campus map, communicated to staff and students | | Director Estates. | genders welcome' signage. On-going changes to toilets and facilities updated on interactive campus maps to ensure accuracy. | G |
| T20 | Equality and inclusive practice for the 2021 REF and Institutional Code of Practice (CoP). | Staff involved in REF undertake EDI training, including UB training. Equality Impact Assessment undertaken and good EDI practice incorporated in CoP. Commitment to gender equality within environment statements. | UB training for all involved in REF 2021. Development of code of practice. | 2018 - 2021 | Oversight: PVC Research Implementation: REF operations group. | 100% internal REF panel members completed UB training. ASAP18 actions E6 and E15 (UB training) Codes of Practice produced and published. REF EIA completed. ASAP18 action E12 (EIAs) | |
| INSPIRE: Be a sector leader in gender equality by improving our practices and sharing our experiences and knowledge with others | | | | | | | |
| | Objective | Success criteria | Outputs/Milestones | Timeline | Owner | Progress | R A G |
| In1 | Learning from and sharing knowledge with others to positively | Working group established. Conference held by 2023, attracting | Establish a working group to drive these and other key gender equality activities. | By end 2020 | Oversight: Chair ASSG Implementation | Women in Research Network WiRN working group now comprises 5F staff. Annual conferences and events run. 9 events in 2019 (30 participants) to 2024 (90 | G |

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| | influence our own and others' gender equality practice. Establish an annual Women in Research conference and seek international expertise to help improve practice. | 100. Positive feedback from 80% of conference attendees. At least two new initiatives developed by ASSG as a result of each expert visit. Establish websites to advertise events and act as a repository for recordings of events/reports and information. | | | E&DO, Events Team. | participants). Women in Research Network (WiRN) 200+ members, positive feedback from 90%+. WiRN won the 2023 Inclusive impact 'Gender Inclusion Award'. New initiatives: Menopause awareness training: 1. 'Demystifying menopause' for all staff. Participation: 12 (23/24) / 28 (24/25) 2. 'Confidently Managing Menopause' for managers. Participation: 16 (23/24) / 15 (24/25) 2. #Menopause 'staff chat' slackchannel (258 members). 3. World Childless Week included in EDI Calendar, following feedback from F staff members. | |
| | | | WiR Conference delivered with talks from international experts. | Summer 2019 then annually | | | |
| | | | Feedback on visit/talk identify initiatives to take forward. | 2018 then annually | | | |
| | | | Recording or blog of visits/talks where appropriate (mindful of safe spaces). | 2019 then annually | | | |
| In2 | Establish a Gender Equality Fellow to lead on evidence-based practice. | Fellow to contribute to 1 national and 1 international conference on gender equality. Fellow to contribute findings and recommendations to ASSG and our | Gender Equality Fellow (GEF) appointed. | 2018 - 21 | Chair ASSG Implementation: Director CWS, E&D Office. | GEF successfully appointed (2018). Research 'Implementing equality and diversity principles in higher education' resulted in 3 conference papers, 1 journal paper and presentation to WiRN. | G |
| | | | Evidence based best-practice developed and disseminated to challenge and dismantle gender and | 2021 | | Co-creation of community storytelling project showcasing diverse experiences of the Covid-19 pandemic. | |

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| | | AS community. | intersectional inequalities at York and in the sector | | | | |
| In3 | To enable the continuation of science research careers. Create fellowships to support diversity in science. | Successfully recruit two fellows by summer 2020. Fellows complete 100% of DJ training and feedback positively on their experience. DJ Fellowships funding moved from AS to central UoY Co-Funding. | Establish 2 co-funded Daphne Jackson (DJ) Fellowships for returners to career in research. | Recruit 2018 for 2019 start | Oversight: Chair ASSG/PVC-R Implementation: ASC & Research Admin team | Funded and appointed x8 DJ fellowships 2019-2023. | G |
| | | | Fellow feedback incorporated into future planning for UoY support for research careers. | 2023 | | Co-funding of fellowships embedded in UoY Researcher budget (2023). | |
| In4 | To profile and celebrate women's contribution to UoY and community. "Women at York" event and exhibit/permanent display, celebrating women /diverse backgrounds. | Delivery of a high profile "Women at York" event and exhibit/ permanent display, celebrating the achievements of women from diverse backgrounds across UoY Double the number of buildings | Establish a working group, Develop exhibit/display. | 2019 | Oversight: Chair ASSG Implementation: Marketing & Events, E&DO, CWS, Director of Estates | Permanent display of women of UoY installed in main Heslington Hall 'Be the face of your story' to mark IWD 2023. | G |
| | | | Building naming protocols updated. | 2019 - 20 | | UoY community nominations process introduced, resulting in 2 new Colleges: 'David Kato' and 'Anne Lister' celebrating Women / LGBT+ figures in history and people connected to UoY. Doubled the number of buildings named after women from 4 (2020) to 8 (2024) | |

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| | | re/named after women | Complement with International Women's Day and Festival of Ideas (FOI) events. | 2019 /20 | | Annual ASSG sponsorship of gender equality lectures for Fol (£21,500 from 2019-24). | |
| In5 | Public and outreach activities represent societal diversity, and include challenging equality-centred content. Build the diversity of speakers to UoY events and honorary degrees. Ensure UoY's annual Festival of Ideas and York Talks includes equality-centred events for the community. Host annual gender equality/AS events and workshops, including IWD events. Guidelines | AS sponsored Soapbox Science events, Gender Equality events and sponsorship of Diverse and Inclusive speakers as part of Festival of Ideas. Annual IWD homepage to advertise events at UoY/nationally and internationally. Share information on the guidelines for providing inclusive and accessible events with staff and students, at AS Faculty Working Groups, ASSG and on the AS shared google drive. | Annual reporting and publicising by External Relations to ASSG of diversity of speakers, roles, honorary degrees. | Annually from 2018 - 2019 | Oversight: Director of External Relations Implementation: E&DO, Marketing & Events, FWGs, ASSG. | ASSG sponsorship of gender equality lecture in UoY Fol £21,500 from 2019-24. Creation of 'Of Women' Theme in Fol. Increased gender balance of Honorary graduands from 32.8%F in 2015-2018 (22F/45M) to 43.2%F from 2019-2024 (38F/50M). WiRN exceeds 200 members & won the Gender Equality award at Inclusive Impact Awards 2023. | G |
| | | | Run Soapbox Science events as part of Festival of Ideas (Fol). | 2018 - annual event. Inaugural lecture 2018. Annual series of events | | Annual sponsorship of 'Soapbox Science' as part of UoY Festival of Ideas 2019-2024. IWD homepage with annual events. 5 annual Women in Research Network Conferences 2019-2024. | |
| | | | Guidelines developed and available on the EDO web pages. | 2019 onwards | | Inclusive meetings and events Guidelines published 2019. | |

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| | developed to ensure events are inclusive and accessible. | Guidelines developed and available on the EDO web pages. | | | | | |
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2.1.2 Methodology: Implementation, evaluation and iteration

Following publication, the 2018-2025 plan (ASAP18) was managed by the AS coordinator with support from ASSG and YASSAT. Action owners were invited to provide updates for inclusion in EDIC reports and AS was included on HR management meeting agendas.

2.1.3 Agile adjustment

In response to the Covid-19 pandemic we developed objective E17. The objective was multi-faceted and included: a review of the Flexible Working Policy and amendment of the academic promotions individual circumstances form, a study to consider the gendered impact of the pandemic (**ASAP26: 7.2**), and enhanced provision for mental health support.

Objectives T3 and T5 were merged as both referred to senior academic diversity. Objectives T7 and T10, Academic Development and Assessment Centres (DACs) and gender representation, were merged into objective T2 to improve academic staff representation. The ASCS was delayed until 2023 (E7) and the application timeline for departments without AS awards was extended to 2025 (E1).

2.1.4 Amber and Red rated objectives

| Rating | Ref. | Rationale |
|--------|------|--|
| Red | E4 | This work was superseded by the extension of AS to include PSS departments in tandem with the institutional financial review and VS scheme. |
| Amber | E10 | Development activity was paused during the pandemic. Funding was reduced and limited to <i>ad hoc</i> participation. |
| Red | E11 | Work to diversify major committees was impacted by the pandemic and subsequent resource constraints. |
| Amber | T2 | Development Assessment Centres were not developed as the Talent Management Scheme (TMS) was intended to provide tailored development opportunities, including initiatives to diversify the leadership pipeline. Deputy HoD roles were paused pending workload allocation review. |
| | T4 | Engagement in mentoring schemes increased but work to target female professors and to track outcomes was not completed. |
| | T8 | Reward schemes were operational during the assessment period but progress to gather meaningful quantitative and qualitative data was limited. |
| | T9 | Career development activity, including 'Springboard' was delivered. Planned work to develop guidance and monitor progression was not completed. |

| | | |
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| | T11 | Planned development of a job share register and vacancy wording software was paused following reduced HR staffing. |
| Red | T13 | Work to enhance family-friendly / parental leave / flexible working policies was prioritised following VS. |

2.1.5 Barriers to success

i) Vague action plan with broad success metrics: Our 2018 plan was broad in scope and developmental in part, aiming to address systemic and cultural issues. Some objectives were poorly articulated with vague measures of success, with regressive actions.

ii) Inconsistent gender focused staff and stakeholder engagement: We relied initially on feedback gathered through existing engagement channels rather than developing tailored mechanisms, and had limited resources to analyse any available qualitative data through a gendered lens.

iii) Lack of systematic gender and equality data collection: We developed objectives assuming the availability and granularity of data sets by gender, without detailed consultation with system owners. Data, where available, was collected in various formats, with no single accessible platform, and data requirements were poorly defined leading to further delays in gathering useful intelligence and identification of gendered issues.

iv) Poor monitoring of actions and key deliverables: Progress relied on individual action holders and allies, many not consulted in the design of the 2018 plan, rather than those tasked with specific responsibility. Monitoring was not systematic.

v) Delays to strategic HR projects: The plan relied, in part, on the development and implementation of critical HR projects, most notably the Talent Management System (TMS) and data infrastructure. While fundamental to the future success of the institution, these have led to the cessation or diminution of talent pathways and, in particular, developmental support for PSS staff where there is a higher representation of F (App2 B4) Grades 3-5/ 68.3%F, Grades 6-8/ 59.8%F.

| | |
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| We are: | Presenting a future action plan with defined gender equality outcomes and measures of success, clearly articulated accountability and oversight and opportunities for review (ASAP26). |
| | Planning further gender focused listening exercises to hear and respond to staff and student concerns (ASAP26: 23.1 and 27.1.1). |
| | Developing business analytics, data dashboards, and mobile interface applications from which trends can be anticipated, tracked and reviewed by gender and other equality characteristics (ASAP26: 6). |

| | |
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| | Engaging with faculty and departmental WG's, action owners and relevant staff and student groups to ensure gender equality actions are co-created and ownership clearly assigned (ASAP26:16 and 18) |
| | Launching the gender inclusive (and exclusive) elements of the Talent Management System (TMS) (ASAP26: 20 and 21) . |

2.1.6 Facilitators and enablers

In preparing this application we have reflected on processes, projects and activity that has proved to be effective and impactful, further developing successful measures in support of our 2026-2031 ambitions. In particular, we identified these facilitators and enablers as key elements of successful project delivery (Table 5).

| Equality, Diversity and Inclusion training modules (ASAP18: E15 and T20) | |
|---|---|
| Enabler | Action |
| Gender equality role models and supportive senior leaders. | Introductory video content narrated by PVC, Enterprise, Partnerships and Engagement. |
| Defined resources for gender equality projects. | Workload allocation to develop, communicate, implement and monitor engagement with the new modules. |
| Tailored gender equality and EDI training and digital resources. | Mandatory EDI module available on the Learning Management System. Suite of additional modules (inequalities and oppression, harassment and sexual violence, being an ally and upstander, taking action). Reflective journals. |
| Gender focused staff and student network engagement. | Lived experience case studies provided by staff and students. |
| Evidence based practice and academic contribution. | Evidence based research (Professor Peter Hopkins, Newcastle University, intersectional theory). FWGs consultation. |
| Impact on gender equality | 95% of staff completed the enhanced EDI module (2024). 100% of REF panel members completed the additional modules. Survey results demonstrate overall positive sense of belonging (7.5/10F 7.3/10M) (ASCS: Q1) and support for gender equality (7.9/10F 8.2/10M) (ASCS: Q6) |

Table 5: Modelling successful approaches

2.1.7 Evaluating success and lessons learned

Despite external challenges presented by the pandemic and subsequent financial constraints, we have made significant inroads towards our gender equality ambitions. We have challenged assumptions, been bold in our drive to eradicate bullying, harassment and sexual violence, given voice to our trans and non-binary

community, supported those with family and caring commitments and provided tailored development to support those seeking advancement.

Our future action plan is bolder and more people centred and will build on what we have considered during the reflections of the last few months.

| | |
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| We are: | Reviewing our AS governance structures, providing transparent oversight, responsibility and action implementation (ASAP26: 16) |
| | Anticipating future change by adding a mid term gender equality risk assessment with the opportunity to adapt actions and add new stretch targets across the ASAP26 |
| | Determining specific quantitative, qualitative and impact data requirements for our proposed actions in the ASAP26. |
| | Developing digital tracking software to facilitate improved monitoring. |
| | Reviewing staff resources to lead institutional AS activity (ASAP26: 18) |

2.2 Successful progress towards the university’s key priorities

Since 2018 we have made significant progress in three key areas.

2.2.1 Nursery provision, family friendly policies and support for carers

Improving support for parents and carers (ASAP18: T12,14,15 and 16) was a focus of our 2018 application. We invested **£8.2 million in a campus nursery**, opened in 2024 (Figure 7), increasing **capacity from 39 to 94 and baby spaces from 9 to 30**. Nursery practitioners are qualified to Level 3 Early Years Educators Diploma, with three SENCOs providing an inclusive and accessible environment.

Our ‘Family Support Leave’ policy has been enhanced above statutory expectations over the award period. We recognise the importance of developing robust approaches to monitoring the gendered impact, equitable access and evaluate how our policies are supporting staff once implemented **(ASAP26: 1.1)**.


| Family support leave | Statutory / Employer - enhanced |
|--|--|
| Maternity, paternity/partner and adoption enhanced leave rights available from day one of employment. | Partly statutory |
| Increased paid paternity/partner leave from 2 to 6 weeks (in line with latest research ⁶); | Employer enhanced |
| Increased maternity and adoption pay from 18 to 26 weeks; | Employer enhanced |

⁶ “Leave in the lurch: Paternity leave, gender equality and the UK economy”, Centre for Progressive Policy / Pregnant then Screwed / Women in Data, June 2023. “Women in Work 2023 - Closing the Gender Pay Gap for good: A focus on the motherhood penalty”, PwC, March 2023.

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| 12 weeks paid leave provision for parents and those with parental responsibility who suffer the loss of a child before the age of 18; | Employer enhanced |
| Parents whose baby, under 28 days old, needs 7+ days of neonatal care, are offered 12 weeks paid neonatal care leave, in addition to other parental leave. | Partly statutory |

We introduced a carers fund in 2023. Individual applications worth <£350 for carers to access courses and events have totalled £2,927, **enabling 15 staff (86%F) with caring commitments to pursue their professional development goals.**

| | |
|--|--|
| <p>Action plan impact</p>  | <p>“Removing the barrier for carers to attend developmental events should improve the disproportionate effect that lack of available childcare has on women”.</p> <p style="text-align: right;"><i>Technician, (Female)</i></p> <p>“Praise given to the ways in which the university has adopted family friendly policies”.</p> <p style="text-align: right;"><i>Female academic, Social Sciences.</i></p> |
|--|--|



Capacity for 94 children:

- 3× baby rooms
- 1× toddler room
- 1× pre-school room








Features: sensory room; multi-activity space; private parent meeting room; dedicated outdoor learning spaces for each homebase; common allotment area, willow tunnel, and garden area with climbing facilities

Figure 7: Photographs of the UoY campus nursery.

| | |
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| <p>Action plan impact</p>  | <p>York Nursery is amazing. Our son's been here since he was 8 months old and they've looked after him so well. He has come on so much since starting here.</p> <p><i>Elizabeth, Student Services Administrator</i></p> |
|--|---|

The Midwifery UG programme team holds a **gold UNICEF baby friendly initiative (BFI) award**, revalidated in 2025, with plans to develop breast feeding facilities across campus. Antenatal **breastfeeding workshops are held monthly in the library**. In 2023 we opened a **family study room** (Figure 8), a dedicated space for students with children, **winner of the 'student innovation' competition**.

Family Study Room

Study room for students with children

Designed to support short study sessions

Designed for under-12s and available to all ages






Features for students: study desks and computer workstations



Features for children: books, toys, designated play area, specialist children's furniture.

Figure 8 : Photographs of the Family Study Room in the University Library.

| | |
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| <p>Action plan impact</p>  | <p>"I can bring the kids into the study room and not feel like I've got to arrange childcare".</p> <p style="text-align: center;"><i>Alex, MA student (Female)</i></p> <p>"The study room fosters a sense of belonging"</p> <p style="text-align: center;"><i>David, Faculty Engagement Manager</i></p> |
|--|---|

2.2.2 Embedding gender equality

We have established gender equality as a cornerstone of our institutional mission (Figure 9) and have made significant progress towards embedding gender equality since 2018.



Figure 9: Photograph of a seminar room graphic

Our institutional suite of AS awards (Figure 2) demonstrates commitment, progress and impact with four sector leading Gold departments continuing to innovate and share best practice (ASAP18: E1). Despite pausing PS departmental award activity, providing developmental support for departmental applications, renewals and upgrades, a diverse internal review panel will provide critical scrutiny while acting as ambassadors for our gender equality achievements (**ASAP26: 19**).

In 2022 we created the 'EDI exchange' and launched the University's Inclusive Impact awards (ASAP18: E4), with categories recognising people who demonstrate an innovative approach to promoting and advancing gender equality and inclusivity. The 2025 Phoenix award was presented to Raj Mann by the Vice-Chancellor (Figure 10) for their outstanding contribution to EDI and wellbeing, supporting many female staff and students through: bereavement, global conflict, and mentoring many female staff and PGRs in their professional development.



Figure 10: Kiran Trehan, Pro-Vice-Chancellor, and Professor Charlie Jeffery, Vice-Chancellor and President, presenting 2025 Inclusive Impact award to Raj Mann.

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Our EDI research centre is developing our understanding of intersectional inequality through projects including 'A gender inclusive approach to global equity' and 'Fostering authorship, inclusion and representation in global health research' (ASAP18: E9).

The impact of our work is tangible, with senior colleagues (Figure 11) recognising and embracing the cultural shift we are making towards gender equality. The 2023 AS culture survey suggests a high degree of confidence (7.9F/8.2M) in departmental leaders supporting gender equality (ASCS: Q6).

“A university for public good means that EDI is not simply part of our history but is vital for a vibrant future.”
Professor Kiran Trehan
Pro-Vice-Chancellor for Enterprise, Partnerships and Engagement

“I’m a really passionate believer in education being this incredibly powerful force for good, and that being educated in a diverse, global environment can only be the best possible experience - and I know that from my own personal background.”
Joan Concannon
Chief Reputation and Stakeholder Relations Officer

“The University has a rich tradition of social justice, which is so very important to me and close to my heart. I am deeply humbled and excited to be here and look forward to supporting the team here in their endeavour to remove barriers and to build inclusiveness, to develop partnerships and bring collaborations to benefit generations to come.”
Heather Melville
University Chancellor

“I have been heavily involved in equality, diversity and inclusion work, focusing on gender in academia through Chemistry’s Gold Athena Swan award. My Rainbow Alliance Co-Chair and I make ourselves available to sit on recruitment panels for high-level University positions, and it has been great to see unconscious bias observers used for recent head of department appointments, including my own.”
Dr Derek Wann
Head of the Department of Chemistry and Co-Chair of the University’s Rainbow Alliance


“Generation Research is a response to the question of who is going to be our next generation of scientists. Who do we want them to be? Generation research is an active response that addresses these questions. We directly tackle issues of diversity and inclusivity with the overall aim of changing the way we offer training experiences to our potential future scientists, by removing the barriers found in voluntary, unpaid experience opportunities.”
Dr Jillian Barlow
Senior Lecturer on the Department of Biology and Director of Generation Research

Figure 11: Examples of leaders championing an equitable and gender inclusive university culture.


2.2.3 Improving diversity in leadership roles

In our previous action plan we committed to gender equality on our boards and committees, setting a target of 40% female representation for groups of >10. UEB led this challenge, further increasing **female representation from 47% in 2018 to 50% by 2024. We appointed females to senior positions, notably Chancellor and Chair of Council** but have not established a benchmark for other senior boards.

Although we delayed the TMS launch (**ASAP26:20 and 21**) we can demonstrate considerable progress in supporting women to develop their leadership careers and aspirations (ASAP18: T2,T3 and T4). Across **32 cohorts, 445 staff (56.2%F) completed our ‘Collaborative’ and ‘Strategic’ leadership programmes**. In the same period (2017-2024) the number of **female HoDs increased from 22% to 43%**, leadership programme participation being cited by 74% of successful appointees as instrumental in their confidence to apply for a leadership role.

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|  | <p>“I liked the use of models to demonstrate key concepts and whilst it was a bit uncomfortable initially the live co-coaching sessions were really useful. I liked the presentations from senior managers, it was good to see them in action and have a chance to ask questions. The course neatly brought together a number of leadership and collaboration skills and models into a cohesive well thought through number of sessions”.</p> <p><i>Collaborative Leadership’ programme participant</i></p> |
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The University, together with the Universities of Sheffield and Leeds, has actively participated in the White Rose Equity in Leadership career-progression programme, which is designed to support Global Majority talent across academia and professional services. The first cohort of the programme, while small in number (6) (5F/1M), provided similarly positive feedback as did participants at WiR network and ‘Springboard’ events:

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|  | <p>“Participating in the White Rose Equity in Leadership Programme was a true privilege that connected me with remarkable women from global majority backgrounds. Their brilliance and untapped potential have inspired me to consider a senior leadership role I once thought was beyond my reach”.</p> <p><i>Jan, Professor of Language Education</i></p> <p>“The EiL programme gave me the confidence to pursue a higher career goal and take on an opportunity when a door opened to become a Non Executive Director at a large organisation”.</p> <p><i>Rukmal, Knowledge Transfer Manager</i></p> |
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|  | <p>“The networking opportunities and communication tasks have boosted my confidence when talking to new people, expressing my ideas and points of view”</p> <p>“I feel more confident about job applications and interviews and in making positive steps towards the career I want”</p> <p><i>Participants in ‘Springboard’ and WiR events</i></p> |
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Aiming to challenge the narrative around under-represented groups, our ‘Breaking Barriers’ podcast series (Figure 12) showcases female founders, leaders and allies across the region. Contributions from York professoriate role models and honorary graduates (App2: 9.3) are aimed to further dismantle perceived barriers to promotion, the proportion of **female professors having increased from 25.1% in 2017/18 to 34.9% in 2023/24 (App2: 2.4)**, including the appointment of two female professors in Physics, Engineering and Technology (PET).



Figure 12: Image of Breaking Barriers podcast.

While enhancing developmental opportunities and increasing the proportion of female professors we have continued to make progress in reducing structural barriers in academic promotions processes (ASAP18:T3 and T5), although we recognise there is more to do to minimise barriers to progression (**ASAP26: 24 and 25**). This success is due to a number of factors: UB training for all departmental and institutional promotions panel members, inclusive application measures including the adoption of individual circumstances submissions, Q+A sessions for prospective applicants, and reverse mentoring partnerships between staff and senior leaders.

While success may be attributed to individuals, teams and institutional strategies there are three recurring contributory factors that, if adopted, would enhance other UoY priorities. These AS successes have all been funded, either with human or financial resources, development activity has been designed for a specific audience, and personal circumstances have been identified and considered.

Section 3: An assessment of the university's gender equality context

3.1 Culture, inclusion and belonging

Awarded Community University of the Year⁷, we are advancing our Community Without Limits (CWL) Framework, one of four strategic aims (Figure 13). CWL articulates our commitment to building a diverse community, fostering a sense of belonging, an inclusive environment and culture where every member of our community can thrive. These ambitions directly complement our gender and wider EDI work.

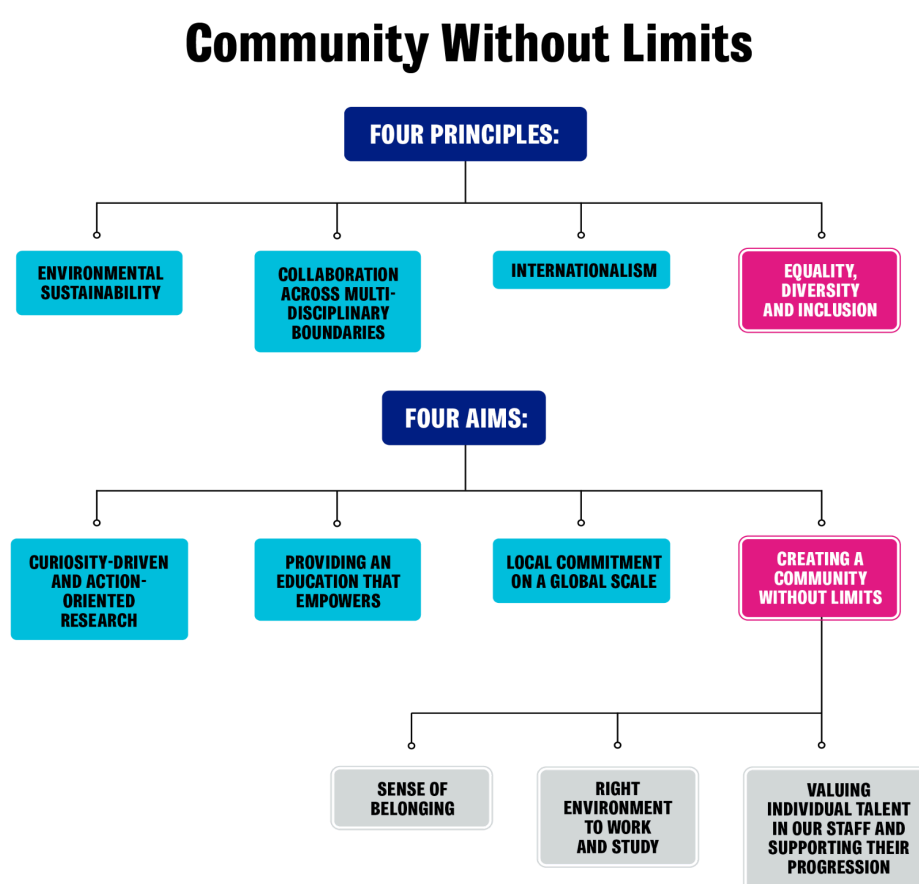


Figure 13: Community Without Limits Framework, UoY strategic principles and aims (Pink and Grey boxes emphasize where EDI aligns to the Framework)

Our future action plan aligns to the three facets of CWL, ensuring our gender equality ambitions are embedded, visible and prioritised across university activity. The priorities within our plan are informed by local evidence base sources, drawn

⁷ Daily Mail University Guide 2026

from staff experience surveys, internal studies, listening exercises, FWG observations and shaped by national and global gender equality issues.

3.2 Key priorities

Our action plan reflects our sustained commitment to creating an inclusive and equitable institutional culture. We will further embed gender equality through the following thematic areas:


| ASAP26 priority areas (section) | Alignment to CWL framework (fig. 13) |
|---|---|
| Enhancing data infrastructure and HR policies to support gender equality (section 3.2.1) | Right environment to work and study |
| Preventing bullying, harassment and sexual misconduct through evidence-led action (section 3.2.2) | Sense of belonging |
| Strengthened governance and workload structures for advancing gender equality (section 3.3.3) | Right environment to work and study |
| Advancing inclusive pathways for talent, development and promotion (section 3.2.4) | Valuing individual talent in our staff, supporting their progression |
| Strengthening compassionate support for carers and wellbeing across the institution (section 3.2.5) | Sense of belonging |
| Ensuring transparent and fair reward and recognition frameworks (section 3.2.6) | Valuing individual talent in our staff and supporting their progression |
| Fostering belonging through inclusive culture and practice (section 3.2.7) | Sense of belonging |

3.2.1 Enhancing data infrastructure and HR policies to support gender equality.

Our suite of policies has evolved, providing more detailed and nuanced guidance, supporting, developing and protecting all those in our diverse community. We have accelerated engagement with EIAs, assessing the likely impact of new policies and processes on those with protected characteristics or for example care responsibilities, yet know we need to develop more robust approaches to track the gendered impact post implementation (**ASAP26: 1.1 and 2.1**). We will continue to consult with staff and student groups, senior leaders, TUs and equality networks to embed this work.

Access to accurate, timely and robust gender and intersectional data is fundamental to enhancing our understanding of the diversity of our community, their experiences and contributions (section 2.1). Building data-driven, impact-oriented goals and measures is a UoY strategic EDI objective (2024-2030). We lack robust

intersectional data relating to, for example, academic promotions (App2. 8) , B&H reporting, committee membership, PDR completions and reward scheme outcomes (App2. 9). We will work at pace to implement the infrastructure to facilitate this work **(ASAP26: 5, 6, 17 and 33)**.

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|  | <p>“Understanding intersectionality is challenging at department level as university data is not often available. These data should be used to identify where the gender related issues faced by staff and students are magnified by intersection with other factors, and generate ideas to mitigate these issues”.</p> <p style="text-align: center;">Sciences Faculty Working Group feedback</p> |
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Challenges remain in levels of staff engagement (ASCS 28% response rate, 2023/ check-in survey 40%, 2025). Discipline specific issues arising from departmental AS culture surveys are underutilised in developing our institutional understanding of gender equality themes. We will continue to develop innovative and timely feedback mechanisms, including listening exercises, exploring key themes alongside a deeper dive through a biennial culture survey **(ASAP26:3.3)**.

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| Issue | Methods of qualitative and quantitative gender and intersectional data collection lack consistency and robustness. |
| Objective | Develop a transparent and consistent approach to gender and intersectional data collection, analysis and reporting, enabling evidence driven decisions that enhance equality practice. |
| (ASAP26) Action number | <p>1.1 Identify priority policy areas and schedule for pulse surveying to evaluate HR policy/practice effectiveness by gender. Topics to include parental leave/returner experiences, flexible working and family friendly policies.</p> <p>1.2 Build automatic prompts into existing HR systems (e.g. ZenDesk) to target relevant staff for anonymised feedback at key points, e.g. by gender / intersectional groups, staff returning from parental leave, and applying for flexible working.</p> <p>5.1 Analyse key datasets including gender and ethnicity pay, promotions data and experience of B&H with an intersectional lens to establish future actions.</p> <p>17.1 Create a dashboard to establish baseline gender and intersectional data, monitor ongoing membership of UEB, Senate, Council and key university committees.</p> <p>19.1.3 Explore options for an AS ‘self-service data dashboard’ accessible to AS leads, HoDs and Deans.</p> |


3.2.2 Preventing bullying, harassment and sexual misconduct through evidence led action.

Incidents of bullying, harassment and sexual misconduct, however isolated, are unacceptable. We are providing education to tackle unsafe behaviours and revised

our Dignity at Work and Study (DAWS) Policy in 2025 (ASAP18:E16) outlining procedures for dealing with reported incidents.

The Report and Support (R&S) platform, launched for students in 2020 and staff in 2022, provides resources, links to our 'safezone' app, and a portal for reporting incidents of bullying, harassment and sexual misconduct. The platform has contributed to increased reports from 395 in 2023 (213F/88M) to 486 in 2024. While this suggests greater awareness and confidence in institutional processes, the data indicates a gendered pattern. F accounts for the majority of the reports (243F: 2024 vs 104M) and survey results show M report slightly higher satisfaction across faculties with how bullying and harassment (B&H) is addressed (ACSS: Q19.6). Together, these findings suggest a gender disparity in both exposure to harassment and confidence in departmental responses, highlighting the need for targeted action to strengthen safety, trust and outcomes for women and under-represented groups.

Our trained team of dignity contacts and sexual violence liaison officers provide confidential support and guidance, strengthening a culture of belonging across the York community. Our 'Preventing sexual harassment and misconduct at York' training module, introduced in 2025, was completed by 4302 staff (75%) (**ASAP26: 14.1**) and we have developed active bystander training for students.

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|  | <p>"If I didn't have the SVLO to talk to or this place to go to I would have struggled with this for much much longer and it would have affected my studies even more. I wouldn't have had the bravery to talk to someone outside of the uni to get help about it.</p> <p style="text-align: right;">Feedback from student user of the SVLO service</p> |
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Dr Anna Bull, Senior Lecturer in Social Sciences, explores the prevalence of sexual and gender-based violence in higher education settings on the York sexual violence research podcast. Analysis suggests that power imbalances, entrenched hierarchies, and lack of oversight means survivors are often silenced while perpetrators go unchallenged. To provide context and mitigate against potential power imbalances in staff and student relationships we are reviewing our 'Personal Relationships' policy and planning an awareness raising campaign (**ASAP26: 14.2**).

The ASCS shows that overall experiences of B&H are low across staff (1.2/10) (App1:Q16.1), although scores for those witnessing B&H are higher for all staff (1.8/10) (App1: Q17.1), particularly in Arts and Humanities (2.1/10F and 2.3/10M). Intersectional analysis highlights important gendered disparities in how B&H is experienced and observed.

- Female carers 1.9/10 (App1:Q16.4) and 2.6/10 (App1:Q17.4)
- BME Females 1.8/10 (App1:Q16.3)

This indicates that gender intersects with caring responsibilities and ethnicity to increase experiences of B&H. Other characteristics that show elevated scores:

- Disabled men (mental health condition) 2.7/10 (App1:Q16.4) and 3.5/10

(App1:Q17.4)

- Gay men 1.7/10 (App1:Q16.5) and 2.5/10 (App1:Q17.5)
- Non-binary colleagues 2.1/10 (App1:Q16.5) and 3.1/10 (App1:Q17.5)

A listening exercise conducted by the Rainbow Alliance network in 2023 found LGBTQ+ staff sometimes feel isolated and are unclear about how to access support around discrimination. ASCS data (App1:Q18.5) reflects these findings, indicating slightly lower levels of knowledge of how to report B&H among staff in Arts and Humanities Faculty (App1:Q18.1).

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| Issue | Higher levels of B&H and sexual misconduct are experienced by specific gendered and intersectional groups. Gender identity, ethnicity, caring responsibility and disability (mental health) are factors leading to a higher likelihood of experiencing inappropriate behaviour. |
| Objective | Prevent and address bullying, harassment and sexual violence and strengthen confidence in reporting and support among gendered and intersectional groups, while empowering all staff to challenge inequity and uphold dignity and respect across all Faculties and Services. |
| (ASAP26) Action number | <p>10.2 Establish clear institutional mechanisms and responsibilities for identifying and addressing key gendered and intersectional risks from B&H data.</p> <p>11.1 Embed gender specific B&H content in Line Management Fundamentals Training to clarify responsibilities.</p> <p>11.2 Embed gender informed scenarios and content in mandatory Harassment training for all staff (ref ASAP26:14).</p> <p>11.3 Develop and pilot departmental activities, including shared values statements and facilitated discussions, to help staff to diagnose local causes and take action to reduce harassment and promote inclusive team cultures.</p> <p>12.1 Develop a single source webpage signposting staff to all avenues for reporting harassment and bullying, including access to support, aligned to the new duties to prevent sexual harassment under the Worker Protection Act (WPA).</p> <p>12.2 Instigate annual emails to all staff reminding them of sources of support and avenues for reporting harassment and bullying, with targeted messages aligned to the WPA comms plan.</p> <p>13.1 Enhance resources for Dignity Contacts to raise awareness of experiences of the gendered and intersectional experiences of BH, provide tools to help reassure/ provide clarity to staff and line managers about DC roles, and responsibilities.</p> <p>13.2 Collaborate with staff equality networks to co-create resources, identify interventions and targeted support for diverse staff groups (including intersectional staff groups identified through the analysis of ASCS)</p> |


Data relating to staff reports of bullying, harassment and sexual misconduct is not routinely collated by HR, thus reports are purely numerical without opportunity for trend analysis and action identification.

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| Issue | Trend analysis of B&H and sexual misconduct by gender and other intersectional characteristics is not routinely undertaken, limiting institutional understanding of staff experiences and priority areas of targeted action. |
| Objective | Improve the quality of data input, collection, analysis and reporting in existing HR systems to enable robust gender and intersectional analysis of B&H and sexual misconduct. |
| (ASAP26) Action number | <p>8.1 Review and test existing options for collating and reporting on B&H data, including disaggregation capabilities.</p> <p>8.2 Identify options for improving staff misconduct data input and collection, analysis and reporting of B&H reports in HR systems.</p> <p>8.3 Establish baseline B&H data by gender and intersectional datasets.</p> <p>9.1 Implement a process for standardised recording, analysing and reporting staff misconduct (inc B&H) data, which includes gender and intersectional fields.</p> <p>9.2 Procure and implement a dedicated Case Management system with comprehensive reporting capability as part of the HR Transformation Project.</p> <p>10.1 Build on good practice of reporting on student misconduct data by implementing annual reporting of EDI-related staff misconduct incidents and outcomes to EDIC.</p> <p>10.2 Establish clear institutional mechanisms and responsibilities for identifying and addressing key gendered and intersectional risks from B&H data.</p> |

3.2.3 Strengthened governance and workload structures for advancing gender equality.

Accelerated departmental gender equality activity, increased demands associated with AS award applications (Figure 2), financial restraint and a reduced workforce necessitated a review of our governance arrangements in 2023. This aimed to streamline bureaucracy while strengthening monitoring and leadership oversight and recognition of contributions.

Workload remains a sector-wide concern, and our evidence highlights inconsistency in how gender inequality and wider EDI work is allocated and recognised. Feedback from our AS FWGs and responses to ASCS suggest some gendered inequity in terms of workload (App1:Q9). Female academics, researchers and managers are less confident (6.8/10) (App1:Q9.1) than male colleagues (7.2/10) that EDI workload is allocated fairly. Non-binary staff responded less positively that *'EDI in work is recognised when workload is allocated'* (5.7/10) (App1:Q9.5) while BME Male were slightly more positive (7.8/10) (App1:Q9.3) than White Male colleagues (7.2/10).

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|  | <p>"Improving gender representation at all levels, going beyond the gender binaries as female/male to include transgender, queer and others". "Consistency and guidance around EDI work and mitigating for workload inequity". Feedback from Arts and Humanities FWG consultation, 2025.</p> |
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We will establish an Athena Swan implementation group (**ASAP26:16**) to provide oversight of our gender equality ambitions, including monitoring progress and undertaking risk assessments. Working collaboratively with Faculty EDI groups and UEB sponsors, the group will provide leadership and advocacy for gender equality, and develop a universal framework recognising the contribution of individuals in gender equality and ensuring wider EDI work is recognised in workload models, PDR and developmental plans, academic promotion and progression for PS colleagues (**ASAP26: 18.1**).

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| Issue | Gender equality and wider EDI work is inconsistently allocated and insufficiently recognised across workload models. |
| Objective | Establish clear governance and a consistent institutional framework to ensure gender equality and wider EDI contributions are equitably allocated and recognised. |
| (ASAP26) Action number | <p>16.1 Consult, develop and implement an enhanced institutional EDI governance structure, with inclusive membership. ToR to include oversight, monitoring and resourcing of EDI and AS, succession planning, rotating chair and observers.</p> <p>18.1 Consult with Gold AS departments, equality networks and EDI chairs to develop a 'universal' framework for EDI/AS workload across the University for Faculty/UEB approval.</p> <p>18.2 Phased implementation of the framework across academic and PS departments, reviewed through PDR.</p> |

3.2.4 Building inclusive pathways for talent, development and promotion.

Since 2018 our focus on professional development, underpinned by a robust mentoring scheme and supported by senior role models, has remained strong (see 2.2.3). Flexible delivery, precipitated by the pandemic, has enhanced our offer with hybrid approaches continuing to offer participants tailored opportunities.

Performance Development and Review (PDR) is a fundamental part of our developmental framework, providing staff and managers with structured opportunities to review progress and identify support needs. However, HR data indicates an overall decline in participation from 71% in 2018 to 58% in 2024, with ASCS feedback (Q23) indicating reduced confidence in the process. Staff on T&S contracts report low usefulness of PDR (6.6/10F and 6.3/10M) and male PS staff on grades 3-5 finding the scheme the least effective (6.1/10M). The large number of direct reports in some academic departments create workload pressures for HoDs, contributing to the decline in PDR participation.

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|  | <p>“Professional development talks - partnering junior staff with more senior staff to have proactive and planned career development discussions (particularly for academic staff where line managers have a huge number of direct reports)” Academic, Social Sciences, Male.</p> |
|  | <p>“HoDs should have ‘trackers’ to enable them to follow individual trajectories and spot opportunities to encourage marginalised colleagues to take up leadership roles or to be able to spot ‘gaps’ in colleagues’ profiles where they can proactively offer opportunities” HoD, Social Sciences, Female.</p> |

There are limited progression routes for PS staff. This issue disproportionately affects female dominated areas such as technical services, where women are strongly represented across grades 1-8 (App2. B4). Advancement is largely dependent on applying for higher-graded roles or through job regrading following HERA analysis. Although women applying for senior PS roles are shortlisted in comparable proportions to men (App2: 7.2) (44.8%F and 55.2%M) they are less likely to be appointed (App2: 7.3) (38.9%F and 61.1%M). This highlights structural barriers to career progression and a gendered disparity in recruitment outcomes.

Our talent management scheme (Figure 14) has been developed through rigorous consultation and will be launched in early 2026. The scheme takes a comprehensive approach to development, incorporating a refreshed approach to PDR, succession planning for academic staff and PS leadership roles, talent pipelines for PS staff and it is aligned to the CWL behavioural framework.

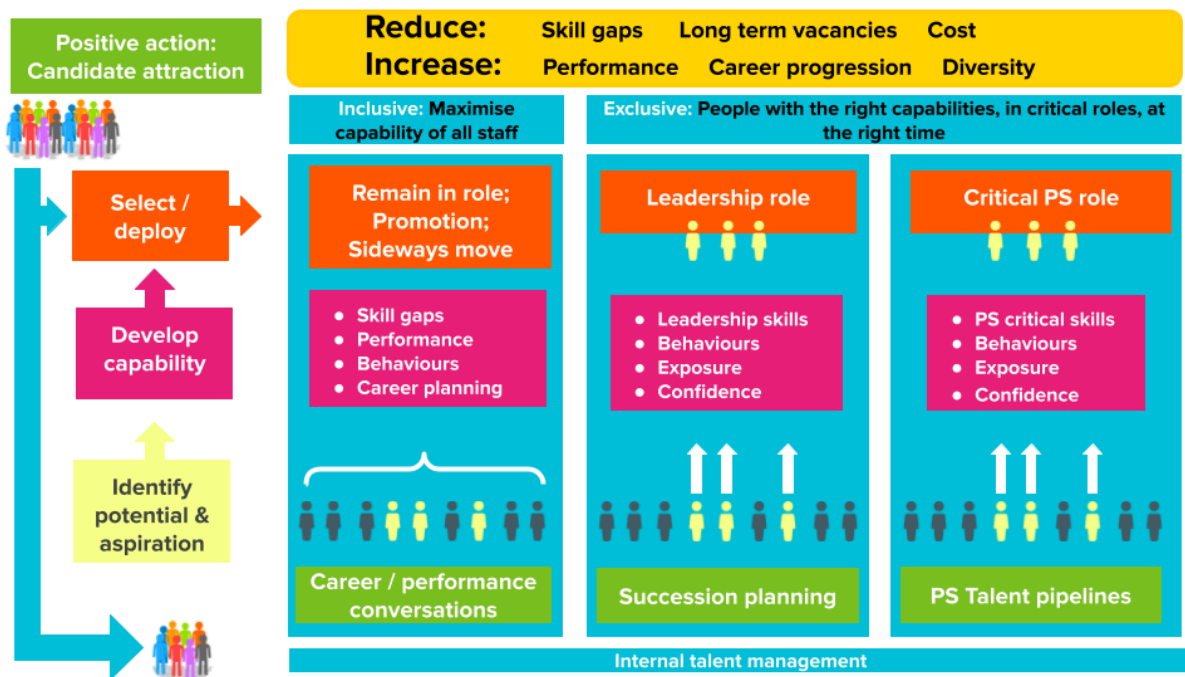


Figure 14: Talent Management Scheme graphic

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| Issue | Women in female dominated PS roles face structural barriers to progression. Compounded by declining participation and lower perceived usefulness of PDR and inconsistent development opportunities. |
| Objective | To strengthen equitable career development and progression for women and under-represented groups through effective PDR, clear progression routes and fair appointment and promotions process. |
| (ASAP26) Action number | <p>20.1 Launch inclusive institutional talent management scheme (TMS) to support equitable progression.</p> <p>20.1.1 Support all staff to have fair and effective career and performance conversations with line managers that recognise different experiences and gendered barriers to progressions.</p> <p>20.1.2 Develop illustrative examples of successful career progression that highlight diverse gendered experiences including ‘career tree’ videos and role specific guidance, for technicians, PS and academic staff.</p> <p>20.1.3 Collect and analyse data on the take-up of professional support schemes for women, BAME and LGBTQ+ staff and other under-represented groups.</p> <p>20.1.4 Embed the Community without Limits behavioural framework aligned and embedded to our AS actions (section 3.1).</p> <p>20.1.5 Publish a centralised web page of development resources on inclusive progression.</p> <p>20.1.6 Develop a digital platform to record qualifications, skills and experience.</p> |

The EDIC annual report on academic promotions (2023/24) and promotions data (App2. 8.1) highlight several gendered patterns in promotion applications, success rates and senior representation that continue to shape academic progression:

- 1. Gendered patterns in promotion application:** Although applications from female staff increased from 8.2% to 10.6% (App2. 8.1.1) of the eligible population, they remain lower than the male application rate (12.1%). This may suggest that women may be less inclined to put themselves forward for promotion. The fact that women's success rates remain high (87.1% compared to 80.7%M) (App2. 8.1.2) reinforces the point that women may be applying when they meet all criteria. Lower application rates, coupled with higher success rates, may reflect self-reflection issues rather than capability issues.

Women's professorial success rates increased slightly (83.3% to 84.6%) (App2. 8.1.3). However the overall numbers of female applicants remain small compared to male applicants, feeding into the institution's pipeline challenges.

By contrast, the success rate for male professorial promotion decreased substantially from 95.6% to 75.8% (App2. 8.1.4), this may be due to changes in promotions criteria, expectations at senior level or a changing demography within the application pool.

2. **BAME Staff progression:** The EDIC report also highlights applications from BAME staff increased from 10% to 12.1% of the eligible population, success rates dropped significantly from 96% to 76%. The absence of intersectional data presents challenges in identifying intersectional structural inequalities.
3. **Representation at Senior Levels:** The proportion of female professors increased from **25.1% in 2017 to 34.9% in 2024 (App2: 2.4), exceeding the HESA benchmark of 32% (2023/24)**. Whilst this is positive women still constitute only 1/3 of Professors. The data confirms continued segregation (impacting gender pay gaps and diversity in senior leadership). Differences strongly exist in female professor representation by faculty:
Social Sciences: 43.3% Vs Science: 27.3%.
4. **Progression rates:** The EDIC report claims that there is little / no gender inequality in the time taken to achieve promotion. However the data alone may obscure lived experiences in academia (e.g time off for maternity leave, care leave, P/T working or fixed term contracts).
5. **Gender Pay Gap:** The gender pay gap remains at 15.3% (2024), with only 37% of senior grade quartiles being female.

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| Issue | There is under-representation of women in senior academic roles, particularly in the professoriate. This structural imbalance contributes to the Gender Pay Gap, as women remain concentrated in lower graded quartiles. |
| Objective | Enhance targeted support for female academics identified as future senior lecturers, readers and professors and reduce systemic barriers to promotion. |
| (ASAP26) Action number | <p>24.1 Run data informed workshops with senior managers to explore and tackle gender and intersectional barriers in the progression pipeline. Faculty dashboard data to include progression by gender, ethnicity and disability.</p> <p>24.2 Introduce structured PDR meetings with potential applicants to assess readiness for promotion and identify personalised developmental support.</p> <p>24.3 Actively promote the benefits of participation in the UoY mentoring scheme to academic staff considering promotions. Emphasising the benefits to under-represented groups.</p> <p>24.4 Allocate senior mentors for professorial applicants as part of PDR developmental plan. Mentoring to commence at least 6 months prior to the application deadline.</p> |


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| | <p>24.5 Design and deliver developmental workshops for potential applicants at current SL and Reader level. Flexible delivery to accommodate in-person and remote working, alternate dates/times.</p> <p>24.6 Participate in the Leverhulme ‘Playing the Career Game funded project, targeted career development initiative for women.</p> <p>24.7 Promote, with allocated workload time, faculty writing workshops where applicants work with critical friends to hone applications.</p> <p>24.7.1 Faculties to consider tailored writing workshops where the data indicates a reduced level of success for male professorial applicants and BAME staff.</p> <p>25.1 - 25.1.6 Review the academic promotions process and documentation to reduce systemic barriers to participation for Female and underrepresented groups</p> |
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3.2.5 Strengthening compassionate support for carers and wellbeing across the institution.


Taking collective action supported by inclusive leaders, to understand and reduce the gendered aspects of caring for others while actively supporting our staff is a core focus of our future action plan.

Since 2018 we have introduced a comprehensive package of maternity, family and caring support (section 2.2.1) and will continue to support job share opportunities (**ASAP26: 26.2**). We recognise we have further work to do in reducing persistent inequalities experienced by care givers, and are committed to addressing this through targeted action.

To strengthen organisational support, we are reviewing our ‘Special leave’ and ‘Flexible Working’ policies (**ASAP26: 26.3**). We are also developing a digital repository of case studies, sharing lived experiences and to challenge negative assumptions associated with staff who provide care (**ASAP26: 26.4**).

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|  | <p>“I believe that we need to address the disproportionate effect that lack of affordable childcare has on women. The University already has financial programmes in place to support international staff with visa and healthcare costs, as well as retention schemes for various staff groups, and I believe we should investigate similar programmes to support women impacted by the high costs of childcare”.</p> <p style="text-align: right;">Technician, Arts and Humanities, Female.</p> |
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|  | <p>“There is inconsistency in the approach to supporting staff with parental and other caring needs. There was praise given to the many ways in which the university has adopted family-friendly policies, but many staff felt that this was in tension with policies around, say, bank holidays and other school holidays where staff are expected to work and arranging child care is extremely challenging”.</p> <p style="text-align: right;">Academic, Arts and Humanities, Male.</p> |
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|  | <p>“There needs to be more scope around care, particularly that of ageing parents, including the allowance for grieving”.</p> <p style="text-align: right;">PSS, Arts and Humanities, Male.</p> |
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Career progression, workload flexibility and job security can disadvantage women who are more likely to hold primary responsibilities for childcare⁸. Women are nearly four times more likely than men to be engaged on casual (associate) contracts without the benefits afforded to permanent members of staff, whether part or full time (Figure 15). This represents barriers to retention and career development.

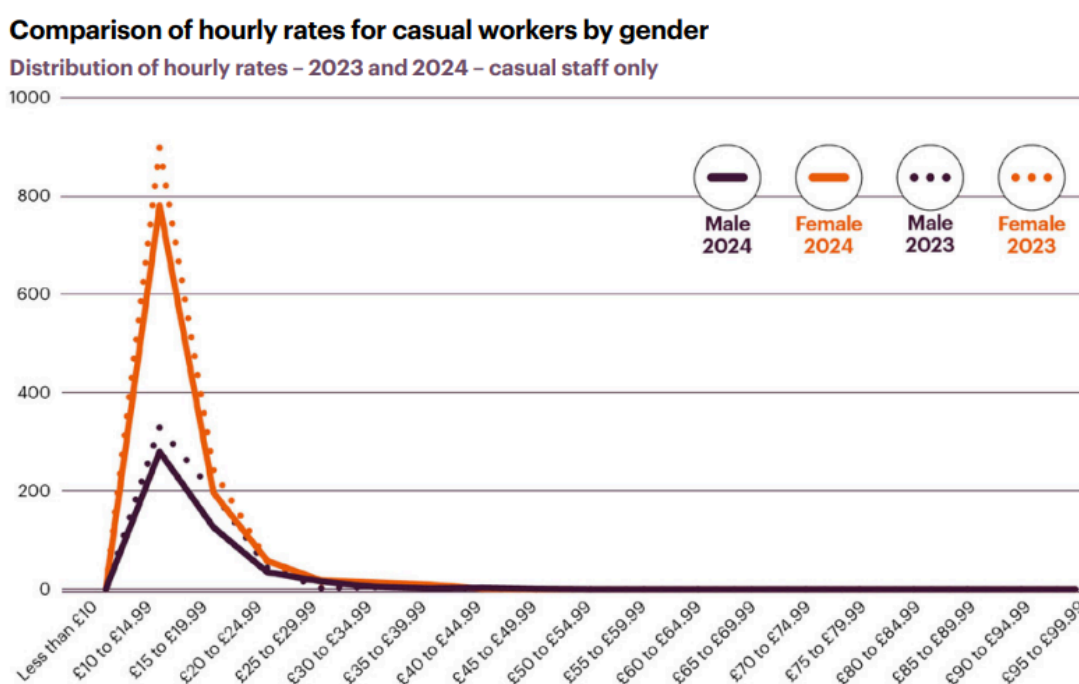


Figure 15: Comparison of hourly rates for UoY casual workers by gender

Ten members of research staff (60%F) have been selected as national panel members for REF 2029. To ensure equitable internal decision making, we are developing training for internal REF panel members to inform their deliberations **(ASAP26: 30.1)**. We will actively promote submission of individual circumstances forms as part of the enhanced academic promotions process ensuring that gendered aspects of care responsibilities are acknowledged, while maintaining focus on the quality of outputs.

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| Issue | Care givers experience of work may be diminished as a direct result of providing care. These directly impact women's career progression, job security and wellbeing. |
| Objective | To gain a deeper understanding of how care responsibilities shape retention, progression and recognition within our institution, and to |

⁸ 'Let's call time on the part time penalty', Working Families, 2023.

| | |
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| | eliminate structural inequalities that disadvantage care givers. |
| (ASAP26) Action number | <p>23.2 Convene a working group to explore the experiences of hourly paid females and the impact of caring responsibilities on future employment.</p> <p>26.2.2 Collect and analyse data on the take-up of job shares by gender, ethnicity, disability and sexual orientation.</p> <p>26.4 Develop a digital repository of case studies (podcast & video) sharing diverse experiences of staff, including senior leaders, who have taken, and returned from, caring or parental leave.</p> <p>27.1 Establish a working group to gather information on where and how care responsibilities impact retention, recognition and progression for staff of all genders.</p> <p>27.1.1 Facilitate gender focused ‘Listening Exercises’ to gather qualitative data on lived experiences.</p> <p>27.1.2 Review take-up of the carers fund and eligibility criteria.</p> |

Staff feedback and outcomes from our WiR conference highlighted support for those experiencing menopause has improved but is currently ad-hoc across the university (ASAP18: In1). We will develop a structured menopause action plan in consultation with staff and embed these in wellbeing related policies to ensure consistency and compassionate support (ASAP26: 28).

Survey data indicates varying awareness of, and confidence in accessing mental health and wellbeing support. PS staff report higher awareness than the university average, but levels are notably lower among fixed-term part time staff (6.7/10) (ASCS: Q26.2) and particularly among non-binary staff (5.4/10)(ASCS: Q26.5) . Confidence in seeking support shows a similar pattern, with a sharp decline among non-binary staff (4.5/10) (ASCS: Q27.5). These findings show that some groups feel significantly less supported and less able to access available provision.

We will therefore improve targeted signposting and communication to increase awareness and confidence in using wellbeing support.

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| Issue | Support for staff experiencing menopause or access to mental health and wellbeing support is inconsistent, and not fully embedded in policy and guidance. |
| Objective | To develop and implement a comprehensive Menopause action plan which is embedded in wellbeing related policies that are communicated widely to ensure consistent, compassionate and accessible support. |
| (ASAP26) Action number | <p>28.1 Consult, draft and publish a Menopause action plan⁹ including resources, support, practical adjustments and dress codes.</p> <p>28.2 Raise awareness of the UoY menopause ‘Slack’ channel and web resources through the ‘staff digest’ and other comms channels.</p> <p>28.3 Embed guidance and support for staff and managers into key policies including induction, sickness and flexible working.</p> |

⁹ Key implementation of the Employment Rights Bill

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| | <p>29.1 Promote the annual Environment and Geography wellbeing fair, providing managers with guidance to enable staff to attend.</p> <p>29.2 Actively promote the UoY wellbeing calendar, national care leavers month and departmental wellbeing initiatives through Staff digest and related comms channels.</p> <p>29.3 HR Wellbeing project group (first reported to UEB October 2025) to review scope of activity and identify future actions.</p> |
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3.2.6 Ensuring transparent and fair reward and recognition frameworks.

The university operates a small number of reward and recognition schemes, namely:

- Rewarding Excellence (RE): permanent salary increments for PS staff (grades 1-8) awarded for exceptional contribution.
- Making the Difference (MtD): locally administered bonus payments of up to £250 for individuals or teams improving policy, practice or environment.
- Inclusive Impact Awards (section 2.2.2) recognition of staff and student contributions to EDI, culture and community.

Analysis of RE data (App2: 9.1 and 9.1.1) shows that although women are more frequently nominated than men (72.7% of nominations in 2023/24), they are less likely to be successful (50%F compared to 66.6%M). Despite this gender imbalance, nominations were made for only 1.8% of the PS population.

MtD awards show an increase in the proportion awarded to women and other groups from 50.4% in 2021/22 to 61.8% in 2023/24 (App2. 9.2), but the total number of awards has declined by 35% over the same period. The absence of intersectional data for both schemes further limits our understanding of differential impact. These data and feedback from an internally funded ESRC project in Health Sciences, indicates inconsistency in implementation and communication of reward schemes (**ASAP26: 33**).

Gendered inequalities are also visible in senior academic remunerations. Men are 3 times more likely than women to request and receive starting salaries above the advertised rate. Internally promoted professors do not have access to salary negotiation, creating structural disparities. As a result, externally appointed (White) men in professorial bands 2-3 are paid 17% more than internally promoted female academics (Table 6) with implications on the widening gender pay gap.

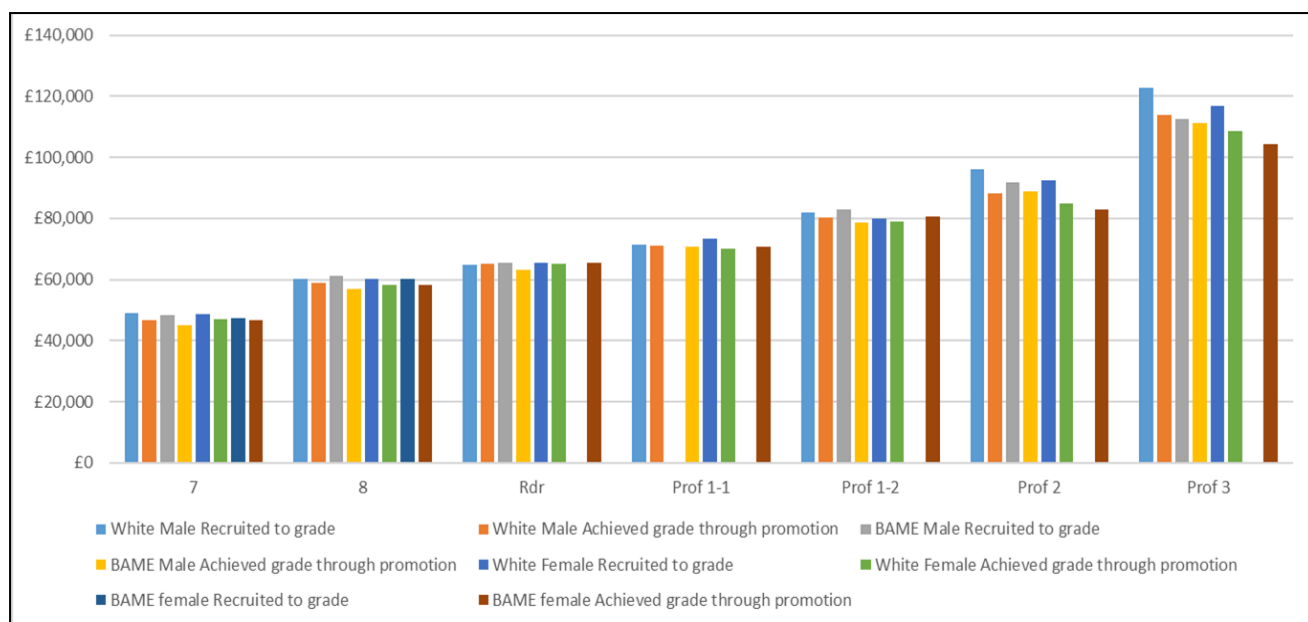


Table 6: Academic salary on appointment by gender and race

Recognition strategies outside financial reward schemes are limited. Academic achievements are celebrated through peer reviews and national distinctions, whereas equivalent contributions from technical staff often remain invisible. To address this, we will develop web profiles to highlight technicians' academic contributions, including named authors on scientific publications **(ASAP26: 31.1)**. Additionally, inaugural lectures, currently adopted in some departments, will be extended university-wide, with particular encouragement for newly appointed female and Global Majority professors to participate, celebrating the diversity of our senior academic community **(ASAP26: 32.1)**.

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| Issue | Gendered inequalities exist in reward, recognition and pay outcomes. |
| Objective | Establish transparent, consistent and equitable reward and remuneration processes that eliminate gender disparities and ensure fair access to recognition. |
| (ASAP26) Action number | <p>33.1 Establish a consultation forum with PS staff, helping to improve accessibility, transparency and purpose of PS reward and recognition schemes.</p> <p>33.2 Monitor applications for the refined reward and recognition schemes to identify emerging intersectional themes and trends.</p> <p>33.3 Collect and analyse reward scheme nomination data by gender, race, disability and gender identity.</p> <p>34.1 Analyse and consider the intersectional impact of pay negotiations in recruitment Vs the lack of pay negotiations in promotion as a factor in gender and ethnicity pay disparity.</p> |

3.2.7 Fostering belonging through inclusive culture and practice.

Staff completion of personal HR data updates increased from 69% in 2023 to 82% in 2024. Disclosure among Grade 1 staff remains low at 9%, affecting data completeness and reliability. Addressing this gap is a priority within our action plan **(ASAP26: 4.1)**. Data includes gender (legal sex), ethnicity, disability, gender identity and gender reassignment.

We continue to work closely with the working group reviewing the Supreme Court Ruling on the definition of sex and gender to inform our data collection methodologies **(ASAP26: 5.2)**.

Our staff networks (section 1.3.1) are fundamental in enhancing our understanding of the nuanced identities and multiple lived experiences of our diverse population, contributing to formal policy and EIA formulation, facilitating listening exercises and providing safe and supportive spaces.

Working with the Rainbow Alliance and other networks we have **delivered UB training to 92% of staff**, provided training to enhance understanding of issues that affect trans people, created a pronoun guide, provided gender neutral toilets, created an EDI calendar celebrating cultural events, and sponsored York Pride.

We recognise we have further work to do in understanding the needs of, and improving support for, our trans and non-binary staff and other minority groups. We know, for example, that LGBTQ+ people are less confident in seeking support around bullying and harassment (section 3.2.2) and that non-binary people report a low awareness of wellbeing support (section 3.2.5). Findings from the ASCS also suggest non-binary people feel less comfortable speaking up or expressing opinions (5.6/10) than female (7.3/10) and male staff (7.4/10) (App1: Q4.5).

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| Issue | Non-binary, trans, and other minority staff report lower confidence and awareness of support, indicating a reduced sense of belonging. |
| Objective | Enhance cultural competence across the institution and foster an inclusive sense of belonging. Improve our understanding of issues faced by non-binary, trans, and other minority staff. |
| (ASAP26) Action number | <p>36.1 Develop guidance on what ‘intersectionality’ means in the York context, including how individuals and departments can consider an intersectional lens in future plans.</p> <p>36.2 Develop a ‘train the trainer’ package to deliver ‘Stories of Our Names’ events, raising awareness of intersections of gender, familial relations, ethnicity and cultures.</p> <p>36.3 Expand the repository of video case studies of individuals from different backgrounds and roles.</p> <p>36.4 Add race equity training module to the Learning Management System (LMS) and monitor completions.</p> |

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| | <p>37.1 Consult with Rainbow Alliance members to collate issues highlighted by non-binary and trans staff and consult on positive interventions.</p> <p>37.2 Gather feedback from line managers to understand cultural and systemic barriers to supporting non-binary and trans staff.</p> <p>37.3 Develop online resources for line manager training to increase confidence in supporting staff who are transitioning.</p> <p>37.5 Improving knowledge and confidence to support trans colleagues, by increasing staff participation in Gendered Intelligence trans awareness training.</p> |
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3.3 Notes on the future action plan (ASAP26)

Actions from the 2018-2025 (ASAP18) plan that remain central to our developmental priorities have been brought forward to ASAP26. These include strengthening engagement mechanisms (ASAP26: 3), intersectional data collection (ASAP26: 5), enhancing governance structures (ASAP26: 16), departmental support for AS activity (ASAP26: 19), gender balance on committees and boards (ASAP26: 17), mentoring for senior academic staff (ASAP26: 24), and guidance for job share, KIT and SPLIT days (ASAP: 26.26)

ASAP26 has been developed in partnership with, and ensuring alignment to, our gender and ethnicity pay gap actions, Concordat action plan for Early Career Researchers, and the Horizon Gender Equality Plan.

Section 4: University of York Athena Swan Action Plan 2026 - 2031 (ASAP26) (Table 7)

| Theme: Right Environment | | | | | |
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| Right environment: Enhancing data infrastructure and HR policies to support gender equality | | | | | |
| # | Planned objective <i>(any links to previous action plan)</i> | Action number | Target date/s | Oversight / implementation | Success criteria / outcome ¹⁰ |
| 1 | Develop a process to evaluate the gendered impact of our policies to ensure they operate equitably. <i>(ASAP 18: E7)</i> | 1.1 Identify priority policy areas and schedule for pulse surveying to evaluate HR policy/practice effectiveness by gender. Topics to include parental leave/returner experiences, flexible working and family friendly policies. | Summer 2026 (quarterly pulse surveys from January 2027) | <u>Oversight:</u> Chief Financial and Operating Officer (CFOO) / Professional Services Executive Board (PSEB) | Impact evaluation project group established. 3 pulse surveys delivered each academic year, overall target from 44% (2025) to >65% response rate across all genders by 2029. Evidence based revisions driven by gendered insights ensure policies become more equitable. |
| | | 1.2 Build automatic prompts into existing HR systems (e.g. ZenDesk) to target relevant staff for anonymised feedback at key points, e.g. by gender / intersectional groups, staff returning from parental leave, and applying for flexible working. | Summer 2026 | | |
| 2 | Implement gender and intersectional impact evaluation | 2.1 Introduce annual gender and intersectional policy impact evaluation reports to People & | Autumn 2027 | <u>Oversight:</u> CFOO / PSEB | Annual reporting to PRC and EDIC with future actions identified. Biannual reporting of HR highlights in the staff comms. |

¹⁰ additional stretch targets may be agreed by YASSAT and HR

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| | <p>measures and reporting to assess effectiveness of policies.</p> | <p>Remuneration Committee (PRC) and EDIC.</p> | | <p><u>Implementation:</u> HR Operations, HR Systems, EDO, comms</p> | <p>Transparency and accountability in how gender and intersectionality influence policy outcomes.</p> <p>Data dashboard developed to include access to qualitative feedback helping better informed policy decisions.</p> <p>EIA process and repository updated leading to embedded institutional process for evaluating and improving policies.</p> |
| <p>3</p> | <p>Review and implement engagement activity to inform AS and border EDI objectives, ensuring diverse staff voices shape institutional practice and culture. (ASAP 18:E7)</p> | <p>3.1 Review current departmental ASCS engagement and increase participation through targeted support and best practice sharing.</p> | <p>Focus groups 2026/27</p> | <p><u>Oversight:</u> CFOO /HRD</p> <p><u>Implementation:</u> HR Partners, HR Systems, comms, EDO</p> <p>Support from Deans and HoDs</p> | <p>Culture survey methodology co-created and implemented.</p> <p>Calendar of engagement activity launched with targeted approaches to reach diverse groups, ensuring a larger staff voice and improved representativeness of gendered and intersectional experience.</p> <p>Increased institutional survey completion rate from 28% to >50% by 2028 and >65% across all genders by 2030.</p> <p>Year-on-year improvements by gender and intersectional groups and evidence of findings directly informing AS/EDI activities.</p> |
| | | <p>3.2 Develop a diverse range of engagement approaches (focus groups, listening events, campaigns) that surface gendered experience, producing meaningful evaluative data.</p> | <p>2028 and 2030</p> | | |
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| | | 3.3 Develop a communications plan and institutional culture survey that captures gendered experiences. Engage under-represented stakeholder groups to champion and promote engagement activity. | 2027/28 | | |
| | | 3.4 Establish a cycle of reporting engagement activity to EDIC. | 2029 | | |
| 4 | Continue to improve equality data collection to enable robust intersectional analysis and support AS work. | 4.1 Consult with DTEF and staff equality networks to identify the best approach for collection of equality data from grade 1 and 2 staff, identifying barriers to completion. | Autumn 2026 | <u>Oversight:</u> CFOO / PSEB <u>Implementation</u> HR Systems With support from: EDO, DTEF, Staff Equality Networks, comms | Data response rate increased to 90% (baselines: gender grade 1: 9%, grade 2: 62%) ensuring complete and representative equality data. All staff update their equality data (82% in 2025 to >90% 2028) enabling accuracy of data analysis. Greater confidence on how the institution uses equality data, supporting stronger participation in survey / engagement activity. |
| | | 4.2 Continue the campaign to encourage staff members to update their equality data using targeted comms and line manager engagement. | Review by the end of 2027 | | |
| | | 4.3 implement tailored interventions for under represented / low completion groups (e.g in person support, simplified guidance). | 2027 | | |
| 5 | Improve intersectional data to inform priorities and strengthen evidence based action on gender equality and | 5.1 Analyse key datasets including gender and ethnicity pay, promotions data and experience of B&H with an intersectional lens to establish future actions. | Biennial report | <u>Oversight:</u> CFOO / HRD <u>Implementation</u> HR systems, EDO | Reports and associated action plans on intersectional analyses presented to EDIC (and onward) and used for monitoring and accountability. Enhanced understanding of intersectional inequalities across pay, progression and experience |

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| | broader EDI objectives. | 5.2. Review the qualitative feedback / outcomes of the 2025 SCR Listening Exercise. | Report and action plan by the end of 2026 | | of B&H. SCR related actions implemented with staff experiences meaningfully acted upon. ASCS 2023 data improve (Q1.4) (6/10Disabled M) to (8/10 Disabled M) by 2028 (Q1.5) (6.8/10 NB) to (7.8/ 10NB) by 2028 (Q19.6)(6.5/10F) to (7.2/10F) by 2028 (6.9/10M) to (7.4/10M) by 2028. |
| | | 5.2.1 Establish a working group to identify and implement actions resulting from feedback from listening exercise and EHRC actions from the 2025 Supreme Court ruling (SCR) ¹¹ . | Report and action plan by the end of 2026 | | |
| | | 5.3 Establish a cycle presenting intersectional data reporting to EDIC. | From 2027 | | |
| 6 | Introduce ‘Workday’ ¹² business analytics, dashboards and mobile interface to capture and disaggregate gender and intersectional data. (ASAP 18:E17) | 6.1 Develop the prototype service delivery model, foundational data structures, chart of accounts and reporting framework within the new HR/Finance Transformation Programme, ensuring gender and intersectional fields are embedded from the outset. | April 202 | <u>Oversight:</u> CFOO / HRD <u>Implementation</u> HR Systems HR operations POD, comms | >75% user satisfaction on access to equality data, by gender and other equality data. Enhanced institutional capability to monitor real-time gender / intersectional inequalities. ‘Workday’ rolled out in 80% of academic departments / 90% of PS areas by 2028. Gender/ intersectional reporting functionality fully enabled. More informed decision making in departments using dashboards. Positive feedback from digital champions. |
| | | 6.2 Pilot ‘Workday’ analytics and dashboards with one academic and one PS area, developing digital champions and capturing feedback to inform wider rollout. | April - September 2026 | | |

¹¹ April 2025 Supreme Court ruling regarding ‘biological sex’.

¹² Cloud based software for HR and finance

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| | | 6.3 Implement phased institutional roll-out with training materials and guidance that explicitly addresses gender / equality considerations, with digital champions in each area trained to use data dashboards. | 2027/28 | | |
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| 7 | Review the gendered impact of Covid-19 and voluntary severance schemes. | 7.1 Prepare report to quantify the gendered impact, (if any), of the 2024 VS schemes. | Summer 2026 | <u>Oversight:</u> CFOO | Report with gendered analysis with recommendations reviewed by EDIC. |
| | Using learning to mitigate impact in future institutional challenges. | 7.2 Analyse and consolidate learning from post pandemic and VS reports to identify where these can be disproportionately impacted (by gender other under-represented groups). Develop and recommend actions to mitigate unequal impact of any future pandemic and VS schemes. | Early 2027 | <u>Implementation:</u> HR Partner, EDO | Action plan in place and implemented, with biannual monitoring of progress to EDIC from 2027 onwards. Greater institutional preparedness ensuring similar challenges in the future avoid replicating gendered or intersectional inequalities. |
| Right environment: Preventing bullying, harassment and sexual misconduct through evidence led action. | | | | | |
| # | Planned objective <i>(any links to previous action plan)</i> | Action number | Target date/s | Oversight / implementation | Success criteria / outcome ¹³ |
| 8 | Improve the quality of data input, collection, analysis and reporting in | 8.1 Review and test existing options for collating and reporting on B&H data, including disaggregation capabilities. | By March 2026 | <u>Oversight:</u> CFOO | Baseline data established on B&H reports and fully disaggregated by gender and other characteristics. Improved accuracy and completeness of B&H data |

¹³ additional stretch targets may be agreed by YASSAT and HR

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| | existing HR systems to enable robust gender and intersectional analysis of B&H and sexual misconduct. | 8.2 Identify options for improving staff misconduct data input and collection, analysis and reporting of B&H reports in existing/ new HR systems (preparing for procurement activity under (ASAP26: 9.2). | March - June 2026 | <u>Implementation:</u> HR Operations, HR systems | Options identified for improved data collection and reporting to feed into the HR system procurement process. Evidence of strengthened analytical capability, supporting better targeted B&H interventions. |
| | | 8.3 Establish baseline B&H data by gender and intersectional datasets. | 2026- 2027 | | |
| 9 | Implement a new process with digital data collection and reporting of gendered and intersectional patterns of B&H / staff misconduct reports. | 9.1 Implement a process for standardised recording, analysing and reporting staff misconduct (inc B&H) data, which includes gender and intersectional fields. | By end 2026 | <u>Oversight:</u> CFOO | Case management system implemented with biannual gender and intersectional data available. Reports to EDIC and SLC, providing enhanced organisational understanding and capability to identify and address the gendered and intersectional patterns of B&H and misconduct. ASCS 2023 data improve (Q19.1) (6.4/10F) to (7.4/10F) by 2028. |
| | | 9.2 Procure and implement a dedicated Case Management system with comprehensive reporting capability as part of the HR Transformation Project, ensuring robust equality analytics from the outset. | By end 2027 | <u>Implementation:</u> HR Operations, HR systems, HR Transformation Project Team, Conduct and Respect team | |
| 10 | Annual reporting of gender and intersectional metrics on staff misconduct data. Addressing key risks identified from the data. | 10.1 Build on good practice of reporting on student misconduct data by implementing annual reporting of EDI-related staff misconduct incidents and outcomes to EDIC. | First report autumn 2027 Annually thereafter | <u>Oversight:</u> CFOO <u>Implementation:</u> HR Operations, EDO | Annual report to EDIC of staff B&H / misconduct report data with gender / intersectional metrics, providing institutional visibility and transparency of patterns of B&H and misconduct. Progress against identified risks reported to EDIC annually (or as required), leading to stronger institutional culture, through evidence driven interventions to address issues. |

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| | | 10.2 Establish clear institutional mechanisms and responsibilities for identifying and addressing key gendered and intersectional risks from B&H data. | | | |
| 11 | Embed gender specific B&H content in training and education programmes to improve understanding and strengthen institutional culture. | 11.1 Embed gender specific B&H content in Line Management Fundamentals Training to clarify responsibilities. | By March 2026 | <u>Oversight:</u> CFOO | 90% of line managers attending training report increased competence and awareness of how to respond to B&H reports. |
| | | 11.2 Embed gender informed scenarios and content in mandatory Harassment training for all staff (ref ASAP26: 14). | By September 2026 | <u>Implementation:</u> HR Operations POD, EDO | >80% of staff report increased/good awareness of how diverse groups experience B&H. |
| | | 11.3 Develop and pilot departmental activities, including shared values statements and facilitated discussions, to help staff to diagnose local causes and take action to reduce harassment and promote inclusive team cultures. | Phase 2: 2027/28 | | Input from Staff Equality Networks. FWGs and departmental AS leads |
| 12 | Improve awareness of gender sensitive B&H support and reporting channels across the institution. | 12.1 Develop a single source webpage signposting staff to all avenues for reporting harassment and bullying, including access to support, aligned to the new duties to prevent sexual harassment under the Worker Protection Act (WPA). | By March 2026 | <u>Oversight:</u> PVC, Education and Students | Webpages published and received strong engagement (hit rate data). Reports of B&H increase from baseline (ASAP26:8) indicating greater awareness of reporting mechanisms and improved reporting culture. |
| | | | | <u>Implementation:</u> HR Operations, Internal Comms, | |

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| | | 12.2 Instigate annual emails to all staff reminding them of sources of support and avenues for reporting harassment and bullying, with targeted messages aligned to the WPA comms plan. | First email summer 2026 | Deans & HoDs | ASCS 2023 scores improve: (Q:18.1) from (7.1/10F) (7.3/10M) to (8.5/10F) (8.5/10M) by 2028. |
| 13 | Improve targeted B&H awareness raising and support for gender and diverse staff groups. | 13.1 Enhance resources for Dignity Contacts to raise awareness of experiences of the gendered and intersectional experiences of BH, provide tools to help reassure/ provide clarity to staff and line managers about DC roles, and responsibilities. | 2026/27 | <u>Oversight:</u> PVC, Education and Students, CFOO <u>Implementation:</u> EDO with input from: Staff Equality networks | 95% of DCs agree that they have increased confidence and capability. Increase in the number of active DCs from 42 (2025) to >60 (2028/9). Co-created resources reflecting lived experiences and reducing barriers for those seeking support. Increased confidence of diverse staff groups in reporting and support around B&H. ASCS 2023 scores improve: Q19.5 (5.7/10 gay men) (5/10 non-binary) to (>7.1/10) by 2028. |
| | | 13.2 Collaborate with staff equality networks to co-create resources (13.1), identify interventions and targeted support for diverse staff groups (including intersectional staff groups identified through the analysis of ASCS). | 2027/29 | | |
| 14 | Strengthen our approach to tackling harassment and sexual misconduct. | 14.1 Increase completion rates of the mandatory training module - 'We all play a part: Preventing sexual harassment and misconduct at York'. | Phase 1: 2026 | <u>Oversight:</u> PVC Education and Students, HRD, Respect at York working group, Gender based violence working group | Completion rates increased from 74.9% (2025) to 95% by December 2026 indicating stronger prevention culture, grounded in trends surfaced through future R&S data. Staff pulse survey (2027) indicates >60% of M/F respondents are aware of policies, indicating equitable experiences across genders. |
| | | 14.2 Clarify expectations around personal relationships, especially concerning power imbalances, by | By 2026 | | |

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| | | actively promoting the 'Personal Relationships' policy. | | <u>Implementation:</u> HR partners, Respect at York team, comms, EDO, SVLOs | Positive feedback from 80% attendees on 'lessons learned' workshop. Future action plan developed and delivered based on R&S and ASCS data and trends. |
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| | | 14.3 Promote 'Light up the night' annual events to reinforce awareness and solidarity. | Annual (Jan/ Feb) | | |
| | | 14.4 Host a 'lessons learned' workshop to shape future institutional actions, drawing from R&S data (increased reporting patterns section 3.2.2) and ASCS Theme 4). | Phase 2: 2027/28 | | |
| 15 | Strengthen monitoring and engagement with UB training across all staff groups. | 15.1 Dashboard reports available to all HoDs with UB training included as a standing agenda item at EDIC to monitor progress and gaps. | Phase 1: by the end of 2027 | <u>Oversight:</u> PVC, Education and Students, CFOO <u>Implementation:</u> HR Systems / EDO | Training completion rates increase from 92% (2025) to 98% (2027) by all staff. Access to UB training for associate established/ completion rates > 50% (2028) increasing to > 80% (2030). Leading to consistent understanding of UB across all staff groups, and ensuring improved fairness and inclusivity in institutional processes such as (recruitment, promotion/ assessment). |
| | | 15.2 Extend mandatory UB training access and completion to all visitors, associates and casual staff ensuring mechanisms in place to monitor compliance. | Phase 2: By the end of 2028 | | |
| Right environment: Strengthened governance and workload structures for advancing gender equality. | | | | | |
| # | Planned objective <i>(any links to previous action plan)</i> | Action number | Target date/s | Oversight / implementation | Success criteria / outcome ¹⁴ |

¹⁴ additional stretch targets may be agreed by YASSAT and HR

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| <p>16 Establish clear governance and a consistent institutional framework to ensure gender equality and wider EDI contributions are equitably allocated and recognised</p> <p>(ASAP 18:E2)</p> | <p>16.1 Consult, develop and implement an enhanced institutional EDI governance structure, with inclusive membership. ToR to include oversight, monitoring and resourcing of EDI and AS, succession planning, rotating chair and observers.</p> | <p>Phase 1: 16.1+16.3 Summer 2026</p> | <p><u>Oversight:</u> CFOO, Deans</p> <p><u>Implementation:</u> EDO, input from Staff Equality Networks, FWGs and departmental AS leads</p> <p>Governance and assurance</p> | <p>Formal structures approved by UEB.</p> <p>Membership is inclusive and representative with >60% of membership includes women, PSS, technicians and PG students, and representation from the global majority, trans, non-binary, and disability community appropriate.</p> <p>Faculty EDI strategies developed.</p> <p>Improved coherence between central and Faculty AS/EDI activity, global alignment by agreeing principles with UoY international partners.</p> |
| | <p>16.2 Biannual reporting of progress towards the institutional AS action plan.</p> | <p>16.2 Spring + Autumn annually</p> | | |
| | <p>16.3 Establish faculty EDI groups to focus on discipline specific initiatives.</p> | <p>Phase 1: 16.1+16.3 Summer 2026</p> | | |
| | <p>16.4 Review shared governance arrangements for EDI with international partners.</p> | <p>Phase 2: 2028/29</p> | | |
| <p>17 Ensure UoY committees and boards are gender balanced and intersectional, with monitoring and strengthened leadership pipelines.</p> <p>(ASAP 18:E11)</p> | <p>17.1 Create a dashboard to establish baseline gender and intersectional data, monitor ongoing membership of UEB, Senate, Council and key university committees.</p> | <p>By July 2026</p> | <p><u>Oversight:</u> CFOO</p> <p><u>Implementation:</u> HR Systems, Governance and assurance, HR Operations</p> | <p>All executive groups and boards of 10+ members to have >45%F by 2027 / >50%F by 2029, creating inclusive and representative governance and improving decision making.</p> <p>Review of shortlists for electable positions reflects a 12% year on year improvement from gender / intersectional baseline.</p> <p>Sustainable leadership pipelines supporting culture change.</p> |
| | <p>17.2 Introduce gender balanced shortlists for electable positions.</p> | <p>From January 2027</p> | | |
| | <p>17.3 Develop and nurture a diverse pool of committee members, integrating participation</p> | <p>2027</p> | | |

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| | | opportunities into formal career plans. | | | |
| | | 17.4 Annual reporting of the diversity committee to UEB summarising trends, risks and actions. | 2028 | | |
| 18 | Improve recognition for staff contributions to EDI and AS ambitions through workload frameworks and PDR processes. | 18.1 Consult with Gold AS departments, equality networks and EDI chairs to develop a 'universal' framework for EDI/AS workload across the University for Faculty/UEB approval. | Draft: July 2027 Pilot: July 2027-June 2028 | <u>Oversight:</u> CFOO <u>Implementation:</u> Deans, HoDs, Trade Unions, HR Operations, HR Systems | Workload framework approved and implemented. Fairer distribution and recognition of AS / EDI labour, improving gendered burden of AS/EDI activity. Improved career progression and visibility for those contributing to AS/EDI work. Increased satisfaction levels EDI work is recognised when workload is allocated. ASCS 2023 scores improve Q9.1 (6.8F/7.2M) to (8.2F/8.5M) by 2028 Q9.5 from (5.7/10NB) to (7.1/10NB) by 2028. |
| | | 18.2 Phased implementation of the framework across academic and PS departments, reviewed through PDR. | Roll out 2028/29 | | |
| 19 | Support academic and PSS departments to address gender and equality challenges through sustained AS engagement and capacity building. (ASAP 18:E10, ASAP 18: E4) | 19.1 Continue to support academic departments and AS leads to apply for, renew and upgrade AS awards, supported by the internal review process and access to departmental applications. | 2026-2031 | <u>Oversight:</u> CFOO <u>Implementation:</u> EDO, Deans, Directors, EDI leads, HR Systems | All academic departments have an AS action plan / award by 2028. Enhanced departmental capability to identify and address gender challenges. Greater consistency and quality in departmental submissions and plans. AS networking event delivered annually. |

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| | | 19.1.1 Promote access to web based guidance, attendance at good practice seminars and development activity including acting as observers on AS panels. | 2026 | | Data dashboard launched, with improved access to timely, reliable data. |
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| | | 19.1.2 Facilitate a networking event for departmental AS leads to share best practice. | 2028 | | PS EDI strategies developed. |
| | | 19.1.3 Explore options for an AS 'self-service data dashboard' accessible to AS leads, HoDs and Deans. | 2028/31 | | At least 1 PS directorate has/ plans to submit for AS award. |
| | | 19.2 Expand engagement with AS to PS directorates, developing EDI strategies and future AS applications. | 2028/31 | | |
| Theme: Valuing individual talent and supporting personal progression | | | | | |
| Valuing individual talent: Building inclusive pathways for talent, development and promotion. | | | | | |
| # | Planned objective <i>(any links to previous action plan)</i> | Action number | Target date/s | Oversight / implementation | Success criteria / outcome ¹⁵ |
| 20 | To strengthen equitable career development and | 20.1 Launch inclusive institutional talent management scheme (TMS) to support equitable progression. | Summer 2026 Training in | <u>Oversight:</u> CFOO/HRD <u>Implementation:</u> | Revised PDR framework created, embedding CWL behaviours. |

¹⁵ additional stretch targets may be agreed by YASSAT and HR

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| <p>progression for women and under represented groups. <i>(ASAP 18:T2)</i></p> | <p>20.1.1 Support all staff to have fair and effective career and performance conversations with line managers that recognise different experiences and gendered barriers to progressions.</p> | <p>Autumn 2026 PDR rollout 2027</p> | <p>POD, HR partners, Deans, Technical Manager, EDO, Directors, HR Systems, PVC</p> | <p>90+% of line managers complete revised PDR training by January 2022.</p> <p>Improved support for diverse career pathways across academic, technical and PS roles.</p> <p>Increased representation of women / under-represented groups at all career stages.</p> <p>ASCS 2023 scores improve Q23.1: (7.1/10F) (6.9/10M) to (8.5/10F)(8.5/10M) by 2028.</p> <p>Q23.4 (6.4/10) to (7.8/10) for female carers by 2028.</p> <p>Engagement survey 2022 Q5: line manager feedback (7.3/10 PS) increases to (8.5/10 PS) by 2028.</p> <p>Pulse survey (2027) baseline established for staff awareness of the CWL behavioural framework. Digital platform utilised in 40+% of internal recruitment (2027/8) / 75+% (2030/31).</p> |
| | <p>20.1.2 Develop illustrative examples of successful career progression that highlight diverse gendered experiences including ‘career tree’ videos and role specific guidance, for technicians, PS and academic staff.</p> | <p>Summer 2026</p> | | |
| | <p>20.1.3 Collect and analyse data on the take-up of professional support schemes for women, BAME and LGBTQ+ staff and other under-represented groups.</p> | <p>Spring 2027</p> | | |
| | <p>20.1.4 Embed the Community without Limits behavioural framework aligned and embedded to our AS actions (section 3.1).</p> | <p>Review of impact 2028/2029</p> | | |
| | <p>20.1.5 Publish a centralised web page of development resources on inclusive progression.</p> | <p>2028/29</p> | | |
| | <p>20.1.6 Develop a digital platform to record qualifications, skills and experience.</p> | <p>2028/29</p> | | |

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| 21 | Develop succession plans for academic and PS leadership roles to strengthen gender balance and representation at all levels. (ASAP18: T11) | 21.1 Launch the ‘exclusive’ institutional Talent Management Scheme (TMS) activity to support inclusive succession planning. | Start January 2027 | <u>Oversight:</u> CFOO/HRD <u>Implementation:</u> POD, HR partners, Deans, EDO, Directors, HR Systems, PVC | Baseline data established for all academic and PS leadership roles: gender balance, race, disability and EDI data, pay, contract type, F/T or P/T. Progress towards inclusive and representative leadership pipelines, including better gender balance in PS pipelines. Register of secondments established increasing internal mobility for F staff. Market research and benchmarking data gathered to identify specific roles which attract a market premium. Long term measures of success to be identified. Reducing structural bias and improving proportion of F applicants shortlisted: 5.2% (2023/24) to >25% (2027/28) to >32% (2029/30). |
| | | 21.1.1 Implement inclusive succession planning activity for academic and PS leadership roles. | Autumn 2027 | | |
| | | 21.1.2 Develop support targeted PS leadership pipelines. | Spring 2028 | | |
| | | 21.1.3 Promote opportunities for internal and external secondments | Spring 2028 | | |
| | | 21.1.4 Attracting women and staff from under-represented backgrounds through positive action initiatives. | From Autumn 2027 | | |
| | | 21.1.5 Review the shortlisting process for senior appointments to mitigate against any potential gender bias. | Review impact 2029/30 | | |
| 22 | Enhance development opportunities for female, global majority staff and marginalised groups through targeted actions. ¹⁶ | 22.1 Continue participation in the White Rose Equity in Leadership programme, providing tailored development for female and global majority staff. | Annual | <u>Oversight:</u> CFOO/HRD <u>Implementation:</u> EDO, HR partners, Deans | >3F participants in each available cohort. Access to structured development, enhancing leadership confidence and capability. Improved understanding among senior leaders of lived experience. |

¹⁶ UoY Gender and Ethnicity pay gap report 2024: Objective 3 ‘Targeted support for those from marginalised groups’

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| | | 22.2 Review the pilot reverse mentoring programme outputs to identify opportunities for expansion. | By Spring 2027 | and Directors, comms | Reverse mentoring outcomes / case studies published in staff digest. Greater visibility of leadership journeys. |
| | | 22.3 Expand the range of senior leaders' digital case studies ¹⁷ to include their experience of mentoring and academic promotion. | 2027/28 | | |
| 23 | Explore and enhance the induction experience of Associate staff. | 23.1 Review the induction experience of associates to identify potential improvements to policy and practice. Consultation including a gender focused 'Listening exercise' from which to develop an action plan. | Spring 2027 | <u>Oversight:</u> CFOO, HRD <u>Implementation:</u> HR Operations. HR Partners, comms | Establish baseline data for the number and proportion of associates who are offered, and participate in an induction. Gendered insights into associate staff experiences, informing targeted improvement plans. |
| | | 23.2 Convene a working group to explore the experiences of hourly paid females and the impact of caring responsibilities on future employment. | 2027/28 | | Establish baseline data from which future measures can be set. Understanding of structural and practical barriers for hourly paid F staff. |
| 24 | Enhance targeted support for Female academics identified as future senior lecturers, readers and professors and reduce systemic | 24.1 Run data informed workshops with senior managers to explore and tackle gender and intersectional barriers in the progression pipeline. Faculty dashboard data to include progression by gender, ethnicity and disability. | Programme of work designed in readiness for the 2026/27 promotions round. | <u>Oversight:</u> PVC Research, PVC Education and Students, HRD <u>Implementation:</u> | Leaders and managers develop understanding of differential progression patterns, and target actions to address structural inequities. Enhanced support for aspiring F leaders and from under-represented groups. |

¹⁷ Inviting contributions as part of the 'Weaving Women's Stories' theme for International women's week 2026.

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| <p>barriers to promotion. (ASAP 18:T3)</p> | <p>24.2 Introduce structured PDR meetings with potential applicants to assess readiness for promotion and identify personalised developmental support.</p> <p>24.3 Actively promote the benefits of participation in the UoY mentoring scheme to academic staff considering promotions. Emphasising the benefits to under-represented groups.</p> <p>24.4 Allocate senior mentor for professorial applicants as part of PDR developmental plan. Mentoring to commence at least 6 months prior to the application deadline.</p> <p>24.5 Design and deliver developmental workshops for potential applicants at current SL and Reader level. Flexible delivery to accommodate in-person and remote working, alternate dates/times.</p> | <p>Review post promotions round each year to identify and amend actions for future rounds.</p> | <p>HR partners, Deans, HoDs, POD, HR Systems, EDO, comms.</p> | <p>Establish baseline data for workshop attendance and mentoring in year 1. Track attendance with promotions data to establish level of success in each year thereafter.</p> <p>Gather qualitative feedback from workshop and writing room participants (>3.5/5 rate the support as very helpful).</p> <p>Research outputs may highlight structural and individual factors that impact progression, that inform policy and practices.</p> <p>Increase in proportion of F Professors to 42% (baseline F 35%) by 2031.</p> <p>Improved success rate for M applicants 80.7% (2023/4) to >87% by 2028/29 (section 3.2.4).</p> |
| | <p>24.6 Participate in the Leverhulme 'Playing the Career Game funded project, targeted career development initiative for women.</p> | <p>September 2026 to July 2027</p> | | |

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| | | 24.7 Promote, with allocated workload time, faculty writing workshops where applicants work with critical friends to hone applications. | 2027 | | |
| | | 24.7.1 Faculties to consider tailored writing workshops where the data indicates a reduced level of success for male professorial applicants and BAME staff. | 2027 | | |
| 25 | Reduce systemic barriers to academic promotion. | 25.1 Review the academic promotions process and documentation to reduce structural barriers to participation: | Document changes by Sept 2026 | <u>Oversight:</u> PVC Research, PVC Education <u>Implementation:</u> Rewards Manager, HR Operations, HR Systems with support from PURE developers, Research Excellence Manager, Academic Promotions Committee. | A clearer process supporting equitable participation across genders /under-represented groups. Overall satisfaction rate with the application process for both applicants and assessors from 60% (2026) to 75% (2029). Qualitative feedback shows the panel guidance helps. Data used annually in faculty planning meetings, reducing gender/ ethnicity gaps in time to promotion. Automated quant data shared, reducing applicant burden. Inclusive submission routes for disabled staff / with care responsibilities. Uptake monitored). |
| | | 25.1.1 Support applicants to tailor career history submissions by introducing ‘essential’ and ‘supportive’ criteria. | Oct 26 - Feb 27 | | |
| | | 25.1.2 Develop guidance for departmental promotions panels to provide developmental support and advice to prospective applicants. | | | |

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| | | <p>25.1.3 Provide HoDs with average time-to-promotion data, split by gender and ethnicity to support progression.</p> | | | <p>Feedback themes tracked, actions implemented ensuring stronger trust in fairness of the process.</p> <p>ASCS scores improve: Q22: (6.8F/6.8M) 2023 (UoY) (6.5F/7.1) 2023 (Social Sciences) to (7.1F/7.1M) 2028 (UoY) to (7.1F/7.3) 2028 (Social Sciences)</p> <p>By 2031: (7.5F/M) (UoY) Outcomes Professors increase to 42% by 2031 (baseline 35%F section 3.2.4).</p> |
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| | | <p>25.1.4 Explore the provision of quantitative data including research and scholarly output, PGR supervision, and PI income to the promotions panel thus reducing the administrative burden on the applicant.</p> | Data prepared for the Spring 2027 onwards | | |
| | | <p>25.1.5 Support applications in alternative / accessible formats, for example in narrative form on MP3 digital files.</p> | March 2026 | | |
| | | <p>25.1.6 Facilitate a series of post promotions reflections meetings with panel members, successful and unsuccessful applicants to understand experiences and opportunities for improvement.</p> | 2027 and annual | | |
| <p>Valuing individual talent: Strengthening compassionate support for carers and wellbeing across the institution.</p> | | | | | |
| # | Planned objective <i>(any links to previous action plan)</i> | Action number | Target date/s | Oversight / implementation | Success criteria / outcome ¹⁸ |

¹⁸ additional stretch targets may be agreed by YASSAT and HR

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| <p>26 Increase awareness and uptake of caring and family friendly schemes and benefits.</p> <p><i>ASAP 18:13</i> <i>ASAP 18:T11</i></p> | <p>26.1 Develop guidance notes for staff and managers explaining the value of, and process for, ‘Keeping in Touch’ (KIT) and ‘Shared Parental Leave in Touch’ (SPLIT) days,</p> | <p>Summer 2026 /annual info sessions.</p> | <p><u>Oversight:</u> CFOO/HRD <u>Implementation:</u> HR Operations, Employee Relations Manager, HR Systems, Deans, HoDs, EDO.</p> | <p>Baseline established. >70% of mat returners offered KIT/SPLIT in 2027, increasing to 90% 29/30.</p> <p>Improved awareness of KIT/SPLIT.</p> <p>Baseline job share data established.</p> <p>Increased visibility /uptake of job share, supporting staff requiring flexible working.</p> <p>Case studies published and updated annually.</p> <p>Visibility of successful job-shares.</p> <p>Data established. Barriers for key groups identified and addressed.</p> <p>Policies updated, approved and monitored. Enhanced suite of inclusive policies to support staff with caring responsibilities.</p> <p>Digital repository >10 stories by 2028 rising to >20+ by 2029/30.</p> <p>Feedback gathered through ASCS Q:15 (7.6F/7.5M) 2023 to (8.6F/8.6M) 2028</p> |
| | <p>26.1.1 Collect and analyse data on the take-up of KIT and SPLIT days by gender, ethnicity, disability and sexual orientation.</p> | <p>January 2027 and annual</p> | | |
| | <p>26.2 Develop a digital job share platform to house information, collate levels of interest and promote internal vacancies.</p> | <p>Included in ASAP26:6.3</p> | | |
| | <p>26.2.1 Develop case studies for inclusion in the digital repository</p> | <p>Included in (ASAP26: 26.4)</p> | | |
| | <p>26.2.2 Collect and analyse data on the take-up of job shares by gender, ethnicity, disability and sexual orientation.</p> | <p>January 2028 and annual.</p> | | |
| | <p>26.3 Review the ‘Special Leave’ and ‘Flexible Working’ policies, in part to consider the Employment Rights Bill ¹⁹, to make provision for:</p> <ul style="list-style-type: none"> Enhanced miscarriage leave protection. | <p>Spring 2026.</p> | | |

¹⁹ Awaiting Parliamentary approval

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| | | <ul style="list-style-type: none"> ● Parental bereavement leave. ● Enhanced protection for maternity returners. ● Noe-natal carers support. ● Fertility treatment leave provision. ● Enhanced feedback following requests for flexible working. | | | |
| | | <p>26.4 Develop a digital repository of case studies (podcast & video) sharing diverse experiences of staff, including senior leaders, who have taken, and returned from, caring or parental leave.</p> | Phase 2: 2028/29 | | |
| 27 | Better understand the impact on progression and retention of care givers. | <p>27.1 Establish a working group to gather information on where and how care responsibilities impact retention, recognition and progression for staff of all genders.</p> | Autumn 2026 | <p><u>Oversight:</u> CFOO/HRD <u>Implementation:</u> HR Partners, AS leads, HoDs.</p> | <p>Working group action findings and proposed action plan presented to UEB. Clear university picture of how caring responsibilities influence career experiences. Insights from qualitative data themes include: cultural or structural barriers / variation in support/ experience of returning from leave. Understanding of whether the carers fund is accessible and equitable. Findings reported to UEB for funding increases. Section 2.2.1 £2927 spent (2023) 15 applicants (86%F).</p> |
| | | <p>27.1.1 Facilitate gender focused 'Listening Exercises' to gather qualitative data on lived experiences.</p> | Spring 2027 | | |
| | | <p>27.1.2 Review take-up of the carers fund and eligibility criteria.</p> | Spring 2027 | | |
| 28 | Develop and implement | <p>28.1 Consult, draft and publish a Menopause action plan²⁰ including</p> | December 2026 | <p><u>Oversight:</u> CFOO/HRD</p> | Action plan published, resources and comms channels available to all staff demonstrating clear |

²⁰ Key implementation of the Employment Rights Bill

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| | Menopause action plans which are embedded in wellbeing related policies and communicated widely. | resources, support, practical adjustments and dress codes. | | <u>Implementation:</u> Employee Relations Manager, POD, HR Partners, Trade Unions, comms. | institutional approach to menopause support for both staff and managers. Increased awareness and use of peer support (via web hits / downloads). Policies reflect needs of staff / line managers supporting menopause. Question added to the UoY culture survey 'I feel my department / manager supports me to manage my symptoms of menopause.' |
| 29 | Increase awareness of wellbeing provision. | 28.2 Raise awareness of the UoY menopause 'Slack' channel and web resources through the 'staff digest' and other comms channels. 28.3 Embed guidance and support for staff and managers into key policies including induction, sickness and flexible working. | November 2026 and annual. | <u>Oversight:</u> CFOO/HRD. <u>Implementation:</u> Comms, HR partners, occupational health. | Baseline participation established. Participation increases by >5% annually as a result of increased visibility. Awareness levels measured through pulse surveys including summer 2026 'check-in survey' focussed on EDI + environment. These demonstrate awareness and uptake of wellbeing activities. A clear, strategic and integrated approach to wellbeing and gender equality. |
| | | 29.1 Promote the annual Environment and Geography wellbeing fair, providing managers with guidance to enable staff to attend. | Quarterly | | |
| | | 29.2 Actively promote the UoY wellbeing calendar, national care leavers month and departmental wellbeing initiatives through Staff digest and related comms channels. | Action plan by summer 2026. | | |
| | | 29.3 HR Wellbeing project group (first reported to UEB October 2025) to review scope of activity and identify future actions aligning to ASAP2026 | | | |
| Valuing individual talent: Ensuring transparent and fair reward and recognition frameworks. | | | | | |

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| # | Planned objective <i>(any links to previous action plan)</i> | Action number | Target date/s | Oversight / implementation | Success criteria / outcome ²¹ |
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| 30 | Ensure the gendered impacts of carers leave on research outputs are considered as part of the REF 2029 submission. | 30.1 Develop bespoke training for internal REF panel members. To include specific examples from STEMM areas, Social Sciences disciplines, and issues of relevance to each Unit of Assessment. | Training designed by summer 2026. Rolled out in semester 1 2026/7. | <u>Oversight:</u> PVC Research <u>Implementation:</u> POD, Research excellence Manager, Deans, REF leads, EDO. | 100% of internal REF panel members to complete the training prior to panel deliberations concluding. Decision-making process reflects an understanding of how carer's leave disproportionately affects research outputs, especially for women and under represented groups. |
| 31 | Celebrate the academic contribution of technical staff. | 31.1 Develop external web page profiles for technical staff who contribute to academic papers as named authors. | Post REF: 2028/29 | <u>Oversight:</u> PVC Research <u>Implementation:</u> Research manager, technical managers, Deans, comms. | Web pages developed for those technical staff identified by the Faculty Deans. Web pages content updates linked to the York research database (PURE). Increased visibility/ recognition of technical staff's contributions. Strengthening sense of belonging. |
| 32 | Showcase the work of newly appointed Professors. | 32.1 Invite all newly appointed members of the professoriate to deliver an inaugural lecture. | From Semester 1 2026/7 | <u>Oversight:</u> PVCs <u>Implementation:</u> Deans, comms. | Increase in lectures from 40% (2027) to 60% (2028) to 85+% (2031). Increased visibility and celebration of diverse research pathways and inclusive academic culture. |
| 33 | Establish reward and remuneration processes that eliminate gender | 33.1 Establish a consultation forum with PS staff, helping to improve accessibility, transparency and | Spring 2027 | <u>Oversight:</u> CFOO, HRD. <u>Implementation:</u> | Establish baseline data (usage by gender/ ethnicity / disability) and awareness levels), providing clear understanding of staff experiences and barriers; |

²¹ additional stretch targets may be agreed by YASSAT and HR

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| | <p>disparities and ensure fair access to recognition. (ASAP 18:T8)</p> | <p>purpose of PS reward and recognition schemes.</p> | | <p>HR systems, HR Operations, POD.</p> | <p>more equitable / transparent process embedded. Increase in %F success rates in RE scheme: 50%F/66.6%M) (2023/24) to 70%F (28/29)</p> |
| <p>34</p> | <p>Tackle gender and ethnicity pay gap in grade 9 and professorial bands.</p> | <p>34.1 Analyse and consider the intersectional impact of pay negotiations in recruitment Vs the lack of pay negotiations in promotion as a factor in gender and ethnicity pay disparity.</p> | <p>Spring 2027</p> | <p><u>Oversight:</u> CFOO/HRD <u>Implementation:</u> HR, Pay Gap Working Group, POD, EDO, HR Systems, HoDs and Deans.</p> | <p>Report on impact of pay negotiations in recruitment and promotions on pay disparities. Identification of structural drivers of pay inequality. 100% of recruitment panellists undertake inclusive recruitment training , ensuring equitable salary decisions by the panel. Increased confidence and increase in F/BAME staff in professorial bands through internal recruitment (2023 baseline 1 in band 2, 0 in band 3). Qualitative feedback from staff of the effectiveness of training. Reduction of gender pay gap (15.3% 2024) (Section 3.2.4)</p> |
| | | <p>34.2 - Enhance recruitment practice to include recruitment and UB training for all internal recruitment chairs and panel members.</p> | <p>2026</p> | | |
| | | <p>34.3 Develop bespoke training for Female/BAME staff to enhance their negotiation skills.</p> | <p>2027/8</p> | | |
| | | <p>34.4 Monitor outcomes of internal and external salary negotiations.</p> | <p>2028/31</p> | | |
| <p>Theme: Sense of belonging</p> | | | | | |

| Sense of belonging: Fostering belonging through inclusive culture and practice. | | | | | |
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| # | Planned objective <i>(any links to previous action plan)</i> | Action number | Target date/s | Oversight / implementation | Success criteria / outcome ²² |
| 35 | Celebrating the diverse contribution of our UoY community. | 35.1 Establish a working group to plan ‘20 years of Athena Swan’ celebrations. | During 2026 | <u>Oversight:</u> PVC P+E. | Institutional communications to accompany a series of celebration events enhancing visibility of EDI progress. ‘Going for Gold’ action plan approved by UEB. Mid-term risk assessment completed. Gold institutional AS awarded in the next 10 years. Alternative institutional EDI recognition routes explored. Pulse survey responses show increased awareness of EDI events and stronger sense of belonging. |
| | | 35.2 Establish a ‘Going for Gold’ working group with input from Gold and Silver departments. ToR to include a review of the findings of the Inclusive Institutions Framework (IIF) pathfinder institutions as an alternative route to recognition. | By Autumn 2026 Action plan by Spring 2027 | <u>Implementation:</u> EDI leads, EDO, EDIC, comms, staff equality network reps. Diversity events celebrations working group. | |
| | | 35.3 Review, update and promote the EDI calendar of cultural events and celebrations including LGBT+, Disability and Black history months and Pride. | Baseline data 2026 / Annual review | | |
| 36 | Enhance cultural competence across our community and foster an inclusive sense of belonging. | 36.1 Develop guidance on what ‘intersectionality’ means in the York context, including how individuals and departments can consider an intersectional lens in future plans. | July 2026 | <u>Oversight:</u> PVC P+E. | Guidance published and utilised by Faculty/ departmental EDI groups. Shared understanding of intersectionality across the university. Training Package developed and rolled out, 50% of relevant staff undertake the training within the first two years of appointment. 10 new case studies developed for the website. |
| | | 36.2 Develop a ‘train the trainer’ package to deliver ‘Stories of Our | December 2027 | <u>Implementation:</u> EDO, staff equality networks. | |

²² additional stretch targets may be agreed by YASSAT and HR

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| | | Names' events, raising awareness of intersections of gender, familial relations, ethnicity and cultures. | | POD, HR Systems, comms, with support from Deans and HoDs. | Race equity module participation (25% 26/27) to (55% 27/28) to (80>% 28/29) Improved responses to the employee engagement survey: Q: People of all cultures and backgrounds are respected (7.6/10) (2022) to (8/10) (2028) University level. |
| | | 36.3 Expand the repository of video case studies of individuals from different backgrounds and roles. | 2027/2028 | | |
| | | 36.4 Add race equity training module to the Learning Management System (LMS) and monitor completions. | 2026 - 2029 | | |
| 37 | Improve our understanding of issues faced by non-binary and trans staff. | 37.1 Consult with Rainbow Alliance members to collate issues highlighted by non-binary and trans staff and consult on positive interventions. | Summer 2026 | <u>Oversight:</u> CFOO. <u>Implementation:</u> ED, Rainbow Alliance, POD, HR Partners, line managers. | Clear understanding of lived experiences, barriers and priorities. Consultation themes summarised and recommendations Feedback analysed and fed into line manager training, helping increase line manager confidence. Increased consistency and quality of support to trans and non-binary staff. Increased page/video views, qualitative feedback from staff / staff networks. Report emerging concerns from LGBTQ+ staff to EDIC. Training participation increases from 11.9% (2024) to 35% (2027) and 70% (2029). Non-binary staff feel comfortable speaking up and expressing opinions ASCS Q4: (5.6/10 non-binary) (2023) to (>6.8/10) (2028) |
| | | 37.2 Gather feedback from line managers to understand cultural and systemic barriers to supporting non-binary and trans staff. | December 2026 End of 2027 , ongoing. | | |
| | | 37.3 Develop online resources for line manager training to increase confidence in supporting staff who are transitioning. | | | |
| | | 37.3.1 Raise awareness of the 'Celebrating Diversity' York YouTube channel content, including previous speakers. | | | |

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| | | <p>37.4 Continue to liaise with Rainbow Alliance to track any emerging concerns and staff perception of whether we are fostering a more inclusive culture.</p> | | | |
| | | <p>37.5 Improving knowledge and confidence to support trans colleagues, by increasing staff participation in Gendered Intelligence trans awareness training.</p> | | | |

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| ASAP26: Action timeline | | 2026/27 | | 2027/28 | | 2028/29 | | 2029/30 | | 2030/31 | |
|---|---|-----------------|----------------|-----------------|----------------|----------------|----------------|-----------------|---------------|-----------------|----------------|
| No | Action | March - Sept 26 | Oct 26- Feb 27 | March - Sept 27 | Oct 27- Feb 28 | March- Sept 28 | Oct 28- Feb 29 | March - Sept 29 | Oct 29 Feb 30 | March - Sept 30 | Oct 30- Feb 31 |
| Objective 1: Develop a process to evaluate the gendered impact of our policies to ensure they operate equitably. | | | | | | | | | | | |
| 1.1 | Identify priority areas of focus and schedule for pulse surveying. | | | | | | | | | | |
| 1.2 | Build prompts into existing HR systems to target staff by gender / intersectional data for anonymised feedback. | | | | | | | | | | |
| Objective 2: Implement gender and intersectional impact evaluation measures and reporting to assess effectiveness of policies. | | | | | | | | | | | |
| 2.1 | Introduce annual intersectional policy equality impact evaluation report to PRC and EDIC. | | | | | | | | | | |
| 2.2 | Publicise policy evaluation findings. | | | | | | | | | | |
| 2.3 | Explore ways in which policy evaluation can be assessed via data from the new HR system. | | | | | | | | | | |
| 2.4 | Extend impact evaluation to non-HR policies and practice. | | | | | | | | | | |
| Objective 3: Review and implement engagement activity to inform AS and border EDI objectives, ensuring diverse staff voices shape institutional practice and culture. | | | | | | | | | | | |
| 3.1 | Review engagement with departmental ASCS. | | | | | | | | | | |
| 3.2 | Develop a range of engagement approaches to capture data. | | | | | | | | | | |
| 3.3 | Develop a communications plan and institutional culture survey. | | | | | | | | | | |
| 3.4 | Establish cycle of reporting to EDIC | | | | | | | | | | |
| Objective 4: Continue to improve equality data collection to enable robust intersectional analysis and support AS work. | | | | | | | | | | | |
| 4.1 | Consult with DTEF and staff equality networks to identify the best approach for collection of equality data. | | | | | | | | | | |

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|--|--|-----------------|----------------|-----------------|----------------|----------------|----------------|-----------------|---------------|-----------------|----------------|
| No | Action | March - Sept 26 | Oct 26- Feb 27 | March - Sept 27 | Oct 27- Feb 28 | March- Sept 28 | Oct 28- Feb 29 | March - Sept 29 | Oct 29 Feb 30 | March - Sept 30 | Oct 30- Feb 31 |
| 4.2 | Continue the campaign to encourage staff members to update equality data. | | | | | | | | | | |
| 4.3 | Implement tailored interventions for low completion groups | | | | | | | | | | |
| Objective 5: Improve intersectional data to inform priorities and strengthen evidence based action on gender equality and broader EDI objective | | | | | | | | | | | |
| 5.1 | Analyse our data including gender and ethnicity pay gap, promotions and experience of B&H with an intersectional lens to establish future actions. | | | | | | | | | | |
| 5.2 | Review the outcomes of the 2025 SCR 'Listening exercise'. | | | | | | | | | | |
| 5.2.1 | Establish a working group to identify and implement actions resulting from the 2025 Supreme Court ruling. | | | | | | | | | | |
| Objective 6: Introduce 'Workday' business analytics, dashboards and mobile interface to capture and disaggregate gender and intersectional data. | | | | | | | | | | | |
| 6.1 | Develop the prototype service delivery model, foundational data structures, chart of accounts and reporting design ready for functional playback. | | | | | | | | | | |
| 6.2 | Pilot project with one academic and one PS area, developing digital champions. | | | | | | | | | | |
| 6.3 | Phased institutional roll-out with training material, guidance and 'digital champions' in each area. | | | | | | | | | | |
| Objective 7: Review the gendered impact of Covid-19 and voluntary severance schemes. Using learning to mitigate impact in future institutional challenges | | | | | | | | | | | |
| 7.1 | Prepare a brief report to quantify the gendered impact, if any, of the 2024 VS schemes. | | | | | | | | | | |
| 7.2 | Learning from the post pandemic and VS reports to recommend actions to mitigate the impact of any future pandemic and VS schemes. | | | | | | | | | | |
| Objective 8: Improve the quality of data input, collection, analysis and reporting in existing HR systems to enable robust gender and intersectional analysis of B&H and sexual misconduct | | | | | | | | | | | |

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| No | Action | March - Sept 26 | Oct 26- Feb 27 | March - Sept 27 | Oct 27- Feb 28 | March- Sept 28 | Oct 28- Feb 29 | March - Sept 29 | Oct 29 Feb 30 | March - Sept 30 | Oct 30- Feb 31 |
| 8.1 | Review and test existing options for collating and reporting on B&H data. | | | | | | | | | | |
| 8.2 | Identify options for improving staff misconduct data input and collection, analysis and reporting of B&H reports in HR systems. Establish baseline B&H data by gender and intersectional datasets. | | | | | | | | | | |
| Objective 9: Implement a new process with digital data collection and reporting of gendered and intersectional patterns of B&H / staff | | | | | | | | | | | |
| 9.1 | Implement a process for recording, analysing and reporting staff misconduct (inc B&H) data. | | | | | | | | | | |
| 9.2 | Procure and implement a dedicated case management system with EDI metrics as part of the HR Transformation project. | | | | | | | | | | |
| Objective 10: Annual reporting of gender and intersectional metrics on staff misconduct data. Addressing key risks identified from the data. | | | | | | | | | | | |
| 10.1 | Build on good practice of reporting on student misconduct data by implementing reporting of EDI-related staff misconduct incidents and outcomes to EDIC. | | | | | | | | | | |
| 10.2 | Establish clear mechanisms and responsibilities for identifying and addressing EDI priority areas of concern in B&H data. | | | | | | | | | | |
| Objective 11: Embed gender specific B&H content in training and education programmes to improve understanding and strengthen institutional culture. | | | | | | | | | | | |
| 11.1 | Embed gender -specific B&H content in line management fundamentals training to clarify their responsibilities. | | | | | | | | | | |
| 11.2 | Embed gender informed content in mandatory harassment training for all staff. | | | | | | | | | | |
| 11.3 | Develop and pilot activities, including shared values statements, to support staff to diagnose local causes and take action to reduce harassment and promote an inclusive culture. | | | | | | | | | | |

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| No | Action | March - Sept 26 | Oct 26- Feb 27 | March - Sept 27 | Oct 27- Feb 28 | March- Sept 28 | Oct 28- Feb 29 | March - Sept 29 | Oct 29 Feb 30 | March - Sept 30 | Oct 30- Feb 31 |
| Objective 12: Improve awareness of B&H related support and reporting channels. | | | | | | | | | | | |
| 12.1 | Develop a single web page signposting staff to all avenues for reporting and supporting those being harassed and bullied, aligned to the new duties to prevent sexual harassment. | | | | | | | | | | |
| 12.2 | Instigate annual reminder emails to all staff reminding them of sources of support and avenues for reporting B&H. | | | | | | | | | | |
| Objective 13: Improve targeted B&H awareness raising and support for gender and diverse staff groups | | | | | | | | | | | |
| 13.1 | Enhance resources for Dignity Contacts to raise awareness and provide reassurance to colleagues and line managers about roles, responsibilities and avenues for reporting B&H. | | | | | | | | | | |
| 13.2 | Collaborate with staff equality networks to co-create resources, identify and target support for diverse staff groups | | | | | | | | | | |
| Objective 14: Strengthen our approach to tackling harassment and sexual misconduct | | | | | | | | | | | |
| 14.1 | Increase completion rates of the mandatory module - We all play a part: Preventing sexual harassment and misconduct at York. | | | | | | | | | | |
| 14.2 | Clarify expectations around personal relationships, especially concerning power imbalances, by actively promoting engagement with the 'Personal Relationships' policy. | | | | | | | | | | |
| 14.3 | Promote 'Light up the night' annual events. | | | | | | | | | | |
| 14.4 | Host a 'Lessons learned' workshop to determine future institutional actions. | | | | | | | | | | |
| Objective 15: Strengthen monitoring and engagement with UB training across all staff groups | | | | | | | | | | | |
| 15.1 | Dashboard reports available to all HoDs with UB training included as an agenda item at EDIC. | | | | | | | | | | |

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| No | Action | March - Sept 26 | Oct 26- Feb 27 | March - Sept 27 | Oct 27- Feb 28 | March- Sept 28 | Oct 28- Feb 29 | March - Sept 29 | Oct 29 Feb 30 | March - Sept 30 | Oct 30- Feb 31 |
| 15.2 | Extend mandatory UB training to all visitors, associates and casual staff. | | | | | | | | | | |
| Objective 16: Establish clear governance and a consistent institutional framework to ensure gender equality and wider EDI contributions are equitably allocated and recognised. | | | | | | | | | | | |
| 16.1 | Consult, develop and implement enhanced institutional EDI governance structure. ToR to include oversight, monitoring and resourcing of EDI and AS, succession planning, rotating chair and observers. | | | | | | | | | | |
| 16.2 | Biannual reporting of progress towards the institutional AS action plan. | | | | | | | | | | |
| 16.3 | Establish faculty EDI groups to focus on discipline specific initiatives. | | | | | | | | | | |
| 16.4 | Review shared governance arrangements for EDI with international partners. | | | | | | | | | | |
| Objective 17: Ensure UoY committees and boards are gender balanced and intersectional, with monitoring and strengthened leadership pipelines. | | | | | | | | | | | |
| 17.1 | Create a dashboard to establish baseline and monitor ongoing membership of UEB, Senate, Council and key university committees. | | | | | | | | | | |
| 17.2 | Introduce gender balanced shortlists for electable positions. | | | | | | | | | | |
| 17.3 | Develop and nurture a diverse pool of individuals as future committee members with formal career plans. | | | | | | | | | | |
| 17.4 | Annual reporting of committee composition to UEB. | | | | | | | | | | |
| Objective 18: Improve recognition for staff contributions to EDI and AS ambitions through workload frameworks and PDR processes. | | | | | | | | | | | |

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| 18.1 | Consult with Gold AS departments, equality networks and EDI chairs to develop a universal framework for EDI/AS workload across the university for faculty/UEB approval. | | | | | | | | | | |
| 18.2 | Phased implementation of the framework across academic and PS departments, reviewed through PDR. | | | Pilot | Pilot | Pilot | | | | | |
| Objective 19: Support academic and PSS departments to address gender and equality challenges through sustained AS engagement and capacity building. | | | | | | | | | | | |
| 19.1 | Continue to support academic departments and AS leads to apply for, renew and upgrade AS awards, supported by the internal review process + access to departmental applications. | | | | | | | | | | |
| 19.1.1 | Promote access to web based guidance, attendance at good practice seminars and development activity including acting as observers on AS panels. | | | | | | | | | | |
| 19.1.2 | Facilitate a networking event for departmental AS leads to share best practice. | | | | | | | | | | |
| 19.1.3 | Explore options for an AS 'self-service' data dashboard accessible to AS leads, HoDs and Deans. | | | | | | | | | | |
| 19.2 | Expand engagement with AS to PS directorates, developing EDI strategies and future AS applications. | | | | | | | | | | |
| Theme: Valuing individual talent and supporting personal progression | | | | | | | | | | | |
| Objective 20: To strengthen equitable career development and progression for women and under represented groups | | | | | | | | | | | |
| 20.1 | Launch the 'inclusive' institutional Talent Management Scheme (TMS). | | | | | | | | | | |
| 20.1.1 | Support all staff to have effective career and performance conversations. | | Training | Roll out | Roll out | | | | | | |

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| 20.1.2 | Develop illustrative examples of successful career progression including 'career tree' videos and role specific guidance for technicians, PS and academic staff. | | | | | | | | | | |
| 20.1.3 | Collect and analyse data on the take-up of professional support schemes for women, BAME and LGBTQ+ staff. | | | | | | | | | | |
| 20.1.4 | Embed the 'Community without Limits' behavioural framework | | | | | | Review | Review | Review | | |
| 20.1.5 | Publish a centralised web page of development resources. | | | | | | | | | | |
| 20.1.6 | Develop a digital platform to record qualifications, skills and experience. | | | | | Develop | Pilot | Roll out | | | |
| Objective 21: Develop succession plans for academic and PS leadership roles to strengthen gender balance and representation at all levels | | | | | | | | | | | |
| 21.1 | Launch the 'exclusive' institutional Talent Management Scheme (TMS) activity. | | | | | | | | | | |
| 21.1.1 | Succession planning activity for academic and PS leadership roles. | | | | | | | | | | |
| 21.1.2 | Develop PS talent pipelines. | | | | | | | | | | |
| 21.1.3 | Promote opportunities for internal and external secondments. | | | | | | | | | | |
| 21.1.4 | Attracting individuals from diverse backgrounds through positive action initiatives. | | | | | | | | | | |
| 21.1.5 | Review the shortlisting process for senior appointments to mitigate against any potential gender bias, | | | | | | | | | | |
| Objective 22: Enhance development opportunities for female, global majority staff and marginalised groups through targeted actions. | | | | | | | | | | | |
| 22.1 | Continue participation in the Equity in Leadership programme, providing tailored development for global majority staff. | | | | | | | | | | |

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| 22.2 | Review the pilot reverse mentoring programme outputs to identify opportunities for expansion. | | | | | | | | | | |
| 22.3 | Expand the range of senior leaders digital case studies to include their experience of mentoring and academic promotion. | | | | | | | | | | |
| Objective 23: Explore and enhance the induction experience of Associate staff. | | | | | | | | | | | |
| 23.1 | Review the induction experience of associates to identify potential improvements to policy and practice. Initial consultation including a 'Listening exercise' from which to develop an action plan. | | | | | | | | | | |
| 23.2 | Convene a working group to explore the experiences of hourly paid females and the impact of caring responsibilities on future employment. | | | | | | | | | | |
| Objective 24: Enhance targeted support for Female academics identified as future senior lecturers, readers and professors and reduce systemic barriers to promotion | | | | | | | | | | | |
| 24.1 | Run data informed workshops with senior managers to explore and tackle barriers in the progression pipeline. Faculty dashboard data to include progression by gender, ethnicity and disability. | | | | | | | | | | |
| 24.2 | PDR meetings with potential applicants to assess readiness for promotion and identify personalised developmental support. | | | | | | | | | | |
| 24.3 | Actively promote the benefits of participation in the UoY mentoring scheme to academic staff considering promotion. | | | | | | | | | | |
| 24.4 | Allocate senior mentor for professorial applicants as part of PDR developmental plan. Mentoring to commence at least 6 months prior to the application deadline | | | | | | | | | | |

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| 24.5 | Design and deliver developmental workshops for potential applicants at current SL and Reader level. Flexible delivery to accommodate in-person and remote working, alternative dates and times. | | Design | Deliver | | Deliver | | Deliver | | Deliver | |
| 24.6 | Participate in the Leverhulme 'Playing the Career Game' funded project, targeted career development initiative for women. | | | | | | | | | | |
| 24.7 | Promote, with allocated workload time, faculty writing workshops where applicants work with critical friends to hone applications. | | | | | | | | | | |
| 24.7.1 | Faculties to consider tailored writing workshops where the data indicates a reduced level of success for male professorial applicants and BAME staff. | | | | | | | | | | |
| Objective 25: Reduce systemic barriers to academic promotion. | | | | | | | | | | | |
| 25.1 | Review the academic promotions process and documentation to reduce structural barriers to participation. | | | | | | | | | | |
| 25.1.1 | Support applicants to tailor career history submissions by introducing 'essential' and 'supportive' criteria. | | | | | | | | | | |
| 25.1.2 | Develop guidance for departmental panels to provide developmental support and advice to prospective applicants. | | | | | | | | | | |
| 25.1.3 | Provide HoDs with average time-to-promotion data, split by gender and ethnicity to support progression. | | | First data | | Annual | | Annual | | Annual | |
| 25.1.4 | Provide the promotions panel with quantitative data including research and scholarly output, PGR supervision, and PI income, thus reducing the administrative burden on the applicant. | | | First data | | Annual | | Annual | | Annual | |

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| 25.1.5 | Support applications in alternative formats, for example in narrative form on MP3 digital files. | | | | | | | | | | |
| 25.1.6 | Facilitate a series of post promotions reflections meetings with panel members, successful and unsuccessful applicants to understand how they experienced the round and what, if anything, could be improved. | | | | First events | | Annual | | Annual | | Annual |
| Objective 26: Increase awareness and uptake of caring and family friendly schemes and benefits. | | | | | | | | | | | |
| 26.1 | Develop guidance notes for staff and managers explaining the value of, and process for KIT and SPLIT days. | Design | | Annual comms | | Annual comms | | Annual comms | | Annual comms | |
| 26.1.1 | Collect and analyse data on the take up of KIT and SPLIT days by gender, ethnicity, disability and sexual orientation. | | Baseline | | Annual | | Annual | | Annual | | Annual |
| 26.2 | Develop a digital job share platform to house information, collate levels of interest and promote internal vacancies. | | | | | | | | | | |
| 26.2.1 | Develop case studies for inclusion in the digital repository. | | | | | | | | | | |
| 26.2.2 | Collect and analyse data on the take-up of job shares by gender, ethnicity, disability and sexual orientation. | | | | | | | | | | |
| 26.3 | Review the 'Special Leave' and 'Flexible Working' policies, in part to consider the Employment Rights Bill. | | | | | | | | | | |
| 26.4 | Develop a digital repository of case studies sharing diverse experiences of staff, including senior leaders, who have taken, and returned from, caring or parental leave. | | | | | | | | | | |
| Objective 27: Better understand the impact on progression and retention of care givers. | | | | | | | | | | | |

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| 27.1 | Establish a working group to gather information on where, if at all, caring responsibilities are impacting on retention, recognition and progression for staff of all genders. | | | | | | | | | | |
| 27.1.1 | Facilitate a 'Listening Exercise' to gather qualitative data. | | | | | | | | | | |
| 27.1.2 | Review take-up of the carers fund and eligibility criteria. | | | | | | | | | | |
| Objective 28: Develop and implement Menopause action plans which are embedded in wellbeing related policies | | | | | | | | | | | |
| 28.1 | Consult, draft and publish a menopause action plan including resources, support, practical adjustments and dress codes. | | | | | | | | | | |
| 28.2 | Raise awareness of the UoY menopause 'Slack' channel and web resources through the staff digest. | | | | | | | | | | |
| 28.3 | Ensure guidance and support for staff and managers is included in key policies including induction, sickness absence and flexible working. | | | | | | | | | | |
| Objective 29: Increase awareness of wellbeing provision. | | | | | | | | | | | |
| 29.1 | Promote the annual Environment and Geography wellbeing fair, providing managers with guidance to enable staff to attend. | | | | | | | | | | |
| 29.2 | Actively promote the UoY wellbeing calendar, national care leavers month and departmental wellbeing initiatives. | | | | | | | | | | |
| 29.3 | HR wellbeing project group to review scope of activity and identify future actions aligning to UoY strategic aims. | | | | | | | | | | |
| Objective 30: Ensure the gendered impacts of carers leave on research outputs are considered as part of the REF 2029 submission. | | | | | | | | | | | |

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| 30.1 | Develop bespoke training for internal REF panel members. To include specific examples from STEMM areas, Social Sciences disciplines and issues of relevance to each unit of assessment. | | Design | Delivery | Delivery | | | | | | |
| Objective 31: Celebrate the academic contribution of technical staff. | | | | | | | | | | | |
| 31.1 | Develop external web page profiles for technical staff who contribute to academic papers as named authors. | | | | | | | | | | |
| Objective 32: Showcase the work of newly appointed Professors. | | | | | | | | | | | |
| 32.1 | Invite all newly appointed members of the professoriate to deliver an inaugural lecture. | | | | | | | | | | |
| Objective 33: Ensure reward and recognition schemes are applied fairly and equitably. | | | | | | | | | | | |
| 33.1 | Establish a consultation forum with PS staff, helping to improve accessibility, transparency and purpose of PS reward and recognition schemes. | | | | | | | | | | |
| 33.2 | Monitor applications for the refined reward and recognition schemes to identify emerging themes and trends. | | | | | | | | | | |
| 33.3 | Collect and analyse reward scheme nomination data by gender, race, disability and gender identity. | | | | | | | | | | |
| Objective 34: Tackle gender and ethnicity pay gap in grade 9 and professorial bands. | | | | | | | | | | | |
| 34.1 | Analyse and consider the impact of pay negotiations in recruitment Vs the lack of pay negotiations in promotion as a factor in gender pay disparity. | | | | | | | | | | |
| 34.2 | Enhance recruitment practice to include recruitment and UB training for all internal recruitment chairs and panel members. | | | | | | | | | | |
| 34.3 | Develop bespoke training for Female/BAME staff to enhance their negotiation skills. | | | | | | | | | | |

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| 34.4 | Monitor outcomes of internal and external salary negotiations. | | | | | | | | | | |
| Theme: Sense of belonging | | | | | | | | | | | |
| Objective 35: Celebrating the diverse contribution of our UoY community. | | | | | | | | | | | |
| 35.1 | Establish a working group to plan '20 years of Athena Swan' celebrations. | | | | | | | | | | |
| 35.2 | Establish a 'Going for Gold' working group with input from Gold and Silver departments. ToR to include a review of the IIF pathfinder institutions as an alternative route to recognition. | | | | | | | | | | |
| 35.3 | Review, update and promote the EDI calendar of cultural events and celebrations including LGBTQ+, Disability and Black history months. | | | | | | | | | | |
| Objective 36: Enhance cultural competence across our community and foster an inclusive sense of belonging | | | | | | | | | | | |
| 36.1 | Develop guidance on what 'Intersectionality' means in the York context, including how individuals and departments can consider an intersectional lens in future plans. | | | | | | | | | | |
| 36.2 | Develop a 'Train the Trainer' package to deliver 'Stories of Our Names' events, raising awareness of intersections of gender, familial relations, ethnicity and cultures. | | | | | | | | | | |
| 36.3 | Expand the repository of video case studies of individuals from different backgrounds and roles. | | | | | | | | | | |
| 36.4 | Add race equity training module to the LMS and monitor completions. | | | | | | | | | | |

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| Objective 37: Improve understanding of issues faced by non-binary and trans staff. | | | | | | | | | | | |
| 37.1 | Consult with Rainbow Alliance members to collate issues highlighted by non-binary and trans staff and consult on positive interventions. | | | | | | | | | | |
| 37.2 | Gather feedback from managers to understand cultural and systemic barriers to supporting non-binary and trans staff. | | | | | | | | | | |
| 37.3 | Develop online resources for line manager training to increase confidence in supporting staff who are transitioning. | | | | | | | | | | |
| 37.4 | Continue to liaise with the Rainbow Alliance to track any emerging concerns and staff perceptions of whether we are fostering a more inclusive culture. | | | | | | | | | | |
| 37.5 | Increase staff participation in Gendered Intelligence trans awareness training. | | | | | | | | | | |

Appendix 1 - Athena Swan Culture Survey 2023 (ASCS) data

Question set

| Theme 1: Belonging and Inclusion | |
|----------------------------------|--|
| 1 | I feel I belong in my department |
| 2 | I feel that people really care about me in my department |
| 3 | My contributions are valued in my department |
| 4 | I feel comfortable speaking up and expressing my opinions |
| 5 | Departmental communications are clear and relevant to me in my role |
| Theme 2: Gender equality | |
| 6 | Departmental leadership actively supports gender equality |
| 7 | My department is committed to gender balance in leadership positions |
| 8 | The rate people progress in my department is not affected by their gender |
| 9 | Equality, diversity and inclusion work is recognised when workload is allocated |
| 10 | Equality, diversity and inclusion work is recognised in applications for promotion/progression |
| 11 | My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff |
| Theme 3: Work life balance | |
| 12 | My department enables flexible working |
| 13 | Workloads in my department are allocated fairly |
| 14 | The timing of the departmental meetings and events takes into consideration those with caring responsibilities |
| 15 | My department provides staff with support around all types of caring leave |
| Theme 4: Bullying and Harassment | |
| 16 | I have experienced bullying and/or harassment in my department in the last 12 months |
| 17 | I have witnessed bullying and /or harassment in my department in the last 12 months |
| 18 | I know how to report bullying and/or harassment |
| 19 | Departmental management is active in tackling bullying and harassment |
| | I am satisfied with how bullying and harassment are addressed in my department |
| Theme 5: Career development | |
| 20 | My line manager supports my career development |
| 21 | Decisions about appointments are made fairly |
| 22 | Decisions about promotion / progression are made fairly |
| 23 | I receive useful feedback on my career development through performance reviews |
| Theme 6: Wellbeing | |
| 24 | My current workload is manageable |
| 25 | My mental health and/or wellbeing are supported in my department |
| 26 | I know where to seek support for mental health and/or wellbeing at work |
| 27 | I feel confident asking for mental health and/or wellbeing support at work |

Notes on data

Ten-point Likert scale where 0 = Strongly disagree and 10 = Strongly agree.
 In all questions (except 16 and 17), a high score indicates a more positive response.
 For questions 16 and 17 a lower score indicates a more positive response.

Culture survey terminology

| | |
|-------------------|---|
| Arts&Hum | Results from the Faculty of Arts & Humanities |
| Sci | Results from the Faculty of Sciences |
| SocSci | Results from the Faculty of Social Sciences |
| PS | Results for Professional Support Services |
| F | Self-identified staff group - Female Legal sex |
| M | Self-identified staff group - Male Legal sex |
| O | Unable to disaggregate legal sex, data shown is overall |
| Aca | Self-identified staff group - Academic (Teaching & Research) |
| Res | Self-identified staff group - Research |
| T&S | Self-identified staff group - Teaching & Scholarship |
| Sup | Self-identified staff group - Support (PSS) |
| 3 - 5 | Self-identified staff group - Staff grades 3 to 5, including Marie Curie ECR |
| 6 - 8 | Self-identified staff group - Staff grades 6 to 8, including Marie Curie R |
| SM | Self-identified staff group - Staff in grades 9 + |
| Fixed FT | Self-identified staff group - Staff on Fixed term, full-time contracts |
| Fixed PT | Self-identified staff group - Staff on Fixed term, part-time contracts |
| Open FT | Self-identified staff group - Staff on Open, full-time contracts |
| Open PT | Self-identified staff group - Staff on Open, part-time contracts |
| BME | Self-identified staff group - Staff in Black and Minority Ethnic ethnicities, grouped due to confidentiality limits |
| White | Self-identified staff group - Staff in White ethnicities, grouped |
| Car - No | Self-identified staff group - Staff with no caring responsibilities |
| Car - Yes | Self-identified staff group - Staff who care for a child /children under 18 |
| Car - Yes (other) | Self-identified staff group - Staff who have other caring responsibilities, grouped due to confidentiality limits (disabled child / children, disabled family member, elderly family member, someone else, multiple (child/disabled/elder) |
| Dis - No | Self-identified staff group - Staff with no disabilities |
| Dis - Yes (LT) | Self-identified staff group - Staff with a long term illness or health condition |
| Dis -Yes (MH) | Self-identified staff group - Staff who have a mental health condition |
| Dis - Yes (other) | Self-identified staff group - Staff who have another disability, grouped due to confidentiality limits (general learning disability, specific learning disability, physical impairment or mobility issues, multiple disabilities / health conditions) |

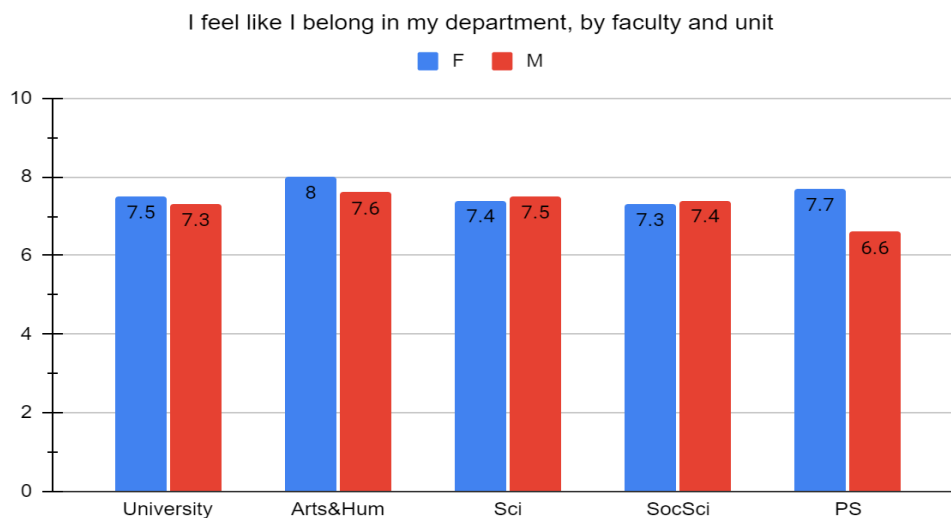
University of York Athena Swan Silver application

| | |
|---------------|--|
| Bisexual | Self-identified staff group - Staff who identify as Bisexual, unable to disaggregate legal sex due to confidentiality limits, data shown is overall |
| Gay Man | Self-identified staff group - Staff who identify as a Gay Man, unable to disaggregate legal sex due to confidentiality limits, data shown is overall |
| Gay Woman | Self-identified staff group - Staff who identify as a Gay Woman, unable to disaggregate legal sex due to confidentiality limits, data shown is overall |
| Heterosexual | Self-identified staff group - Staff who identify as Heterosexual, data shown is overall to directly compare with the other LGBT+ categories |
| Female | Self-identified staff group - Staff who identify as female, data shown is overall to directly compare with the other LGBT+ categories and to maintain confidentiality. |
| Male | Self-identified staff group - Staff who identify as male, data shown is overall to directly compare with the other LGBT+ categories and to maintain confidentiality. |
| Non-binary | Self-identified staff group - Staff who identify as non-binary, unable to disaggregate legal sex due to confidentiality limits, data shown is overall |
| Self Describe | Self-identified staff group - Staff who prefer to self describe, unable to disaggregate legal sex due to confidentiality limits, data shown is overall |

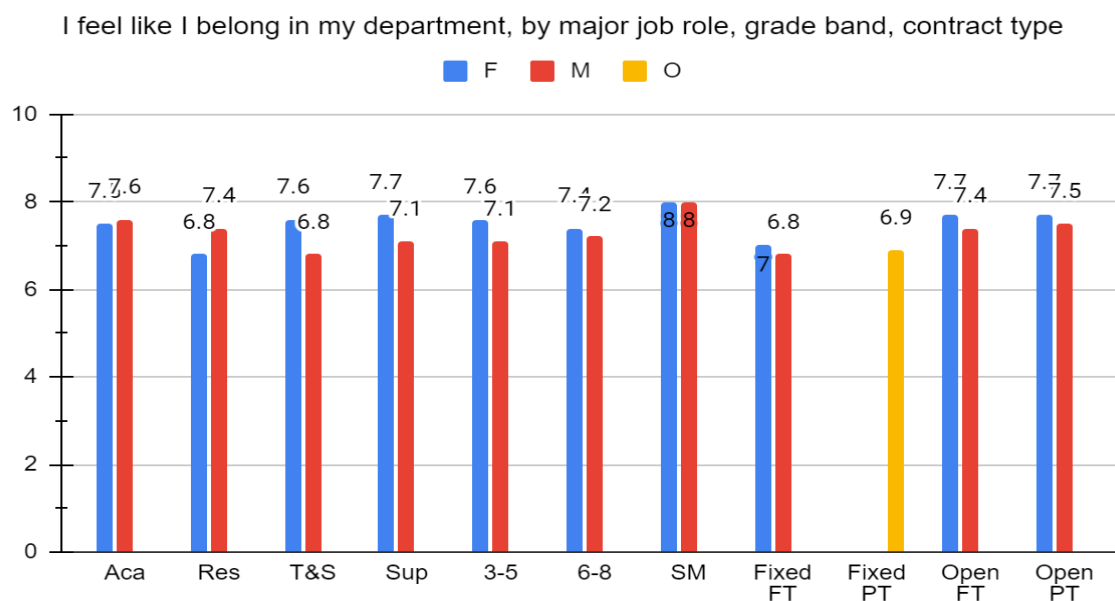
Theme 1: Belonging and Inclusion

1. I feel like I belong in my department

1.1 By three academic faculties and one professional service unit



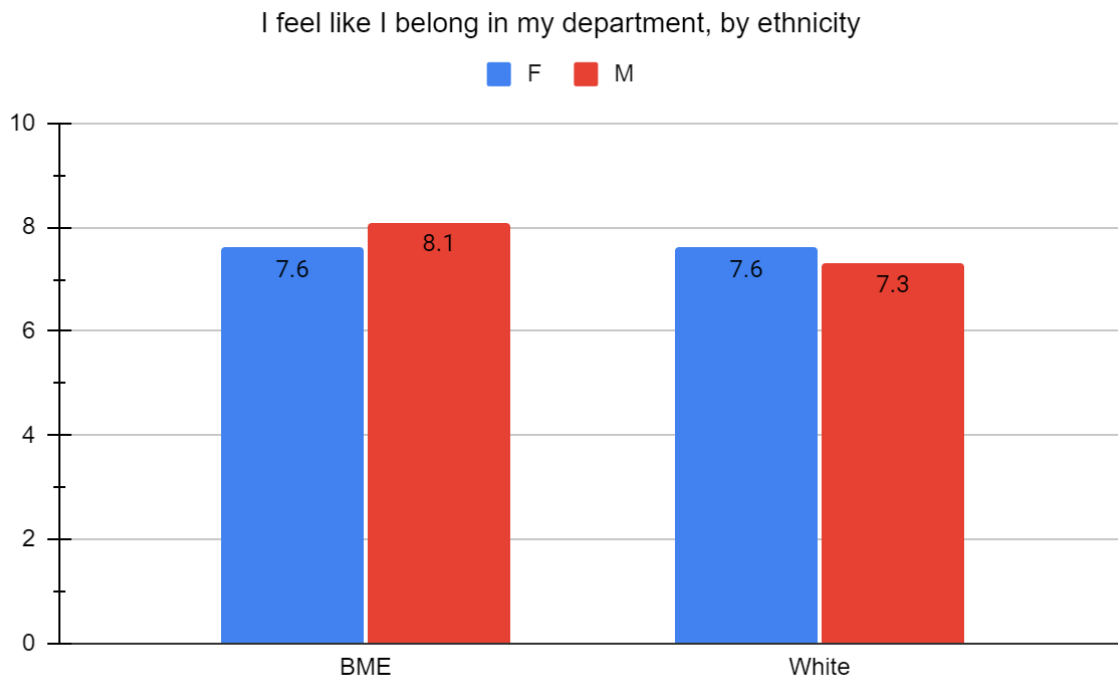
1.2 By major job role, grade band²³, contract type²⁴



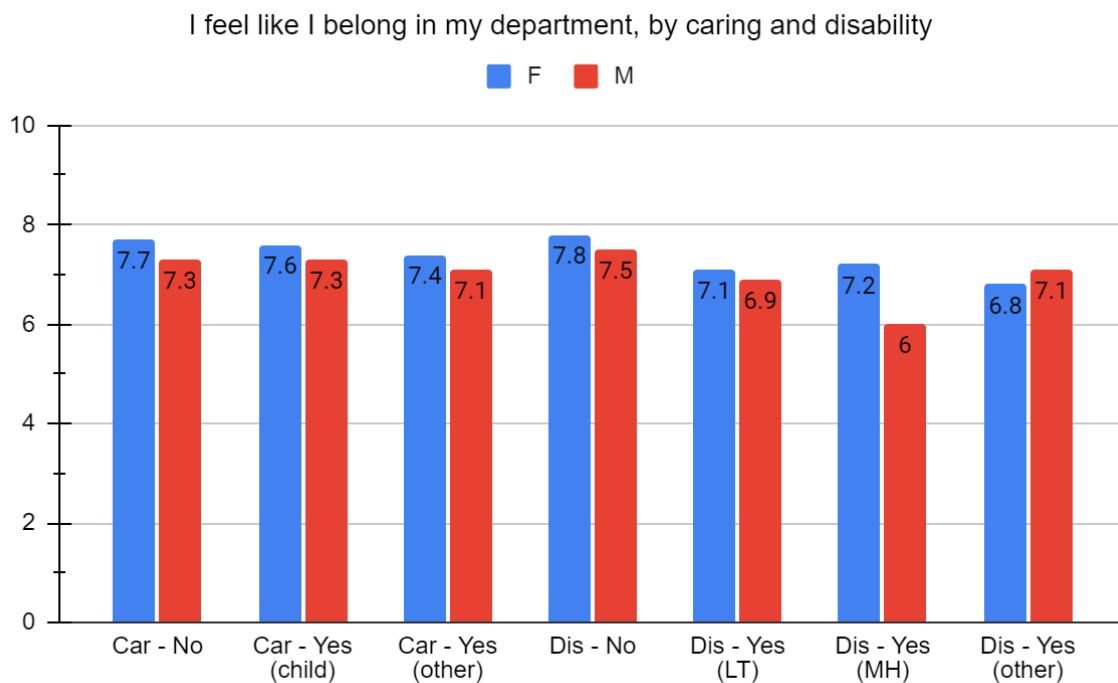
²³ We are unable to present any data from staff grades below 3 due to confidentiality limits.

²⁴ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

1.3 By ethnicity²⁵



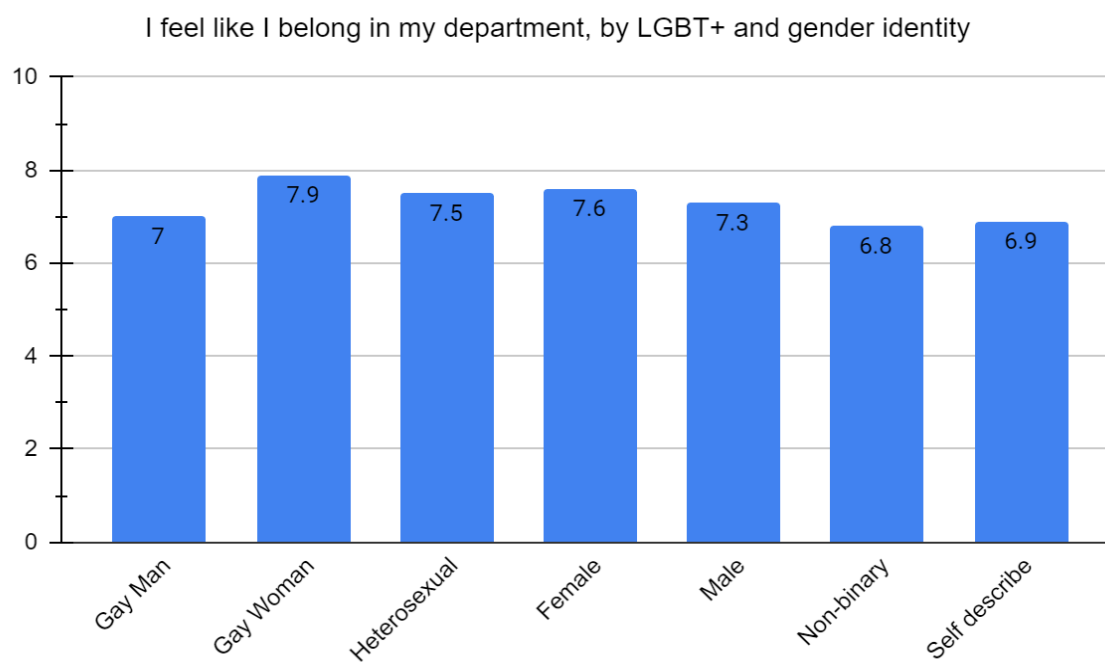
1.4 By caring, disability²⁶



²⁵ Due to confidentiality limits, we have grouped all non-white and white self-selected ethnic groups to be able to show intersectionality with legal sex.

²⁶ Some categories are grouped due to confidentiality limits.

1.5 LGBT+ and gender identity²⁷

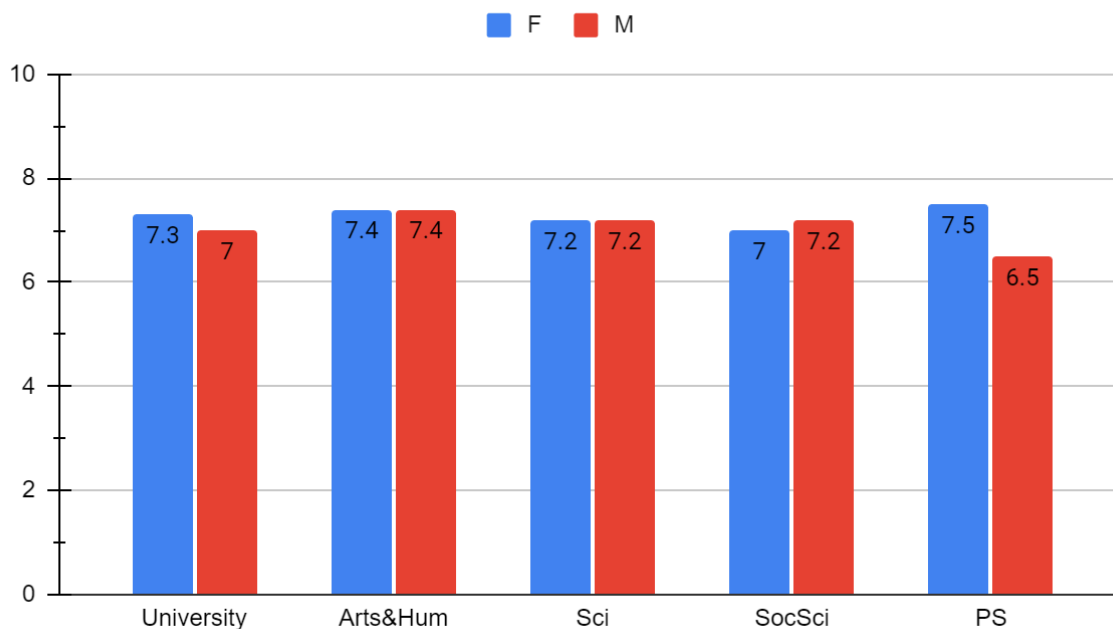


²⁷ All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

2. I feel that people really care about me in my department

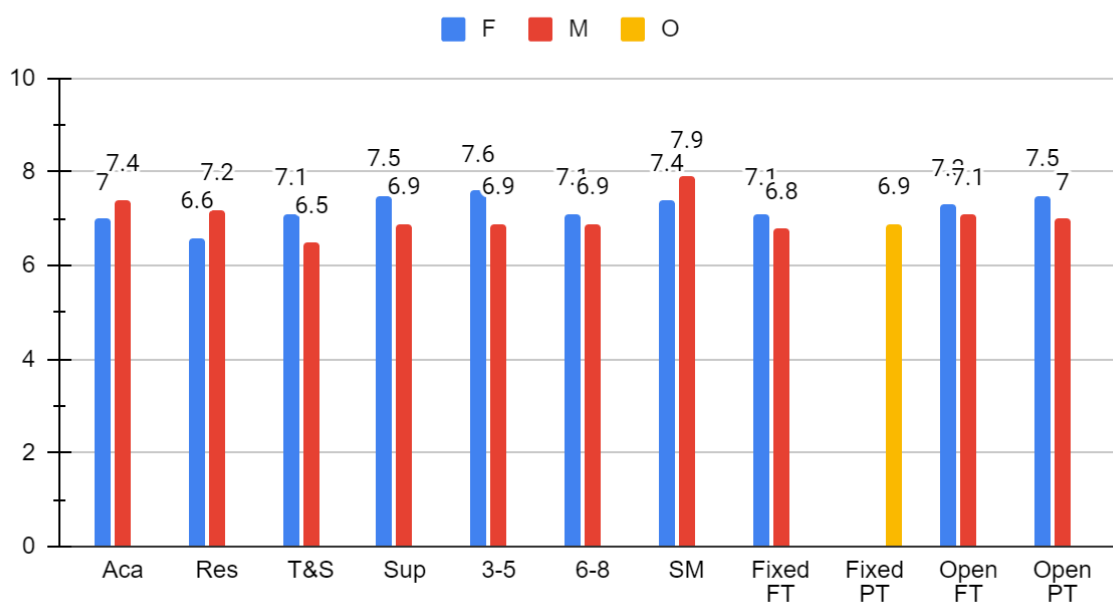
2.1 By three academic faculties and one professional service unit

I feel that people really care about me in my department, by faculty and unit



2.2 By major job role, grade band²⁸, contract type²⁹

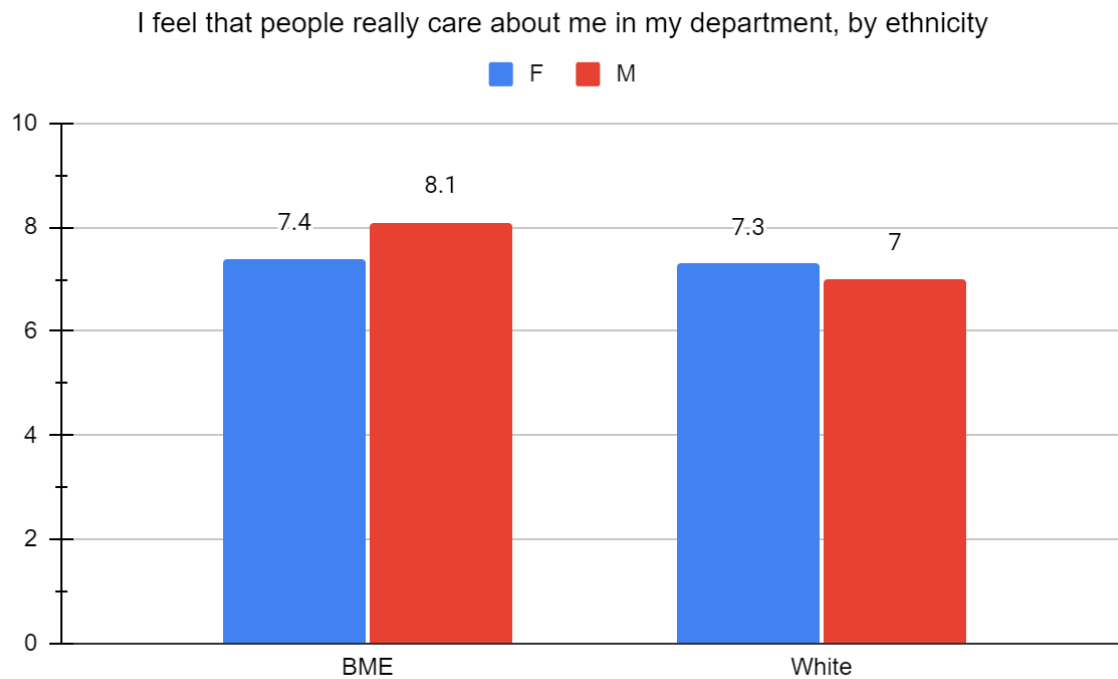
I feel that people really care about me in my department, by major job role, grade band, contract type



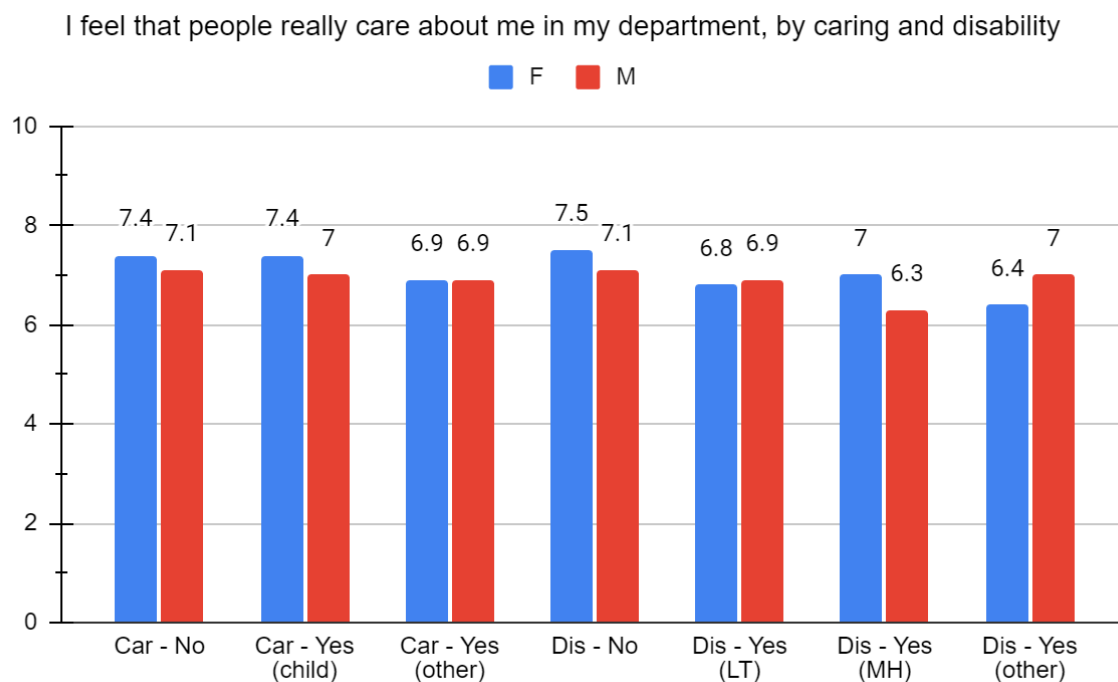
²⁸ We are unable to present any data from staff grades below 3 due to confidentiality limits.

²⁹ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

2.3 By ethnicity³⁰



2.4 By caring, disability³¹

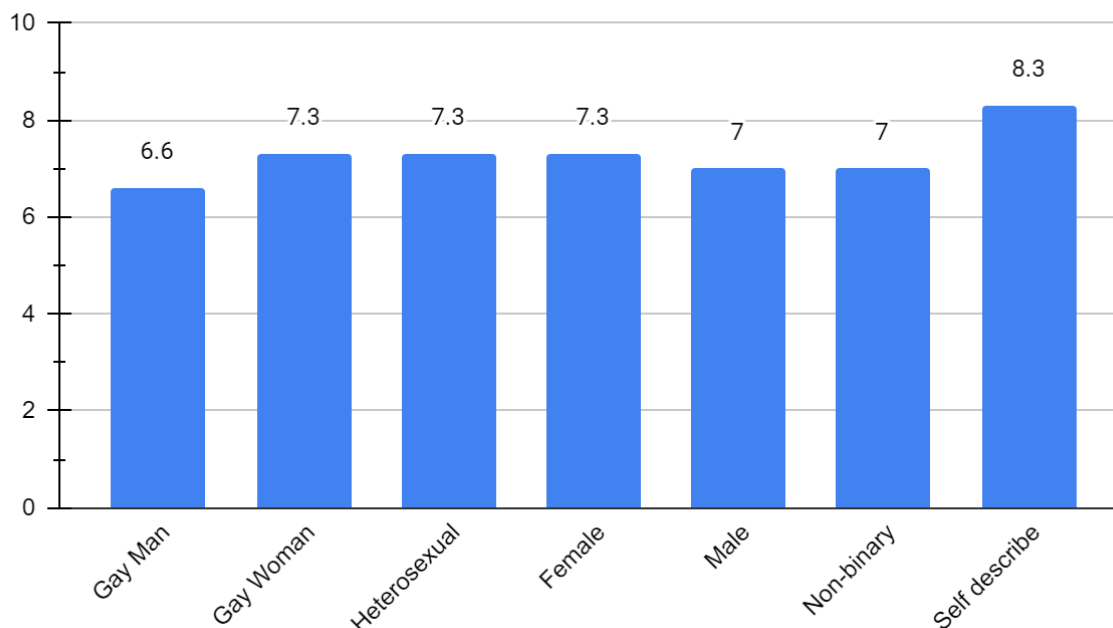


³⁰ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

³¹ Some categories are grouped due to confidentiality limits.

2.5 LGBT+ and gender identity³²

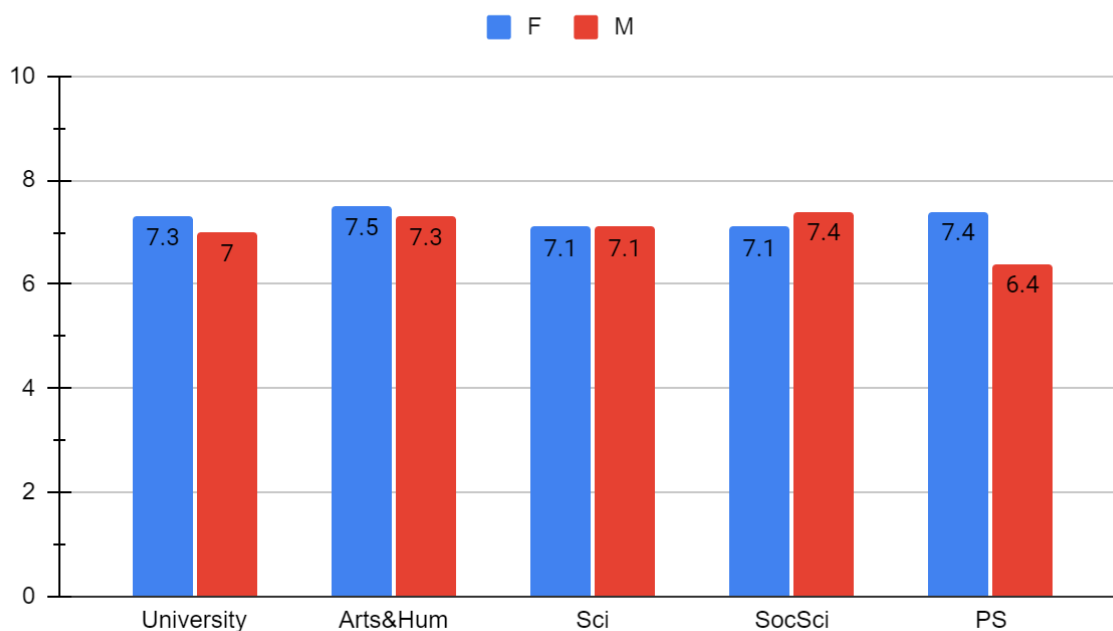
I feel that people really care about me in my department, by LGBT+ and gender identity



3. My contributions are valued in my department

3.1 By three academic faculties and one professional service unit

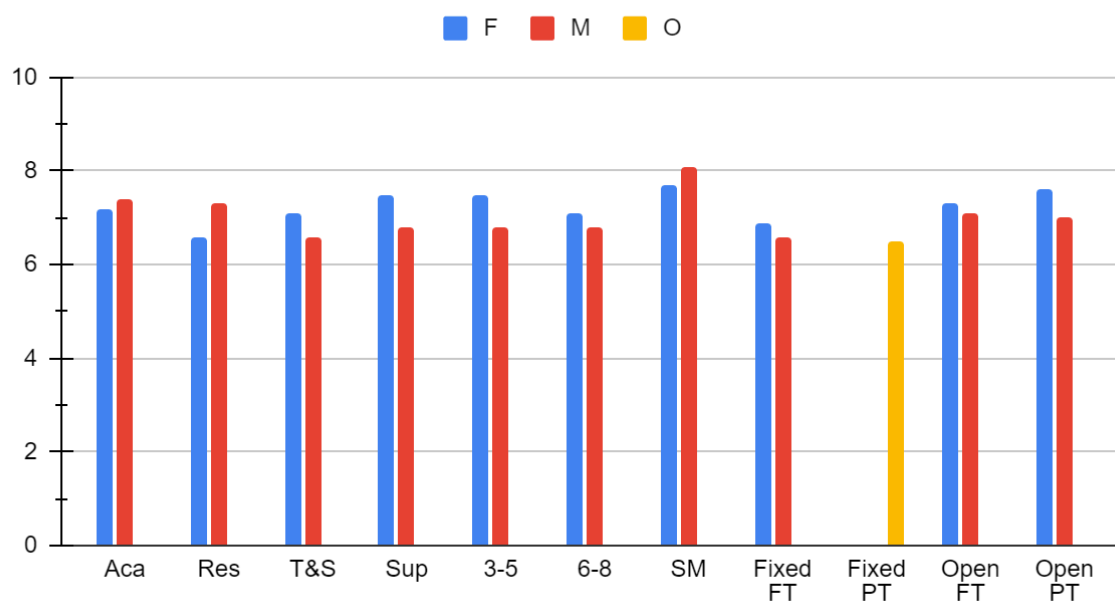
My contributions are valued in my department, by faculty and unit



³² All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

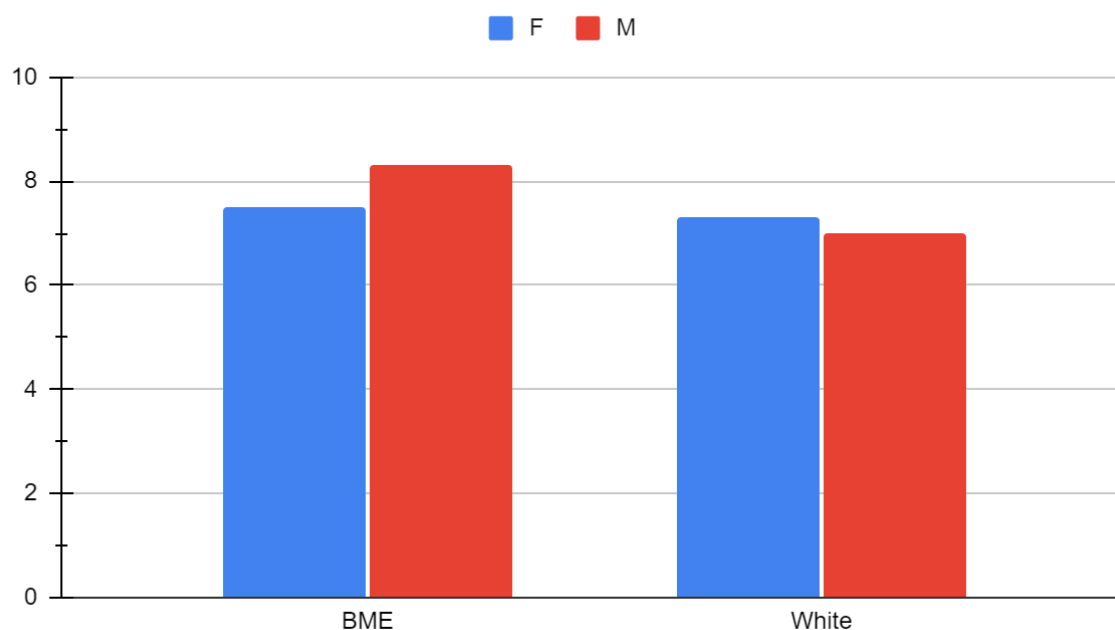
3.2 By major job role, grade band³³, contract type³⁴

My contributions are valued in my department, by major job role, grade band and contract type



3.3 By ethnicity³⁵

My contributions are valued in my department, by ethnicity

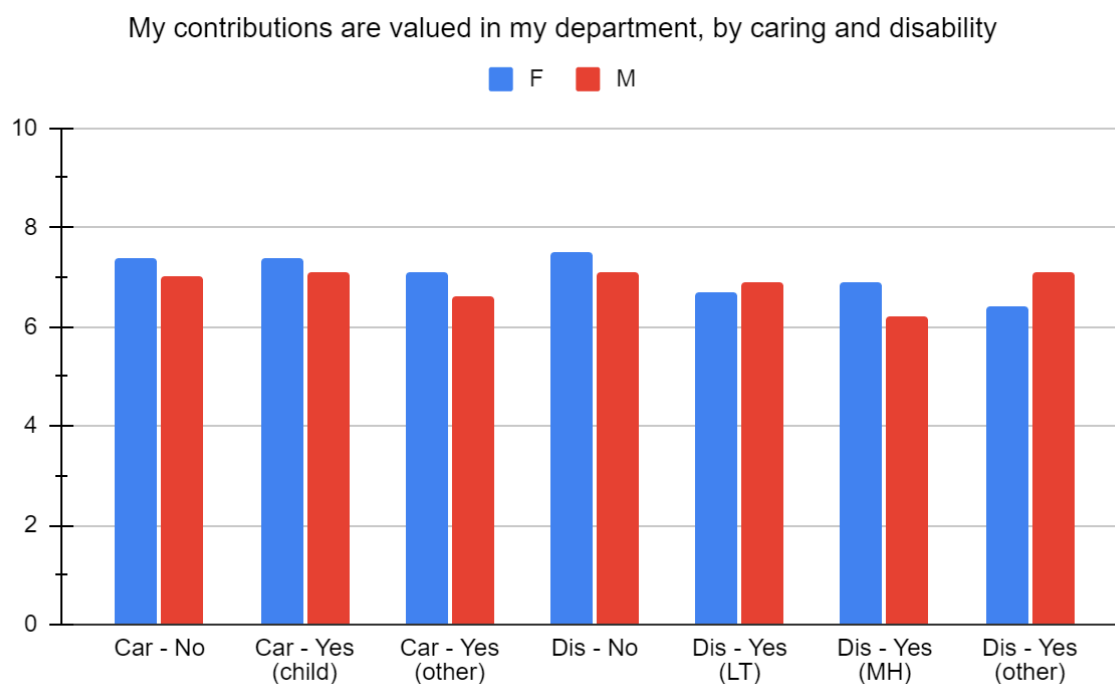


³³ We are unable to present any data from staff grades below 3 due to confidentiality limits.

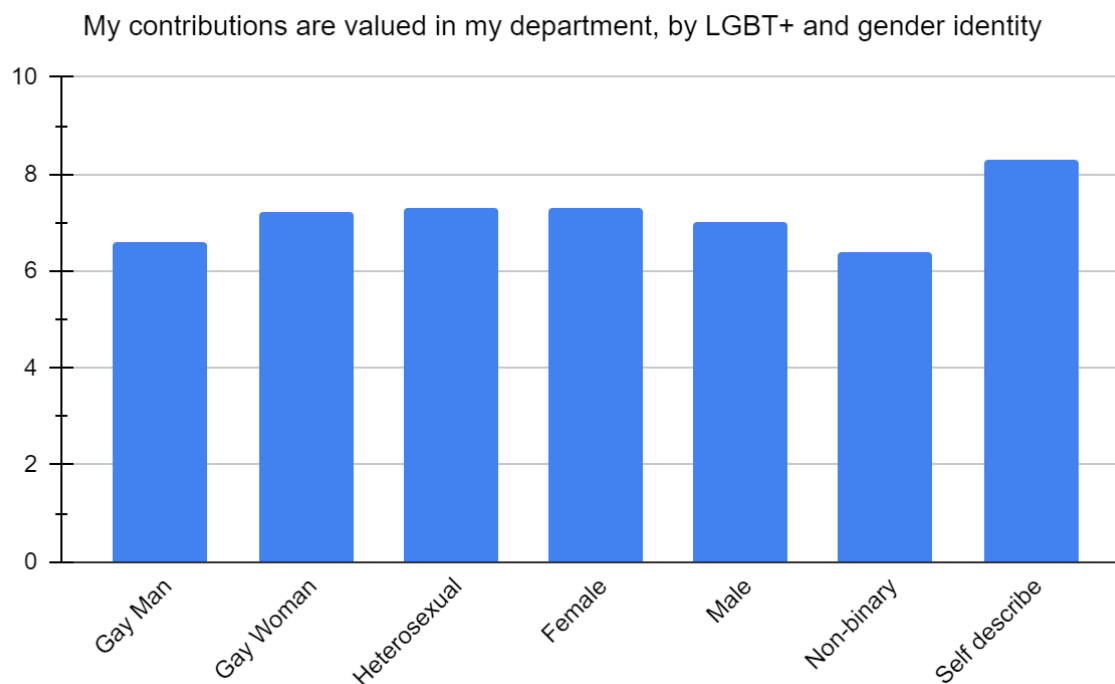
³⁴ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

³⁵ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

3.4 By caring, disability³⁶



3.5 LGBT+ and gender identity³⁷



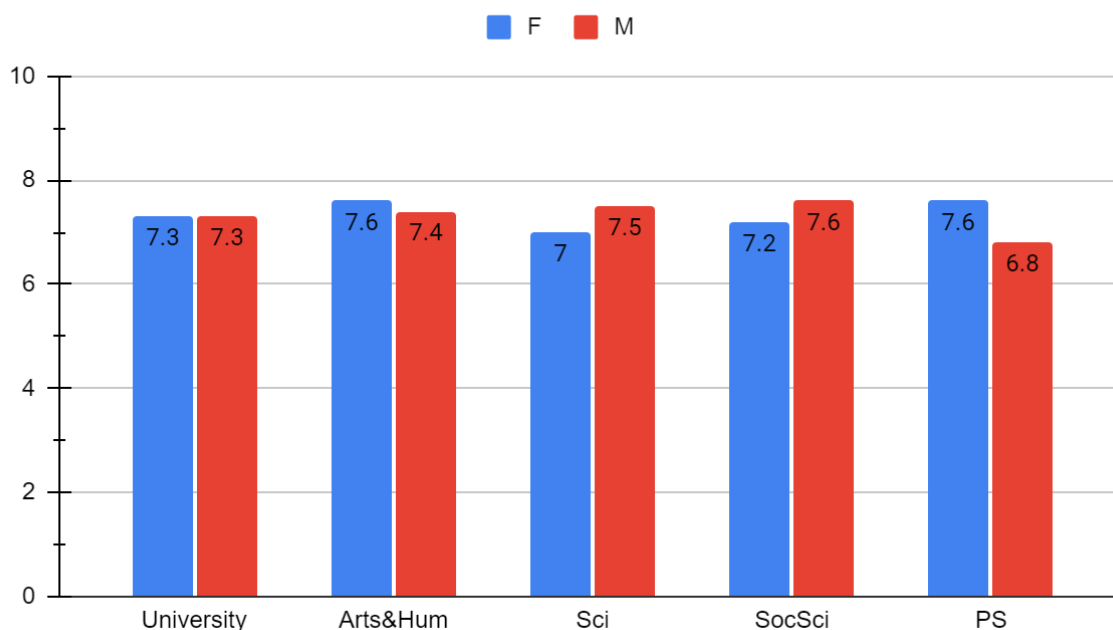
³⁶ Some categories are grouped due to confidentiality limits.

³⁷ All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

4. I feel comfortable speaking up and expressing my opinions

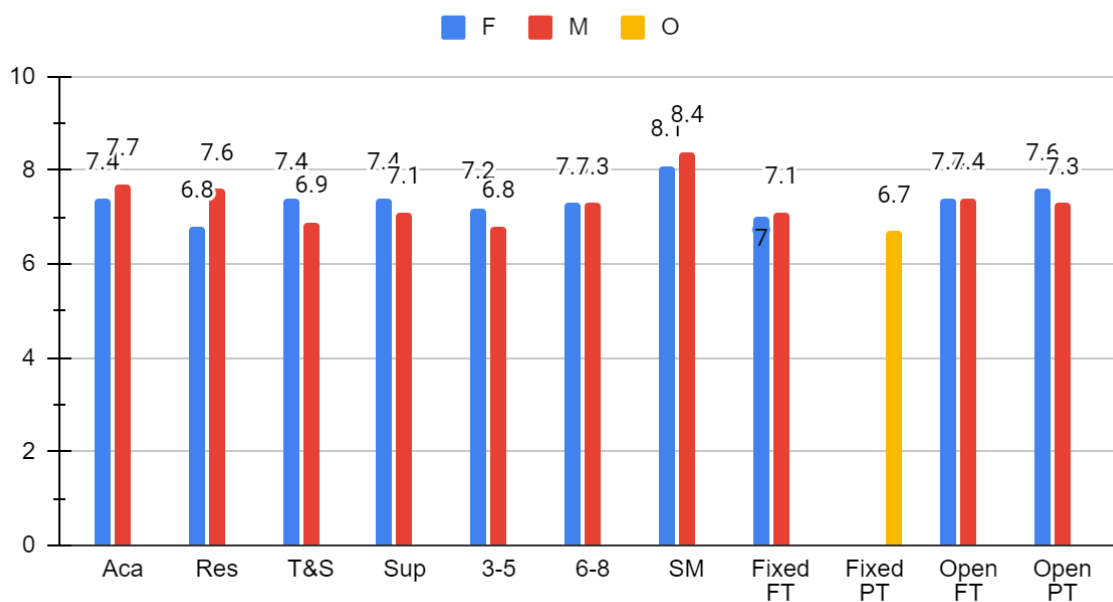
4.1 By three academic faculties and one professional service unit

I feel comfortable speaking up and expressing my opinions, by faculty and unit



4.2 By major job role, grade band³⁸, contract type³⁹

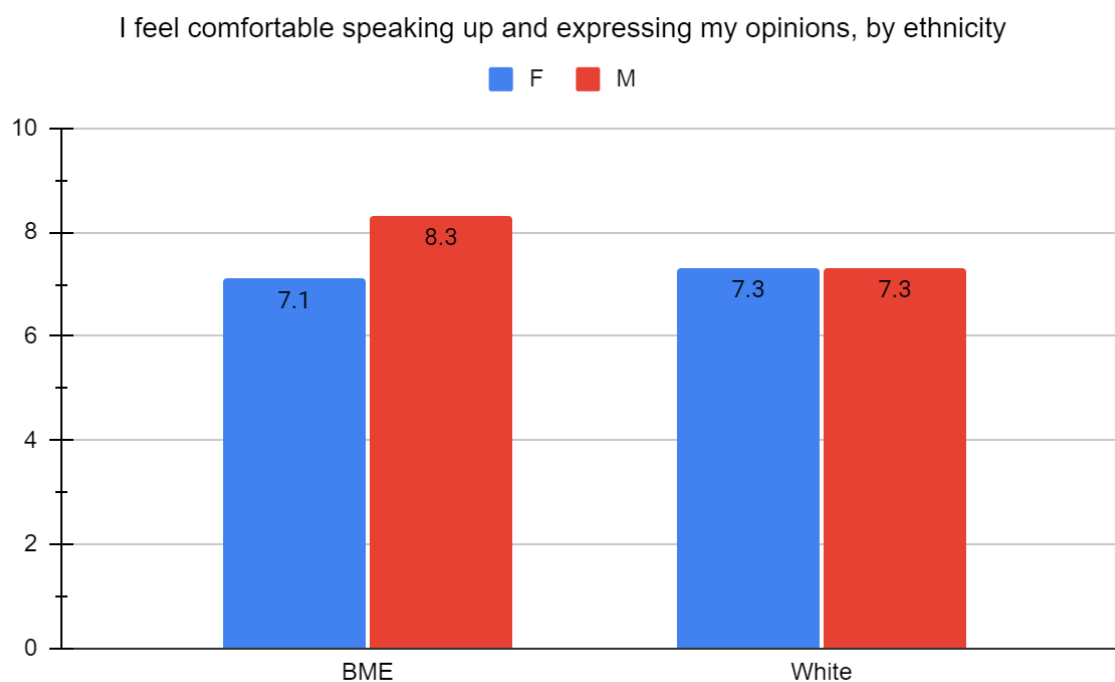
I feel comfortable speaking up and expressing my opinions, by major job role grade band and contract type



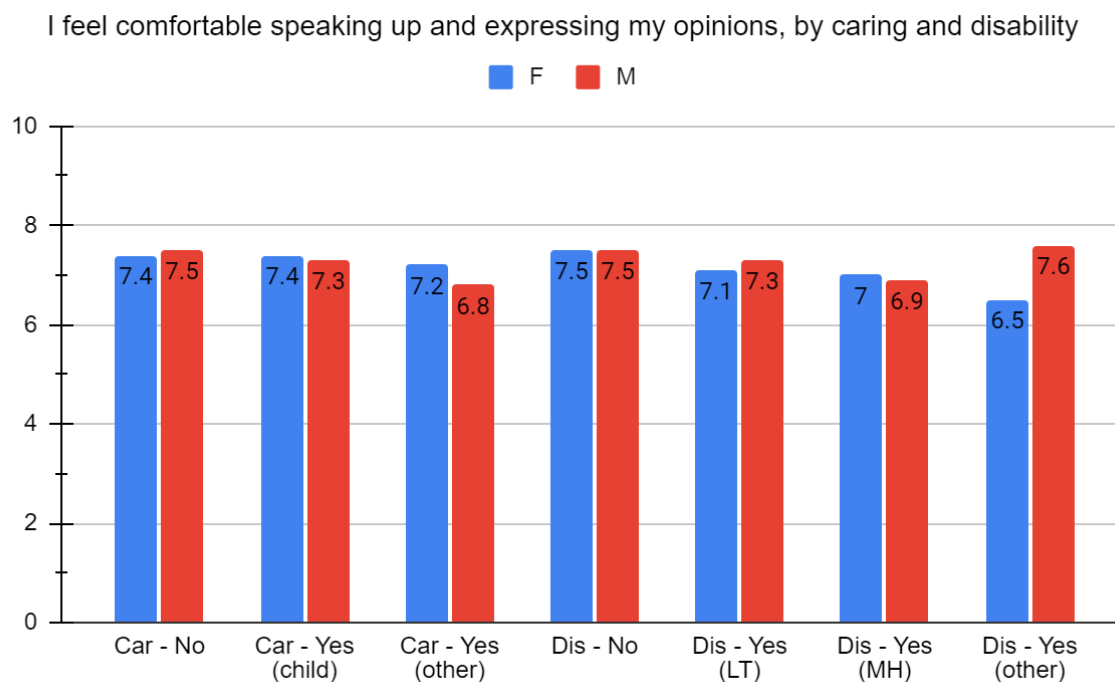
³⁸ We are unable to present any data from staff grades below 3 due to confidentiality limits.

³⁹ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

4.3 By ethnicity⁴⁰



4.4 By caring, disability⁴¹

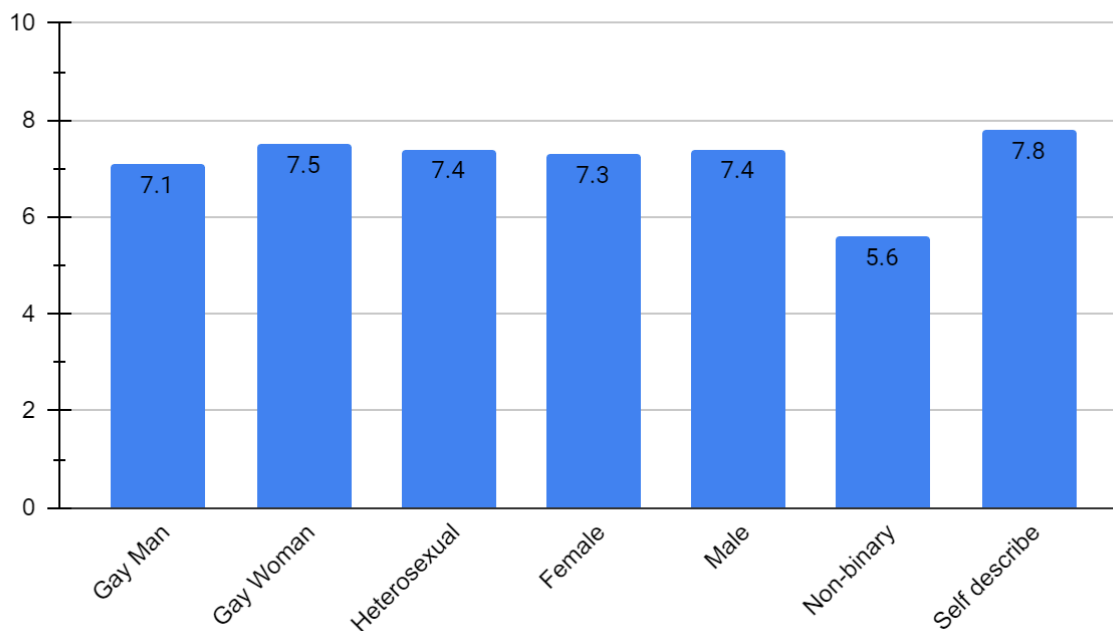


⁴⁰ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

⁴¹ Some categories are grouped due to confidentiality limits.

4.5 LGBT+ and gender identity⁴²

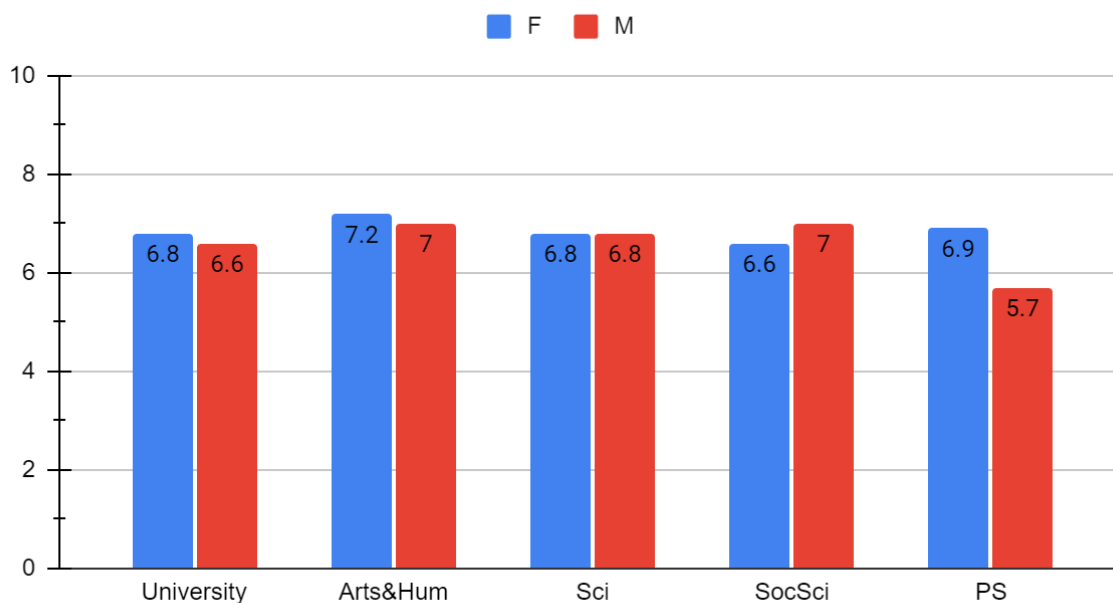
I feel comfortable speaking up and expressing my opinions, by LGBT+ and gender identity



5. Departmental communications are clear and relevant to me and my role

5.1 By three academic faculties and one professional service unit

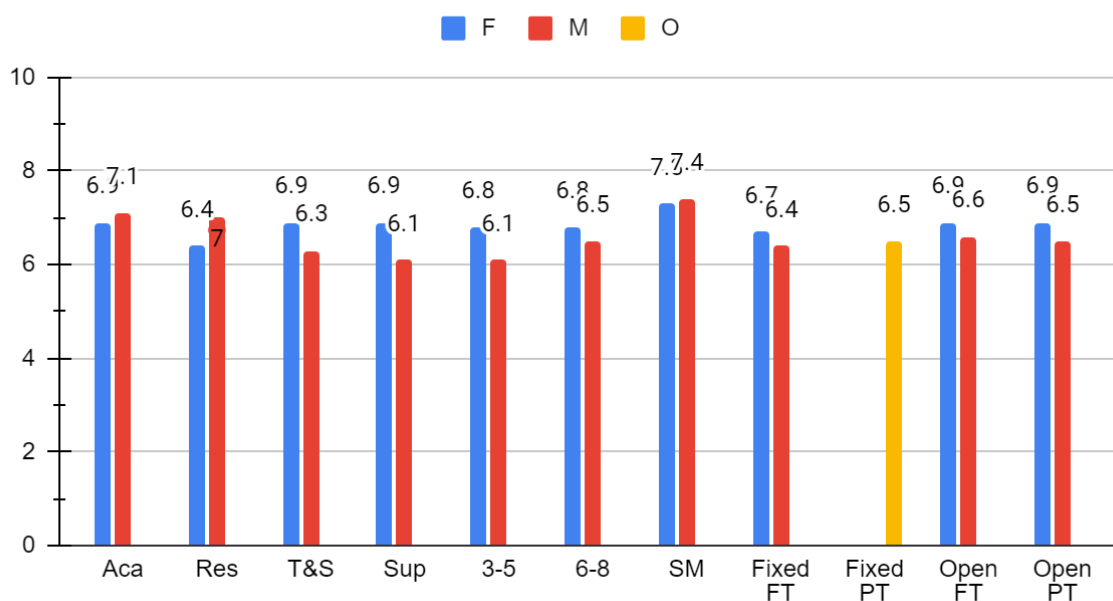
Departmental communications are clear and relevant to me and my role, by faculty and unit



⁴² All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

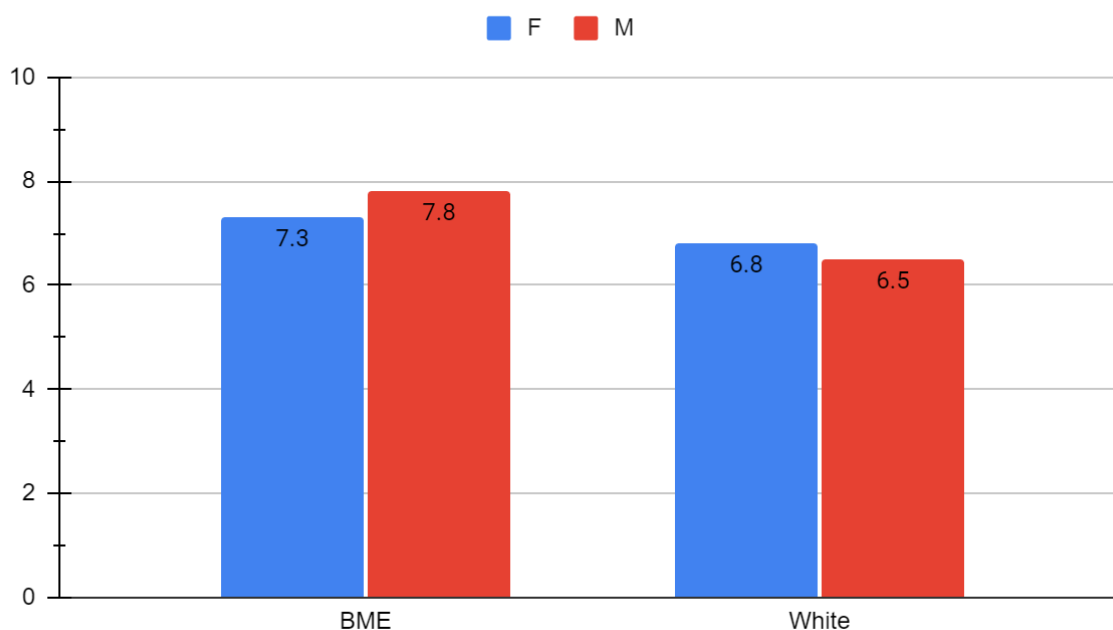
5.2 By major job role, grade band⁴³, contract type⁴⁴

Departmental communications are clear and relevant to me and my role, by major job role, grade band and contract type



5.3 By ethnicity⁴⁵

Departmental communications are clear and relevant to me and my role, by ethnicity



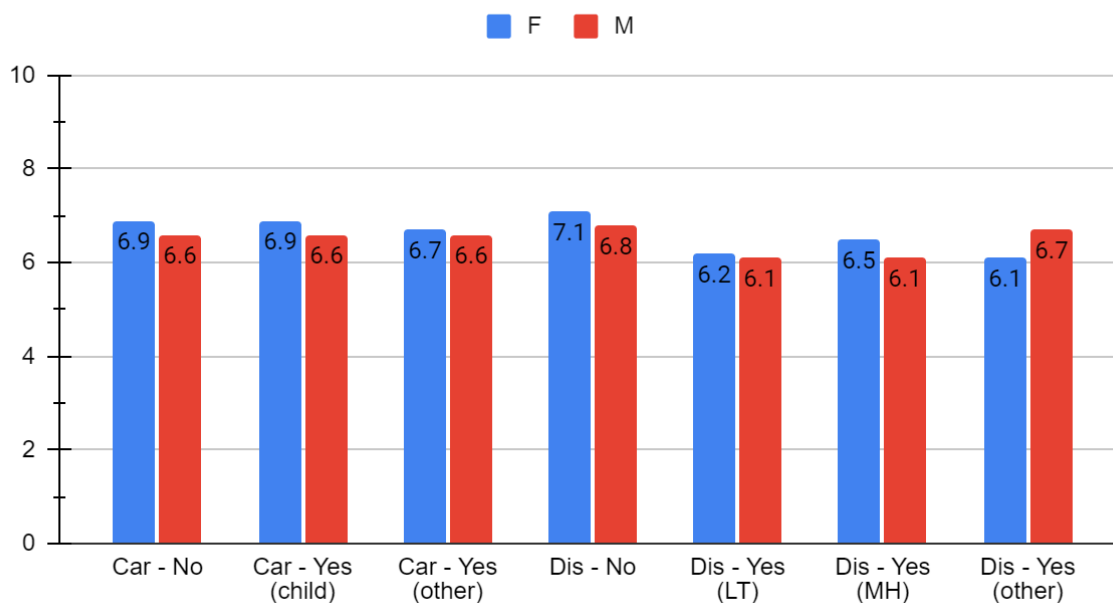
⁴³ We are unable to present any data from staff grades below 3 due to confidentiality limits.

⁴⁴ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

⁴⁵ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

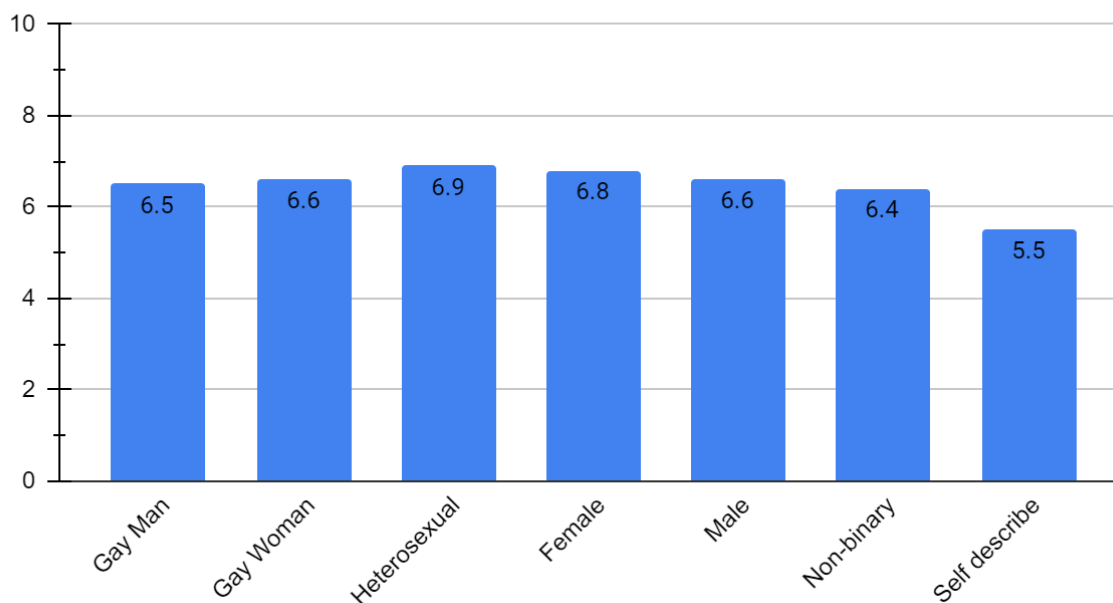
5.4 By caring, disability⁴⁶

Departmental communications are clear and relevant to me and my role, by caring and disability



5.5 LGBT+ and gender identity⁴⁷

Departmental communications are clear and relevant to me and my role, by LGBT+ and gender identity



⁴⁶ Some categories are grouped due to confidentiality limits.

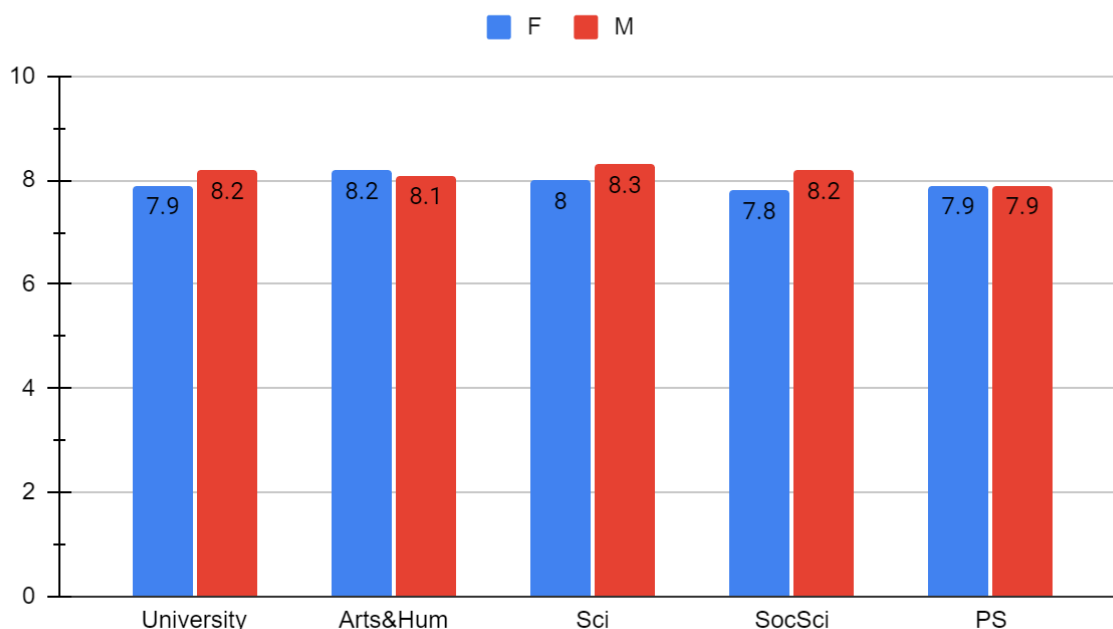
⁴⁷ All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

Theme 2: Gender Equality

6. Departmental leadership actively supports gender equality

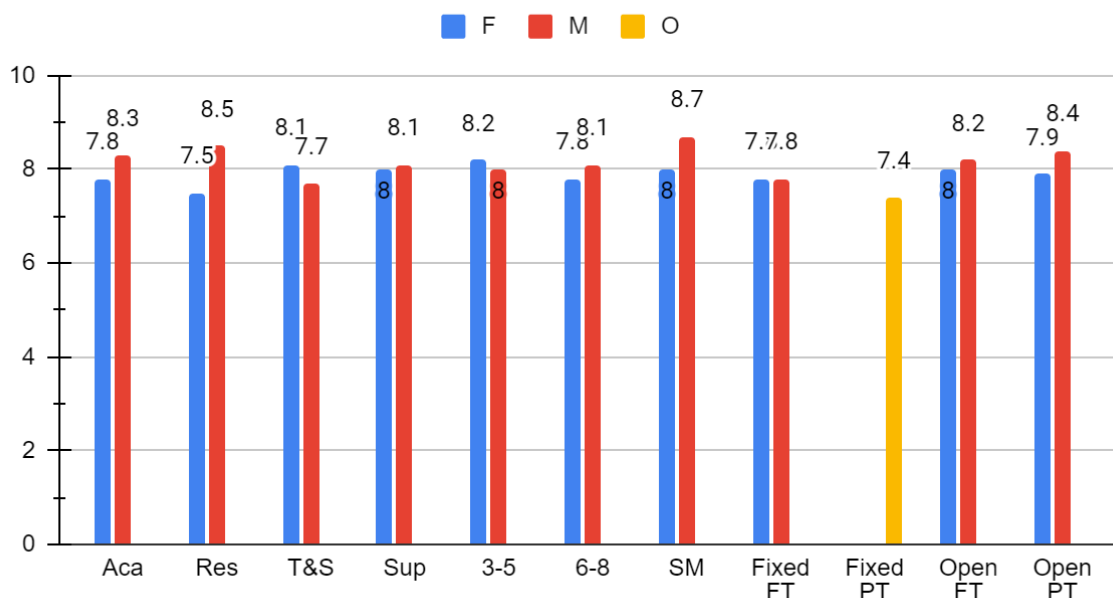
6.1 By three academic faculties and one professional service unit

Departmental leadership actively supports gender equality, by faculty and unit



6.2 By major job role, grade band⁴⁸, contract type⁴⁹

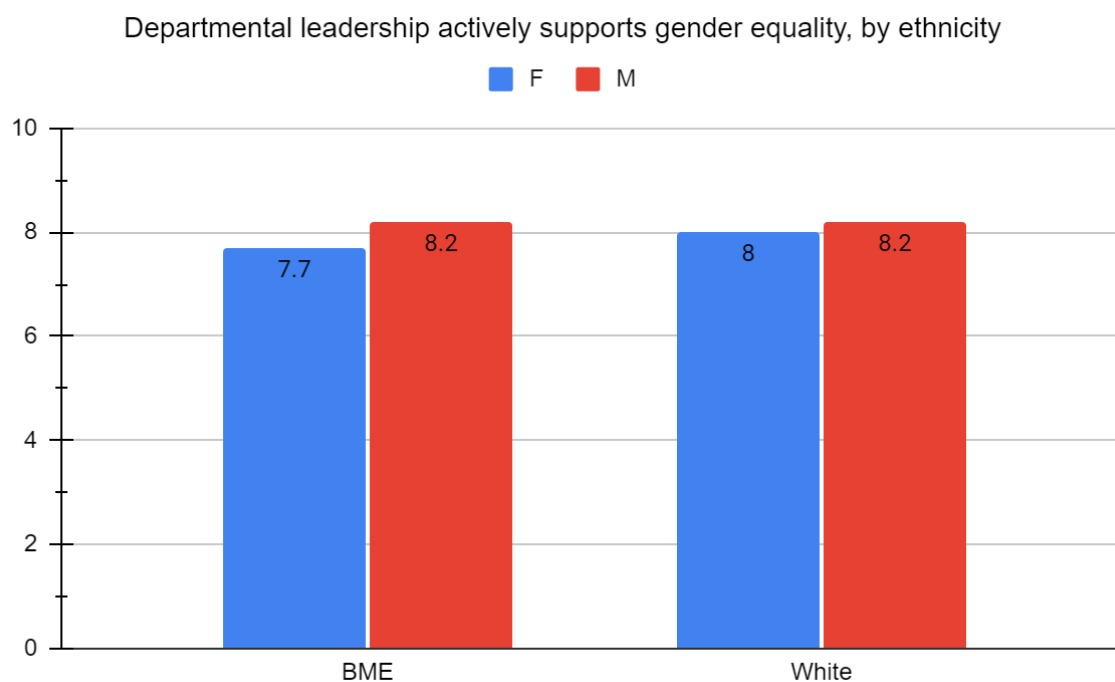
Departmental leadership actively supports gender equality, by major job role, grade band and contract type



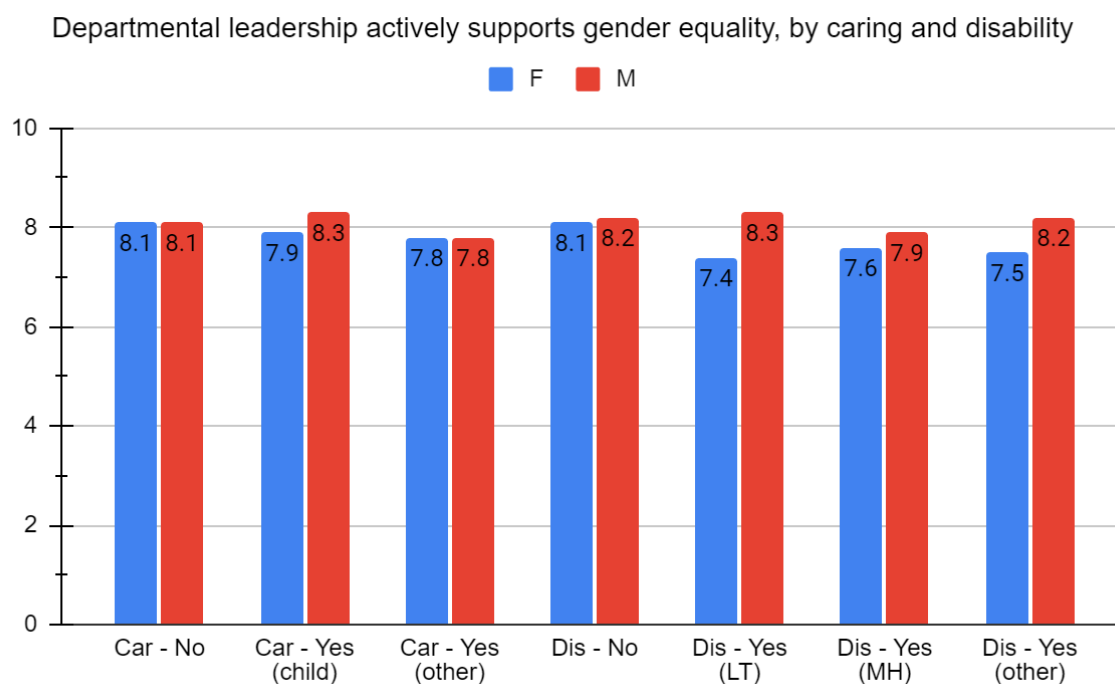
⁴⁸ We are unable to present any data from staff grades below 3 due to confidentiality limits.

⁴⁹ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

6.3 By ethnicity⁵⁰



6.4 By caring, disability⁵¹

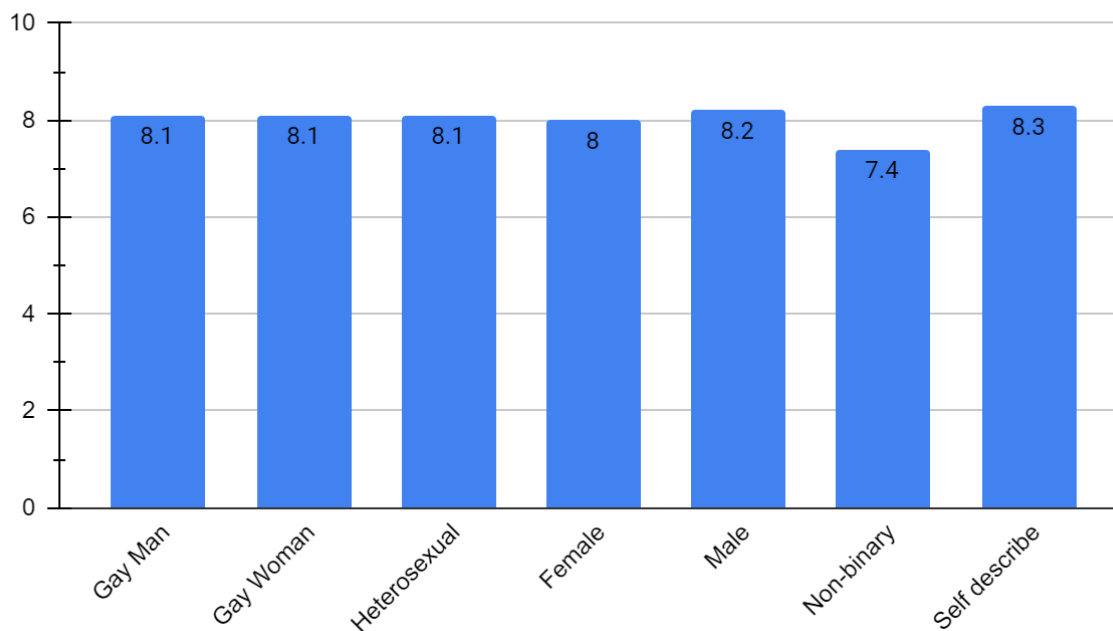


⁵⁰ Due to confidentiality limits, we have grouped all non-white self-selected ethnic groups to be able to show the intersectionality with legal sex.

⁵¹ Some categories are grouped due to confidentiality limits.

6.5 LGBT+ and gender identity⁵²

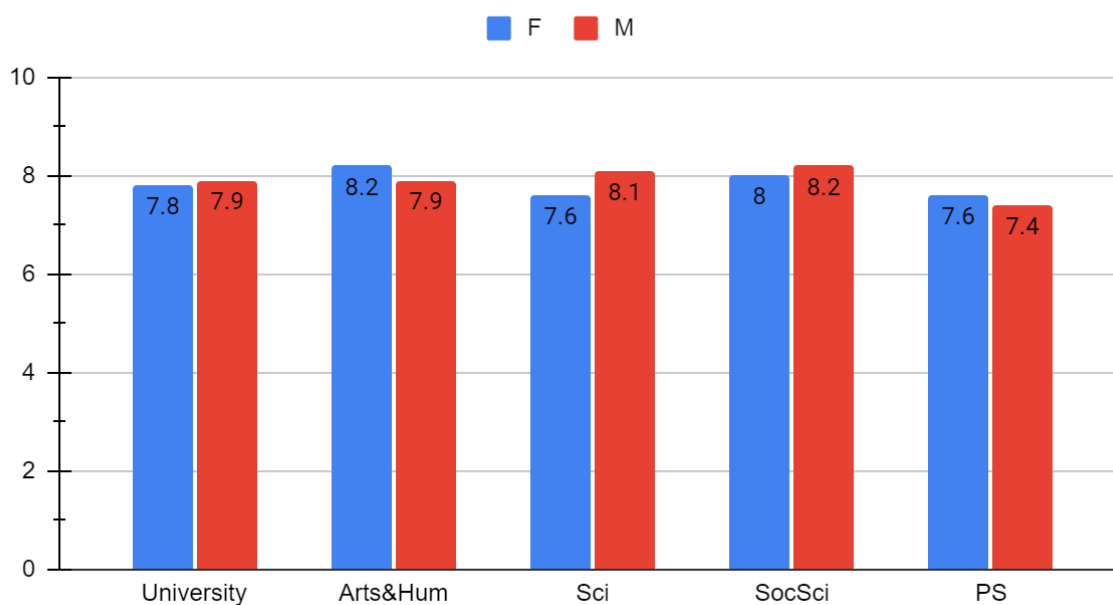
Departmental leadership actively supports gender equality, by LGBT+ and gender identity



7. My department is committed to achieving gender balance in leadership positions

7.1 By three academic faculties and one professional service unit

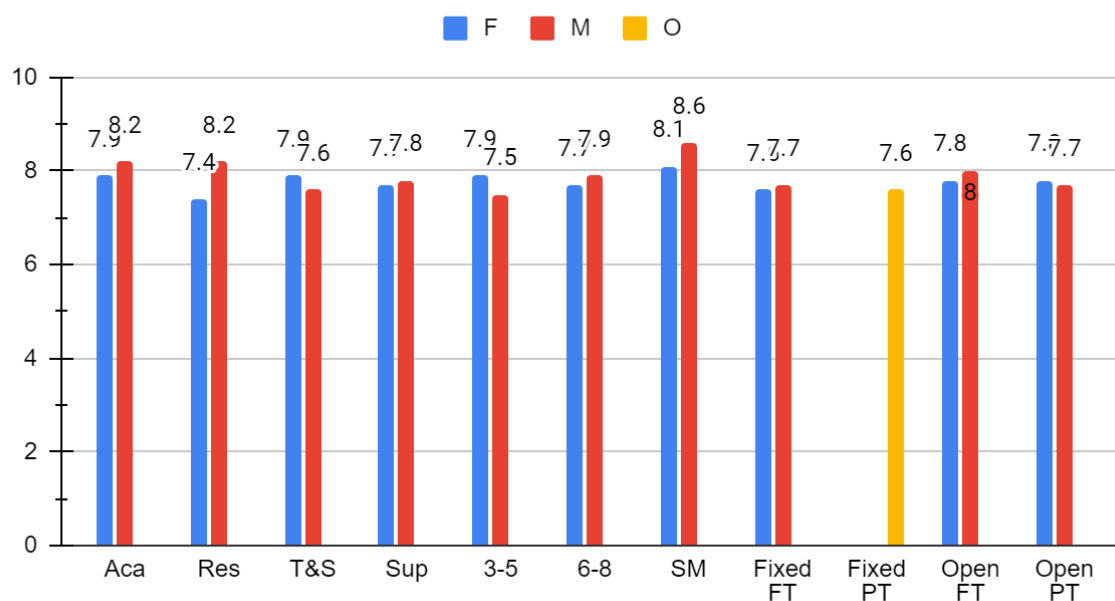
My department is committed to achieving gender balance in leadership positions, by faculty and unit



⁵² All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

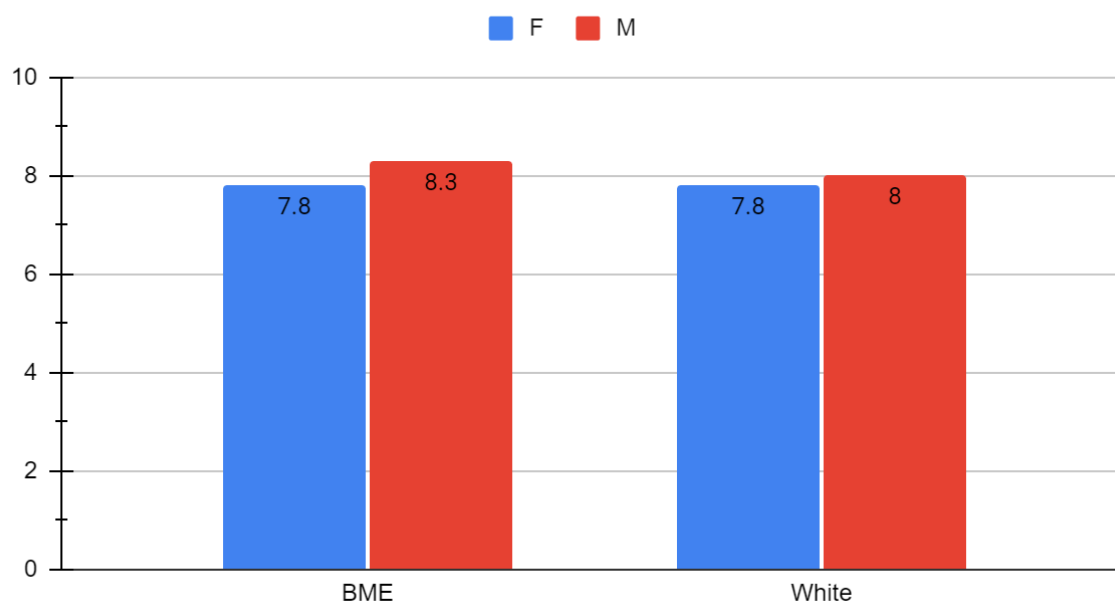
7.2 By major job role, grade band⁵³, contract type⁵⁴

My department is committed to achieving gender balance in leadership positions, by major job role, grade band and contract type



7.3 Ethnicity ethnicity⁵⁵

My department is committed to achieving gender balance in leadership positions, by ethnicity



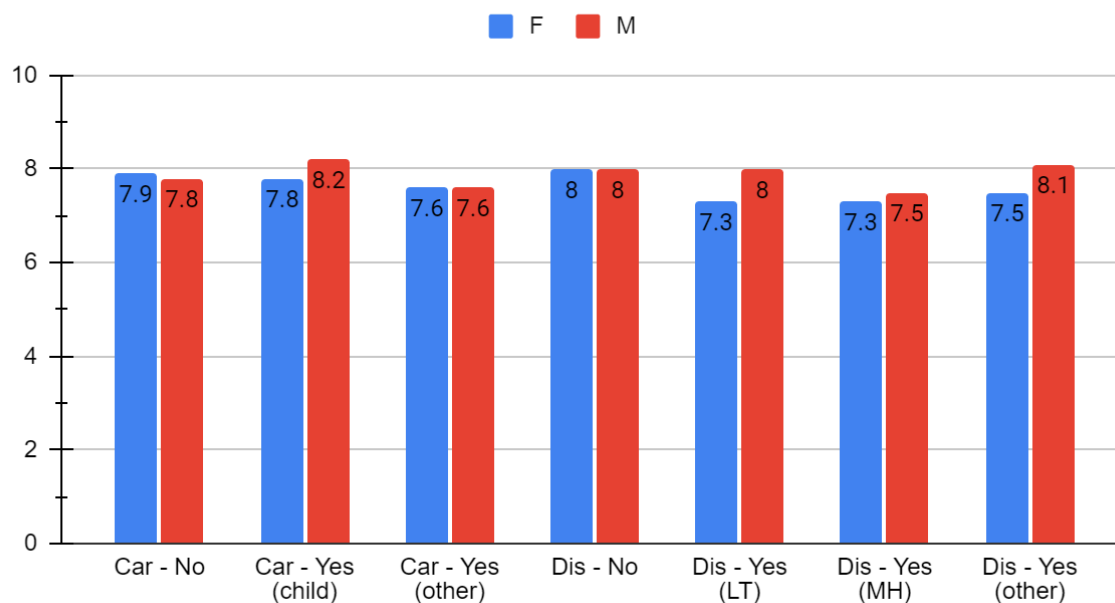
⁵³ We are unable to present any data from staff grades below 3 due to confidentiality limits.

⁵⁴ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

⁵⁵ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

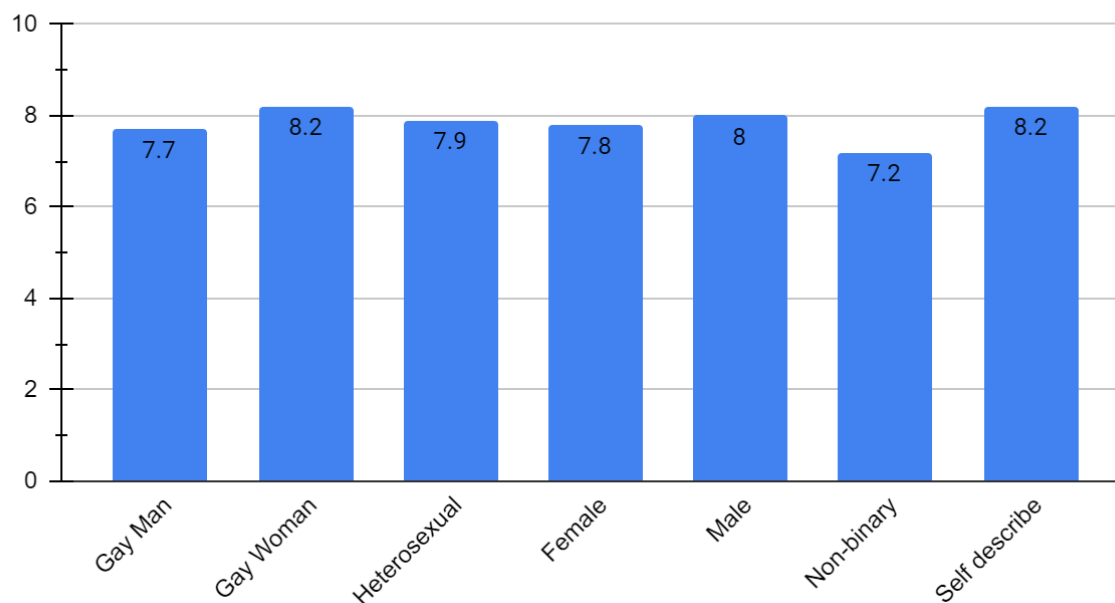
7.4 By caring, disability⁵⁶

My department is committed to achieving gender balance in leadership positions, by caring and disability



7.5 LGBT+ and gender identity⁵⁷

My department is committed to achieving gender balance in leadership positions, by LGBT+ and gender identity



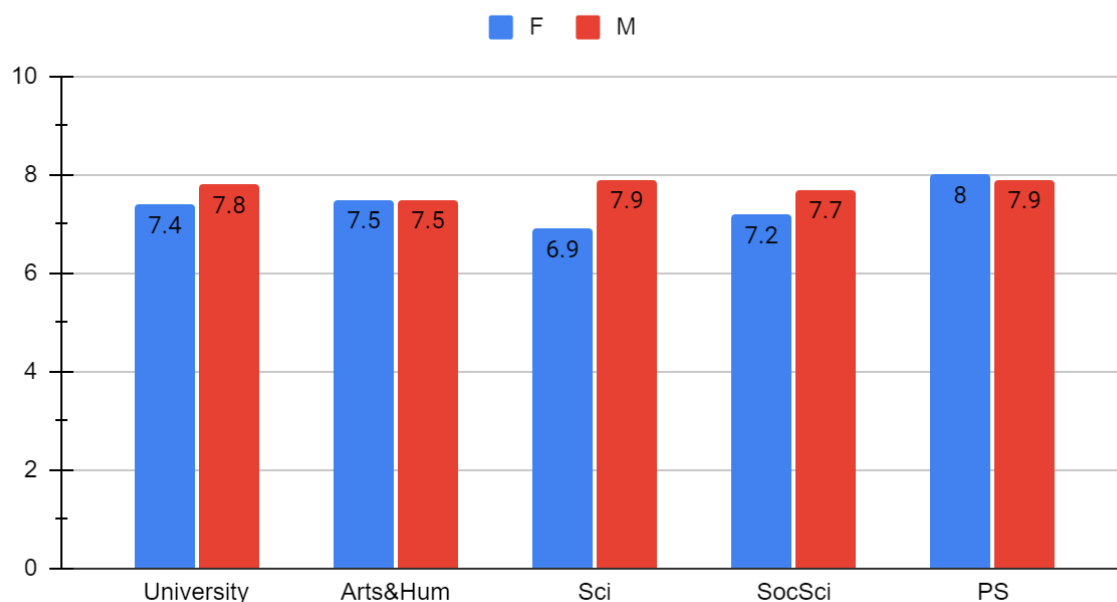
⁵⁶ Some categories are grouped due to confidentiality limits.

⁵⁷ All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

8. The rate people progress in my department is not affected by their gender

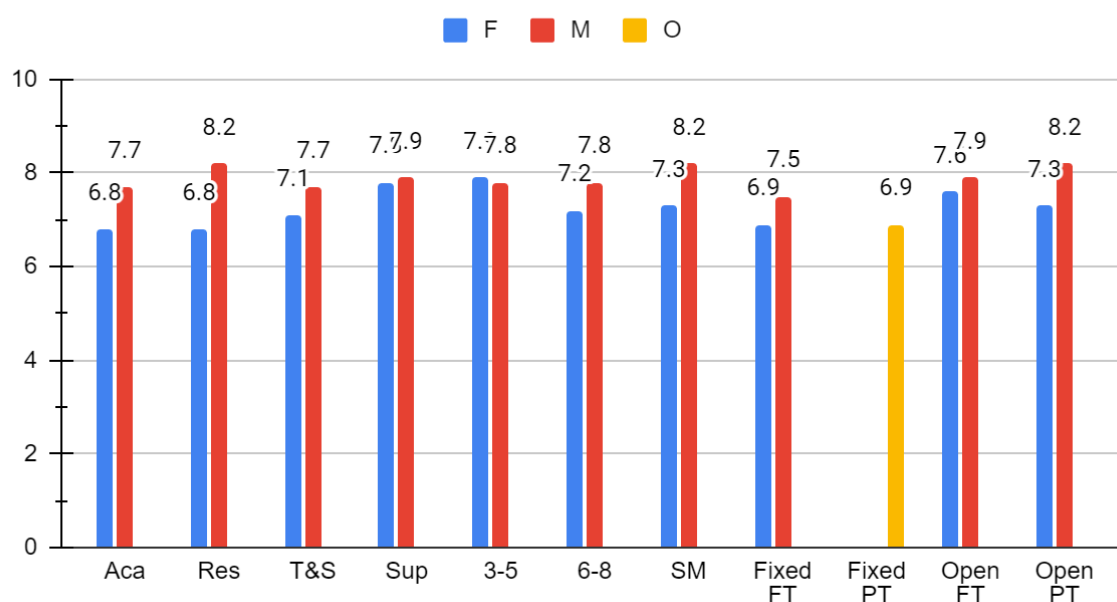
8.1 By three academic faculties and one professional service unit

The rate people progress in my department is not affected by their gender, by faculty and unit



8.2 By major job role, grade band⁵⁸, contract type⁵⁹

The rate people progress in my department is not affected by their gender, by major job role, grade band and contract type

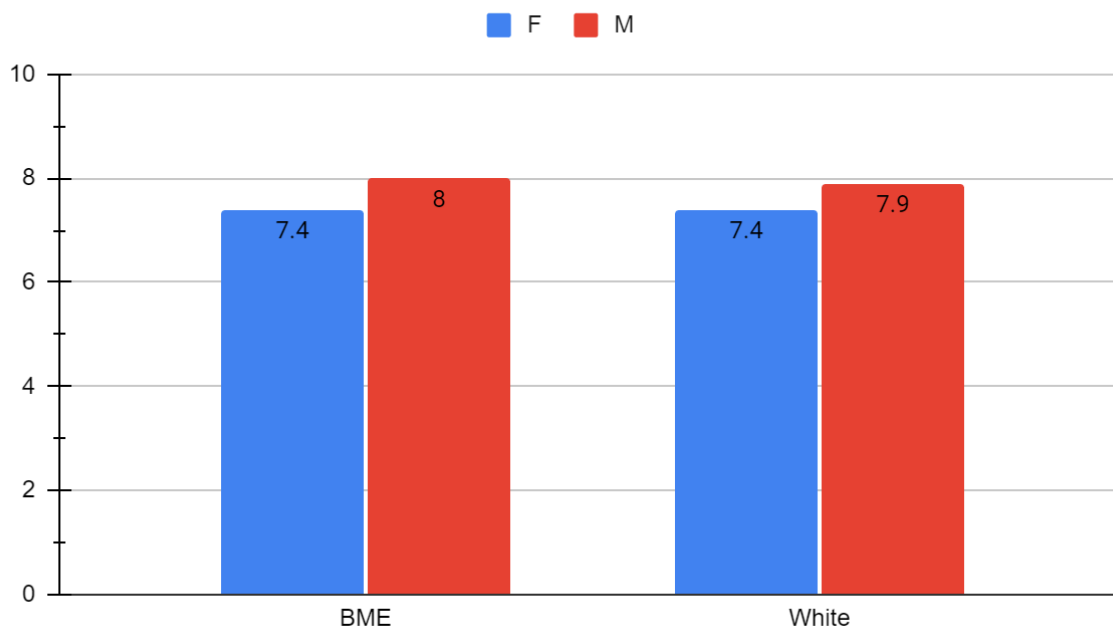


⁵⁸ We are unable to present any data from staff grades below 3 due to confidentiality limits.

⁵⁹ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

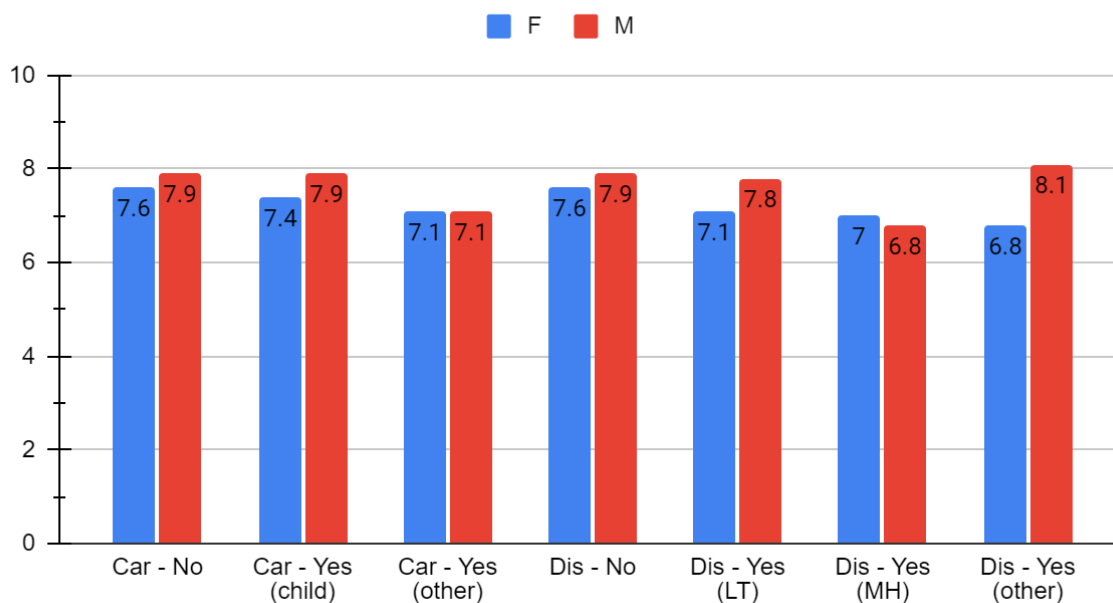
8.3 By ethnicity⁶⁰

The rate people progress in my department is not affected by their gender, by ethnicity



8.4 By caring, disability⁶¹

The rate people progress in my department is not affected by their gender, by caring and disability

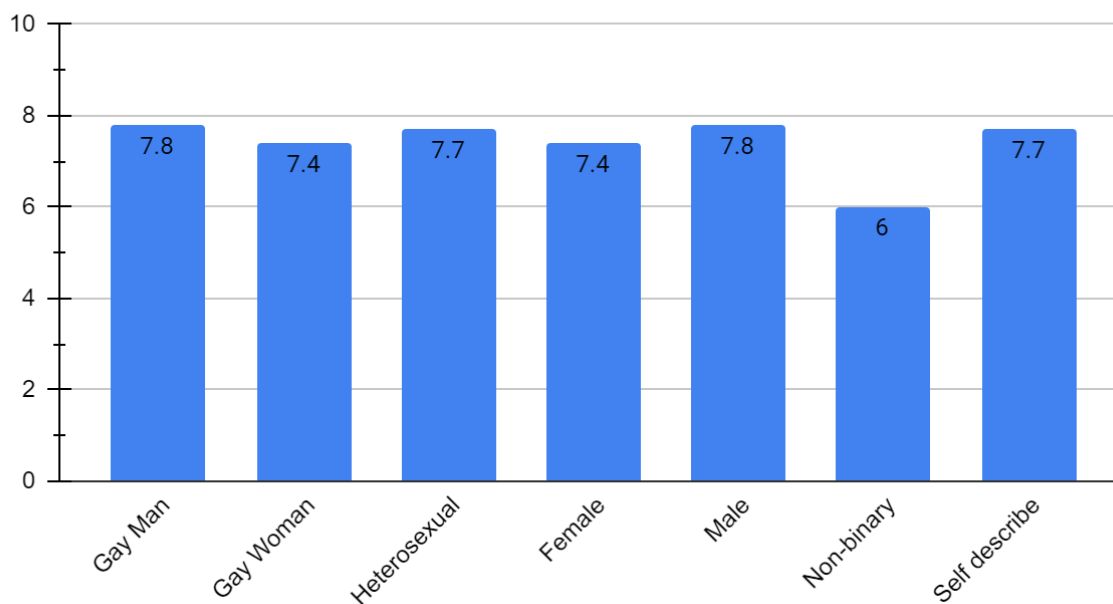


⁶⁰ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

⁶¹ Some categories are grouped due to confidentiality limits.

8.5 LGBT+ and gender identity⁶²

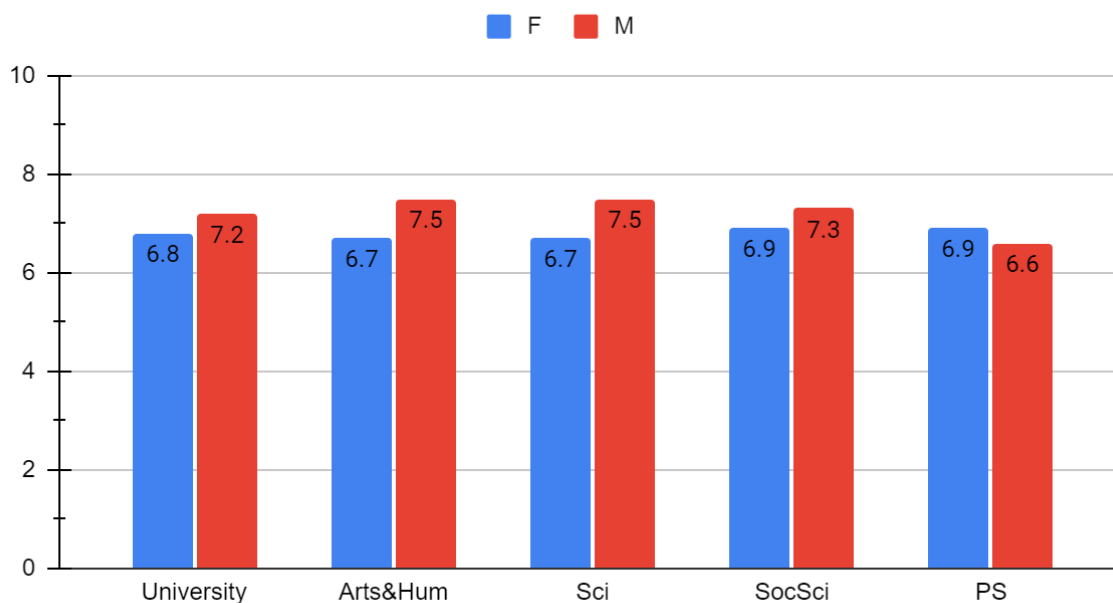
The rate people progress in my department is not affected by their gender, by LGBT+ and gender identity



9. Equality, diversity and inclusion work is recognised when workload is allocated

9.1 By three academic faculties and one professional service unit

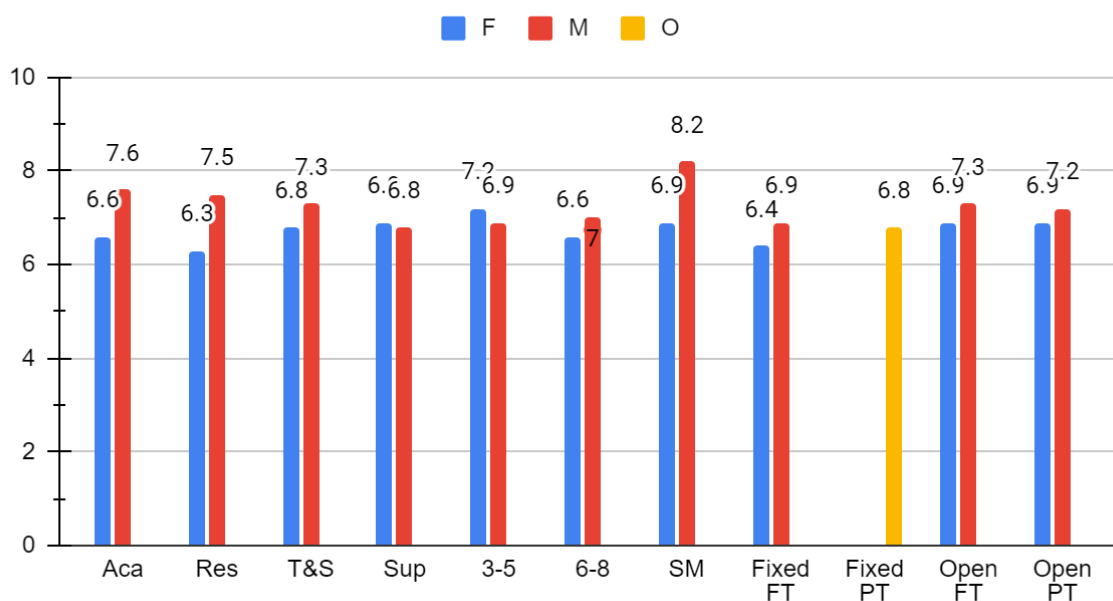
Equality, diversity and inclusion work is recognised when workload is allocated, by faculty and unit



⁶² All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

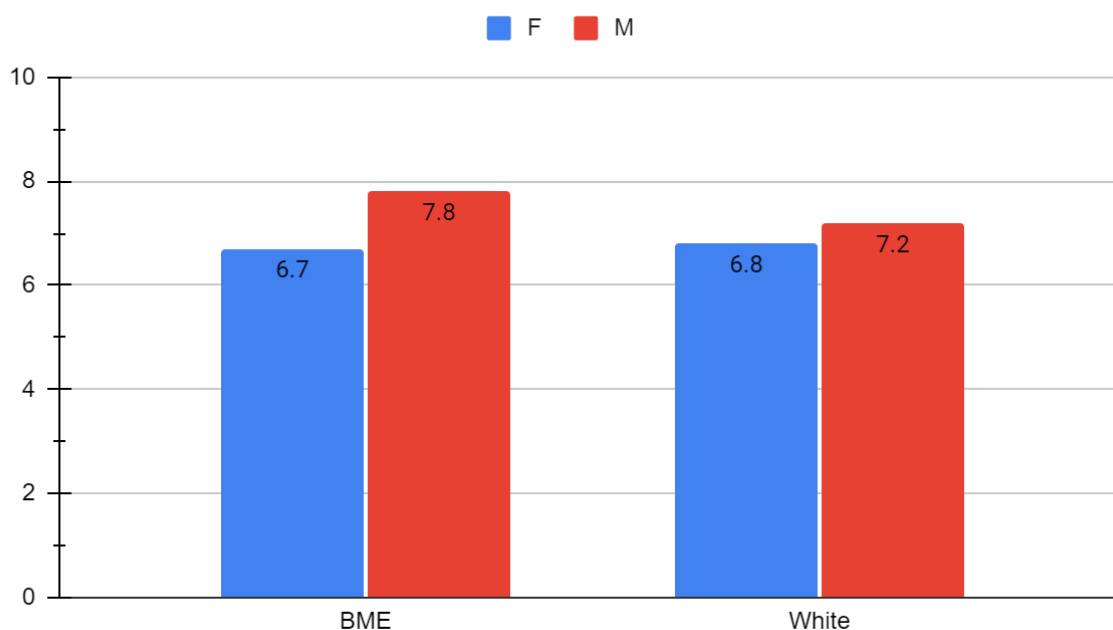
9.2 By major job role, grade band⁶³, contract type⁶⁴

Equality, diversity and inclusion work is recognised when workload is allocated, by major job role, grade band and contract type



9.3 By ethnicity⁶⁵

Equality, diversity and inclusion work is recognised when workload is allocated, by ethnicity



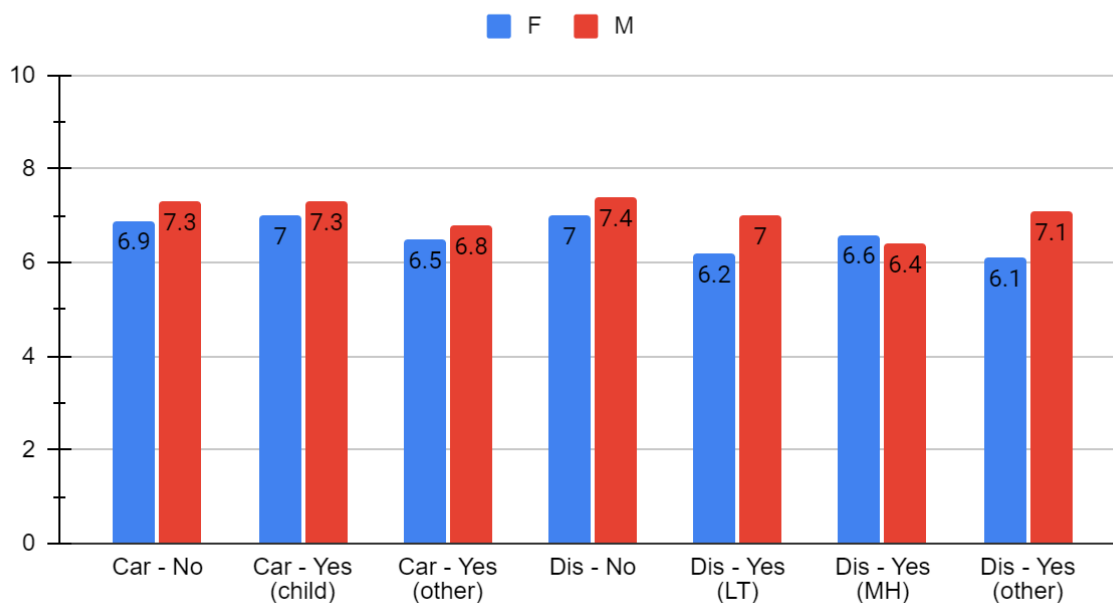
⁶³ We are unable to present any data from staff grades below 3 due to confidentiality limits.

⁶⁴ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

⁶⁵ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

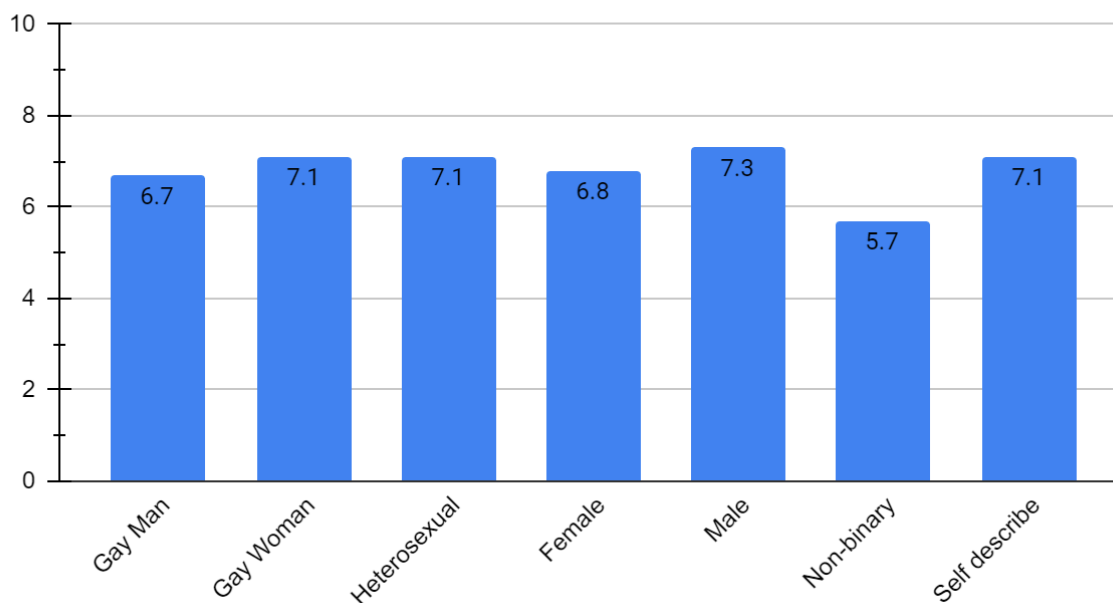
9.4 By caring, disability⁶⁶

Equality, diversity and inclusion work is recognised when workload is allocated, by caring and disability



9.5 LGBT+ and gender identity⁶⁷

Equality, diversity and inclusion work is recognised when workload is allocated, by LGBT+ and gender identity



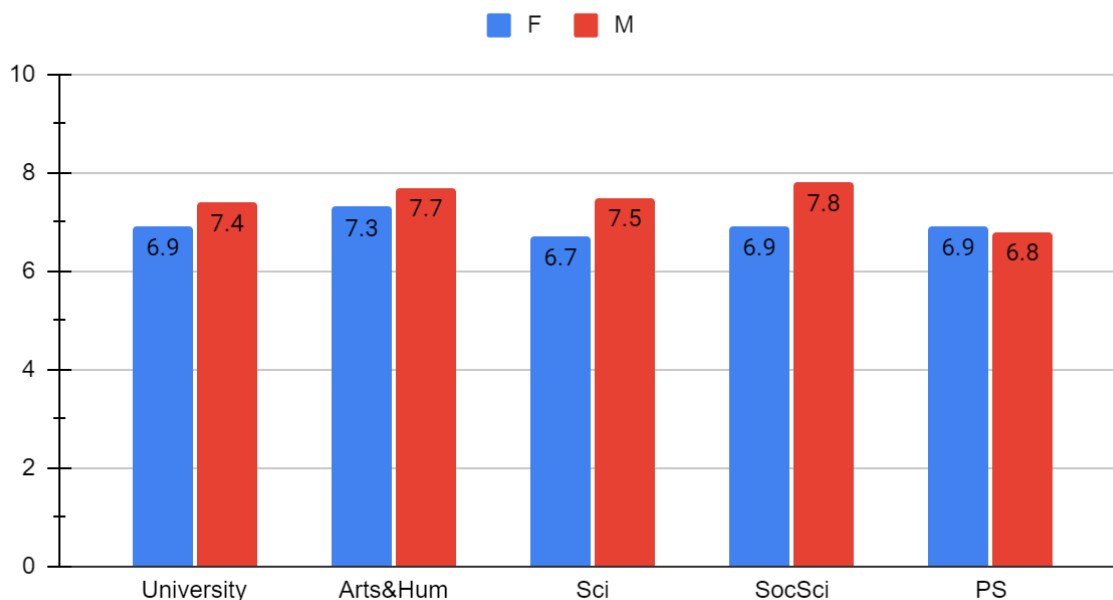
⁶⁶ Some categories are grouped due to confidentiality limits.

⁶⁷ All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

10. Equality, diversity and inclusion work is recognised in applications for promotion/progression

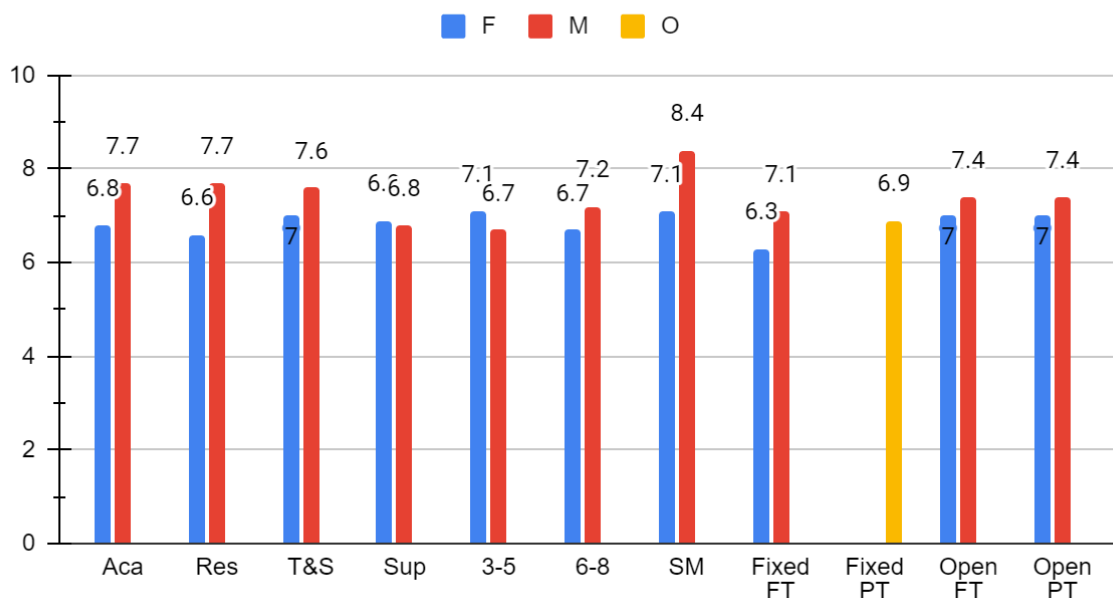
10.1 By three academic faculties and one professional service unit

Equality, diversity and inclusion work is recognised in applications for promotion/progression, by faculty and unit



10.2 By major job role, grade band⁶⁸, contract type⁶⁹

Equality, diversity and inclusion work is recognised in applications for promotion/progression, by major job role, grade band and contract type

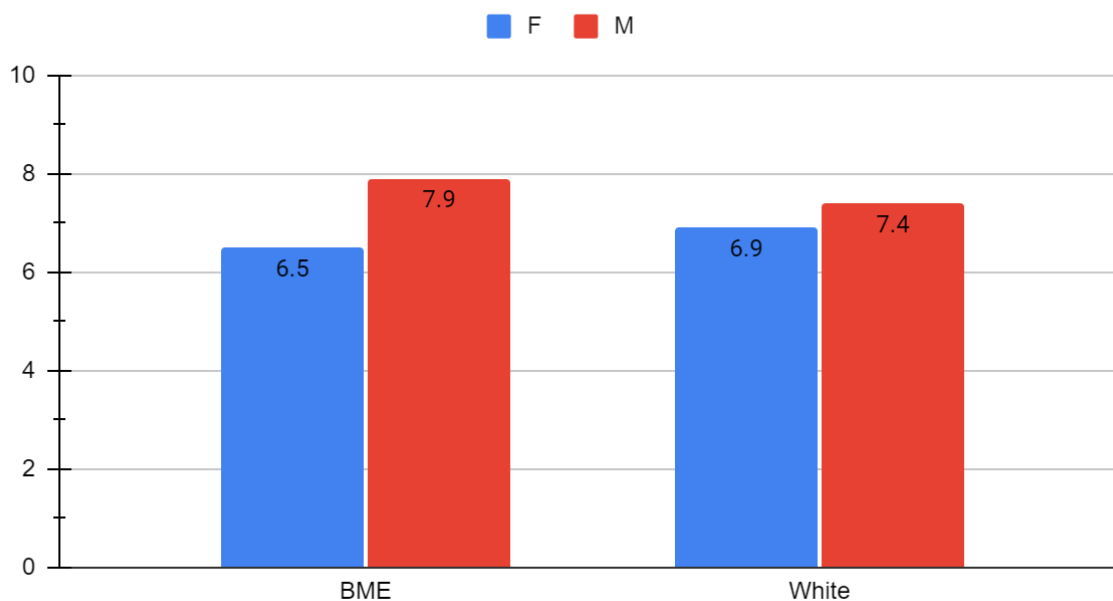


⁶⁸ We are unable to present any data from staff grades below 3 due to confidentiality limits.

⁶⁹ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

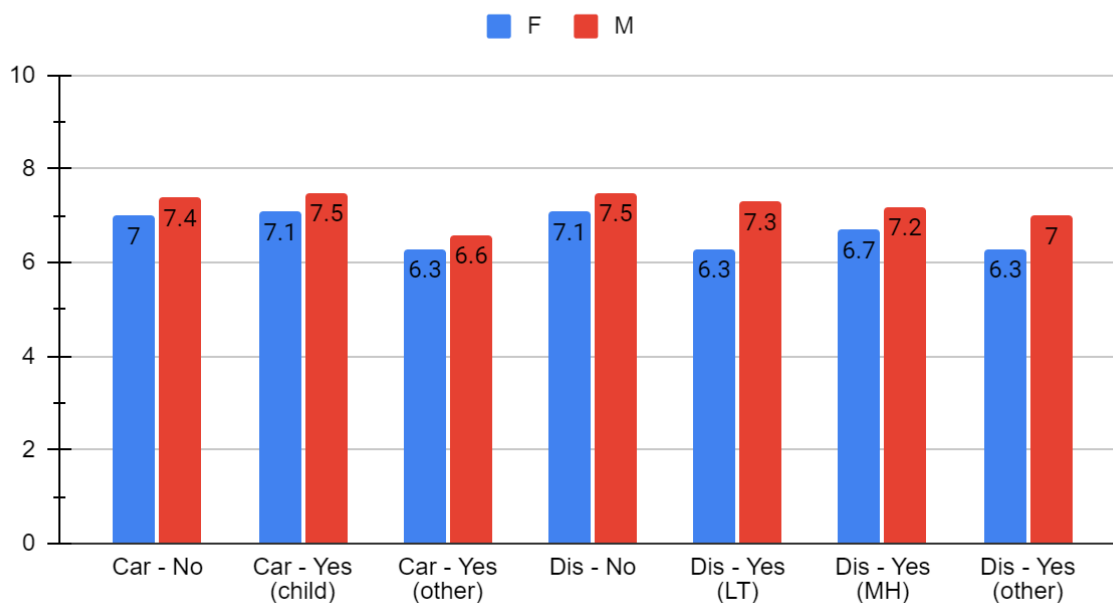
10.3 By ethnicity⁷⁰

Equality, diversity and inclusion work is recognised in applications for promotion/progression, by ethnicity



10.4 By caring, disability⁷¹

Equality, diversity and inclusion work is recognised in applications for promotion/progression, by caring and disability

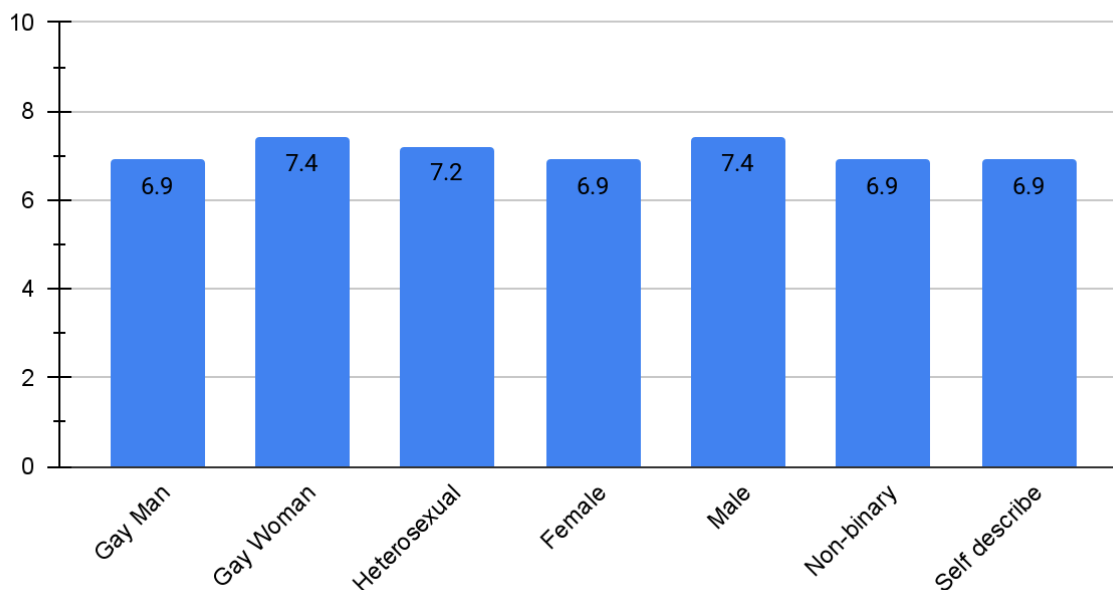


⁷⁰ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

⁷¹ Some categories grouped due to confidentiality limits, see [Glossary](#) for details

10.5 LGBT+ and gender identity⁷²

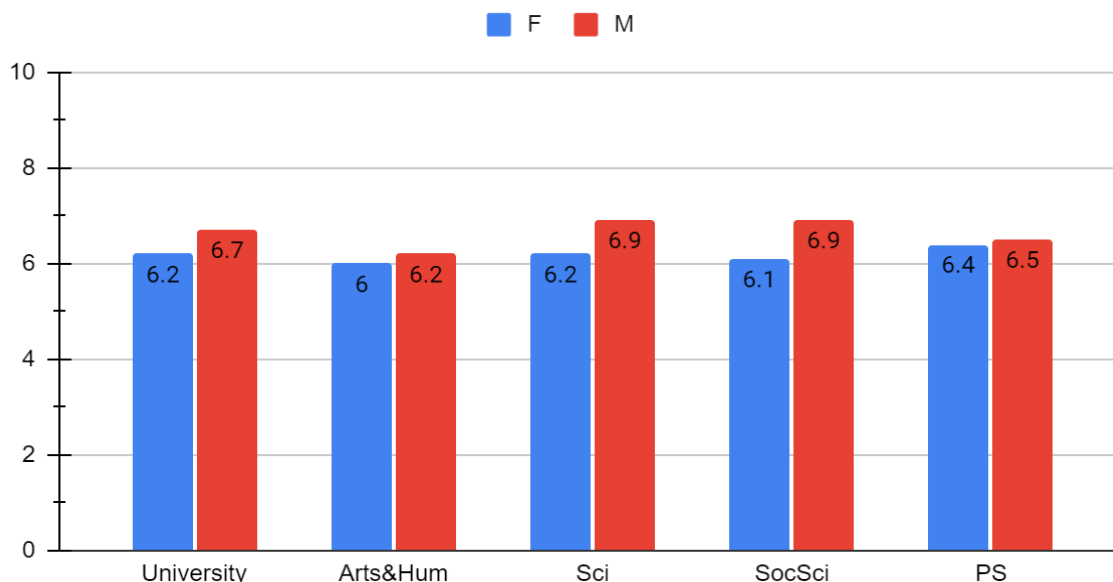
Equality, diversity and inclusion work is recognised in applications for promotion/progression, by LGBT+ and gender identity



11. My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff

11.1 By three academic faculties and one professional service unit

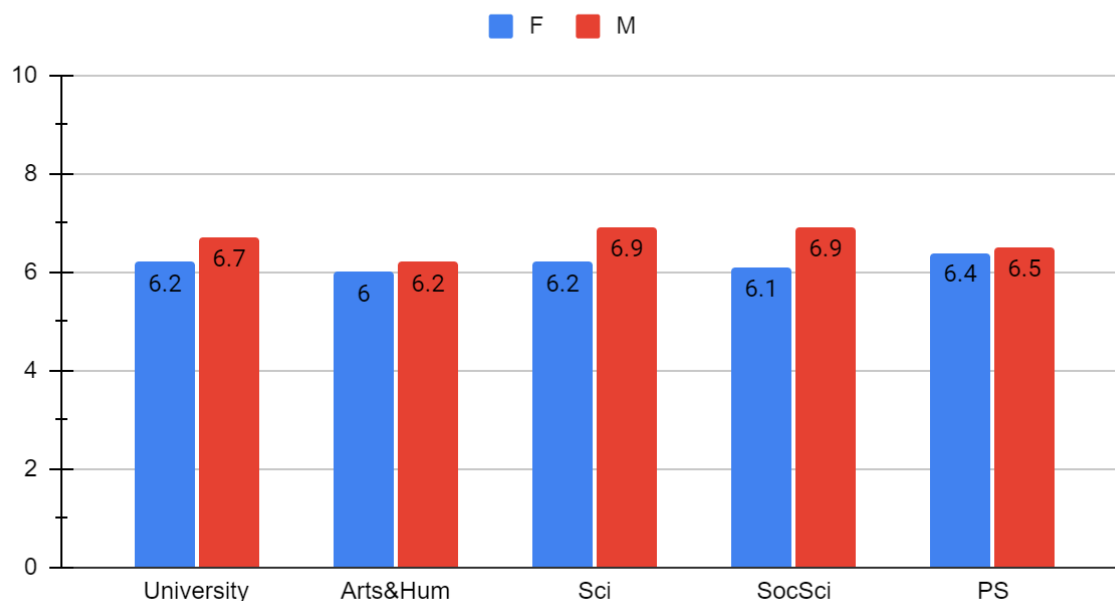
My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff, by faculty and unit



⁷² All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

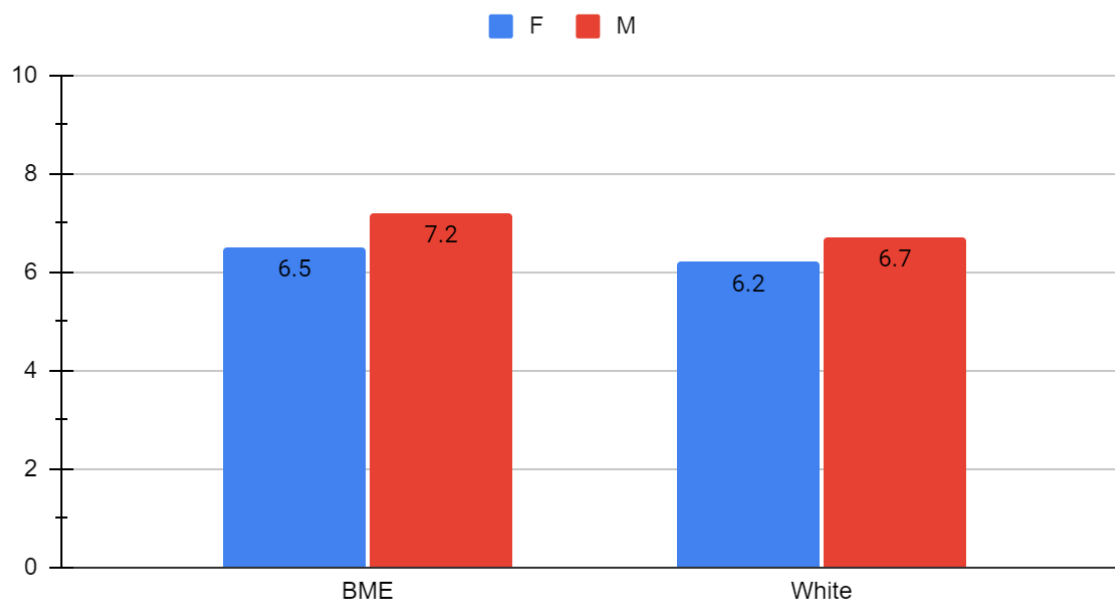
11.2 By major job role, grade band⁷³, contract type⁷⁴

My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff, by faculty and unit



11.3 By ethnicity⁷⁵

My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff, by ethnicity



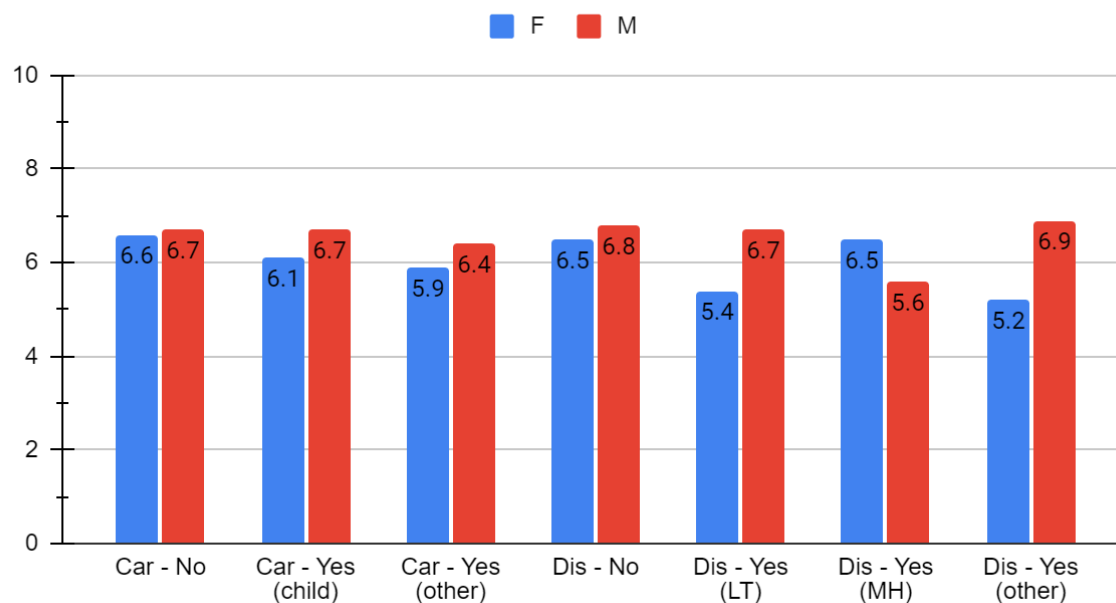
⁷³ We are unable to present any data from staff grades below 3 due to confidentiality limits.

⁷⁴ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

⁷⁵ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

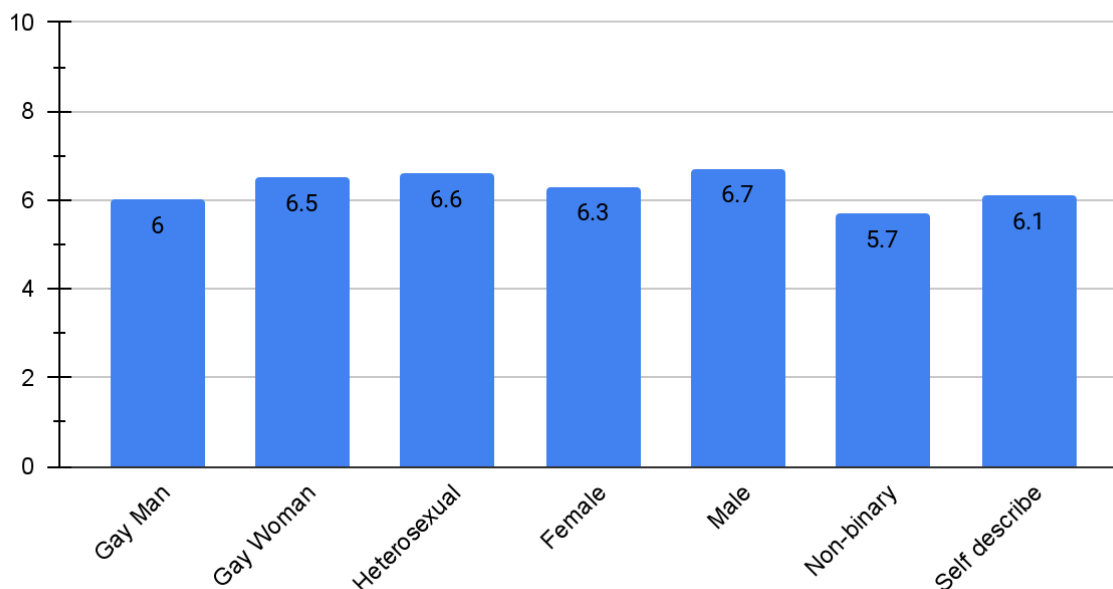
11.4 By caring, disability⁷⁶

My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff, by caring and disability



11.5 LGBT+ and gender identity⁷⁷

My department has taken action to mitigate the adverse gendered impact of the Covid-19 pandemic on staff, by LGBT+ and gender identity



⁷⁶ Some categories are grouped due to confidentiality limits.

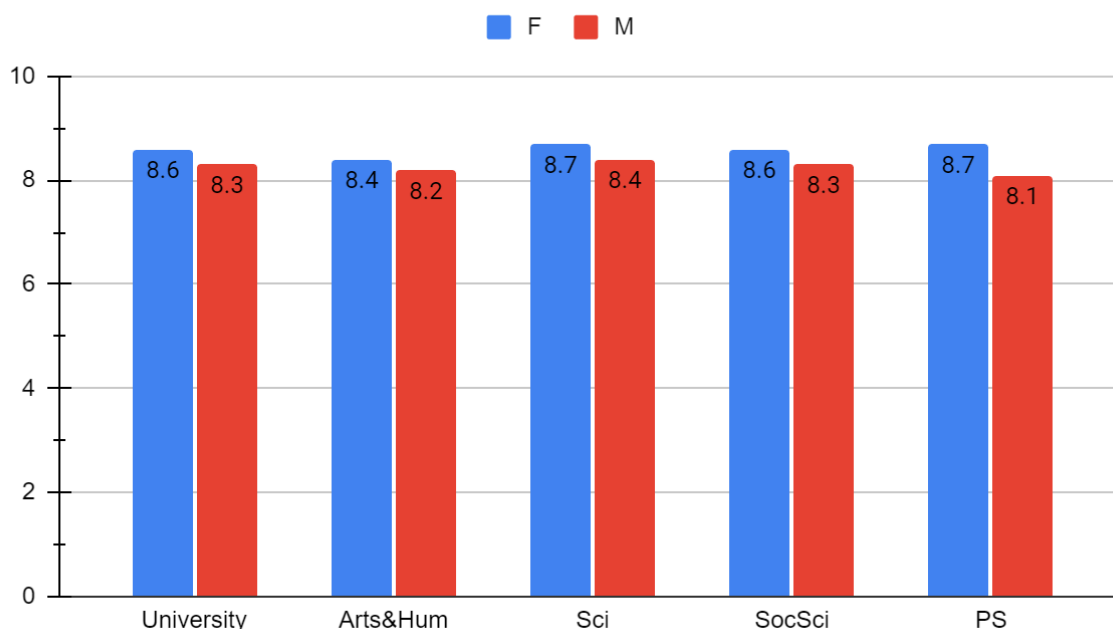
⁷⁷ All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

Theme 3: Work-life Balance

12 My department enables flexible working

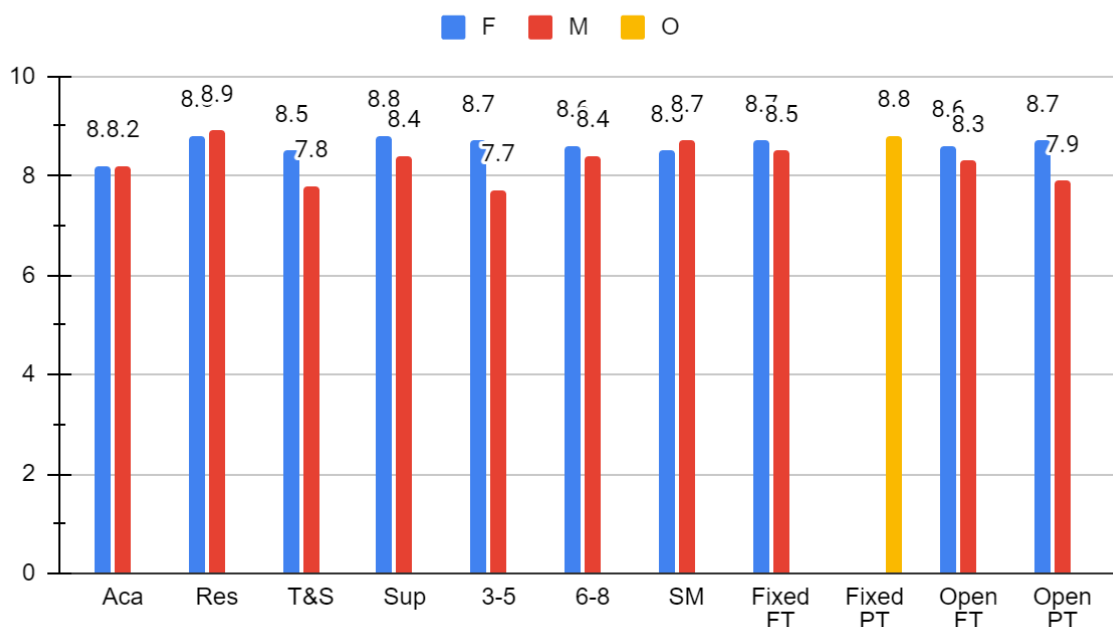
12.1 By three academic faculties and one professional service unit

My department enables flexible working, by faculty and unit



12.2 By major job role, grade band⁷⁸, contract type⁷⁹

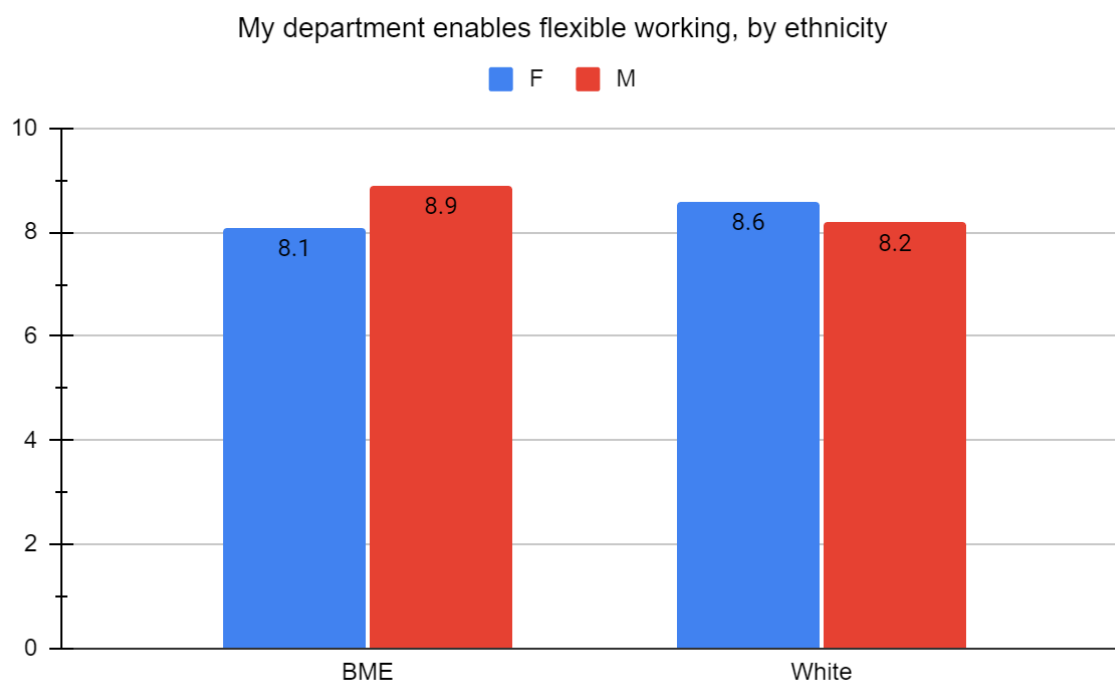
My department enables flexible working, by major job role, grade band and contract type



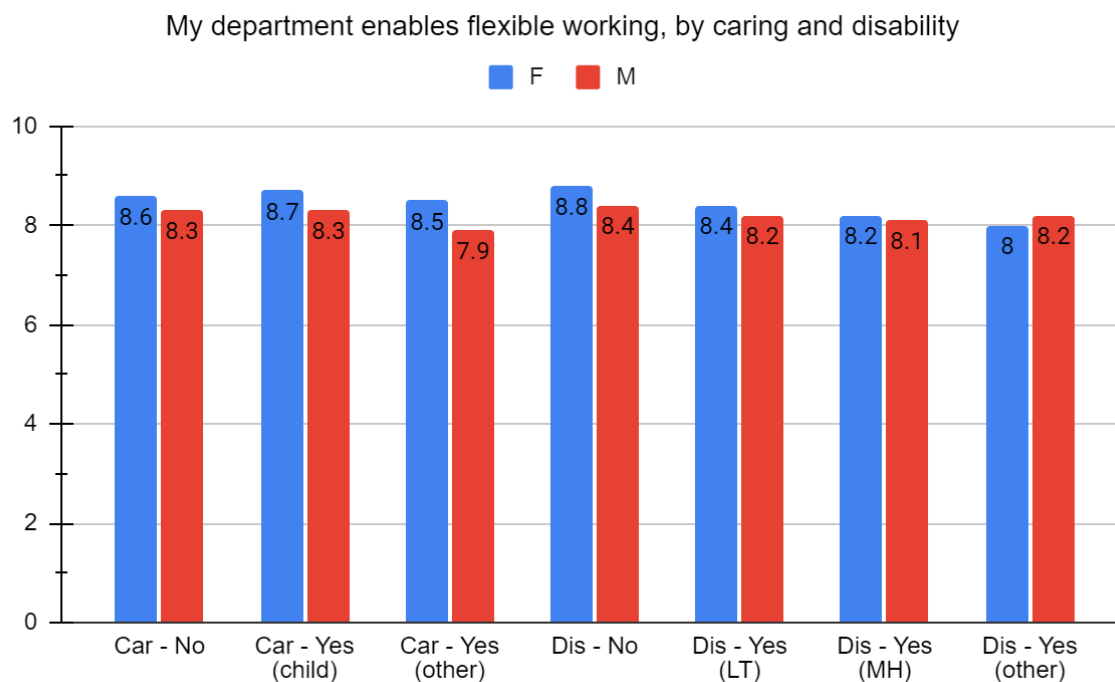
⁷⁸ We are unable to present any data from staff grades below 3 due to confidentiality limits.

⁷⁹ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

12.3 By ethnicity⁸⁰



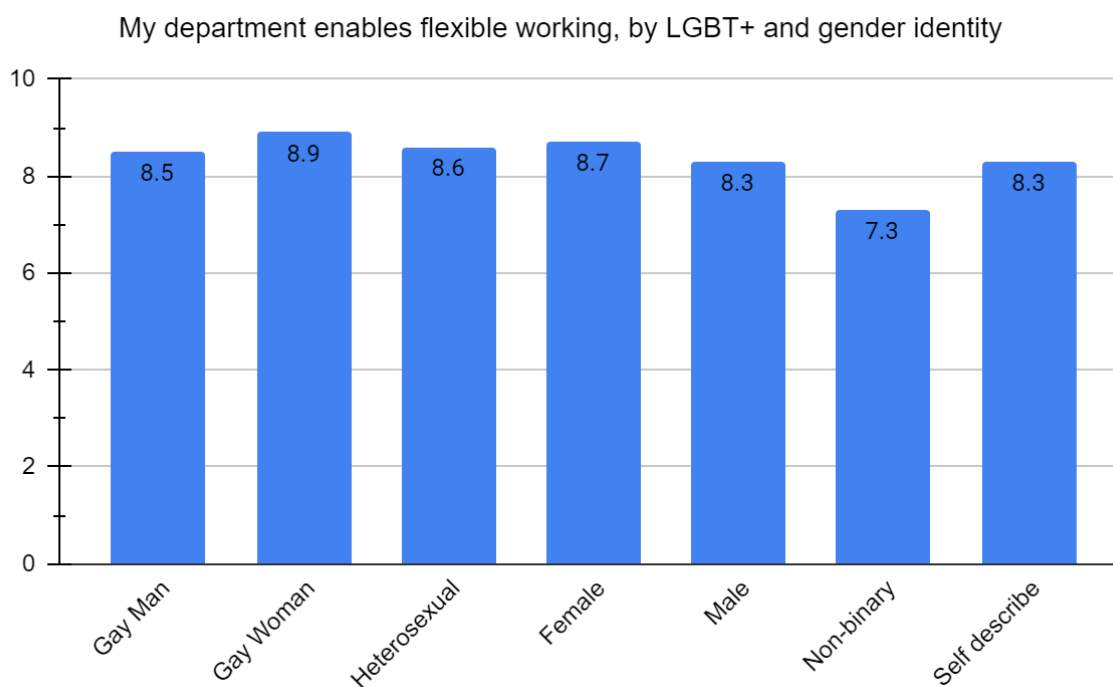
12.4 By caring, disability⁸¹



⁸⁰ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

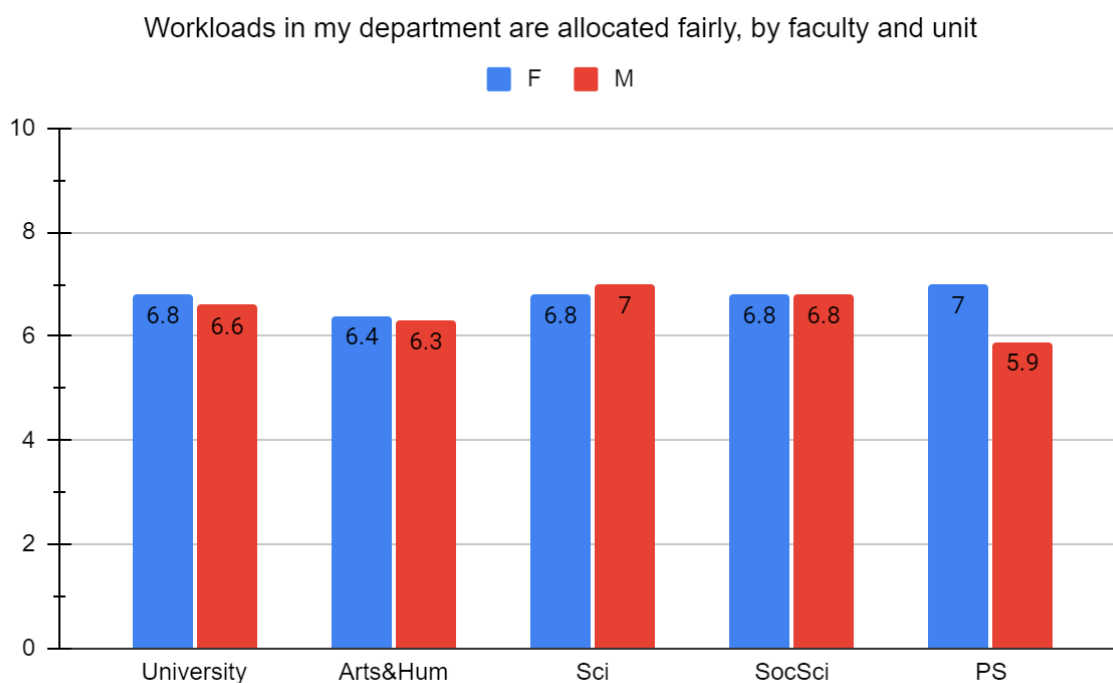
⁸¹ Some categories are grouped due to confidentiality limits.

12.5 LGBT+ and gender identity⁸²



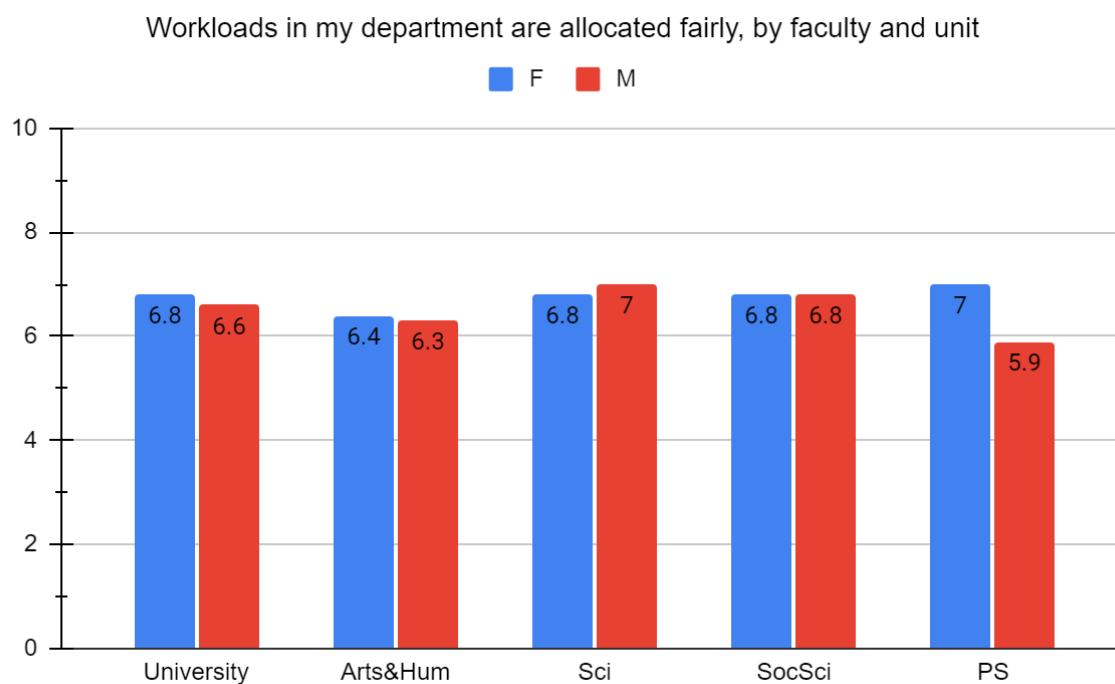
13 Workloads in my department are allocated fairly

13.1 By three academic faculties and one professional service unit

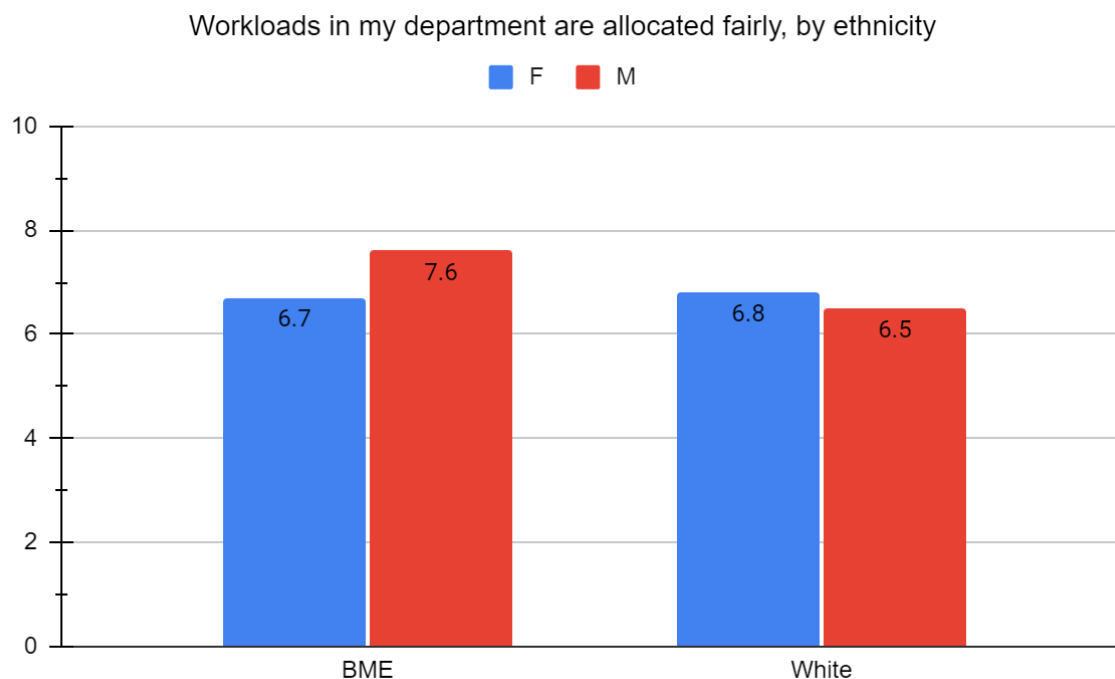


⁸² All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

13.2 By major job role, grade band⁸³, contract type⁸⁴



13.3 By ethnicity⁸⁵

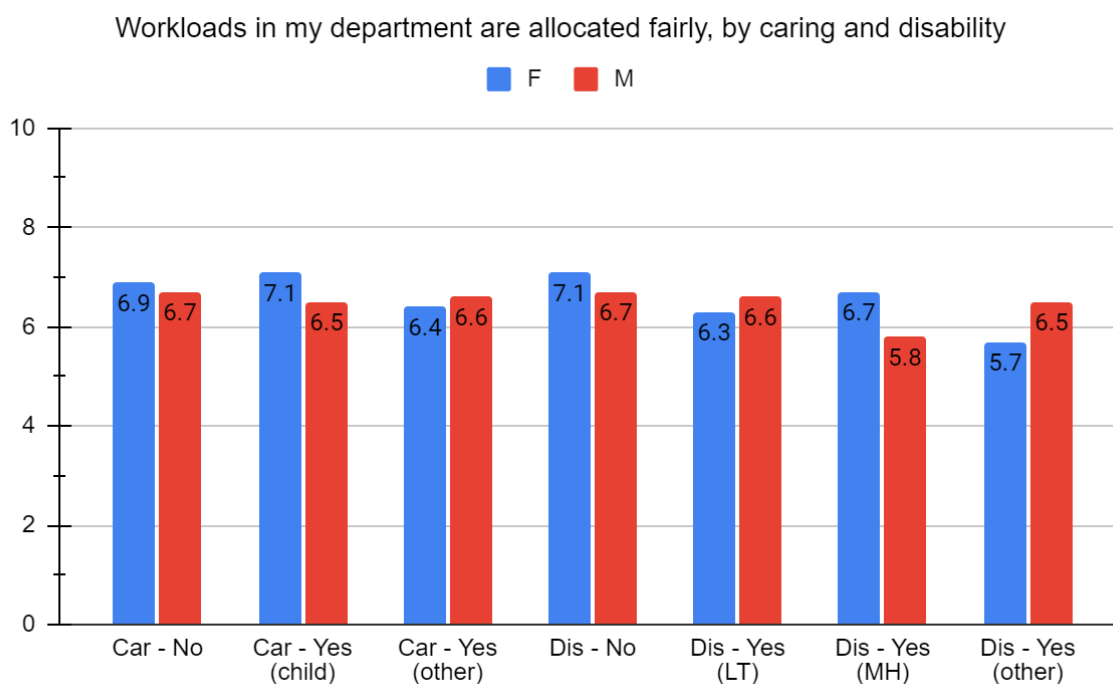


⁸³ We are unable to present any data from staff grades below 3 due to confidentiality limits.

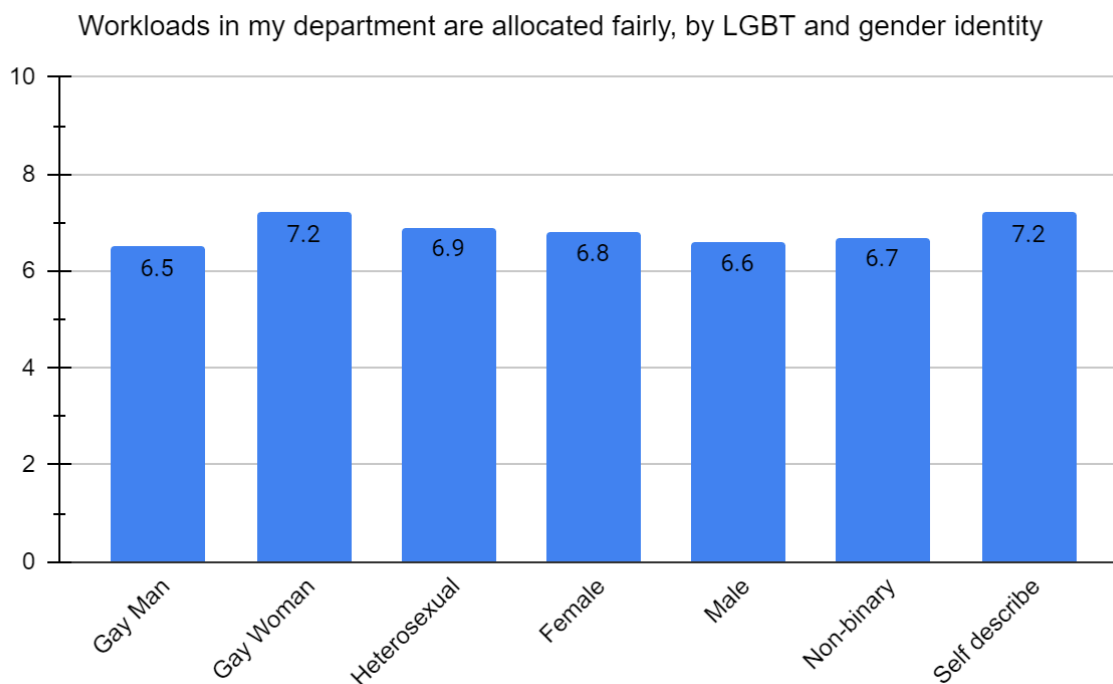
⁸⁴ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

⁸⁵ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

13.4 By caring, disability⁸⁶



13.5 LGBT+ and gender identity⁸⁷



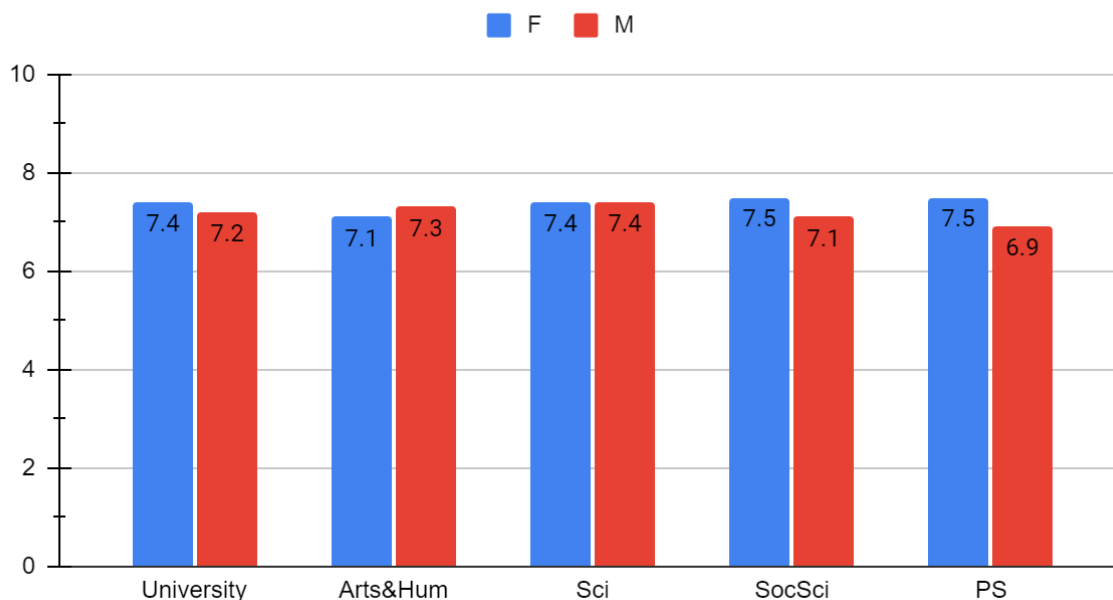
⁸⁶ Some categories are grouped due to confidentiality limits.

⁸⁷ All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

14 The timing of the departmental meetings and events takes into consideration those with caring responsibilities

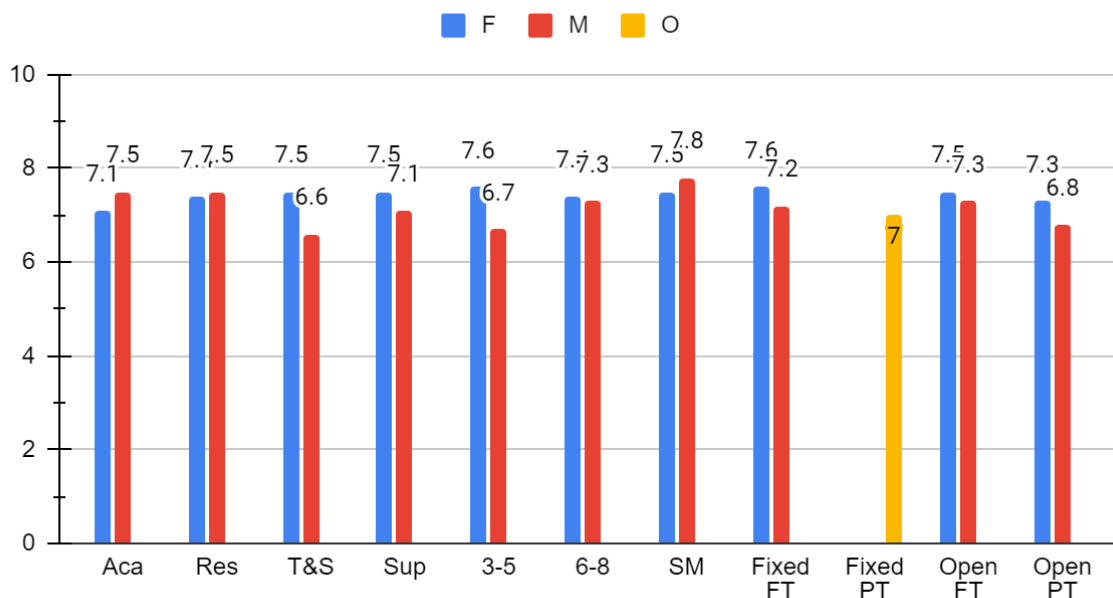
14.1 By three academic faculties and one professional service unit

The timing of the departmental meetings and events takes into consideration those with caring responsibilities, by faculty and unit



14.2 By major job role, grade band⁸⁸, contract type⁸⁹

The timing of the departmental meetings and events takes into consideration those with caring responsibilities, by major job role, grade band and contract type

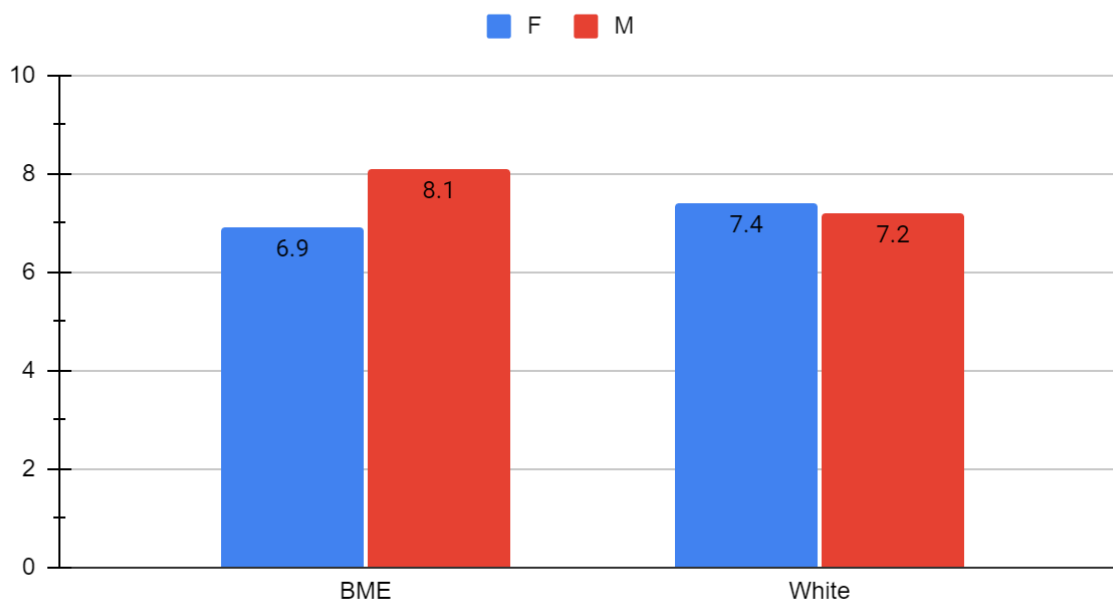


⁸⁸ We are unable to present any data from staff grades below 3 due to confidentiality limits.

⁸⁹ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

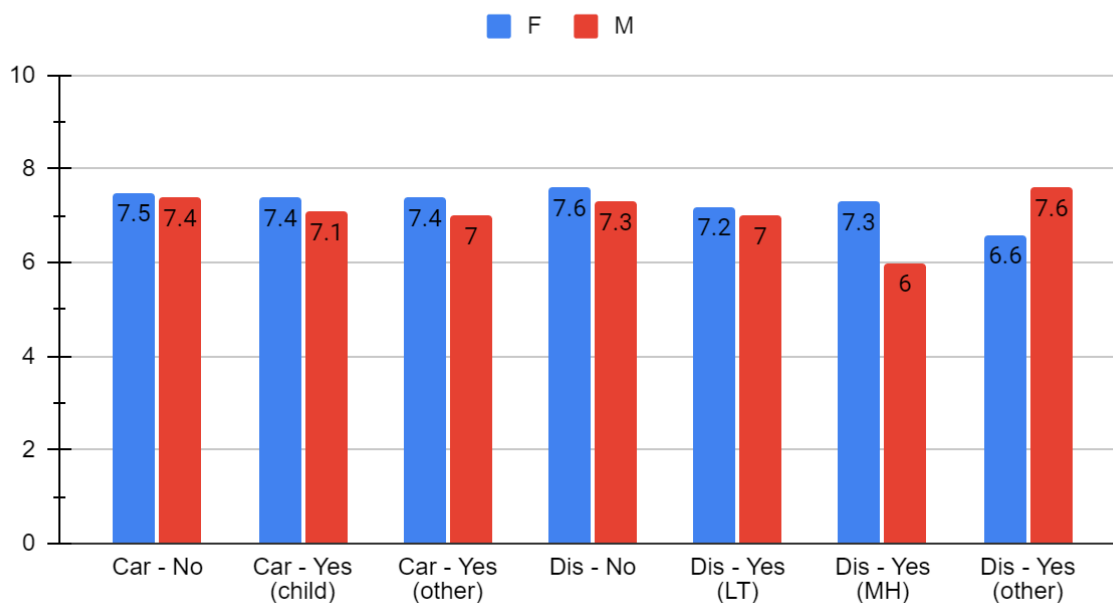
14.3 By ethnicity⁹⁰

The timing of the departmental meetings and events takes into consideration those with caring responsibilities, by ethnicity



14.4 By caring, disability⁹¹

The timing of the departmental meetings and events takes into consideration those with caring responsibilities, by caring and disability

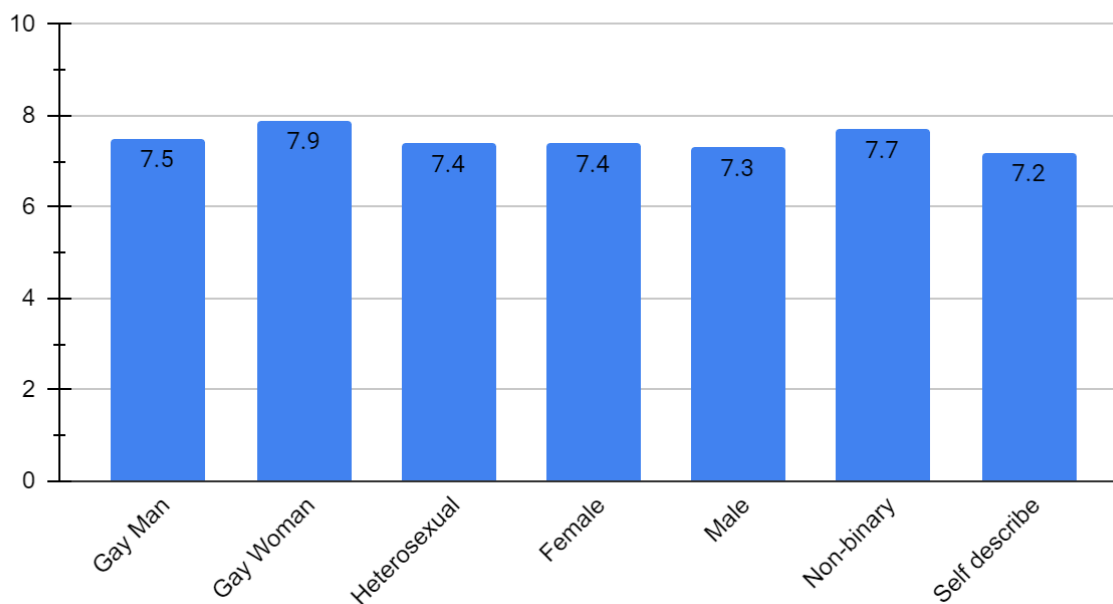


⁹⁰ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

⁹¹ Some categories are grouped due to confidentiality limits.

14.5 LGBT+ and gender identity⁹²

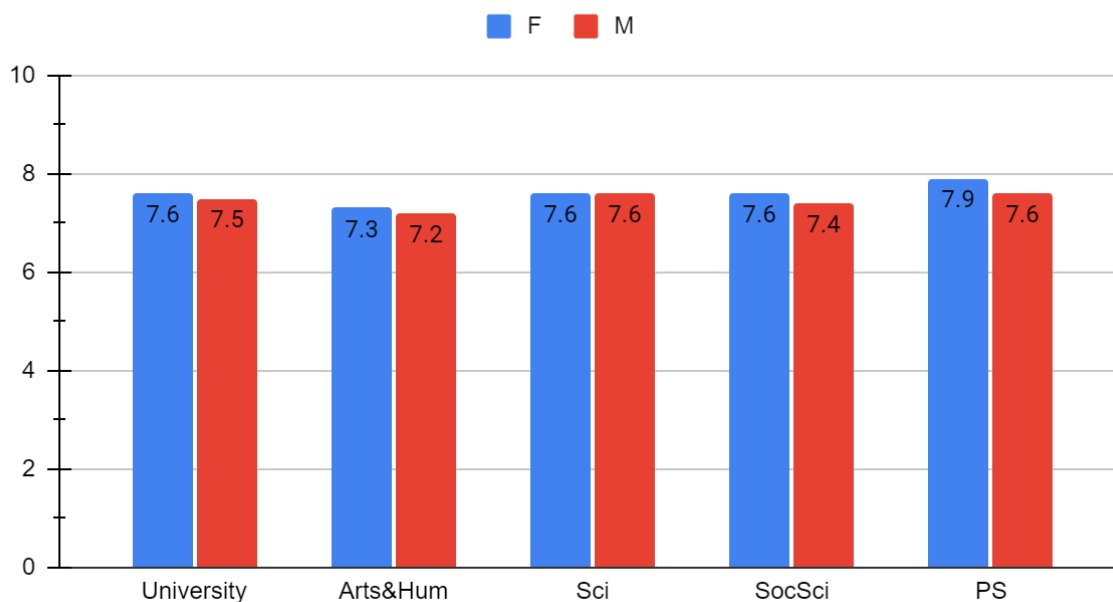
The timing of the departmental meetings and events takes into consideration those with caring responsibilities, by LGBT+ and gender identity



15 My department provides staff with support around all types of caring leave

15.1 By three academic faculties and one professional service unit

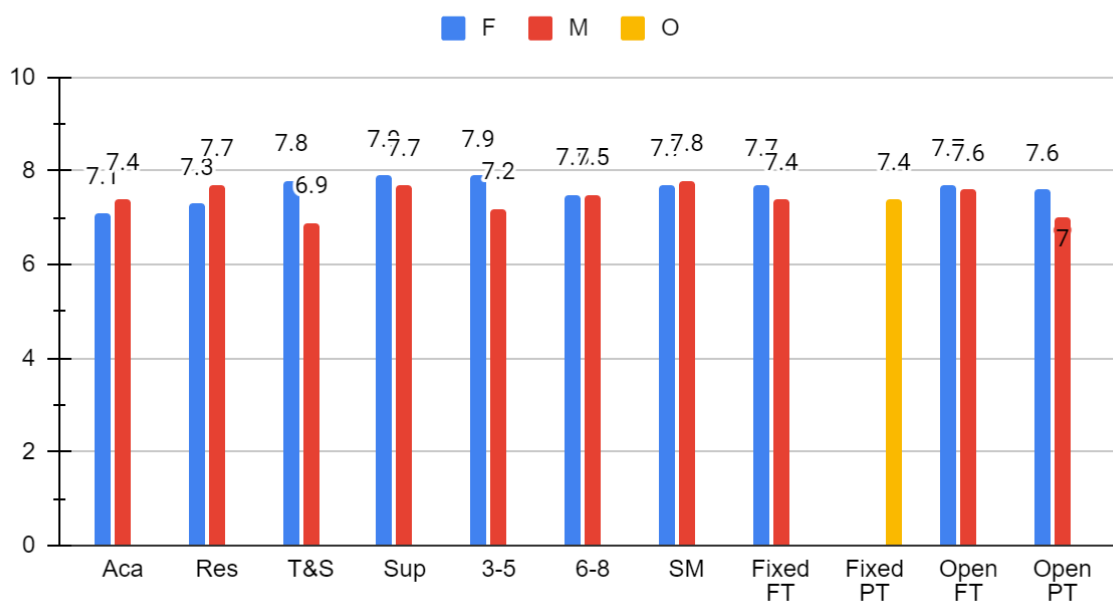
My department provides staff with support around all types of caring leave, by faculty and unit



⁹² All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

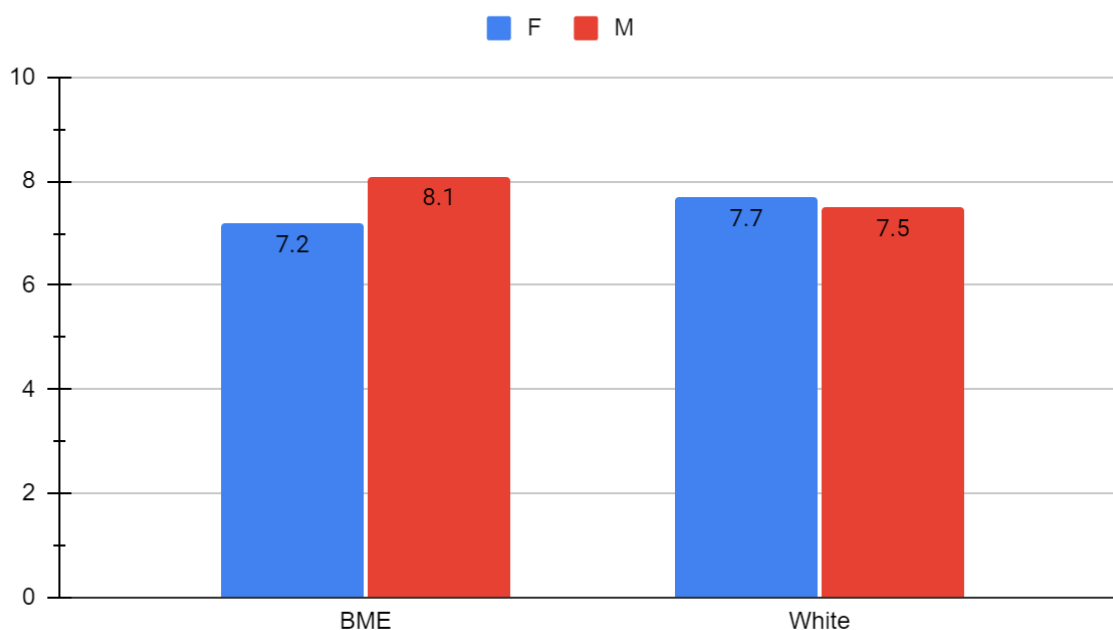
15.2 By major job role, grade band⁹³, contract type⁹⁴

My department provides staff with support around all types of caring leave, by major job role, grade band and contract type



15.3 By ethnicity⁹⁵

My department provides staff with support around all types of caring leave, by ethnicity



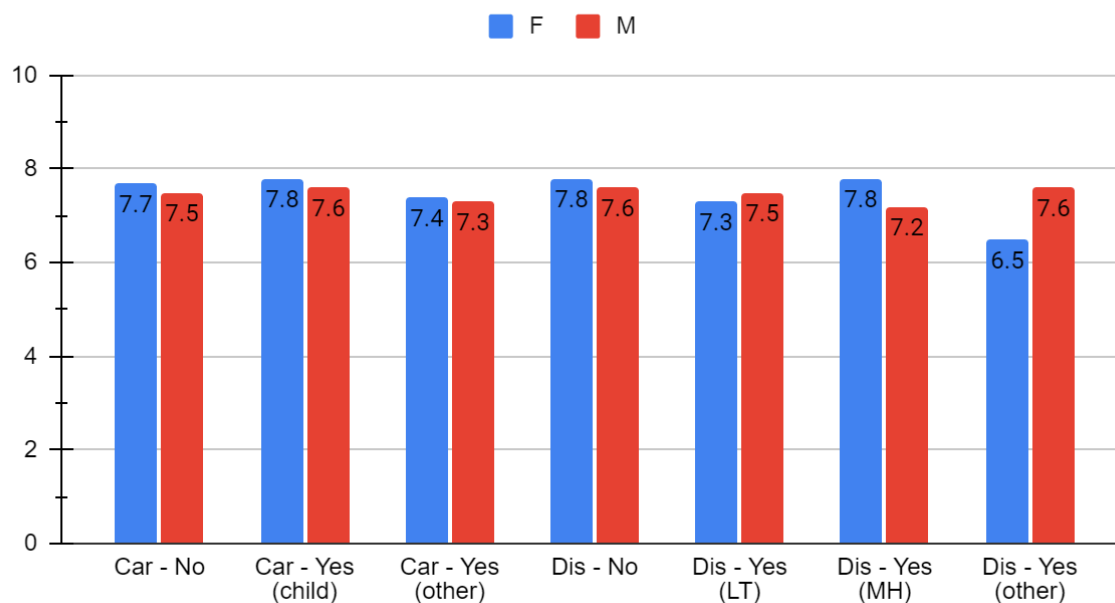
⁹³ We are unable to present any data from staff grades below 3 due to confidentiality limits.

⁹⁴ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

⁹⁵ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

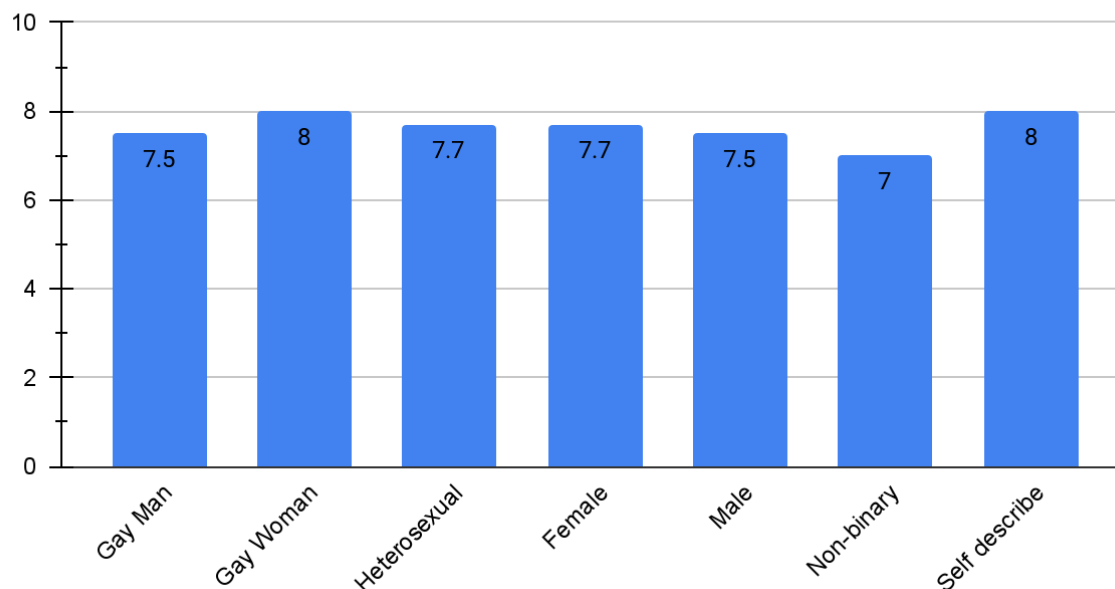
15.4 By caring, disability⁹⁶

My department provides staff with support around all types of caring leave, by caring and disability



15.5 LGBT+ and gender identity⁹⁷

My department provides staff with support around all types of caring leave, by LGBT+ and gender identity



⁹⁶ Some categories are grouped due to confidentiality limits.

⁹⁷ All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

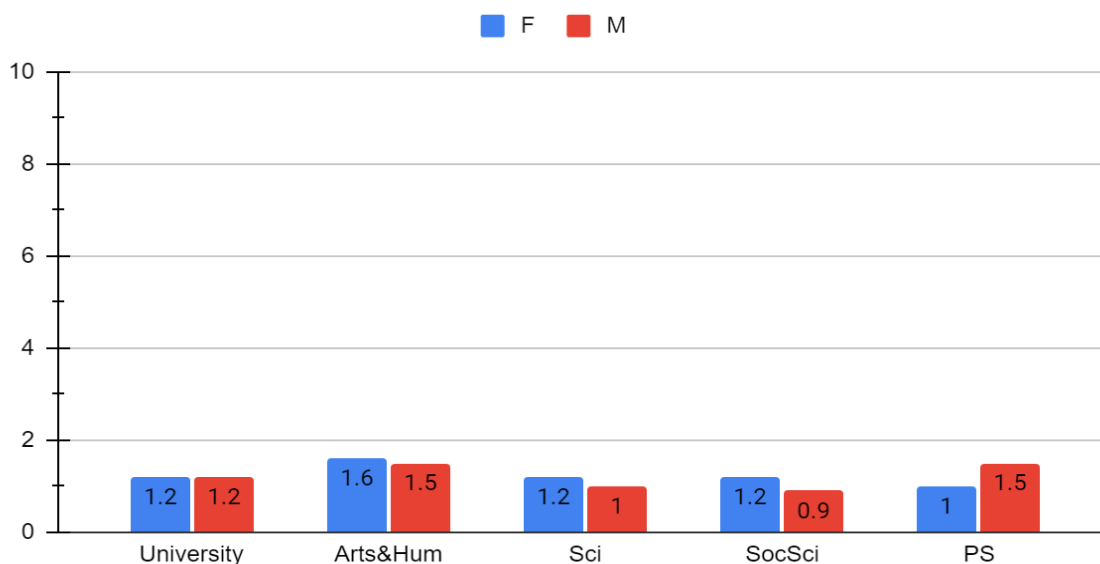
Theme 4: Bullying and Harassment

NB: For question 16 the scale indication is reversed such that a lower score is better.

16 I have experienced bullying and/or harassment in my department in the past 12 months

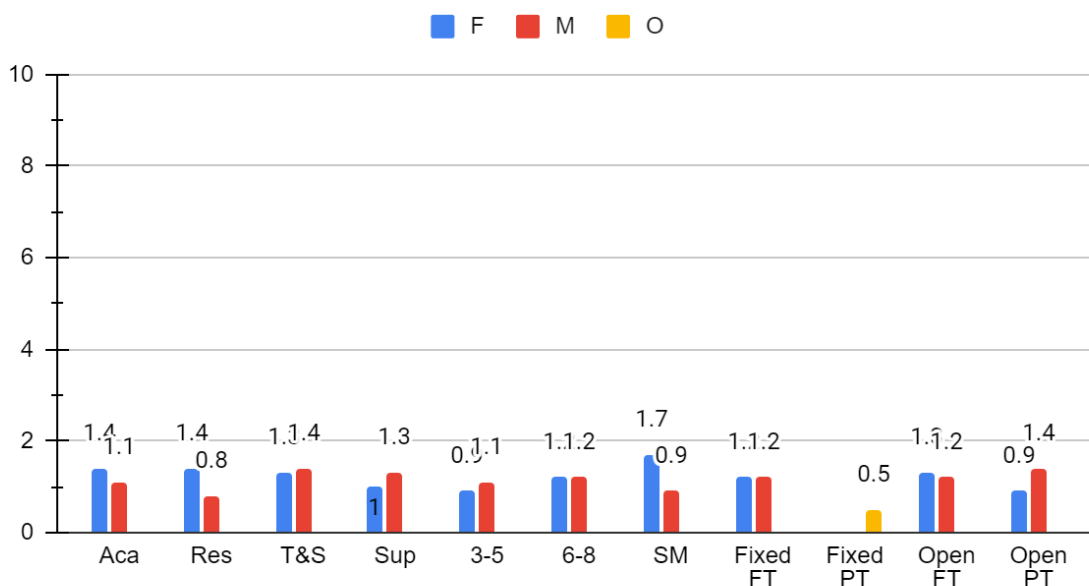
16.1 By three academic faculties and one professional service unit

I have experienced bullying and/or harassment in my department in the past 12 months, by faculty and unit



16.2 By major job role, grade band⁹⁸, contract type⁹⁹

I have experienced bullying and/or harassment in my department in the past 12 months, by major job role, grade band and contract type

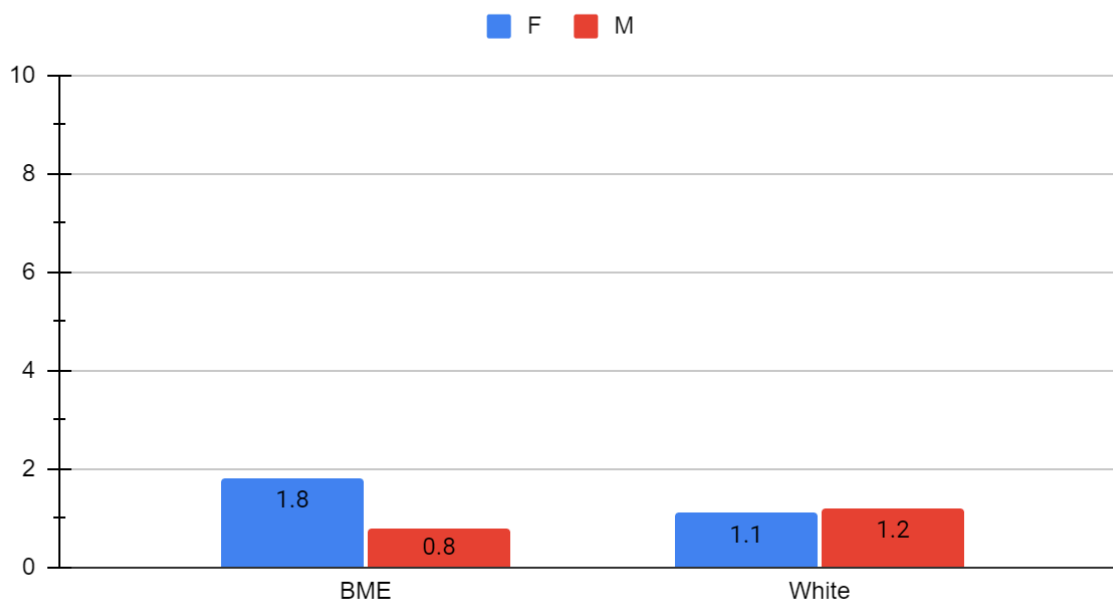


⁹⁸ We are unable to present any data from staff grades below 3 due to confidentiality limits.

⁹⁹ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

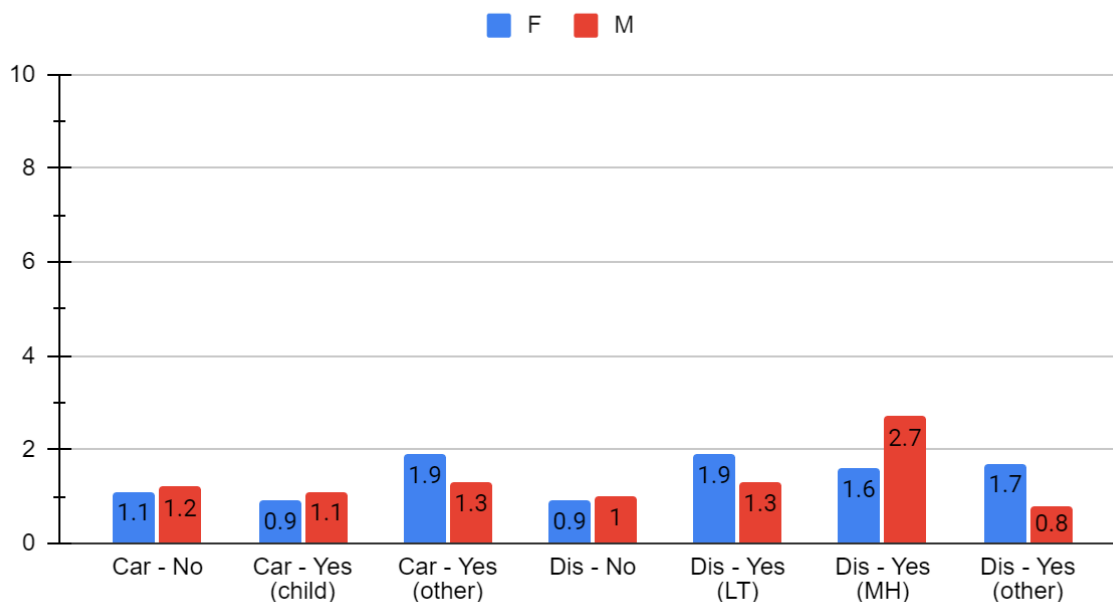
16.3 By ethnicity¹⁰⁰

I have experienced bullying and/or harassment in my department in the past 12 months, by ethnicity



16.4 By caring, disability¹⁰¹

I have experienced bullying and/or harassment in my department in the past 12 months, by caring and disability

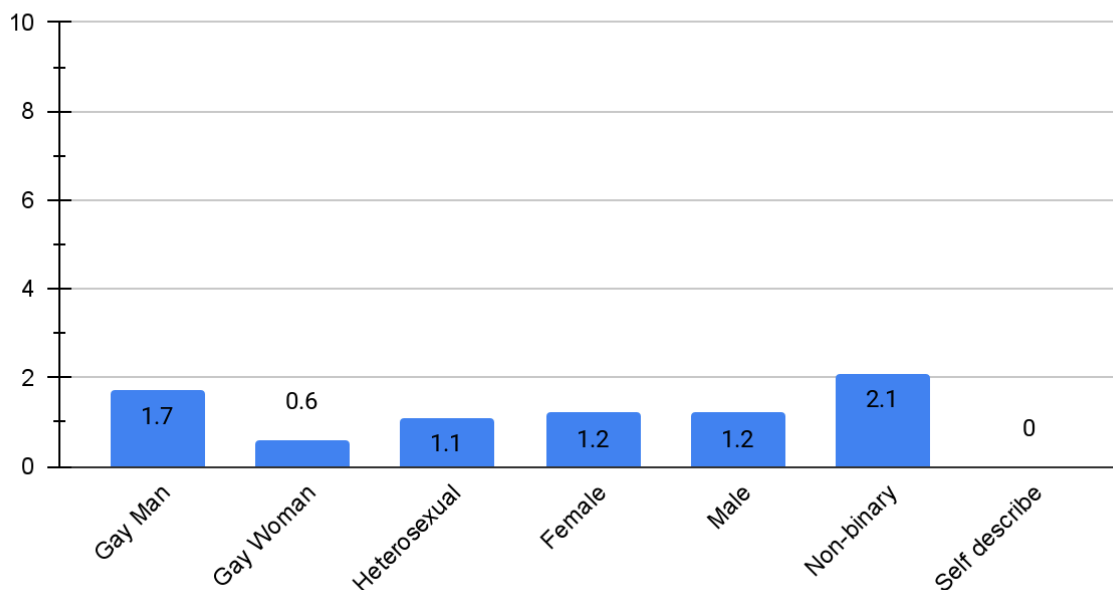


¹⁰⁰ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

¹⁰¹ Some categories are grouped due to confidentiality limits.

16.5 LGBT+ and gender identity¹⁰²

I have experienced bullying and/or harassment in my department in the past 12 months, by LGBT+ and gender identity

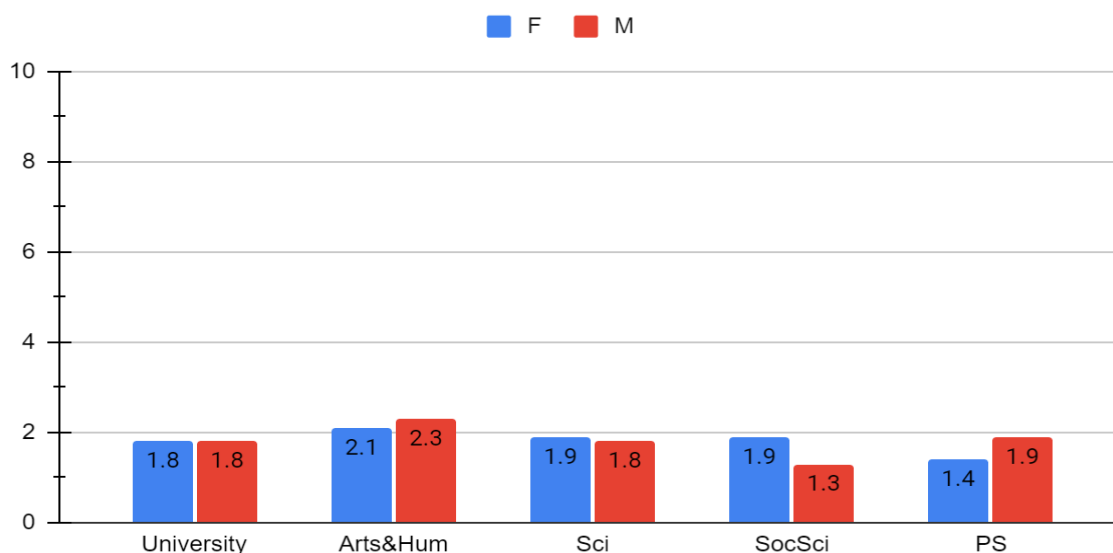


17 I have witnessed bullying and/or harassment in my department in the past 12 months

NB: For question 17 the scale indication is reversed such that a lower score is better.

17.1 By three academic faculties and one professional service unit

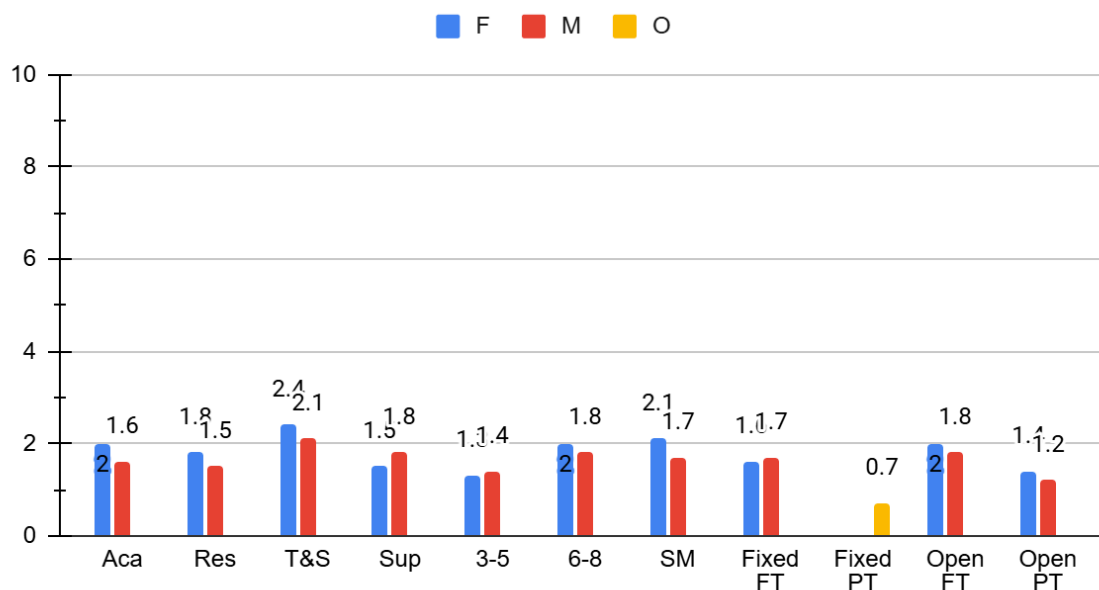
I have witnessed bullying and/or harassment in my department in the past 12 months, by faculty and unit



¹⁰² All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

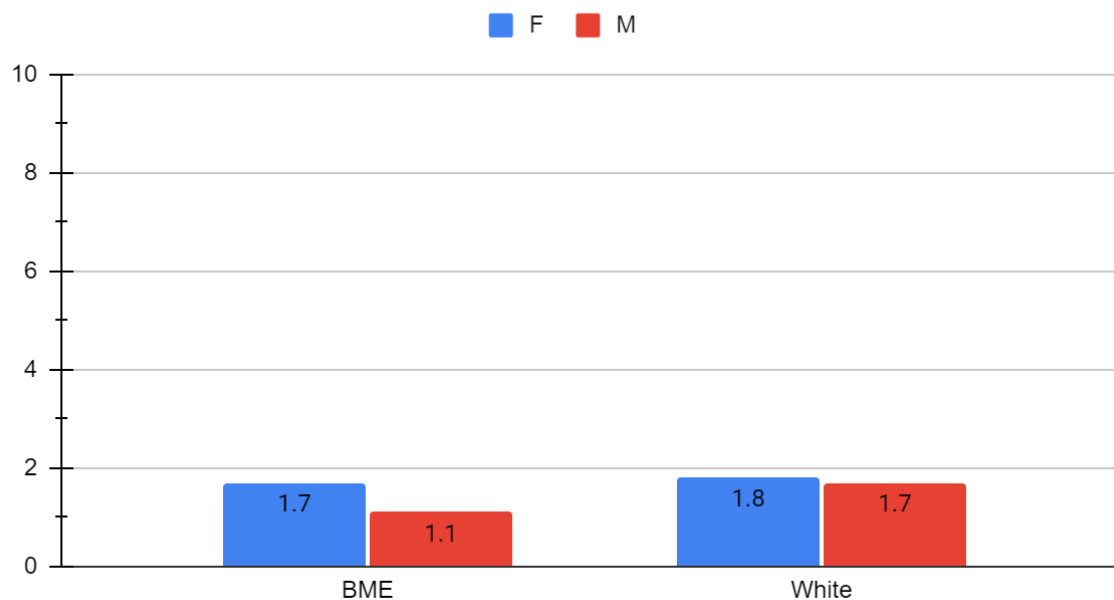
17.2 By major job role, grade band¹⁰³, contract type¹⁰⁴

I have witnessed bullying and/or harassment in my department in the past 12 months, by major job role, grade band and contract type



17.3 By ethnicity¹⁰⁵

I have witnessed bullying and/or harassment in my department in the past 12 months, by ethnicity



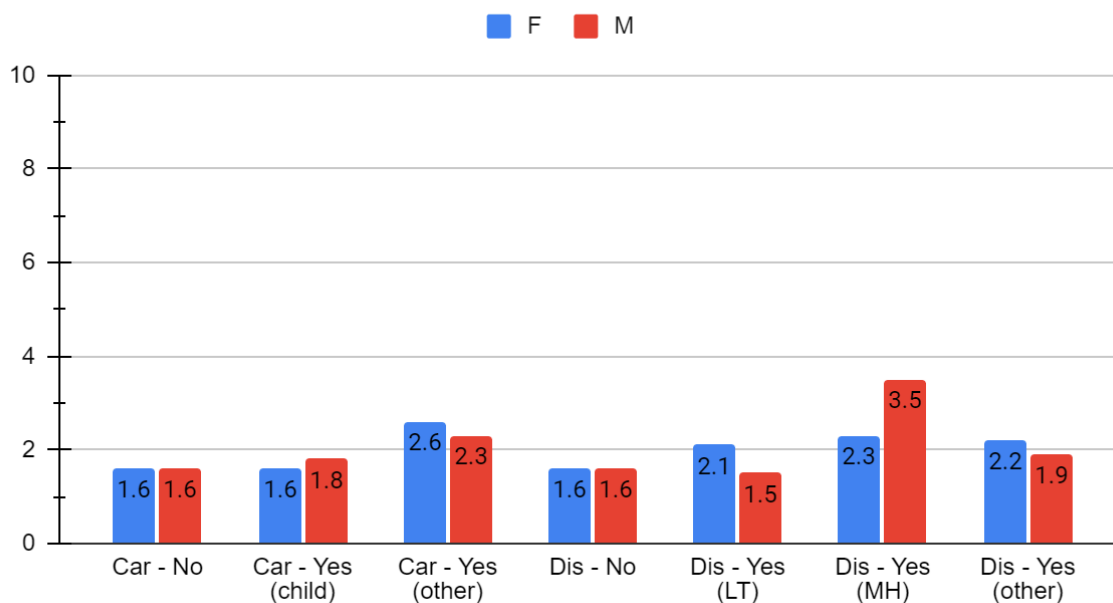
¹⁰³ We are unable to present any data from staff grades below 3 due to confidentiality limits.

¹⁰⁴ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

¹⁰⁵ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

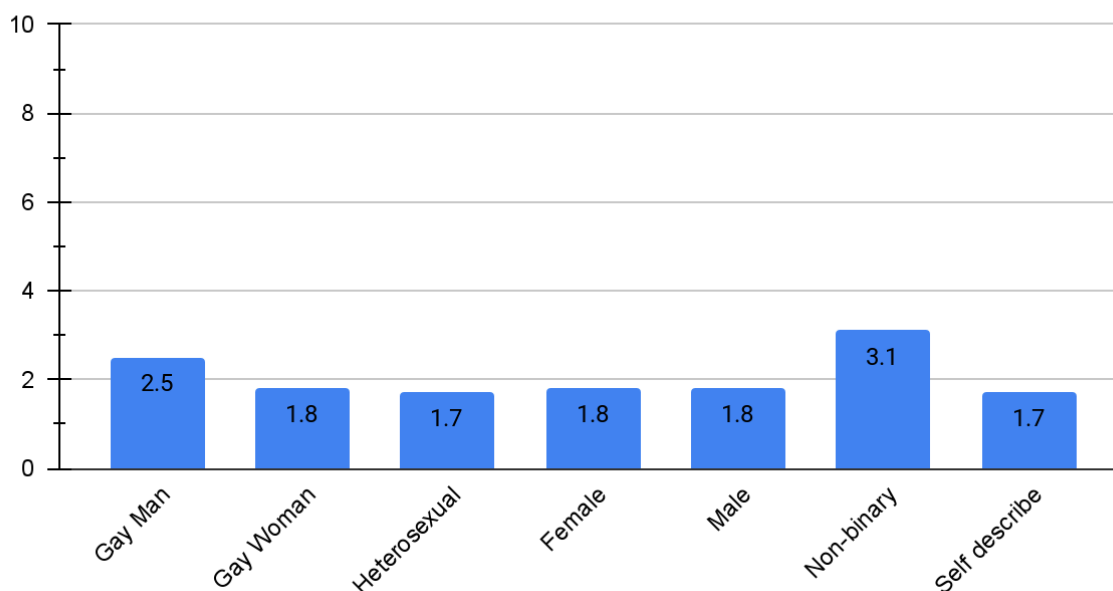
17.4 By caring, disability¹⁰⁶

I have witnessed bullying and/or harassment in my department in the past 12 months, by caring and disability



17.5 LGBT+ and gender identity¹⁰⁷

I have witnessed bullying and/or harassment in my department in the past 12 months, by LGBT+ and gender identity



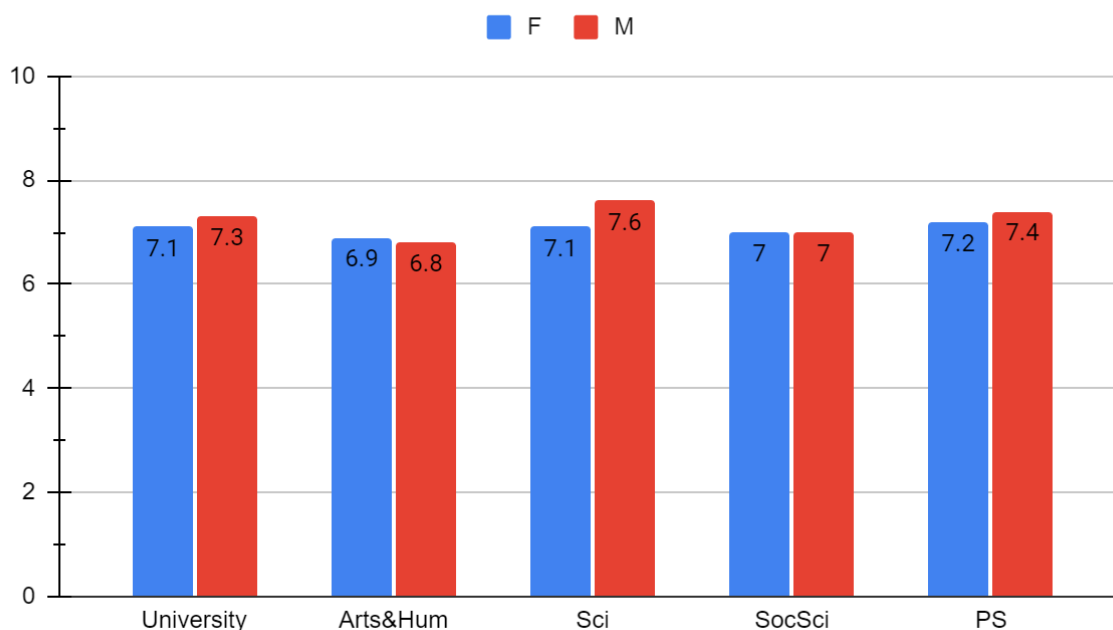
¹⁰⁶ Some categories are grouped due to confidentiality limits.

¹⁰⁷ All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

18 I know how to report bullying and/or harassment

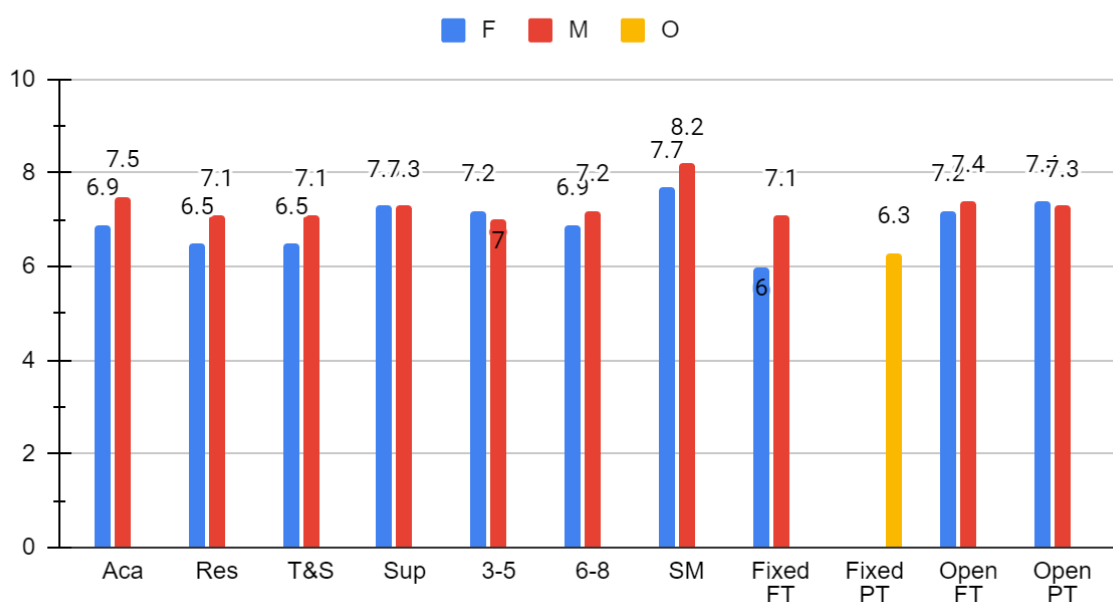
18.1 By three academic faculties and one professional service unit

I know how to report bullying and/or harassment, by faculty and unit



18.2 By major job role, grade band¹⁰⁸, contract type¹⁰⁹

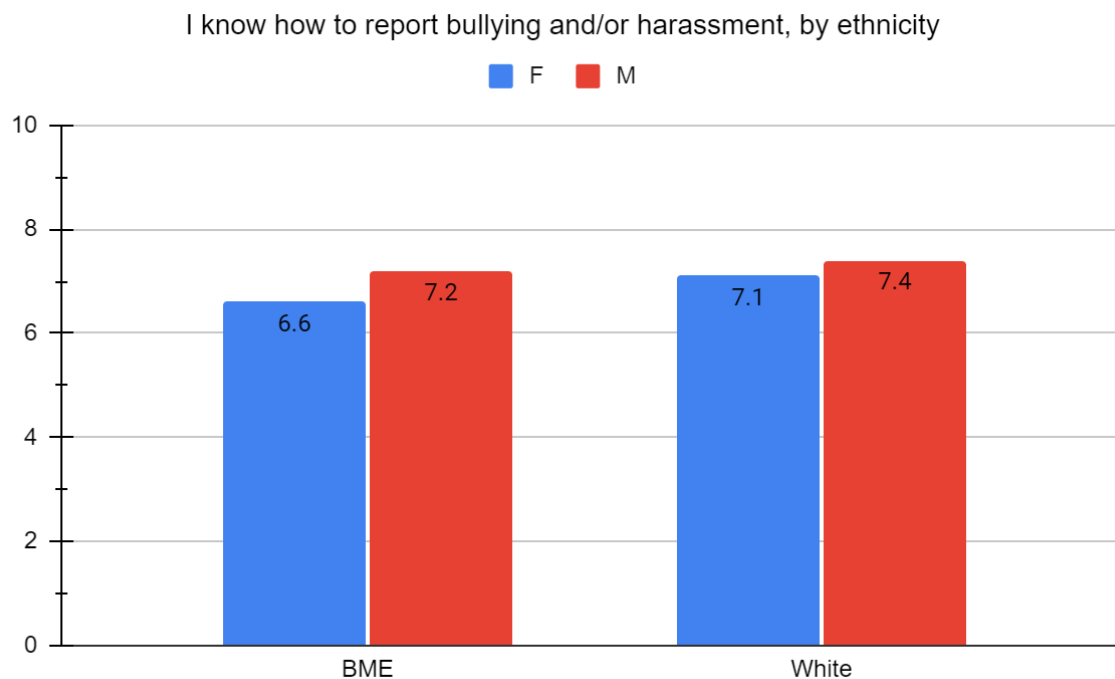
I know how to report bullying and/or harassment, by major job role, grade band and contract type



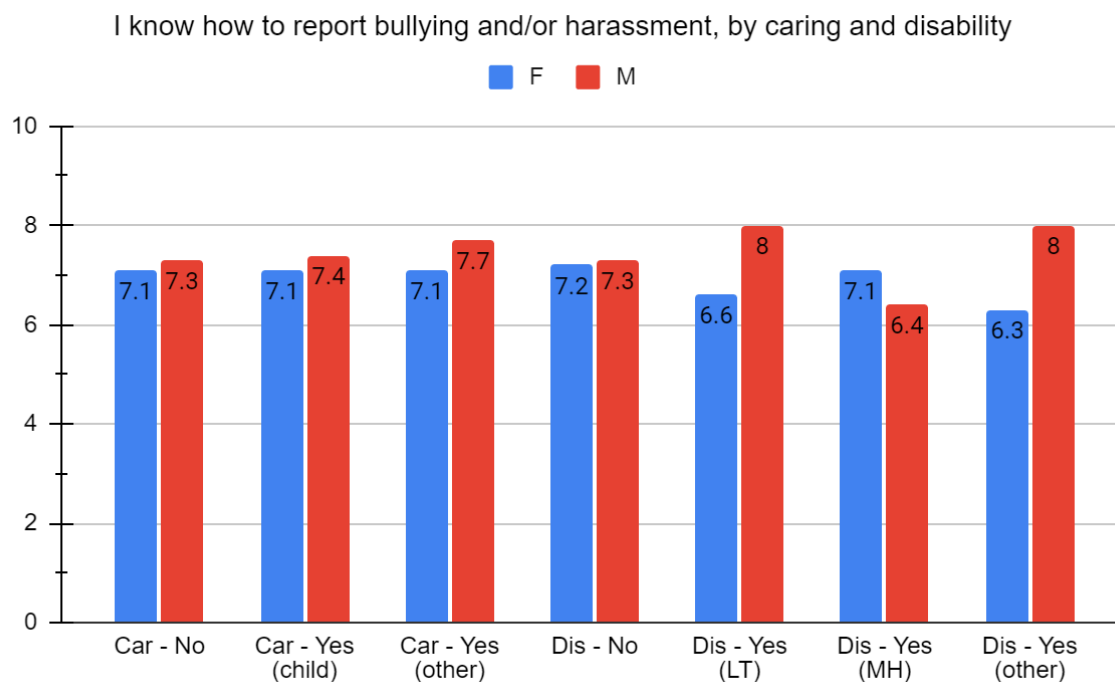
¹⁰⁸ We are unable to present any data from staff grades below 3 due to confidentiality limits.

¹⁰⁹ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

18.3 By ethnicity¹¹⁰



18.4 By caring, disability¹¹¹

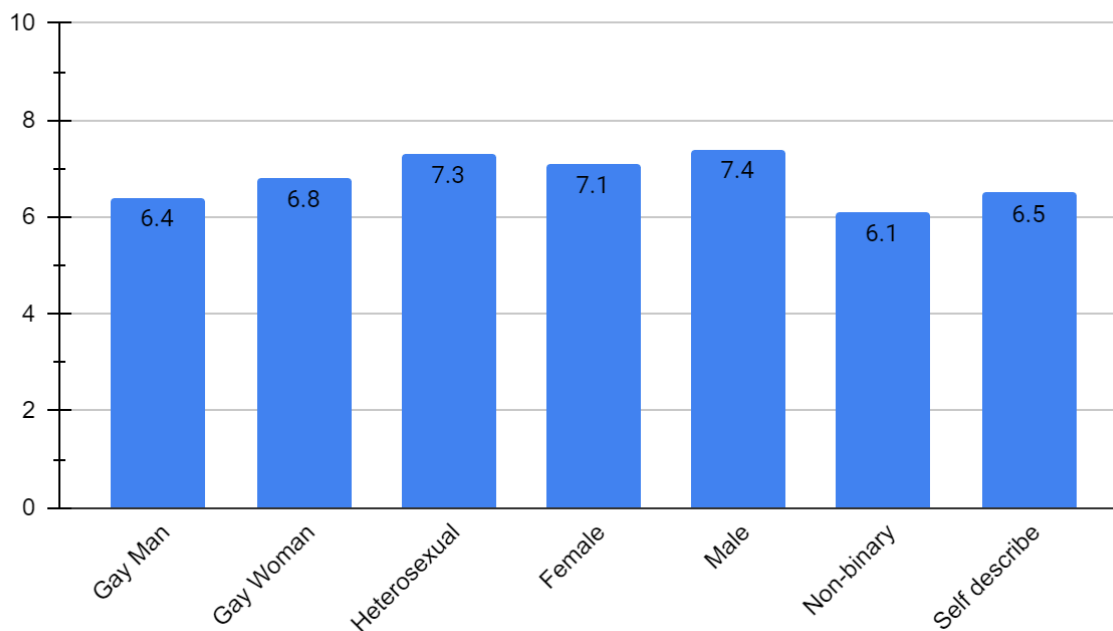


¹¹⁰ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

¹¹¹ Some categories are grouped due to confidentiality limits.

18.5 LGBT+ and gender identity¹¹²

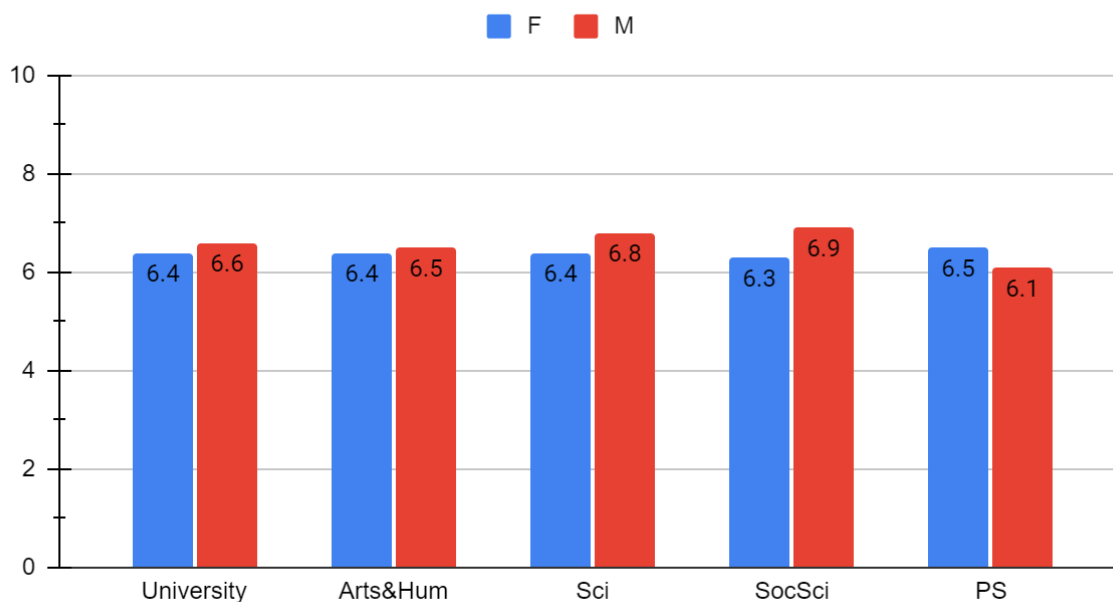
I know how to report bullying and/or harassment, by LGBT+ and gender identity



19 Departmental management is active in tackling bullying and harassment

19.1 By three academic faculties and one professional service unit

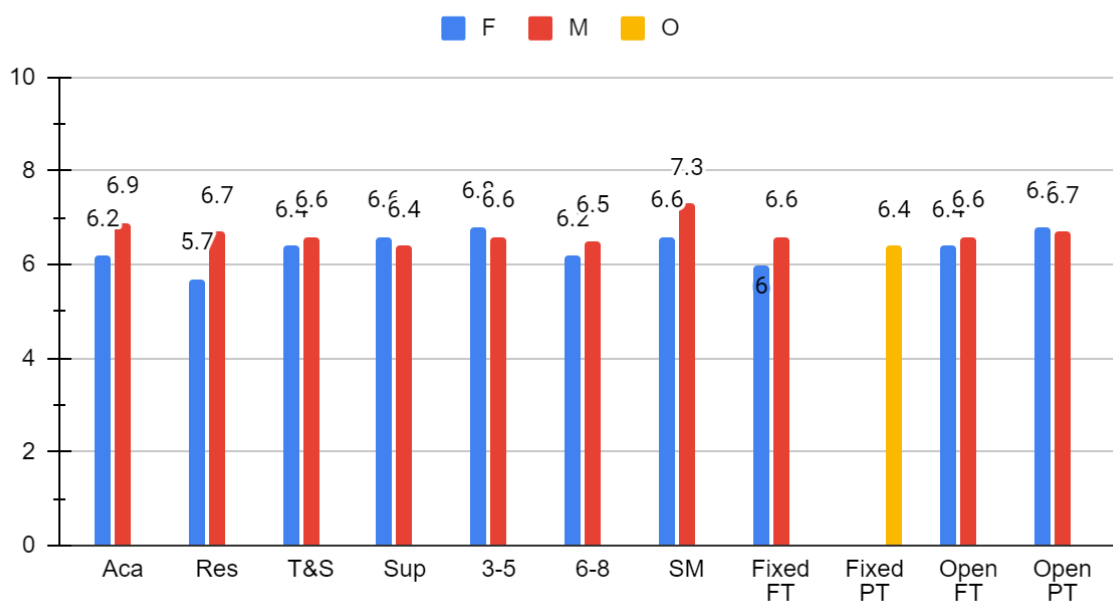
Departmental management is active in tackling bullying and harassment, by faculty and unit



¹¹² All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

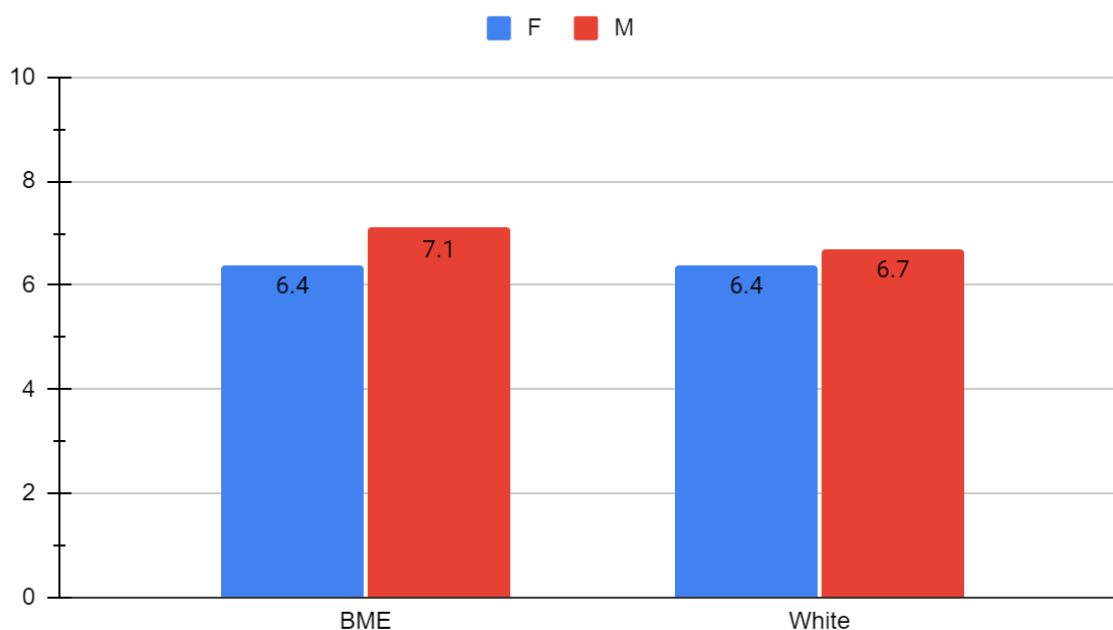
19.2 By major job role, grade band¹¹³, contract type¹¹⁴

Departmental management is active in tackling bullying and harassment, by major job role, grade band and contract type



19.3 By ethnicity¹¹⁵

Departmental management is active in tackling bullying and harassment, by ethnicity



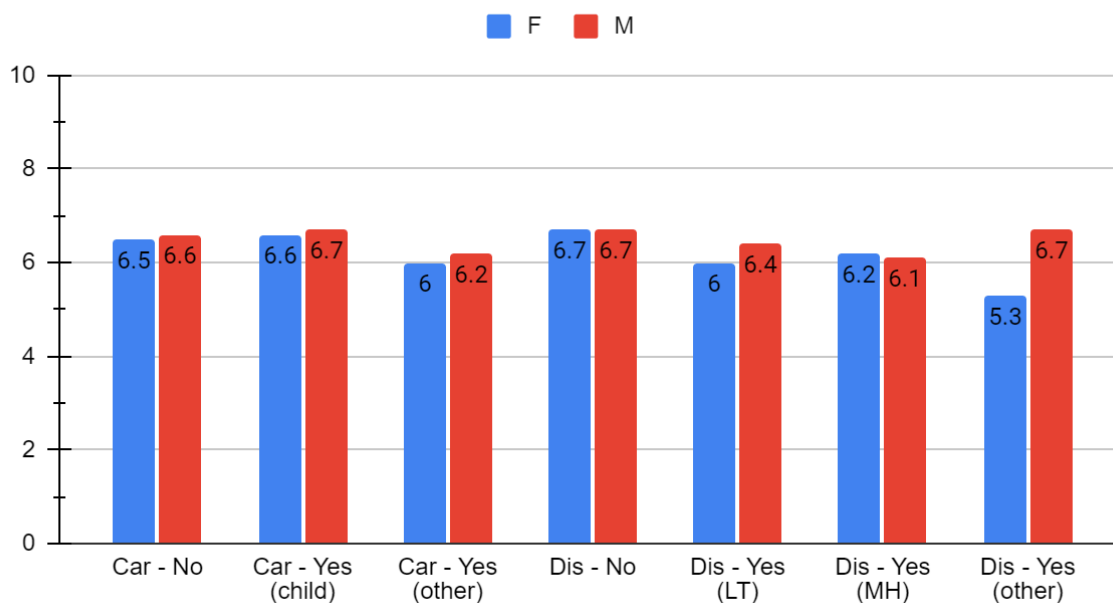
¹¹³ We are unable to present any data from staff grades below 3 due to confidentiality limits.

¹¹⁴ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

¹¹⁵ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

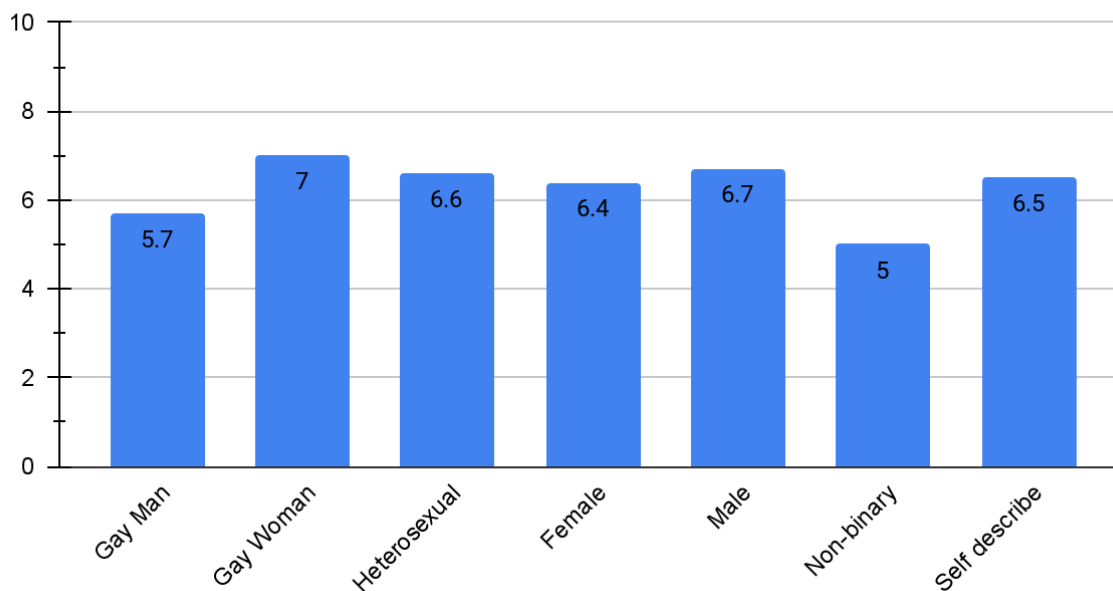
19.4 By caring, disability¹¹⁶

Departmental management is active in tackling bullying and harassment, by caring and disability



19.5 LGBT+ and gender identity¹¹⁷

Departmental management is active in tackling bullying and harassment, by LGBT+ and gender identity



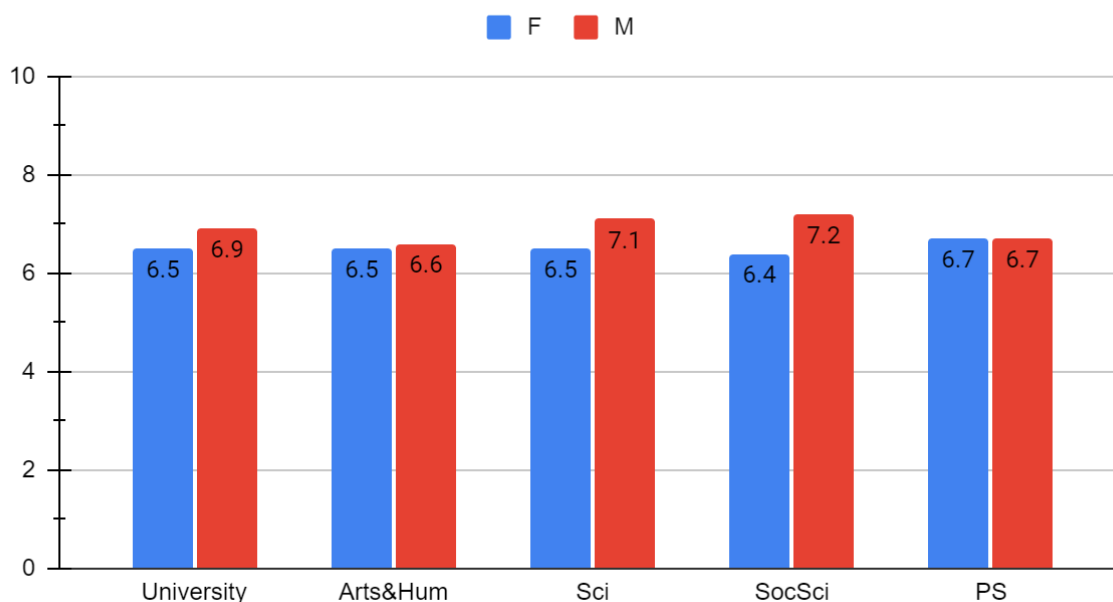
¹¹⁶ Some categories are grouped due to confidentiality limits.

¹¹⁷ All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

I am satisfied with how bullying and harassment are addressed in my department

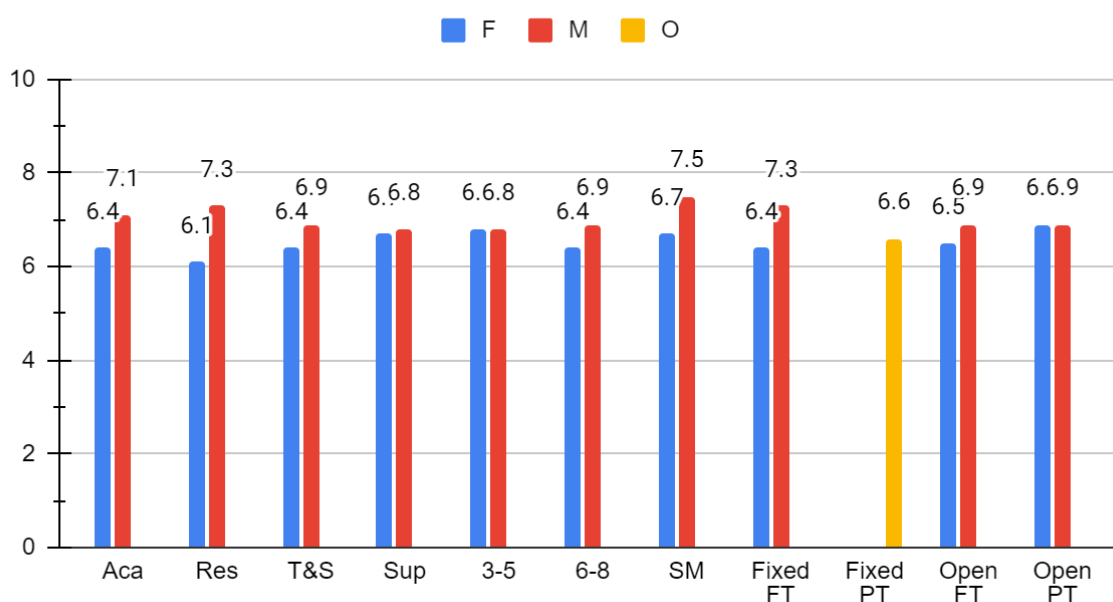
19.6 By three academic faculties and one professional service unit

I am satisfied with how bullying and harassment are addressed in my department, by faculty and unit



19.7 By major job role, grade band¹¹⁸, contract type¹¹⁹

I am satisfied with how bullying and harassment are addressed in my department, by major job role, grade band and contract type

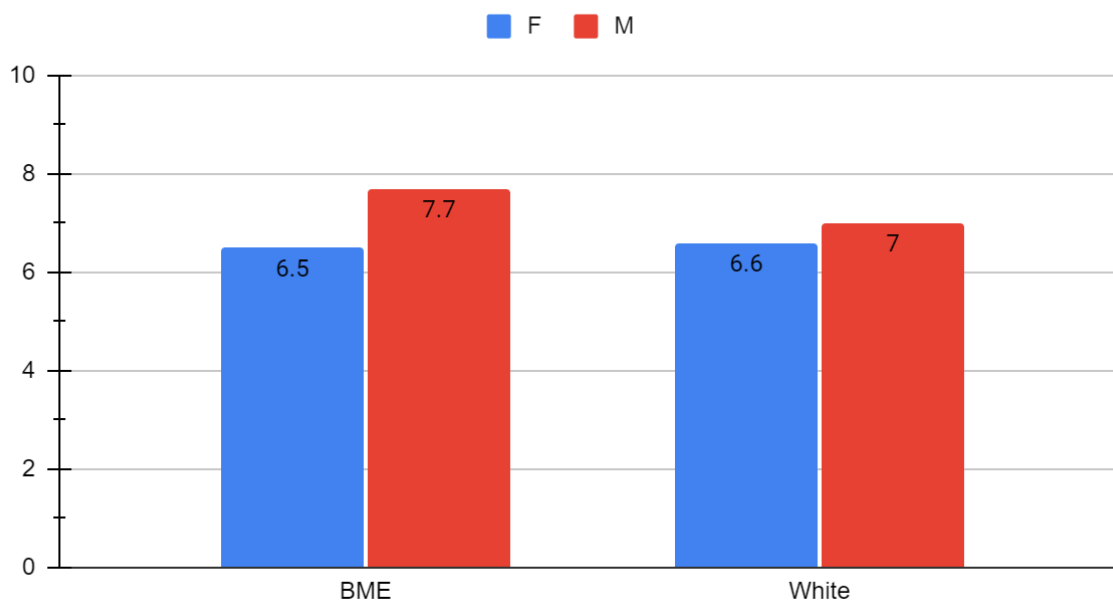


¹¹⁸ We are unable to present any data from staff grades below 3 due to confidentiality limits.

¹¹⁹ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

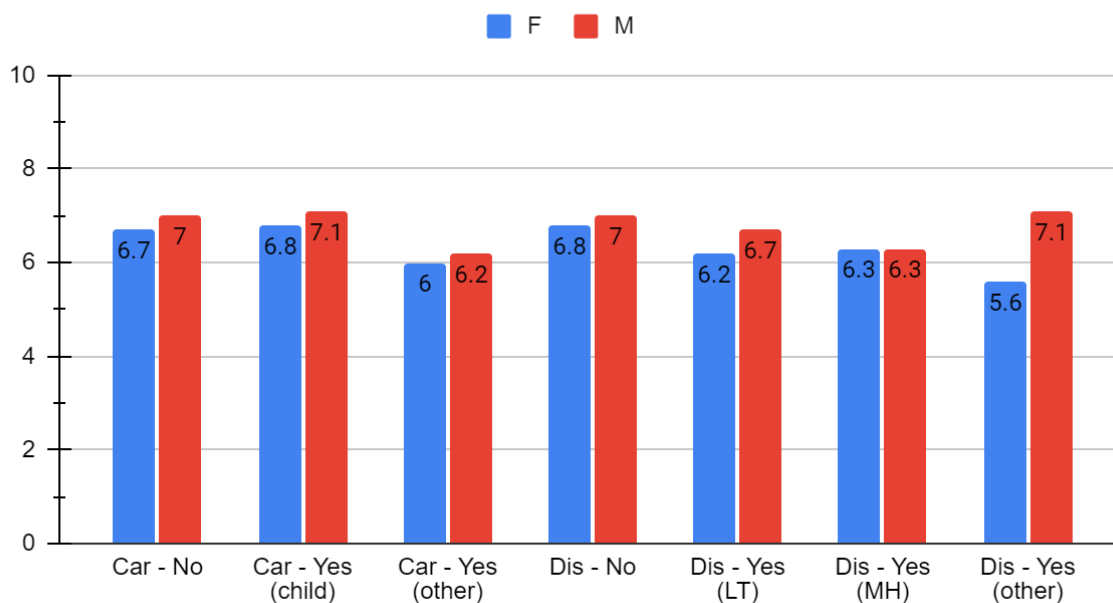
19.8 By ethnicity¹²⁰

I am satisfied with how bullying and harassment are addressed in my department, by ethnicity



19.9 By caring, disability¹²¹

I am satisfied with how bullying and harassment are addressed in my department, by caring and disability

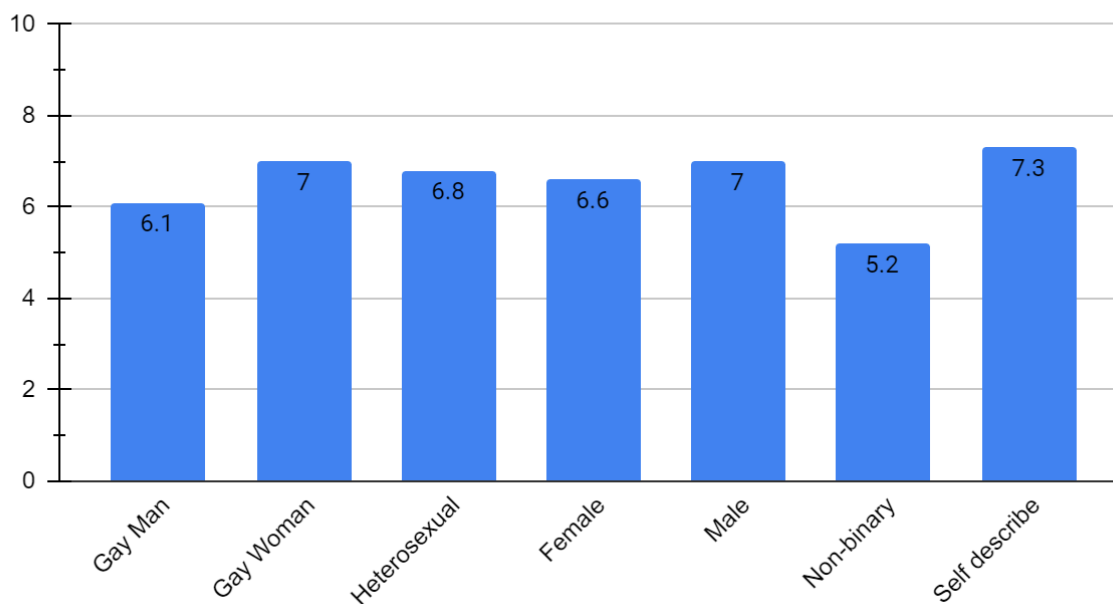


¹²⁰ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

¹²¹ Some categories are grouped due to confidentiality limits.

19.10 LGBT+ and gender identity¹²²

I am satisfied with how bullying and harassment are addressed in my department, by LGBT+ and gender identity

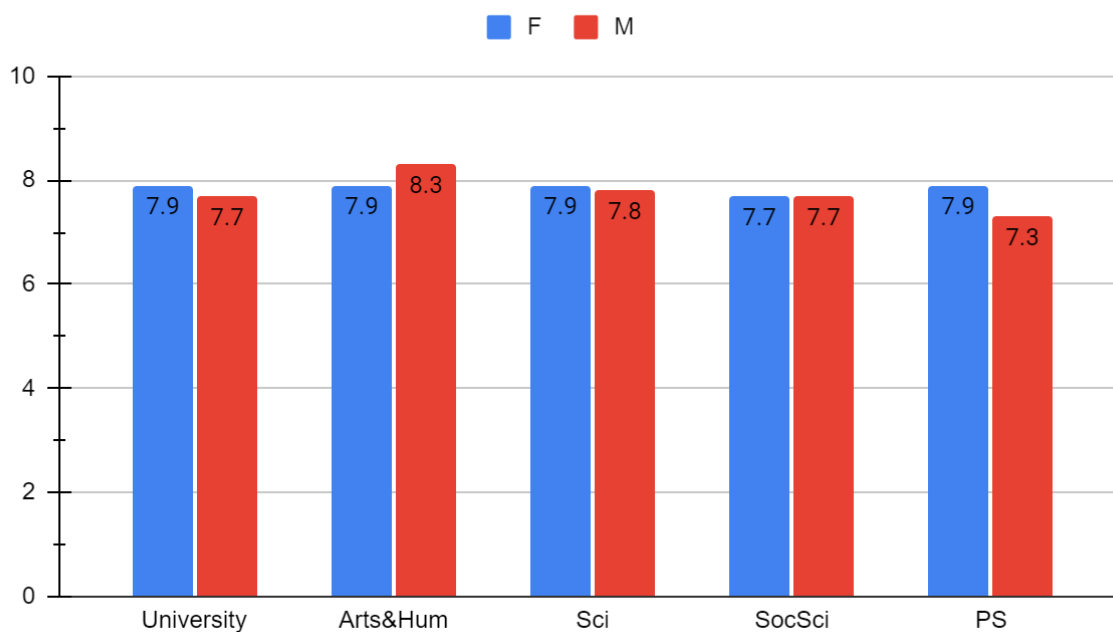


Theme 5: Career Development

20 My line manager supports my career development

20.1 By three academic faculties and one professional service unit

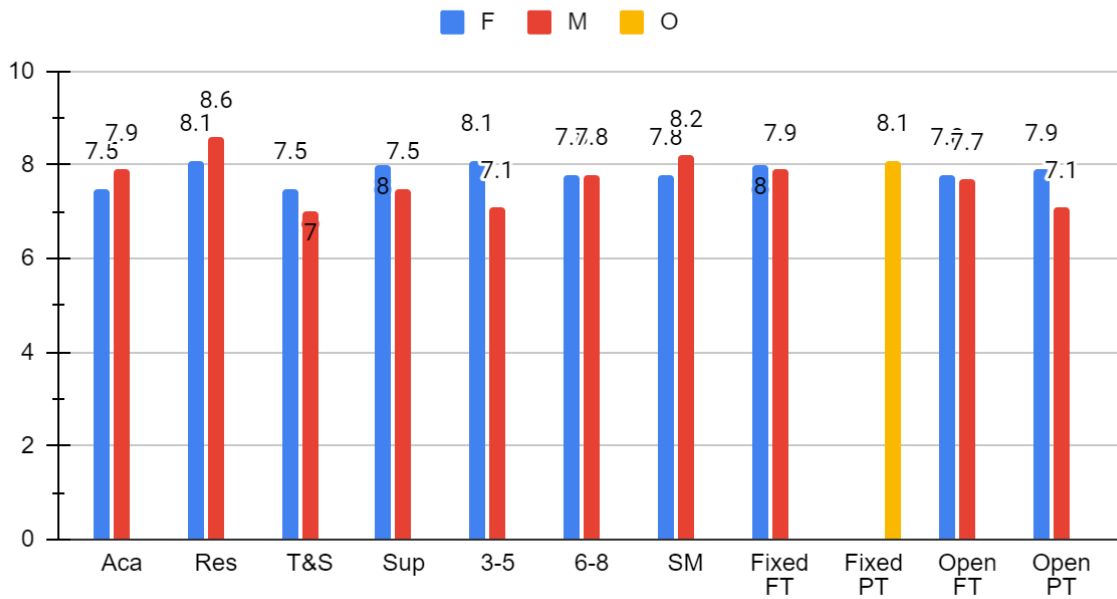
My line manager supports my career development, by faculty and unit



¹²² All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

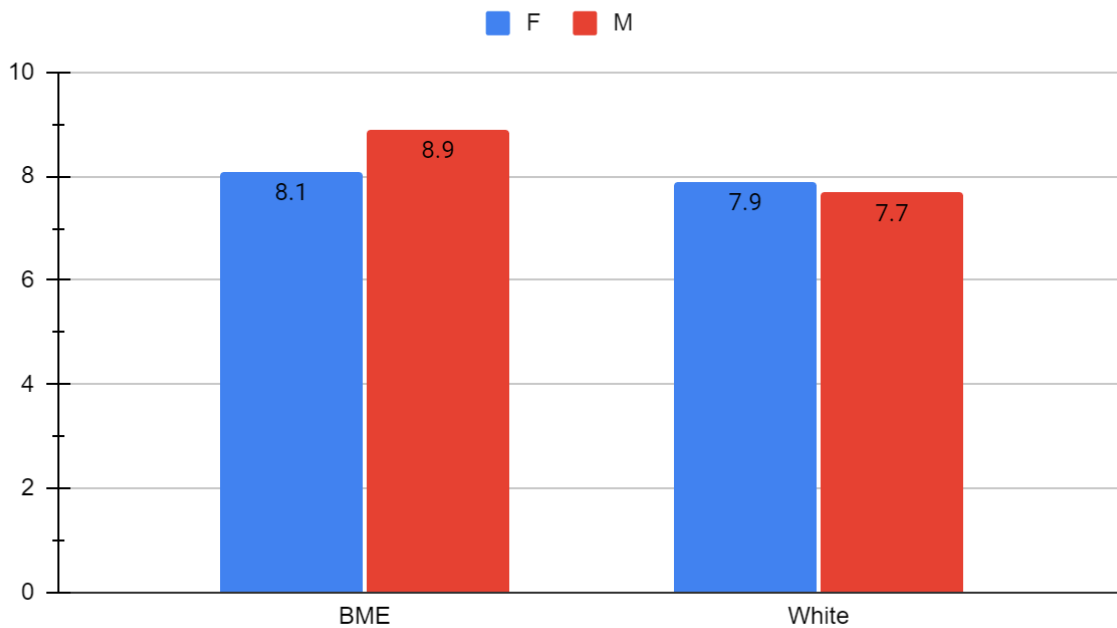
20.2 By major job role, grade band¹²³, contract type¹²⁴

My line manager supports my career development, by major job role, grade band and contract type



20.3 By ethnicity¹²⁵

My line manager supports my career development, by ethnicity

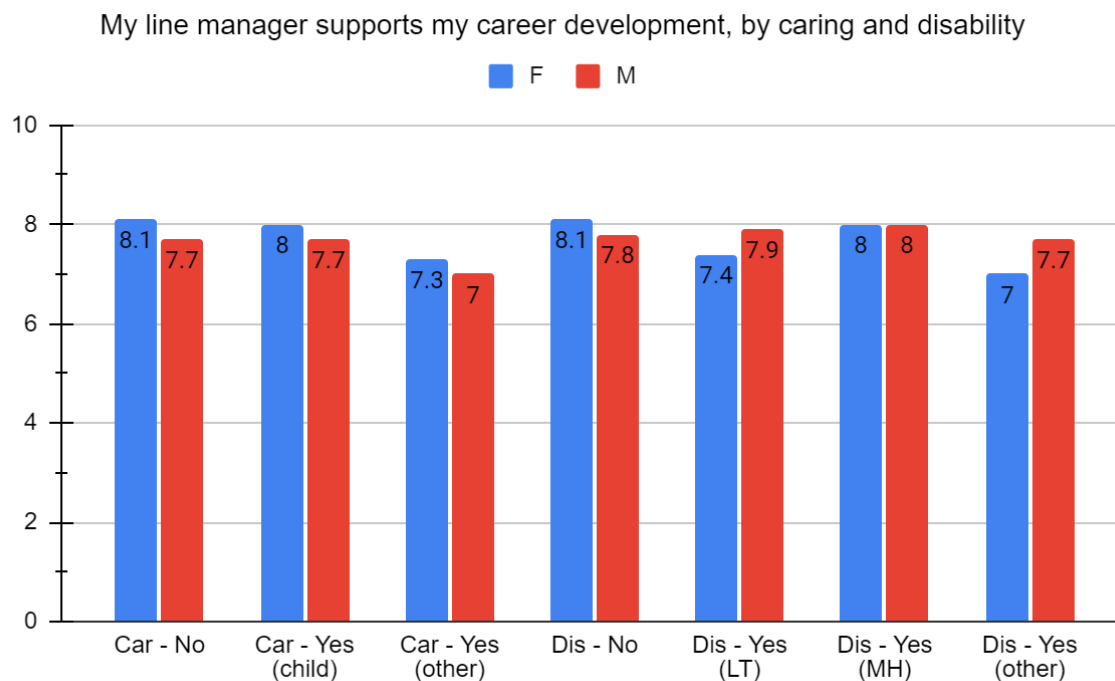


¹²³ We are unable to present any data from staff grades below 3 due to confidentiality limits.

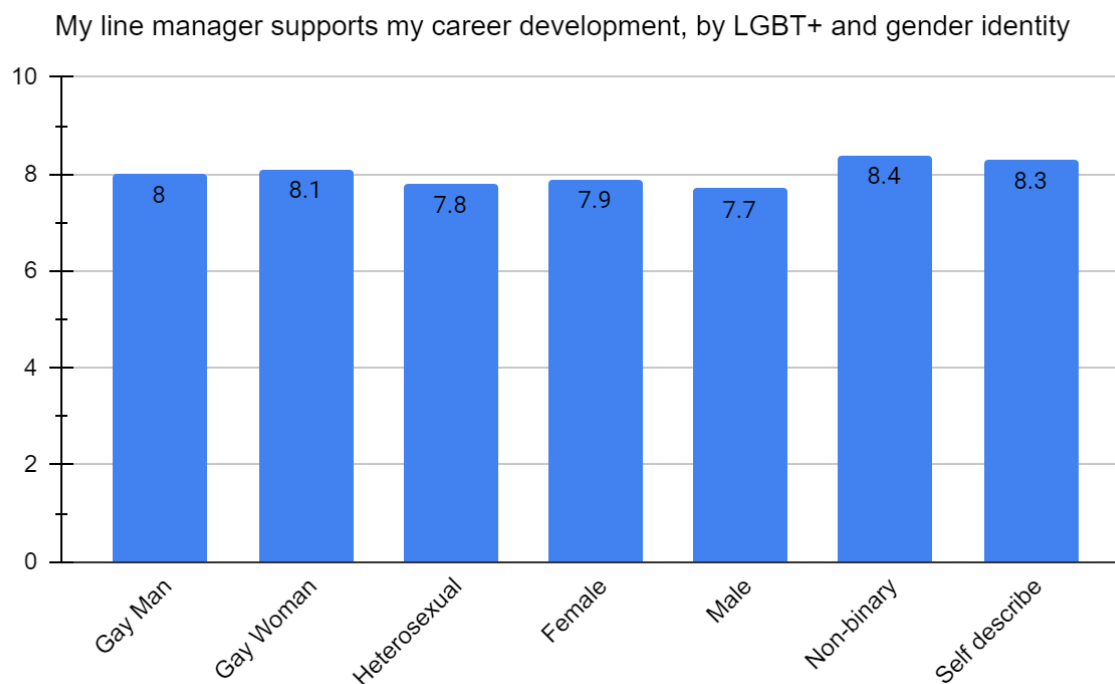
¹²⁴ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

¹²⁵ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

20.4 By caring, disability¹²⁶



20.5 LGBT+ and gender identity¹²⁷



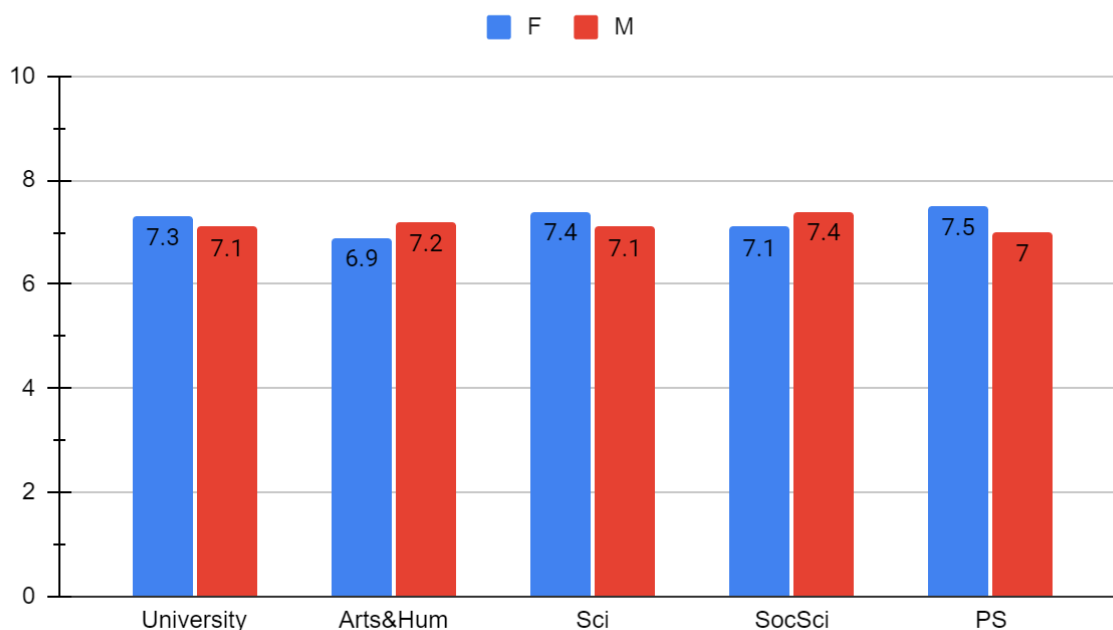
¹²⁶ Some categories are grouped due to confidentiality limits.

¹²⁷ All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

21 Decisions about appointments are made fairly

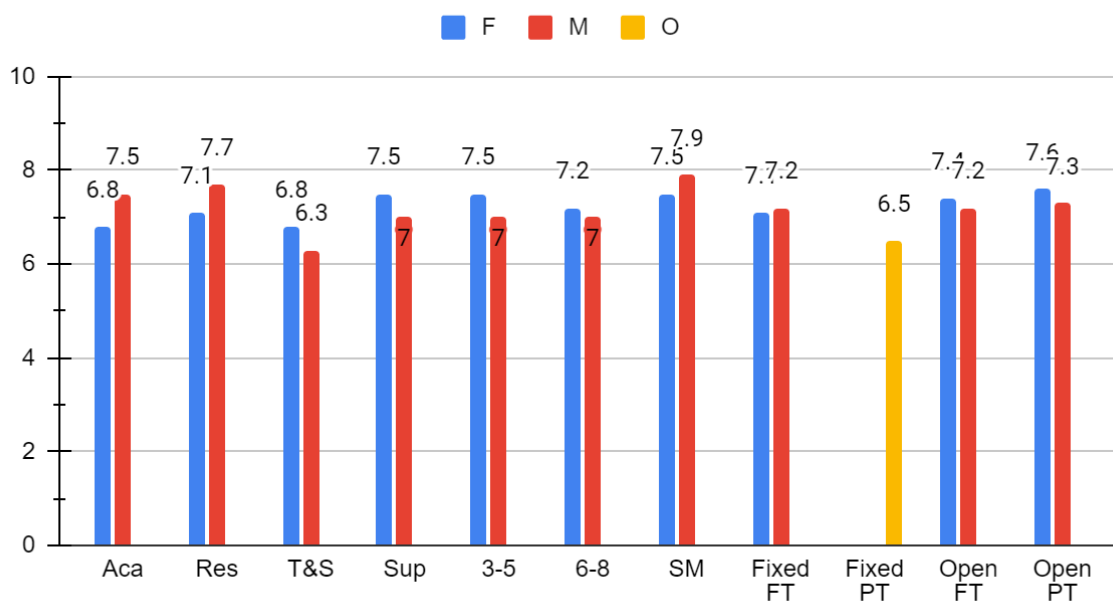
21.1 By three academic faculties and one professional service unit

Decisions about appointments are made fairly, by faculty and unit



21.2 By major job role, grade band¹²⁸, contract type¹²⁹

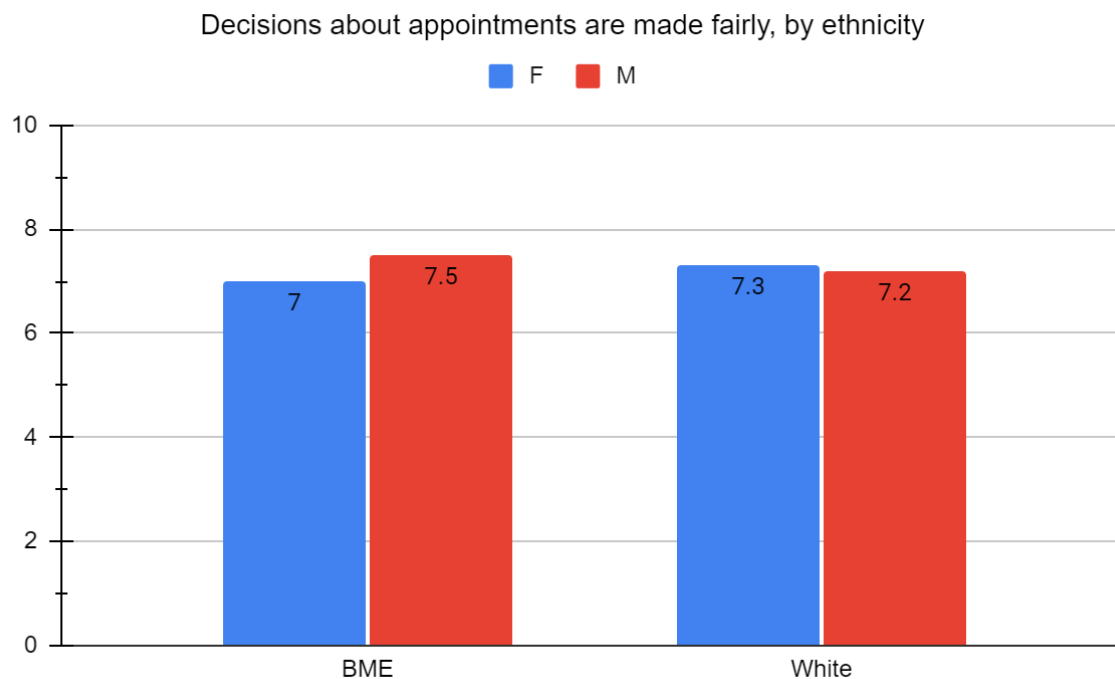
Decisions about appointments are made fairly, by major job role, grade band and contract type



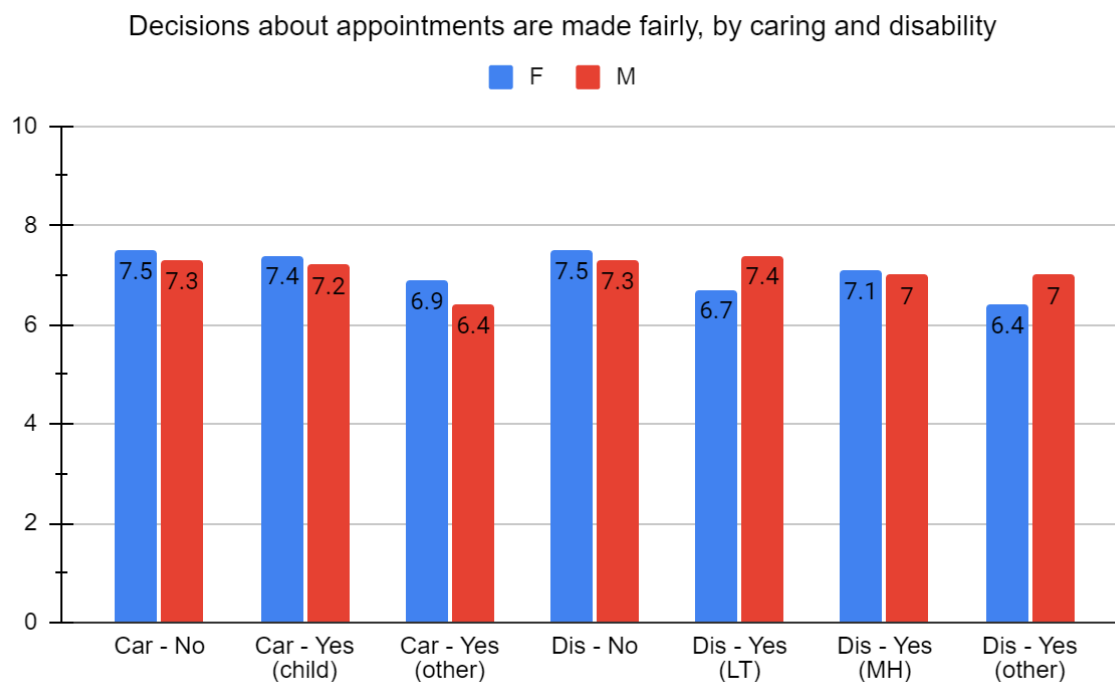
¹²⁸ We are unable to present any data from staff grades below 3 due to confidentiality limits.

¹²⁹ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

21.3 By ethnicity¹³⁰



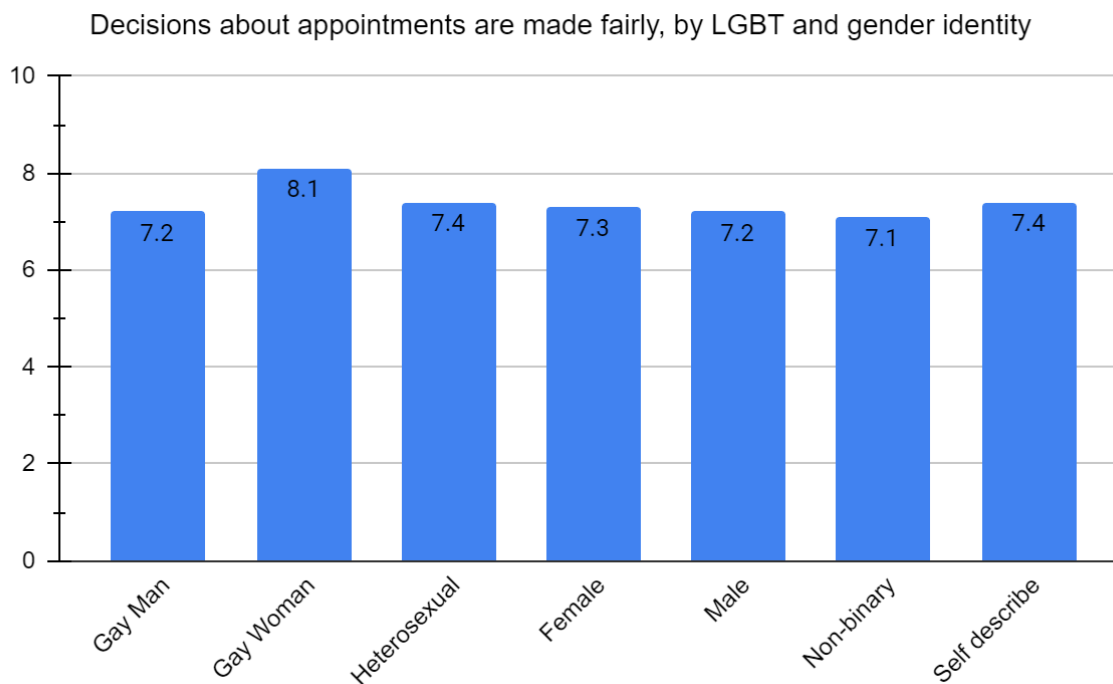
21.4 By caring, disability¹³¹



¹³⁰ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

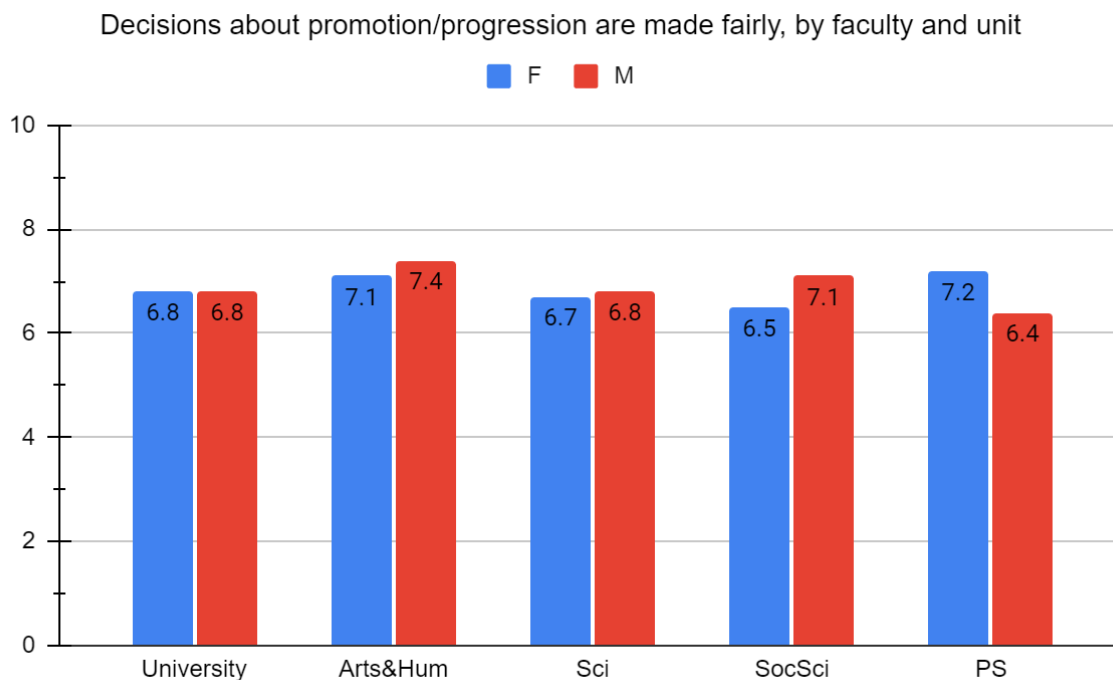
¹³¹ Some categories are grouped due to confidentiality limits.

21.5 LGBT+ and gender identity¹³²



22 Decisions about promotion/progression are made fairly

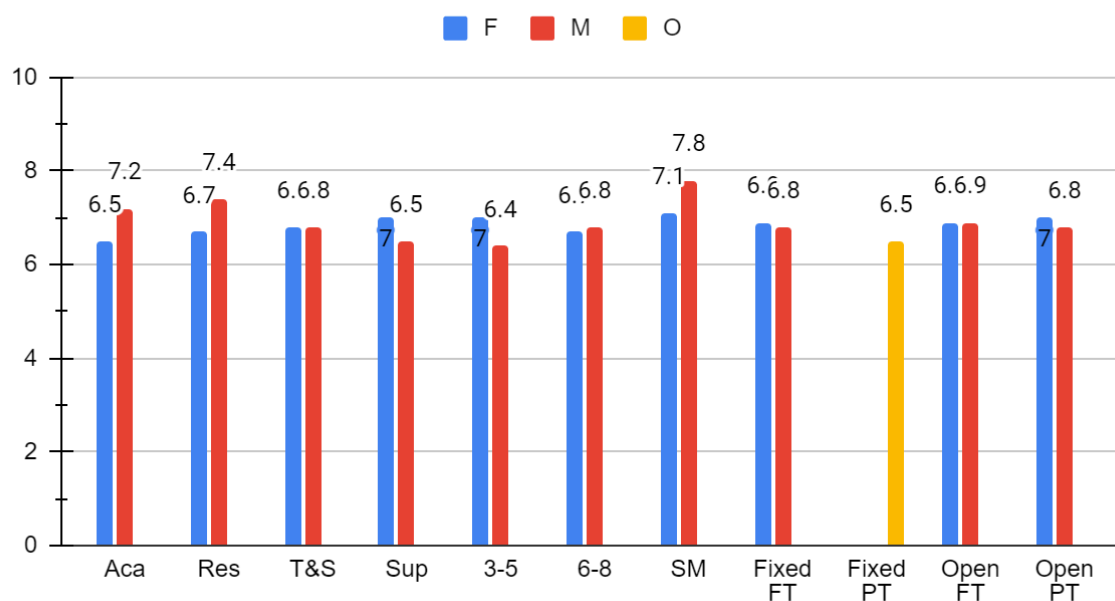
22.1 By three academic faculties and one professional service unit



¹³² All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

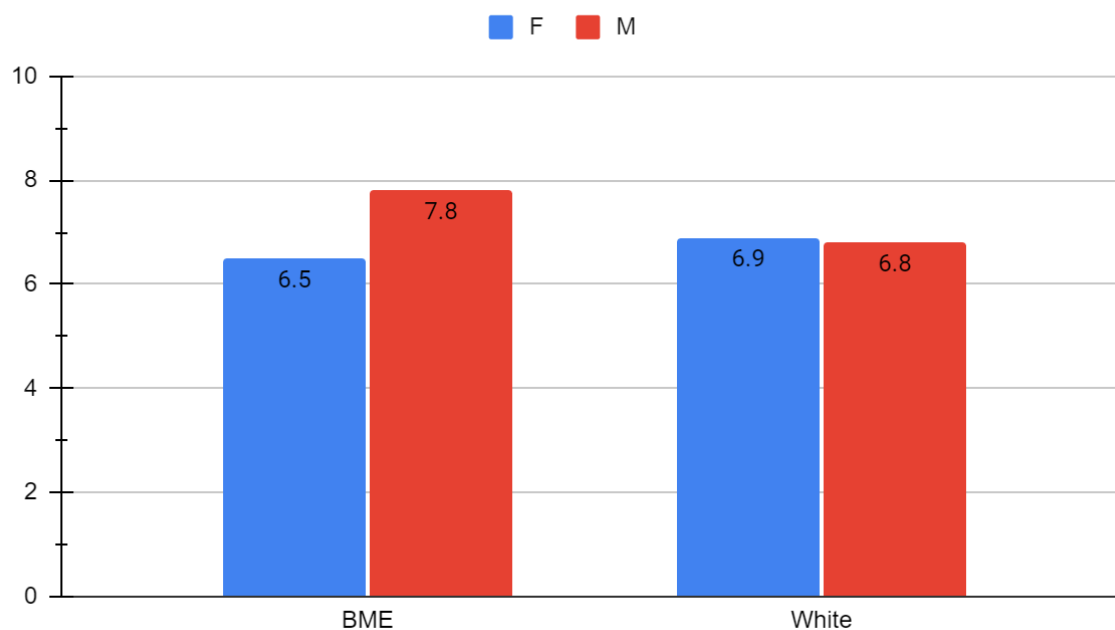
22.2 By major job role, grade band¹³³, contract type¹³⁴

Decisions about promotion/progression are made fairly, by major job role, grade band and contract type



22.3 By ethnicity¹³⁵

Decisions about promotion/progression are made fairly, by ethnicity



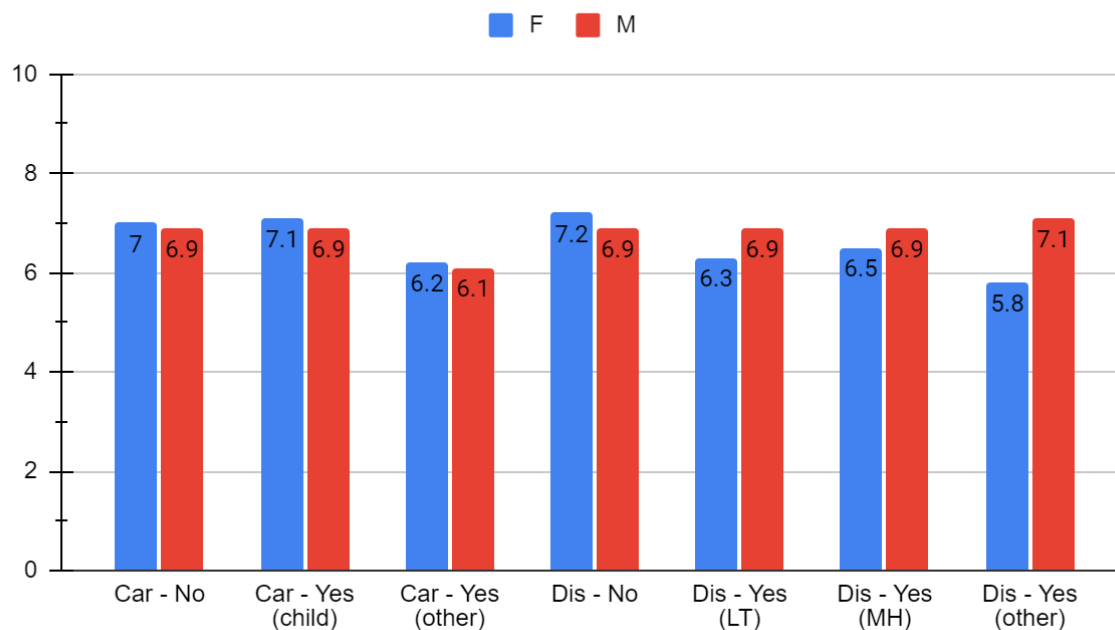
¹³³ We are unable to present any data from staff grades below 3 due to confidentiality limits.

¹³⁴ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

¹³⁵ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

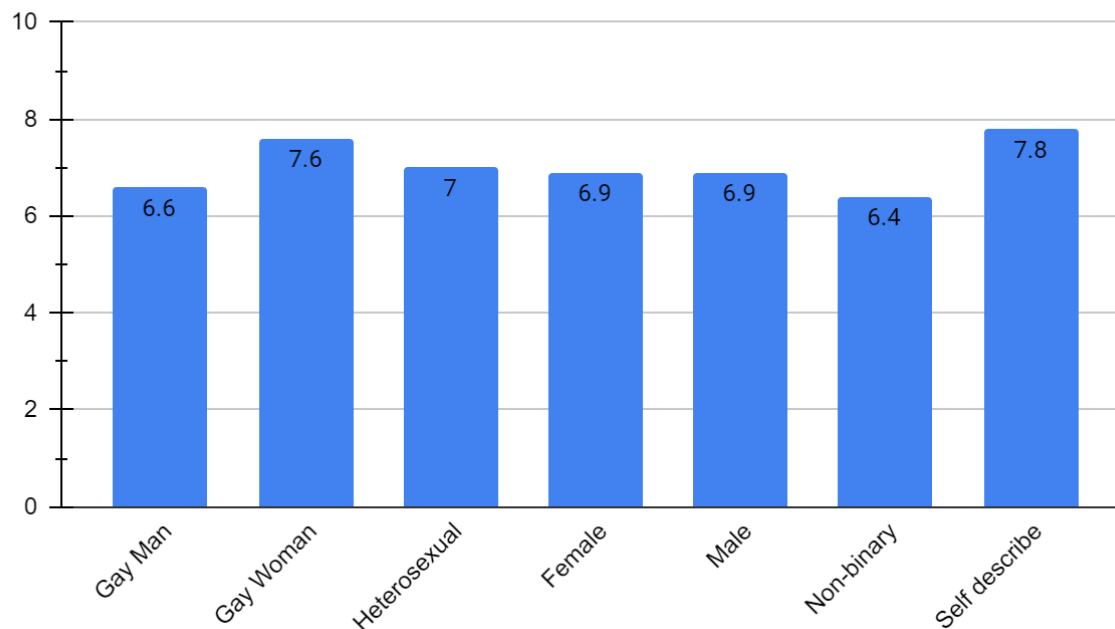
22.4 By caring, disability¹³⁶

Decisions about promotion/progression are made fairly, by caring and disability



22.5 LGBT+ and gender identity¹³⁷

Decisions about promotion/progression are made fairly, by LGBT+ and gender identity



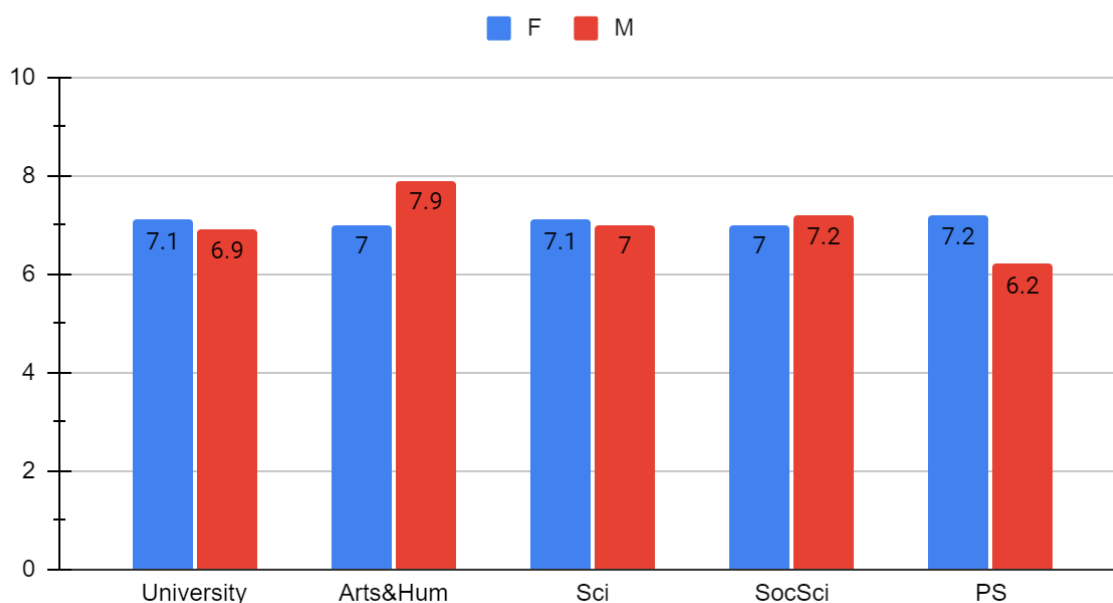
¹³⁶ Some categories are grouped due to confidentiality limits.

¹³⁷ All categories shown as overall and not disaggregated with legal sex due to confidentiality limits.

23 I receive useful feedback on my career development through performance reviews

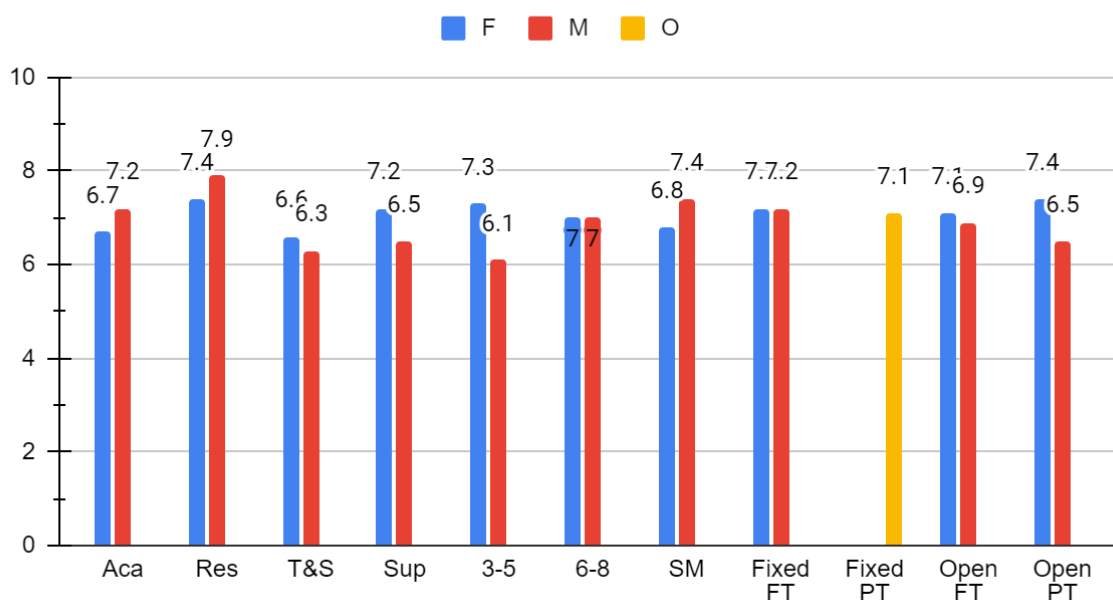
23.1 By three academic faculties and one professional service unit

I receive useful feedback on my career development through performance reviews, by faculty and unit



23.2 By major job role, grade band¹³⁸, contract type¹³⁹

I receive useful feedback on my career development through performance reviews, by major job role, grade band and contract type

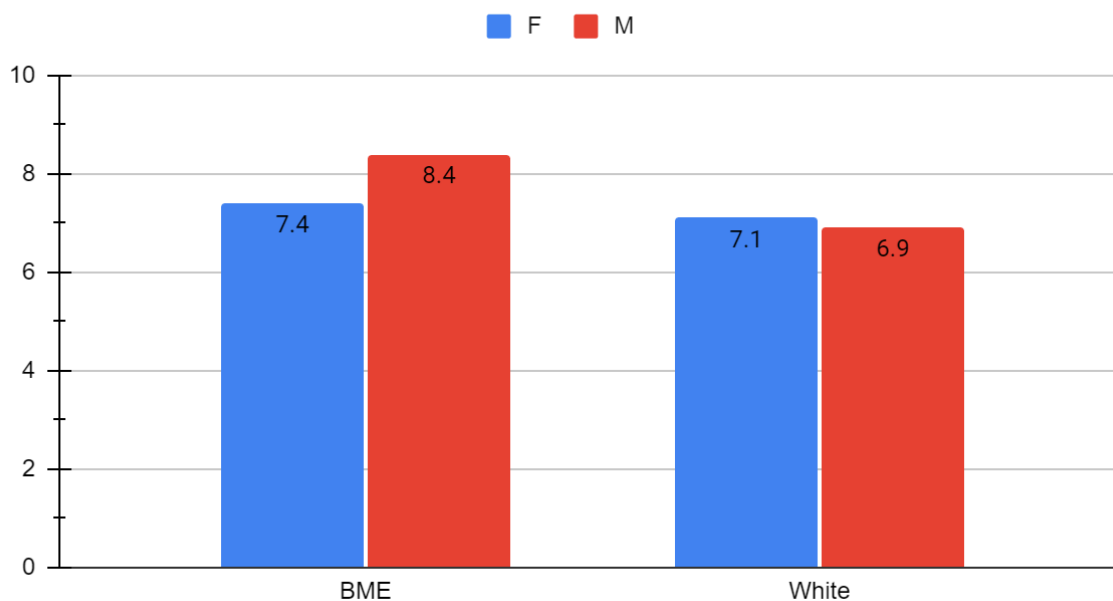


¹³⁸ We are unable to present any data from staff grades below 3 due to confidentiality limits.

¹³⁹ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

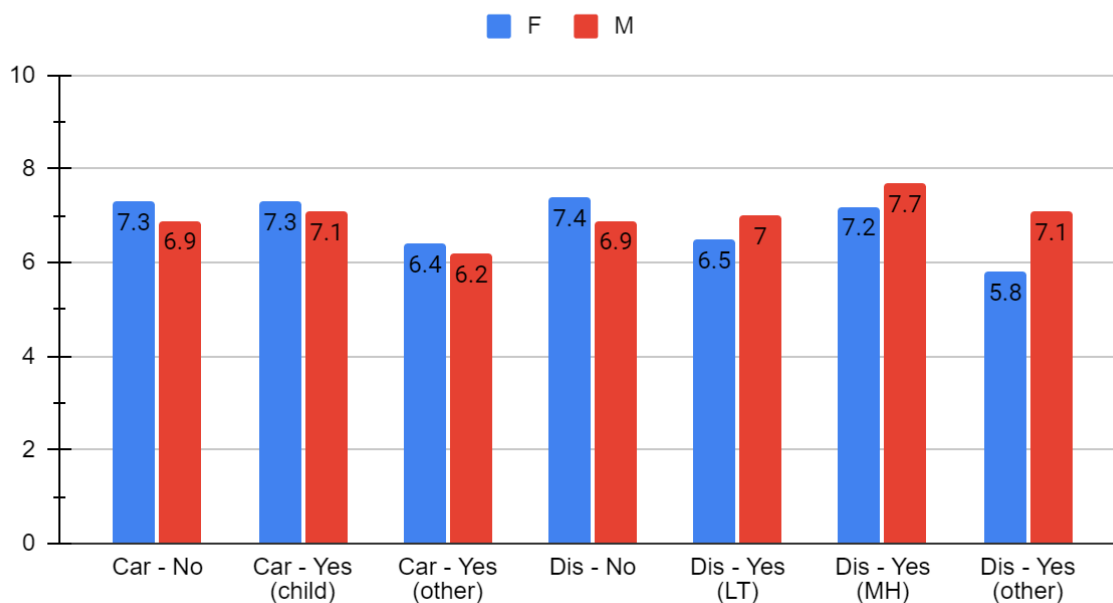
23.3 By ethnicity¹⁴⁰

I receive useful feedback on my career development through performance reviews, by ethnicity



23.4 By caring, disability¹⁴¹

I receive useful feedback on my career development through performance reviews, by caring and disability

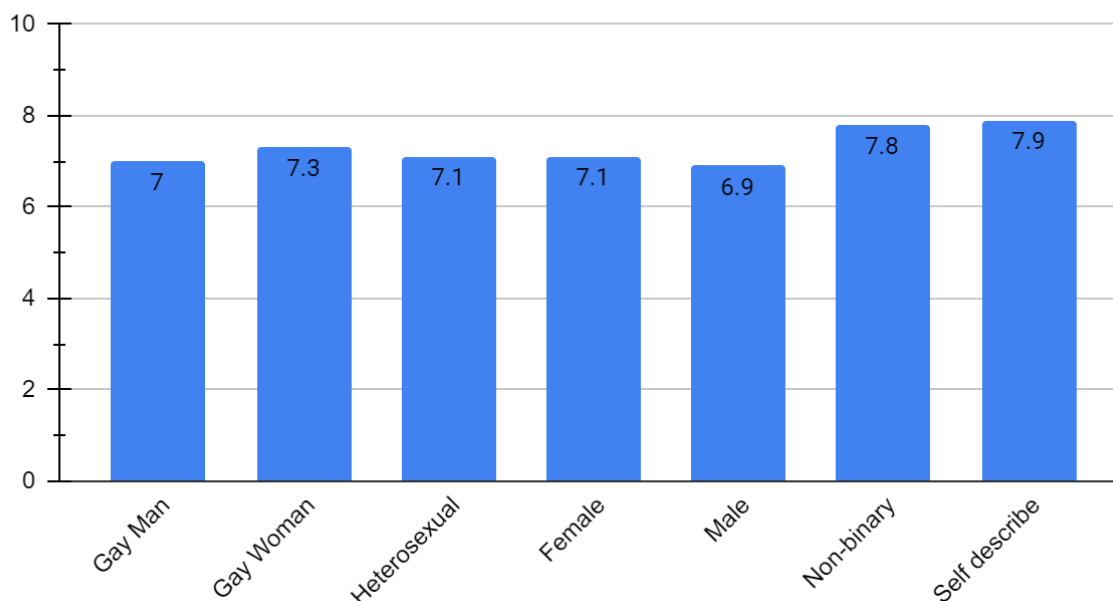


¹⁴⁰ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

¹⁴¹ Some categories are grouped due to confidentiality limits.

23.5 LGBT+ and gender identity¹⁴²

I receive useful feedback on my career development through performance reviews, by LGBT+ and gender identity

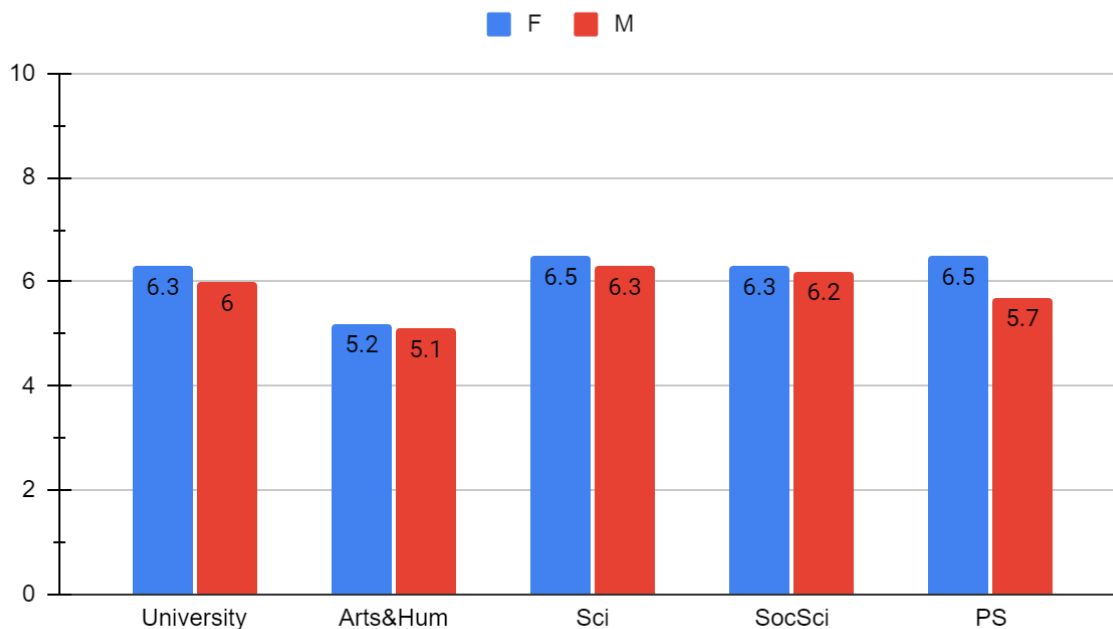


Theme 6: Wellbeing

24. My current workload is manageable

24.1 By three academic faculties and one professional service unit

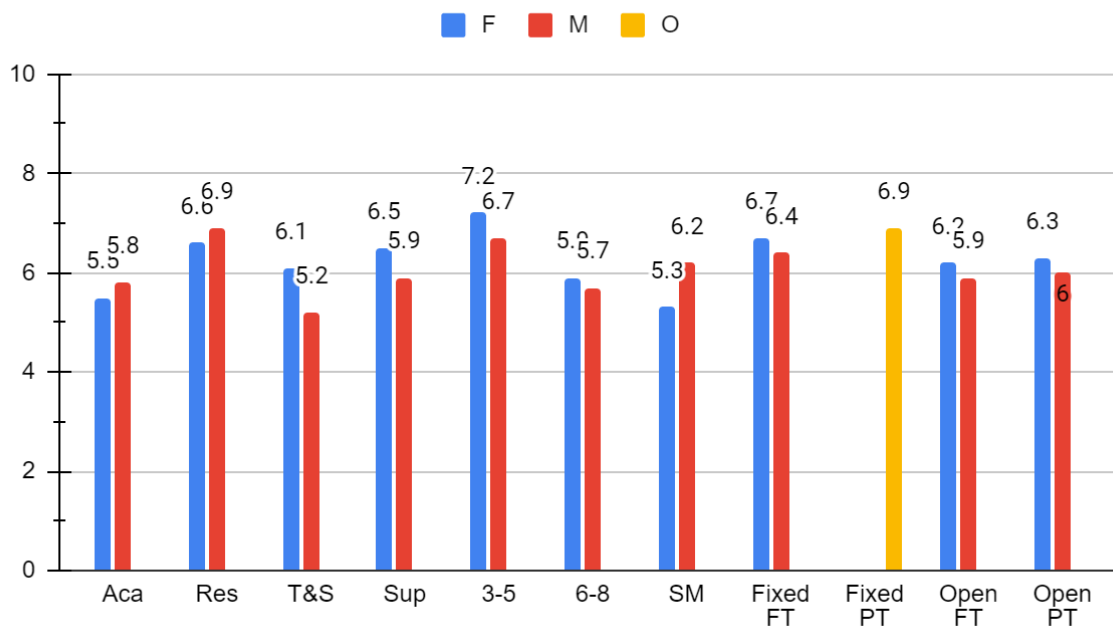
My current workload is manageable, by faculty and unit



¹⁴² All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

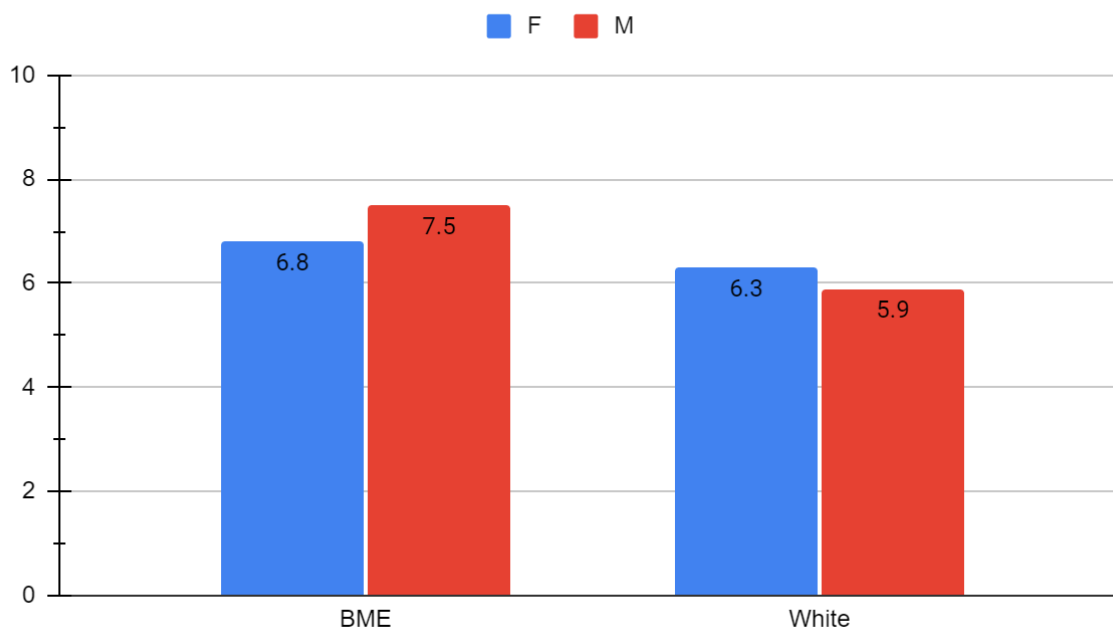
24.2 By major job role, grade band¹⁴³, contract type¹⁴⁴

My current workload is manageable, by major job role, grade band and contract type



24.3 By ethnicity¹⁴⁵

My current workload is manageable, by ethnicity

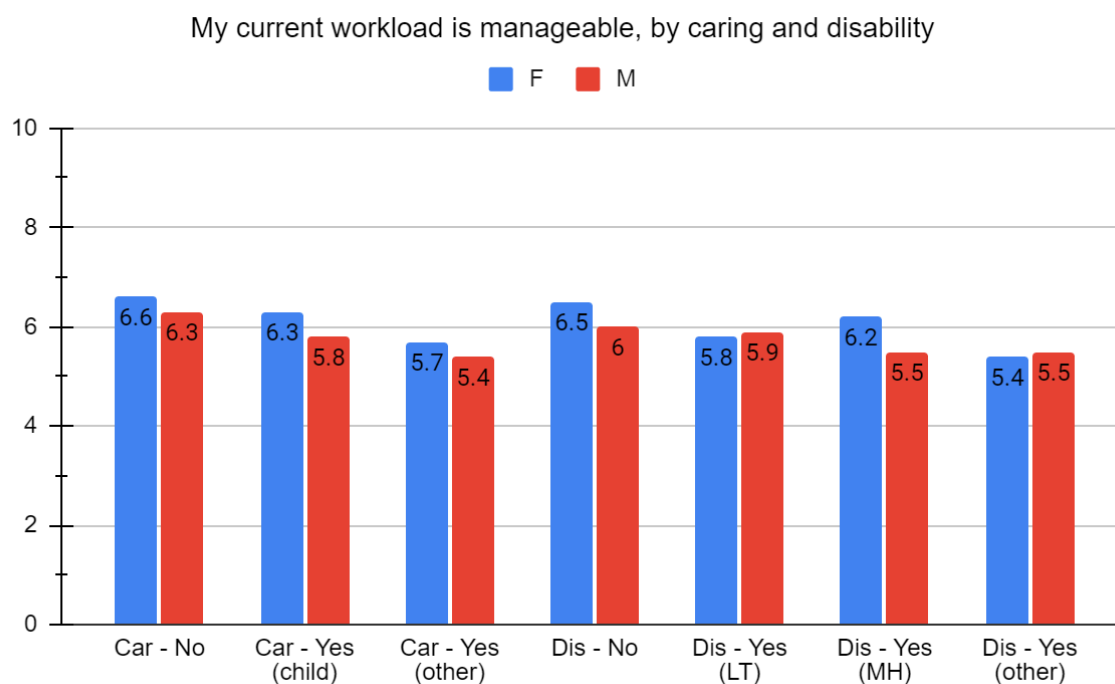


¹⁴³ We are unable to present any data from staff grades below 3 due to confidentiality limits.

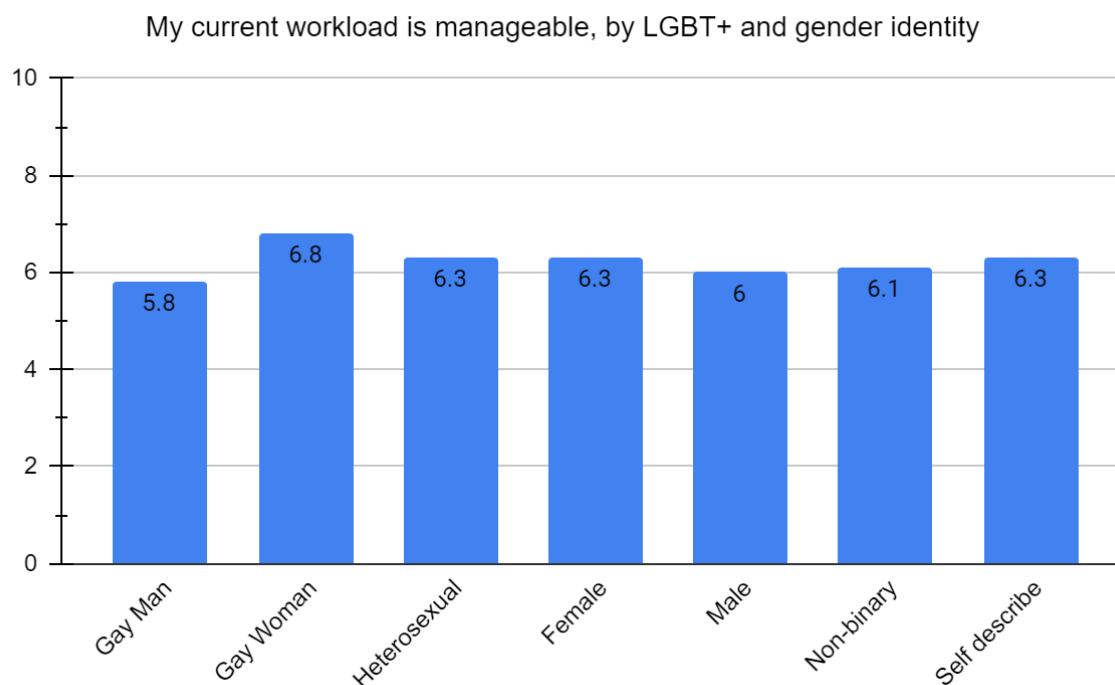
¹⁴⁴ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

¹⁴⁵ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

24.4 By caring, disability¹⁴⁶



24.5 LGBT+ and gender identity¹⁴⁷



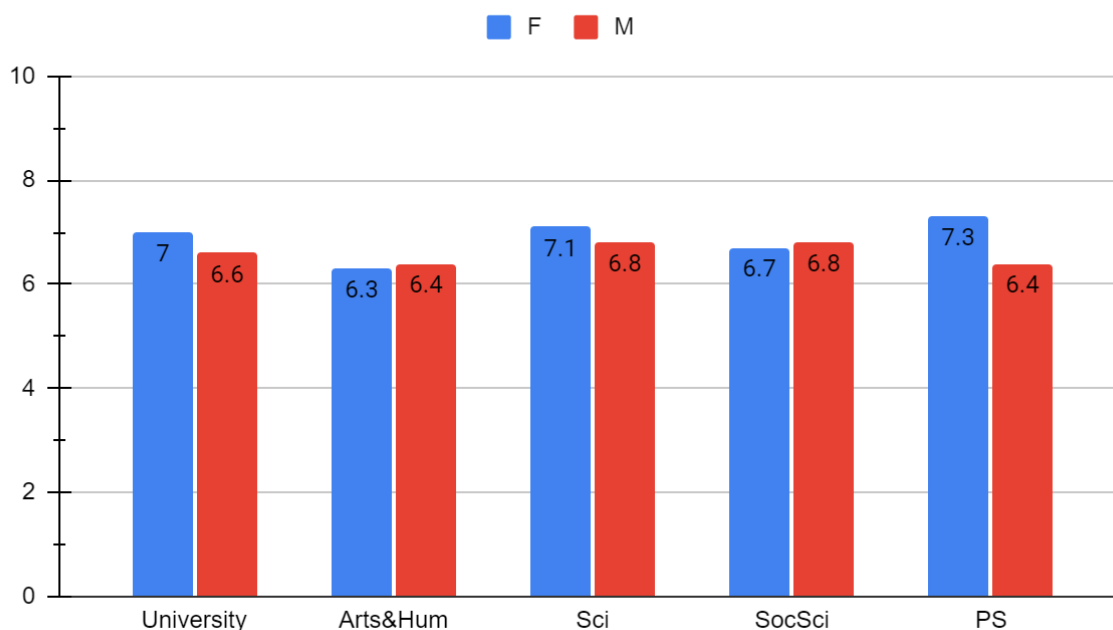
¹⁴⁶ Some categories are grouped due to confidentiality limits.

¹⁴⁷ All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

25 My mental health and/or wellbeing are supported in my department

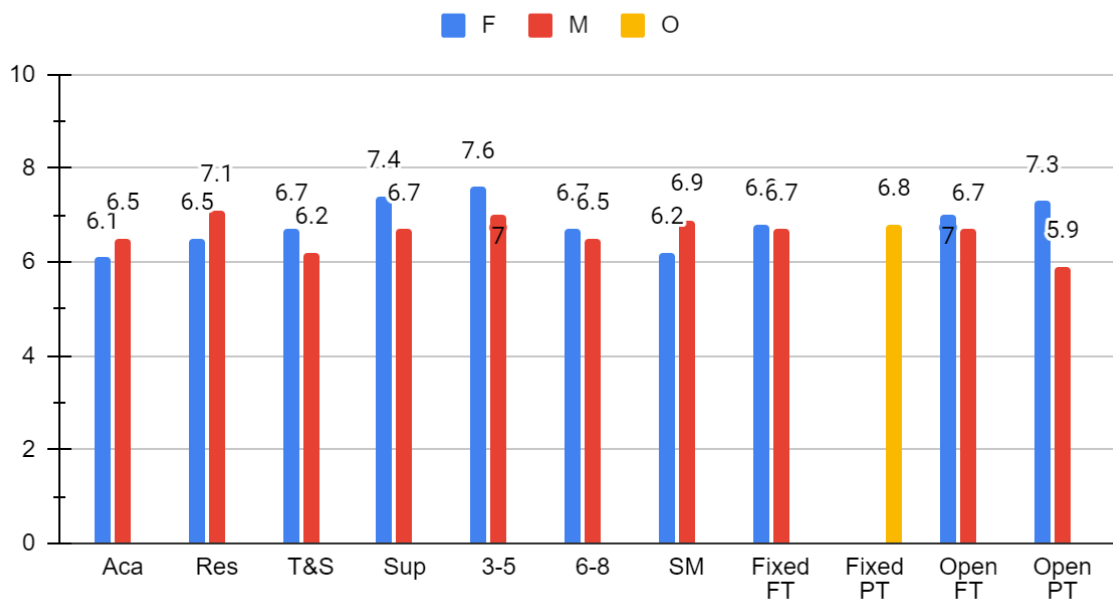
25.1 By three academic faculties and one professional service unit

My mental health and/or wellbeing are supported in my department, by faculty and unit



25.2 By major job role, grade band¹⁴⁸, contract type¹⁴⁹

My mental health and/or wellbeing are supported in my department, by major job role, grade band and contract type

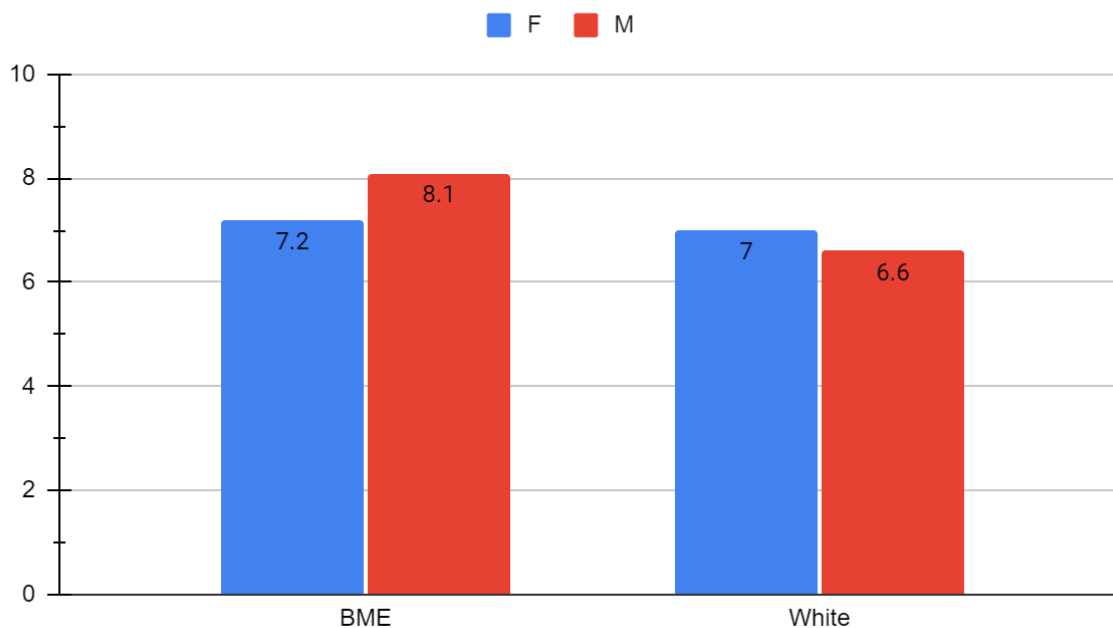


¹⁴⁸ We are unable to present any data from staff grades below 3 due to confidentiality limits.

¹⁴⁹ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

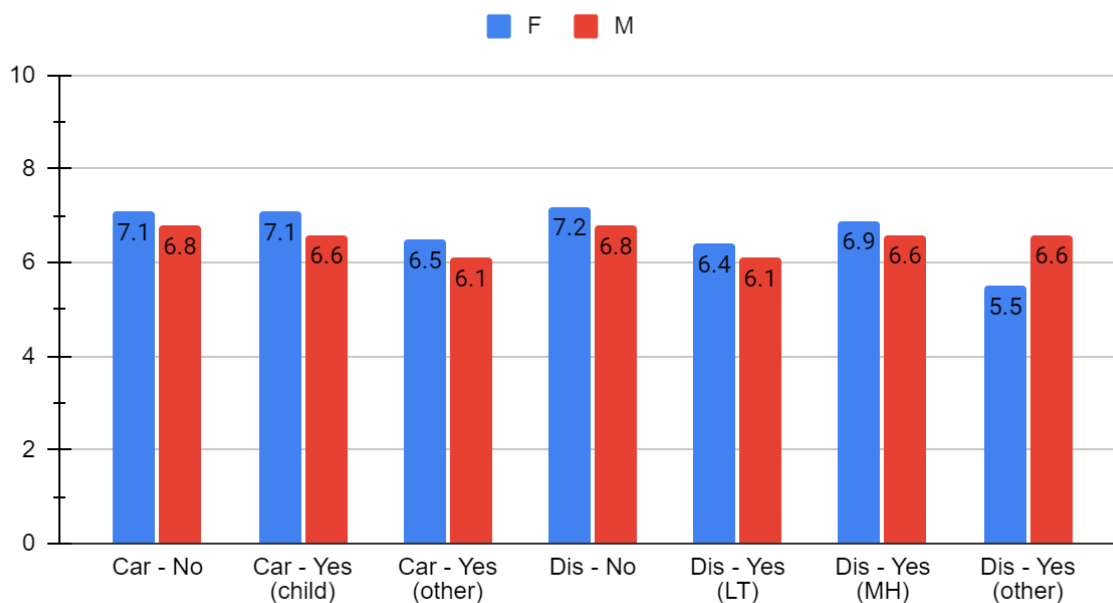
25.3 By ethnicity¹⁵⁰

My mental health and/or wellbeing are supported in my department, by ethnicity



25.4 By caring, disability¹⁵¹

My mental health and/or wellbeing are supported in my department, by caring and disability

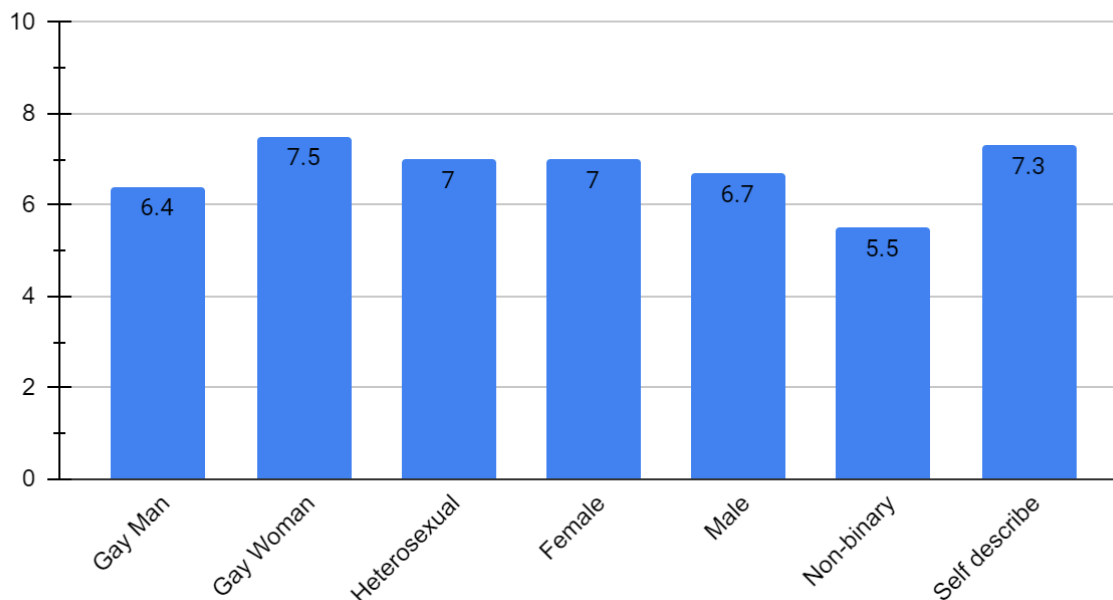


¹⁵⁰ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

¹⁵¹ Some categories are grouped due to confidentiality limits.

25.5 LGBT+ and gender identity¹⁵²

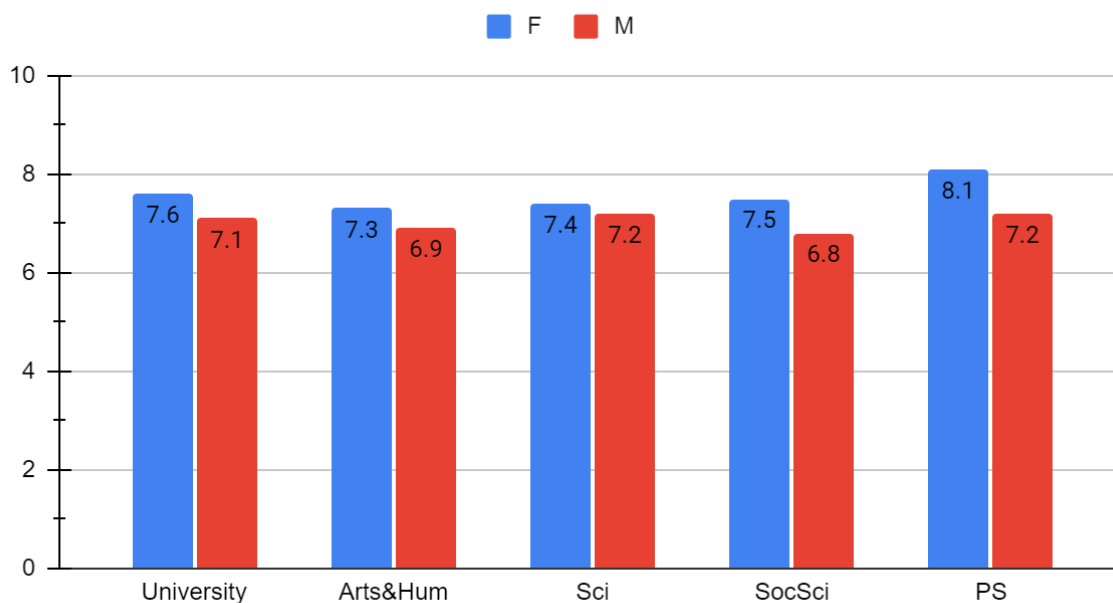
My mental health and/or wellbeing are supported in my department, by LGBT+ and gender identity



26 I know where to seek support for mental health and/or wellbeing at work

26.1 By three academic faculties and one professional service unit

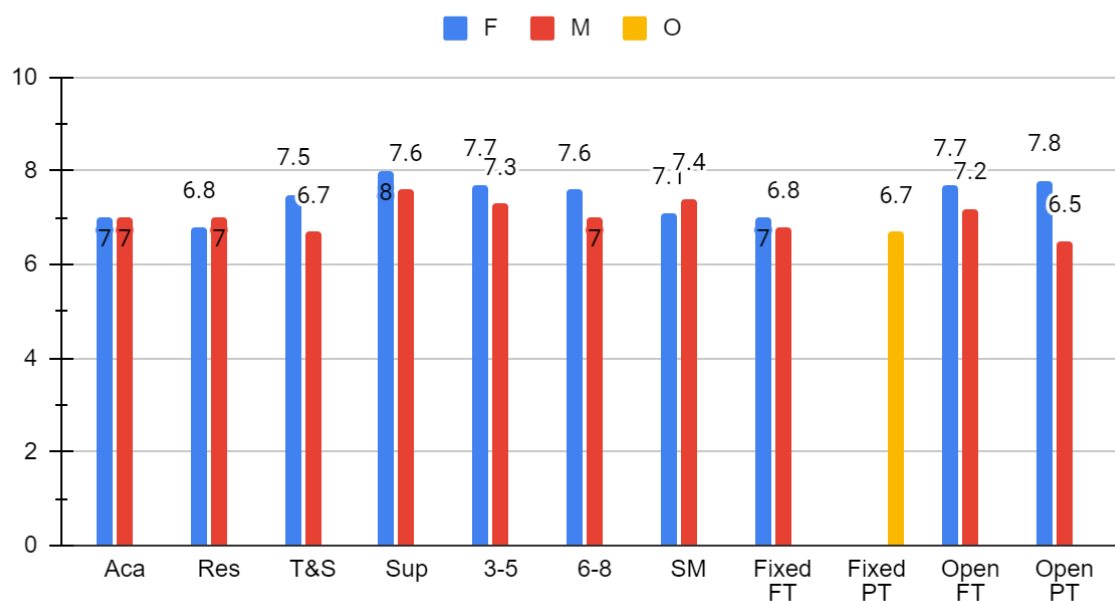
I know where to seek support for mental health and/or wellbeing at work, by faculty and unit



¹⁵² All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

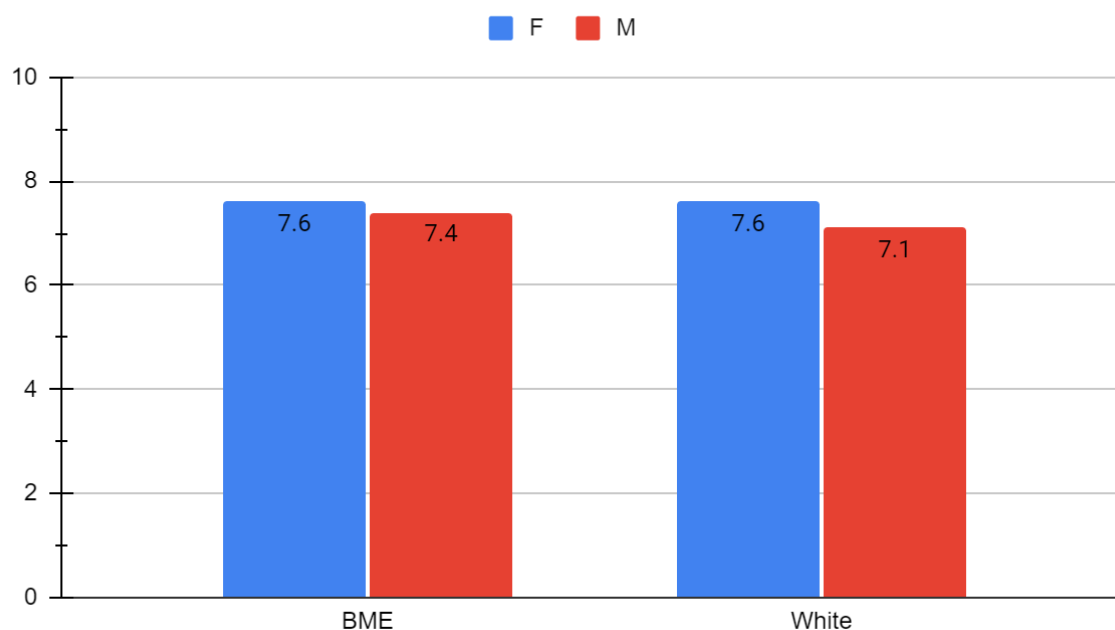
26.2 By major job role, grade band¹⁵³, contract type¹⁵⁴

I know where to seek support for mental health and/or wellbeing at work, by major job role, grade band and contract type



26.3 By ethnicity¹⁵⁵

I know where to seek support for mental health and/or wellbeing at work, by ethnicity



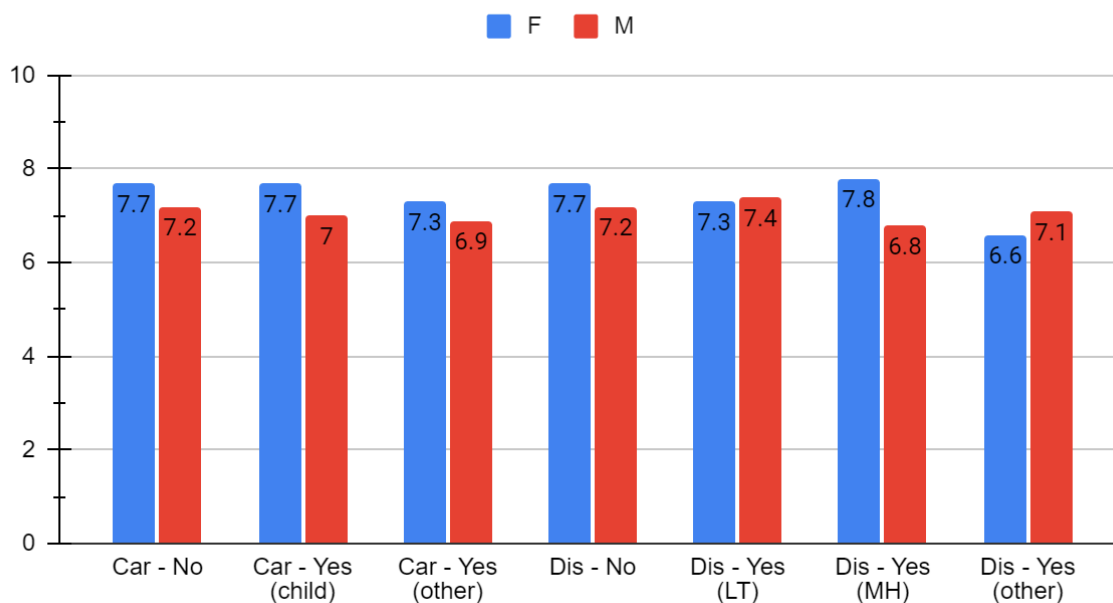
¹⁵³ We are unable to present any data from staff grades below 3 due to confidentiality limits.

¹⁵⁴ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

¹⁵⁵ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

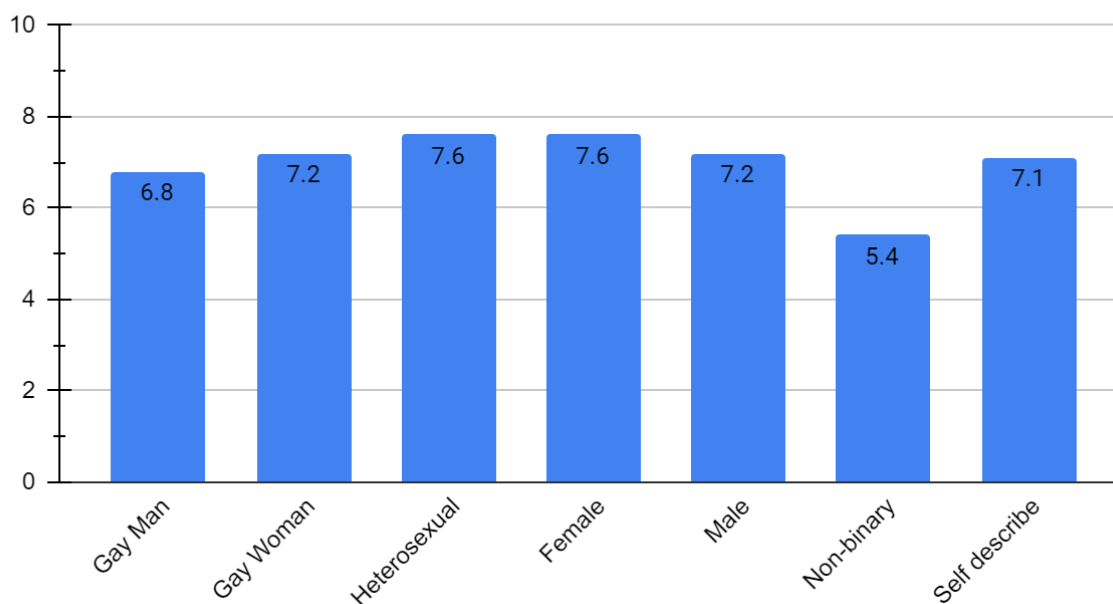
26.4 By caring, disability¹⁵⁶

I know where to seek support for mental health and/or wellbeing at work, by caring and disability



26.5 LGBT+ and gender identity¹⁵⁷

I know where to seek support for mental health and/or wellbeing at work, by LGBT+ and gender identity



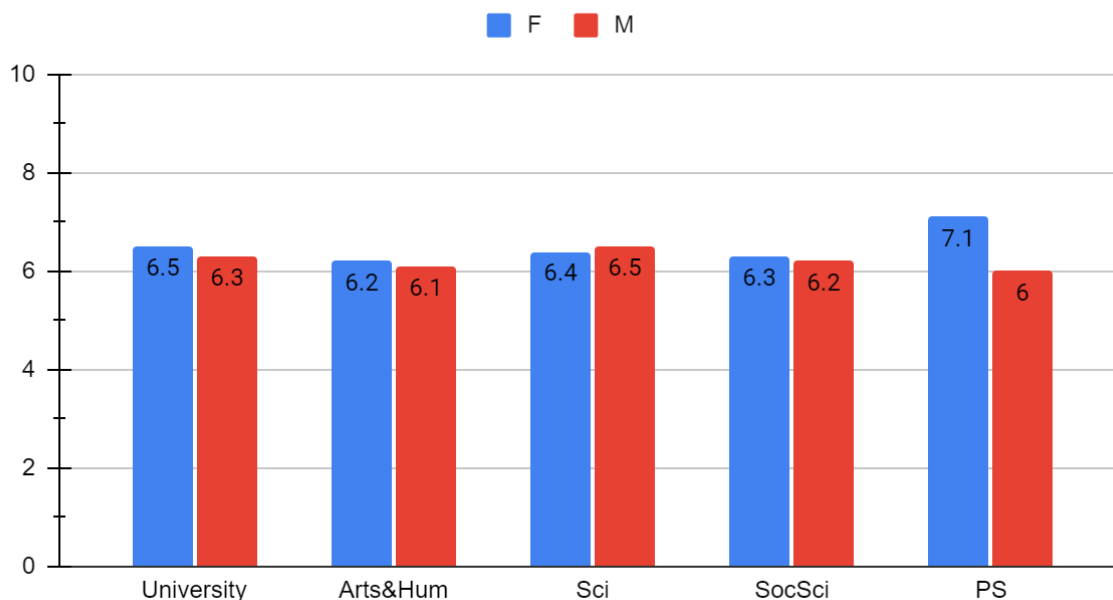
¹⁵⁶ Some categories are grouped due to confidentiality limits.

¹⁵⁷ All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

27 I feel confident asking for mental health and/or wellbeing support at work

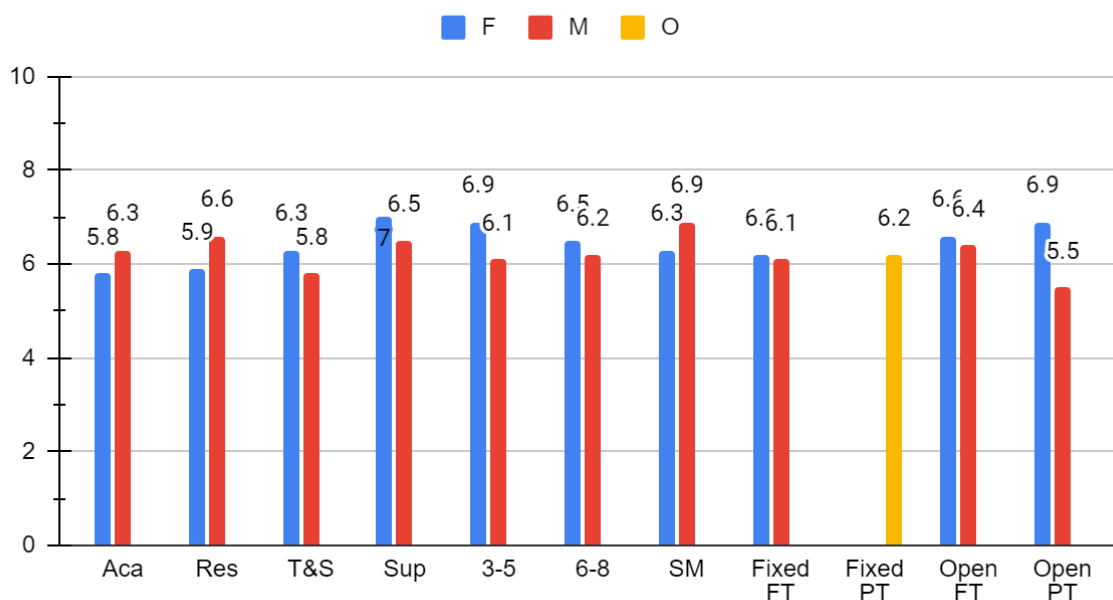
27.1 By three academic faculties and one professional service unit

I feel confident asking for mental health and/or wellbeing support at work, by faculty and unit



27.2 By major job role, grade band¹⁵⁸, contract type¹⁵⁹

I feel confident asking for mental health and/or wellbeing support at work, by major job role, grade band and contract type

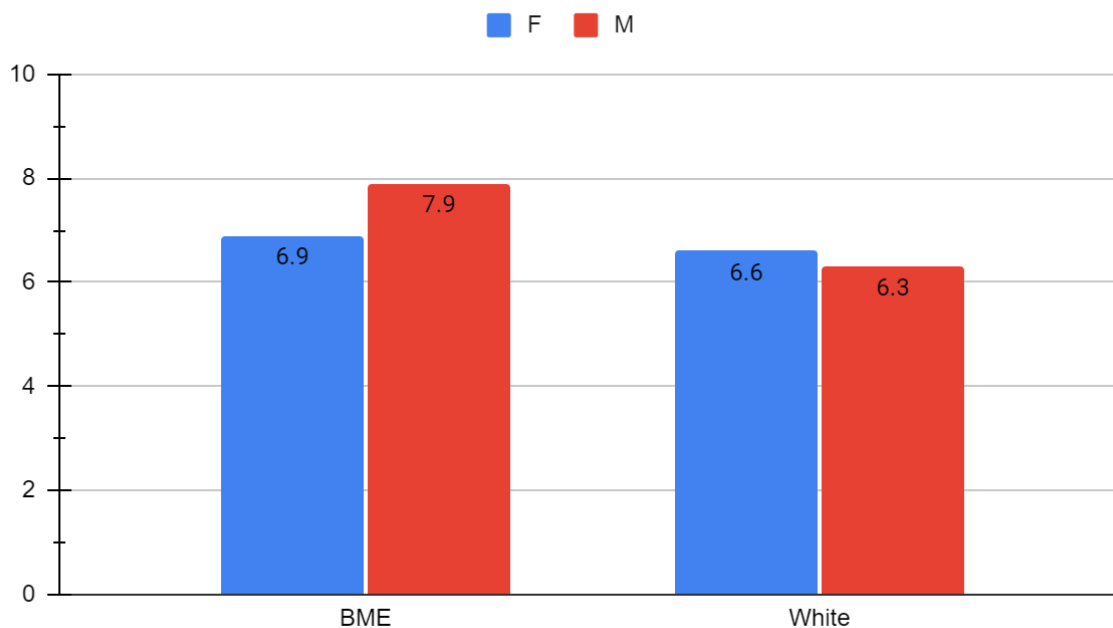


¹⁵⁸ We are unable to present any data from staff grades below 3 due to confidentiality limits.

¹⁵⁹ For contract type, Fixed PT, the results are shown without disaggregating between Female and Male legal sex due to confidentiality limits.

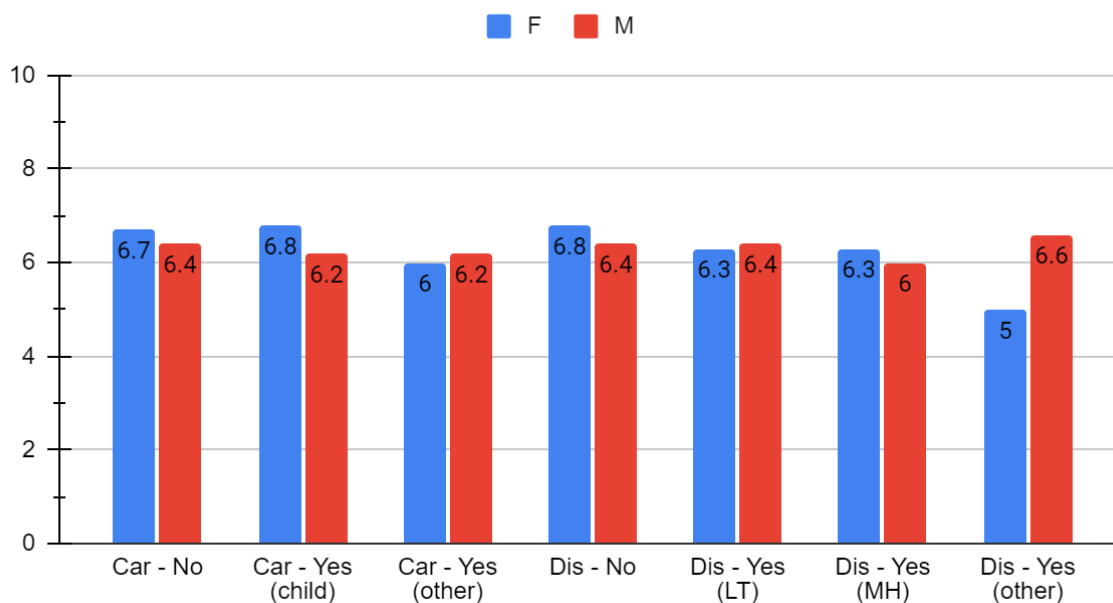
27.3 By ethnicity¹⁶⁰

I feel confident asking for mental health and/or wellbeing support at work, by ethnicity



27.4 By caring, disability¹⁶¹

I feel confident asking for mental health and/or wellbeing support at work, by caring and disability

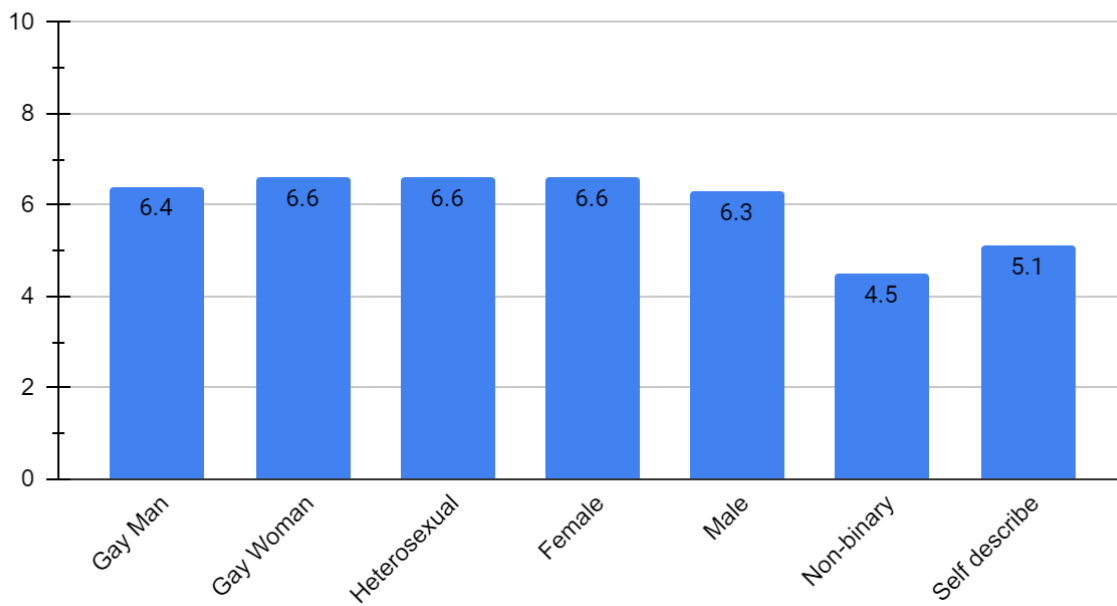


¹⁶⁰ Due to confidentiality limits we have had to group all non white self selected ethnic groups to be able to show the intersectionality with legal sex.

¹⁶¹ Some categories are grouped due to confidentiality limits.

27.5 LGBT+ and gender identity¹⁶²

I feel confident asking for mental health and/or wellbeing support at work, by LGBT+ and gender identity



¹⁶² All categories shown as overall and not disaggregated with legal sex due to confidentiality limits and concerns.

Appendix 2: Data Tables

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| Table 5: Applications, shortlists and appointments to university posts by grade |
| Table 6: Applications, shortlists and appointments to academic posts by grade |
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| Table 8: Applications and success rates for academic promotion by grade |
| Table 9: Financial reward schemes for PS staff |
| Table 10: Parental leave |

* UoY uses the term PSS encompassing technical and operational staff. ** PSS roles are recorded by grade and contract type, not job family ** UoY has no formal progression route for PTO staff

| Data table terms: Contract types | | |
|--|--|--|
| Academic (Research & Teaching contract) | Research contract (Research focussed) | Teaching & Scholarship contract (Teaching focussed) |
| Graduate Teaching Assistant = PGRs who teach (Grade 5) | | |
| Associate Lecturer/Researcher (Grade 6) / Lecturer/ Researcher (Grade 7) | | |
| Senior Lecturer /Researcher (Grade 8) | Reader (Grade 8) | |
| Professor/Senior Staff Researcher (SSR) / Head of Department (HoD) / Senior Management, academic (Snr Mgt) | | |
| Professional and support staff (Grades 1-8) | | |

Table A. Student and staff numbers by group and %F 2023/2024 academic year

| | UG students | PGT students | PGR students | PS Staff | Academic staff | T&S staff | Research staff |
|-------|-------------|--------------|--------------|----------|----------------|-----------|----------------|
| Total | 15373 | 3718 | 1328 | 3098 | 1047 | 765 | 828 |
| % F | 59.1% | 56.7% | 52.9% | 62.6% | 39.7% | 54.8% | 55.3% |

Table B1. ART staff by grade and gender (F/M) 2023/2024 academic year

| | Grade 7 (Lecturer) | | Grade 8 (Senior Lecturer) | | Grade 8 R (Reader) | | Professor (Bands 1-3) | |
|---|--------------------|-------|---------------------------|-------|--------------------|-------|-----------------------|-------|
| | # | % | # | % | # | % | # | % |
| F | 118 | 43.5% | 135 | 46.7% | 14 | 23.7% | 148 | 34.9% |
| M | 153 | 56.5% | 154 | 53.3% | 45 | 76.3% | 276 | 65.1% |

Table B2. Teaching and Scholarship staff by grade and gender (F/M) 2023/2024 academic year

| | Grade 7 (Lecturer) | | Grade 8 (Senior Lecturer) | | Grade 8 R (Reader) | | Professor (Bands 1-3) | |
|---|--------------------|-------|---------------------------|-------|--------------------|-------|-----------------------|-------|
| | # | % | # | % | # | % | # | % |
| F | 116 | 55.0% | 59 | 55.7% | * | 42.9% | 7 | 35.0% |
| M | 95 | 45.0% | 47 | 44.3% | * | 57.1% | 13 | 65.0% |

Table B3. Research staff numbers by grade and gender (F/M) 2023/2024 academic year

| | Grade 5 (PGR teaching assistants) | | Grade 6 (Research Associate) | | Grade 7 (Researcher) | | Grade 8 (Senior Researcher) | | Grade 8R (Reader) | | Professor (Bands 1-3) | |
|---|-----------------------------------|-------|------------------------------|-------|----------------------|-------|-----------------------------|-------|-------------------|-------|-----------------------|-------|
| | # | % | # | % | # | % | # | % | # | % | # | % |
| F | 13 | 44.8% | 294 | 55.7% | 96 | 57.8% | 21 | 51.2% | * | 42.9% | 18 | 58.1% |
| M | 16 | 55.2% | 234 | 44.3% | 70 | 42.2% | 20 | 48.8% | * | 57.1% | 13 | 41.9% |

Table B4. Professional Services staff by grade and gender (F/M) 2023/2024 academic year

| | Grades 1-2 | | Grades 3-5 | | Grades 6-8 | | Senior Management | |
|---|------------|-------|------------|-------|------------|-------|-------------------|-------|
| | # | % | # | % | # | % | # | % |
| F | 157 | 53.8% | 1035 | 68.3% | 696 | 59.8% | 22 | 46.8% |
| M | 135 | 46.2% | 480 | 31.7% | 467 | 40.2% | 25 | 53.2% |

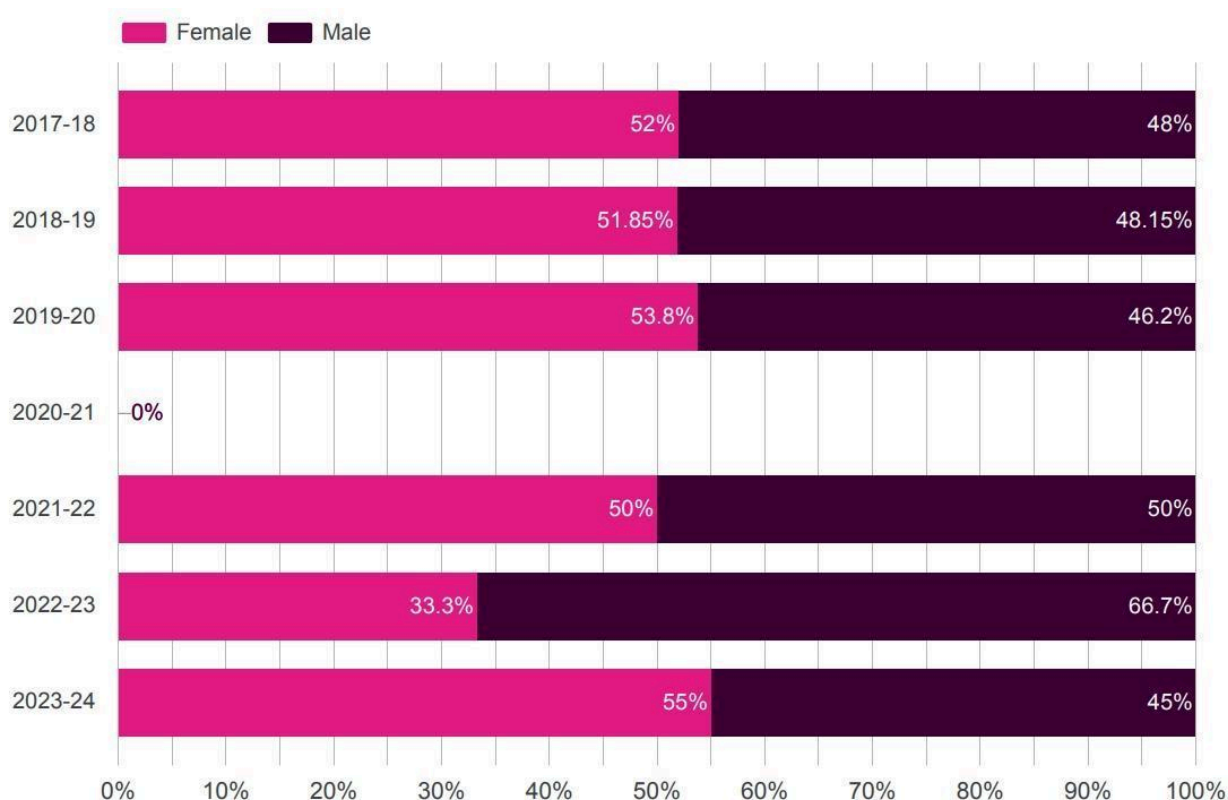
1. Students at foundation, UG, PGT and PGR level

1.1 Number and proportion of foundation students (F/M) (2017/18-2023/24)

1.1.1 Number of foundation students (F/M) (2017/18-2023/24)

| Award Programme | Year | Female (No.) | Male (No.) | Total |
|-----------------|---------|--------------|------------|-------|
| Foundation | 2017-18 | 65 | 60 | 125 |
| | 2018-19 | 70 | 65 | 135 |
| | 2019-20 | 70 | 60 | 130 |
| | 2020-21 | NA | NA | NA |
| | 2021-22 | 40 | 40 | 80 |
| | 2022-23 | 20 | 40 | 60 |
| | 2023-24 | 55 | 45 | 100 |

1.1.2 Proportion of foundation students (F/M) (2017/18-2023/24)



1.2 Number and proportion of on-course UG, PGT and PGR students (F/M) by level of study (2017/18-2023/24)

| Award Programme | Year | Number | | Proportion | | Total |
|-----------------------|---------|--------|------|------------|-------|-------|
| | | Female | Male | Female | Male | |
| Undergraduate | 2017-18 | 7440 | 5974 | 55.5% | 44.5% | 13414 |
| | 2018-19 | 7541 | 6112 | 55.2% | 44.8% | 13653 |
| | 2019-20 | 7555 | 6135 | 55.2% | 44.8% | 13690 |
| | 2020-21 | 8053 | 6502 | 55.3% | 44.7% | 14555 |
| | 2021-22 | 8486 | 6477 | 56.7% | 43.3% | 14963 |
| | 2022-23 | 8817 | 6363 | 58.1% | 41.9% | 15180 |
| | 2023-24 | 9086 | 6287 | 59.1% | 40.9% | 15373 |
| Postgraduate Taught | 2017-18 | 2270 | 1268 | 64.2% | 35.8% | 3538 |
| | 2018-19 | 2404 | 1327 | 64.4% | 35.6% | 3731 |
| | 2019-20 | 2423 | 1403 | 63.3% | 36.7% | 3826 |
| | 2020-21 | 2717 | 1788 | 60.3% | 39.7% | 4505 |
| | 2021-22 | 3440 | 2184 | 61.2% | 38.8% | 5624 |
| | 2022-23 | 2453 | 1760 | 58.2% | 41.8% | 4213 |
| | 2023-24 | 2109 | 1609 | 56.7% | 43.3% | 3718 |
| Postgraduate Research | 2017-18 | 653 | 688 | 48.7% | 51.3% | 1341 |
| | 2018-19 | 659 | 686 | 49.0% | 51.0% | 1345 |
| | 2019-20 | 711 | 688 | 50.8% | 49.2% | 1399 |
| | 2020-21 | 700 | 654 | 51.7% | 48.3% | 1354 |
| | 2021-22 | 725 | 678 | 51.7% | 48.3% | 1403 |
| | 2022-23 | 665 | 635 | 51.2% | 48.8% | 1300 |
| | 2023-24 | 703 | 625 | 52.9% | 47.1% | 1328 |

1.3 Number and proportion of students (F/M) by level of study and Faculty

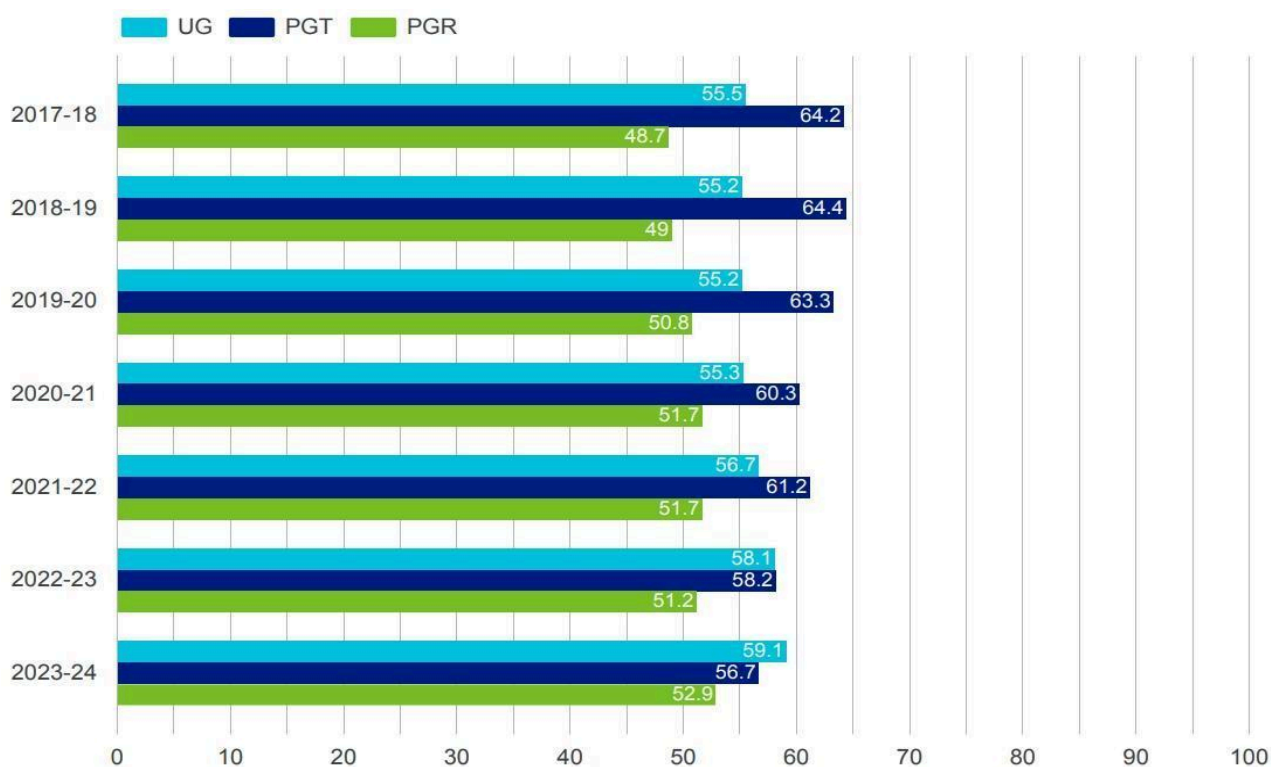
| Faculty | Award Programme | Year | Number | | Proportion | | Total |
|---------------------|-----------------------|---------|--------|------|------------|-------|-------|
| | | | Female | Male | Female | Male | |
| Arts and Humanities | Undergraduate | 2017-18 | 2068 | 1129 | 64.7% | 35.3% | 3197 |
| | | 2018-19 | 2110 | 1088 | 66.0% | 34.0% | 3198 |
| | | 2019-20 | 2064 | 1080 | 65.6% | 34.4% | 3144 |
| | | 2020-21 | 2149 | 1145 | 65.2% | 34.8% | 3294 |
| | | 2021-22 | 2277 | 1167 | 66.1% | 33.9% | 3444 |
| | | 2022-23 | 2427 | 1171 | 67.5% | 32.5% | 3598 |
| | | 2023-24 | 2530 | 1113 | 69.4% | 30.6% | 3643 |
| | Postgraduate Taught | 2017-18 | 375 | 201 | 65.1% | 34.9% | 576 |
| | | 2018-19 | 400 | 170 | 70.2% | 29.8% | 570 |
| | | 2019-20 | 432 | 171 | 71.6% | 28.4% | 603 |
| | | 2020-21 | 467 | 203 | 69.7% | 30.3% | 670 |
| | | 2021-22 | 618 | 267 | 69.8% | 30.2% | 885 |
| | | 2022-23 | 527 | 217 | 70.8% | 29.2% | 744 |
| | | 2023-24 | 520 | 224 | 69.9% | 30.1% | 744 |
| | Postgraduate Research | 2017-18 | 210 | 152 | 58.0% | 42.0% | 362 |
| | | 2018-19 | 211 | 139 | 60.3% | 39.7% | 350 |
| | | 2019-20 | 223 | 148 | 60.1% | 39.9% | 371 |
| | | 2020-21 | 226 | 128 | 63.8% | 36.2% | 354 |
| | | 2021-22 | 244 | 135 | 64.4% | 35.6% | 379 |
| | | 2022-23 | 208 | 128 | 61.9% | 38.1% | 336 |
| | | 2023-24 | 219 | 119 | 64.8% | 35.2% | 338 |
| Sciences | Undergraduate | 2017-18 | 3029 | 2836 | 51.6% | 48.4% | 5865 |
| | | 2018-19 | 2961 | 2868 | 50.8% | 49.2% | 5829 |
| | | 2019-20 | 2957 | 2817 | 51.2% | 48.8% | 5774 |
| | | 2020-21 | 3286 | 3047 | 51.9% | 48.1% | 6333 |
| | | 2021-22 | 3479 | 3043 | 53.3% | 46.7% | 6522 |
| | | 2022-23 | 3640 | 2952 | 55.2% | 44.8% | 6592 |
| | | 2023-24 | 3734 | 2916 | 56.2% | 43.8% | 6650 |
| | Postgraduate Taught | 2017-18 | 412 | 410 | 50.1% | 49.9% | 822 |
| | | 2018-19 | 519 | 431 | 54.6% | 45.4% | 950 |
| | | 2019-20 | 532 | 472 | 53.0% | 47.0% | 1004 |

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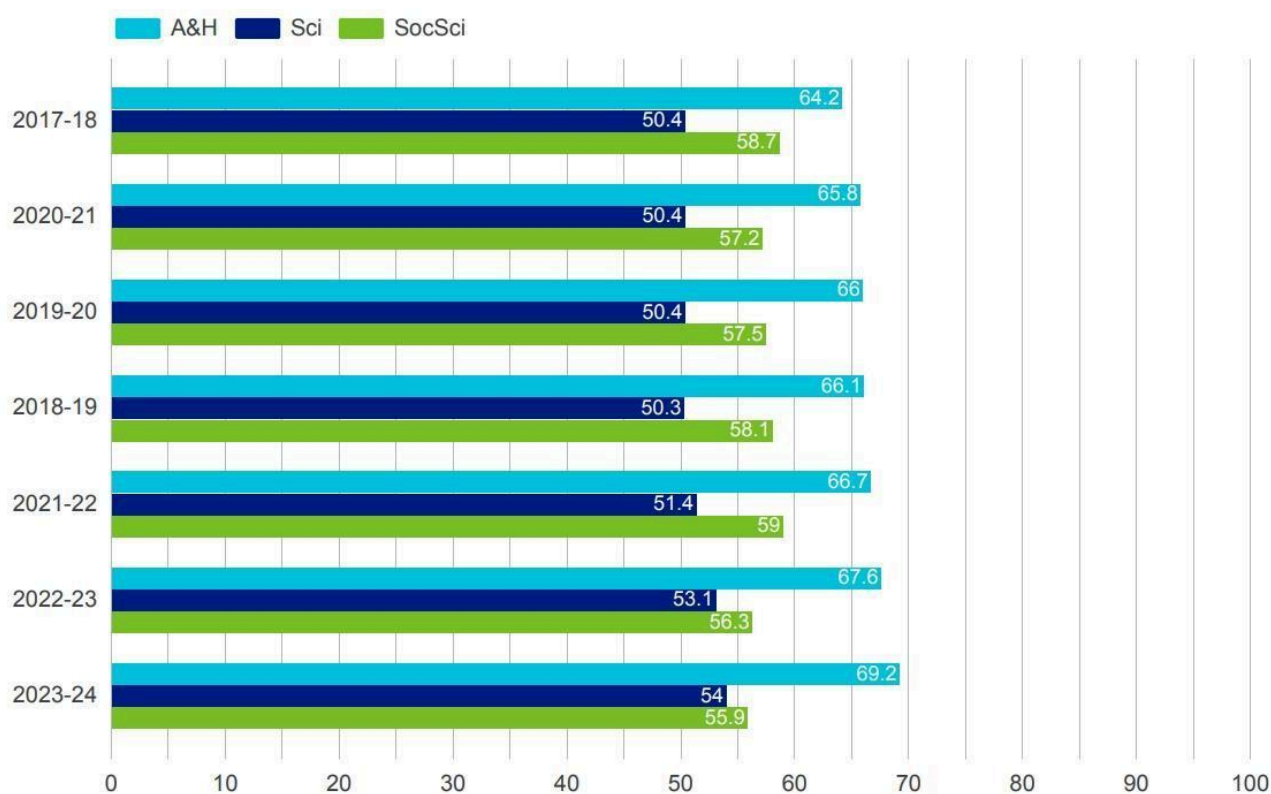
| Faculty | Award Programme | Year | Number | | Proportion | | Total | |
|-----------------------|-----------------------|---------------|---------|------|------------|-------|-------|------|
| | | | Female | Male | Female | Male | | |
| | | 2020-21 | 476 | 510 | 48.3% | 51.7% | 986 | |
| | | 2021-22 | 560 | 623 | 47.3% | 52.7% | 1183 | |
| | | 2022-23 | 491 | 533 | 47.9% | 52.1% | 1024 | |
| | | 2023-24 | 448 | 504 | 47.1% | 52.9% | 952 | |
| | Postgraduate Research | 2017-18 | 276 | 412 | 40.1% | 59.9% | 688 | |
| | | 2018-19 | 285 | 428 | 40.0% | 60.0% | 713 | |
| | | 2019-20 | 292 | 434 | 40.2% | 59.8% | 726 | |
| | | 2020-21 | 278 | 426 | 39.5% | 60.5% | 704 | |
| | | 2021-22 | 294 | 433 | 40.4% | 59.6% | 727 | |
| | | 2022-23 | 285 | 410 | 41.0% | 59.0% | 695 | |
| | | 2023-24 | 319 | 408 | 43.9% | 56.1% | 727 | |
| | Social Sciences | Undergraduate | 2017-18 | 1813 | 1529 | 54.2% | 45.8% | 3342 |
| | | | 2018-19 | 1943 | 1637 | 54.3% | 45.7% | 3580 |
| 2019-20 | | | 1979 | 1709 | 53.7% | 46.3% | 3688 | |
| 2020-21 | | | 2127 | 1825 | 53.8% | 46.2% | 3952 | |
| 2021-22 | | | 2219 | 1828 | 54.8% | 45.2% | 4047 | |
| 2022-23 | | | 2276 | 1855 | 55.1% | 44.9% | 4131 | |
| 2023-24 | | | 2310 | 1830 | 55.8% | 44.2% | 4140 | |
| Postgraduate Taught | | 2017-18 | 980 | 419 | 70.1% | 29.9% | 1399 | |
| | | 2018-19 | 1039 | 496 | 67.7% | 32.3% | 1535 | |
| | | 2019-20 | 1044 | 545 | 65.7% | 34.3% | 1589 | |
| | | 2020-21 | 1379 | 827 | 62.5% | 37.5% | 2206 | |
| | | 2021-22 | 1939 | 1070 | 64.4% | 35.6% | 3009 | |
| | | 2022-23 | 1161 | 836 | 58.1% | 41.9% | 1997 | |
| | | 2023-24 | 908 | 726 | 55.6% | 44.4% | 1634 | |
| Postgraduate Research | | 2017-18 | 137 | 116 | 54.2% | 45.8% | 253 | |
| | | 2018-19 | 134 | 113 | 54.3% | 45.7% | 247 | |
| | | 2019-20 | 166 | 99 | 62.6% | 37.4% | 265 | |
| | | 2020-21 | 161 | 94 | 63.1% | 36.9% | 255 | |
| | | 2021-22 | 161 | 106 | 60.3% | 39.7% | 267 | |
| | | 2022-23 | 152 | 95 | 61.5% | 38.5% | 247 | |
| | | 2023-24 | 147 | 95 | 60.7% | 39.3% | 242 | |

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1.4 Female students by level of study (%)

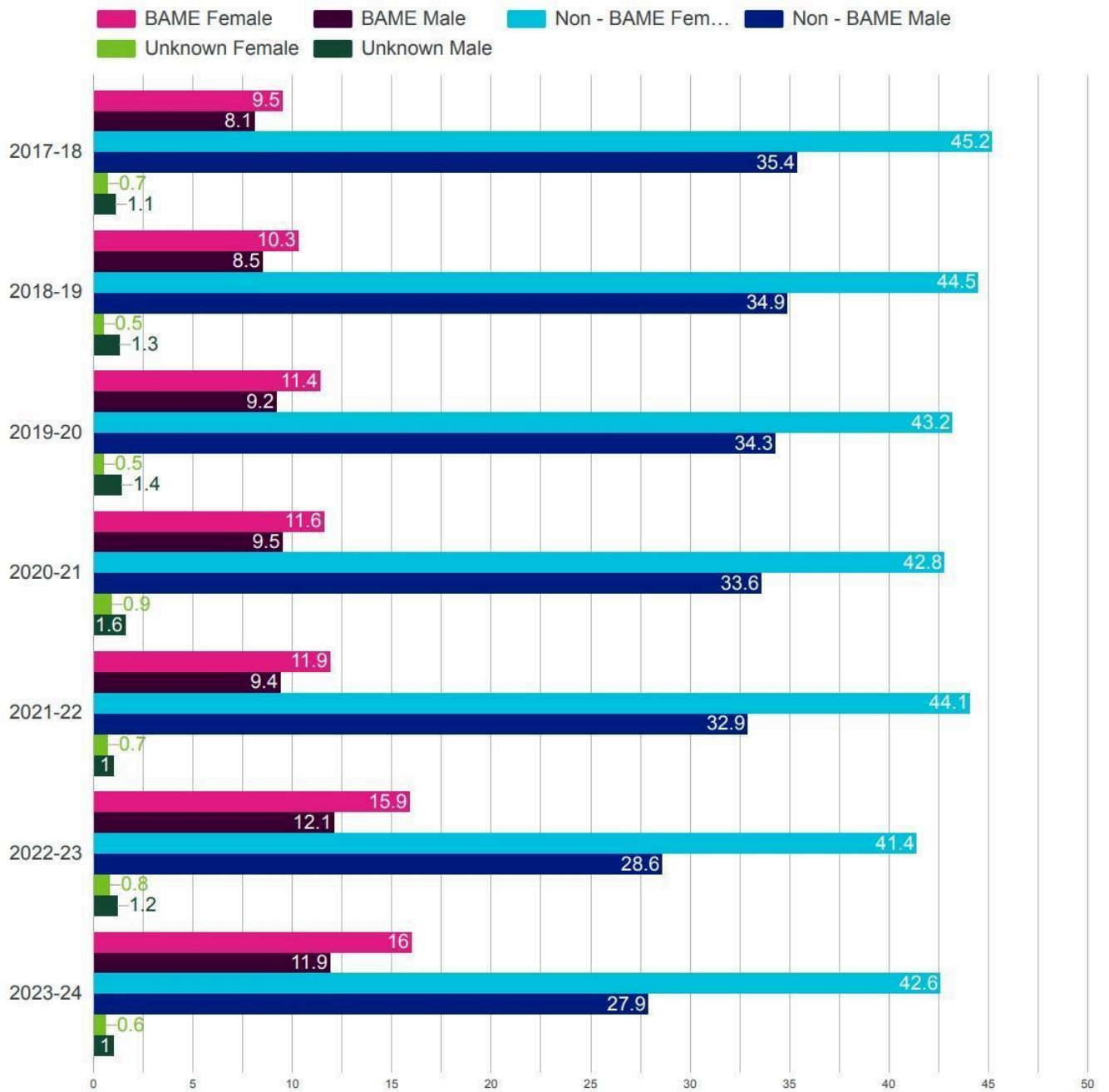


1.5 Proportion of female students (all) - three faculties (%)



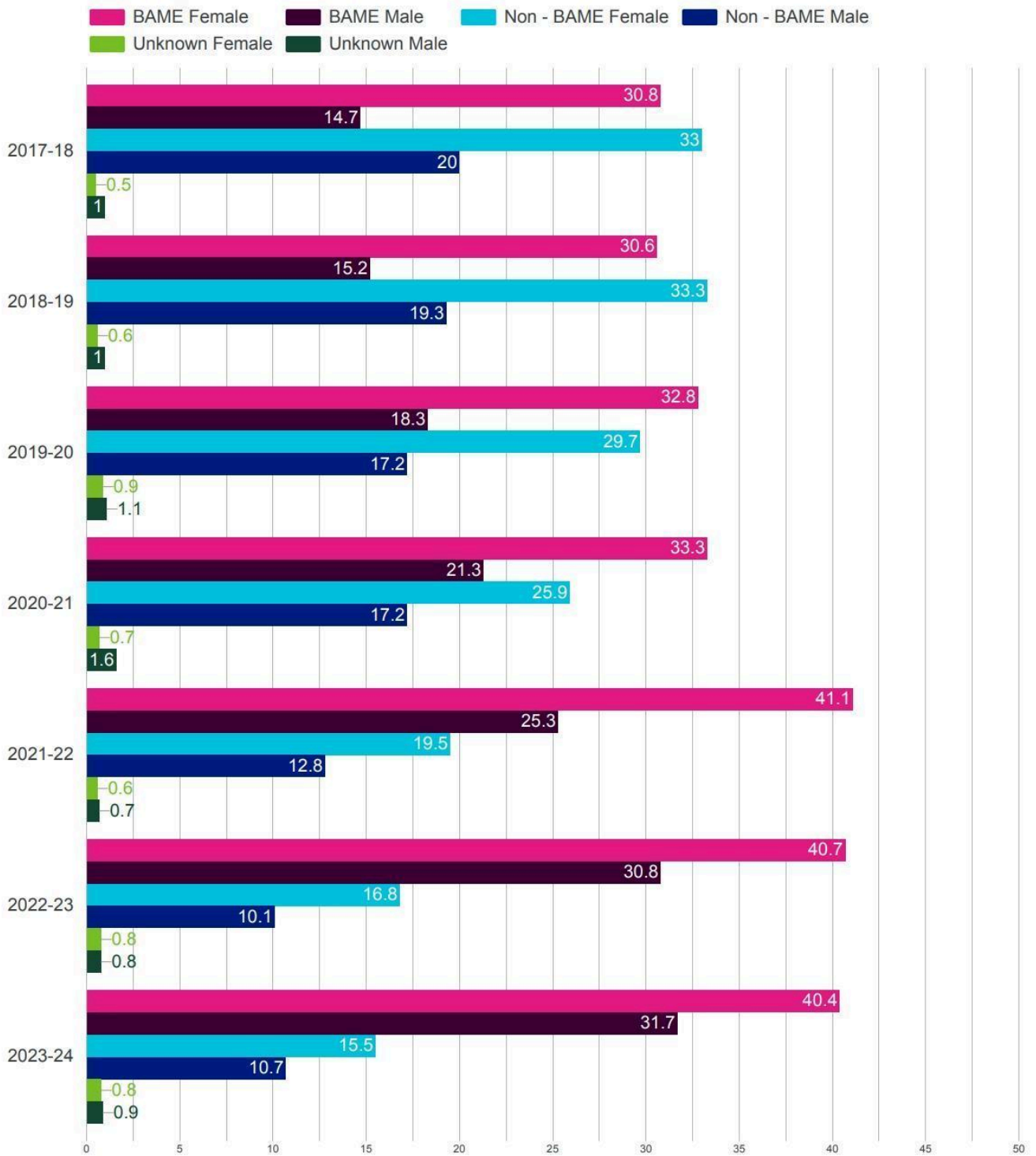
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1.6 Undergraduate students by gender and ethnicity (%)



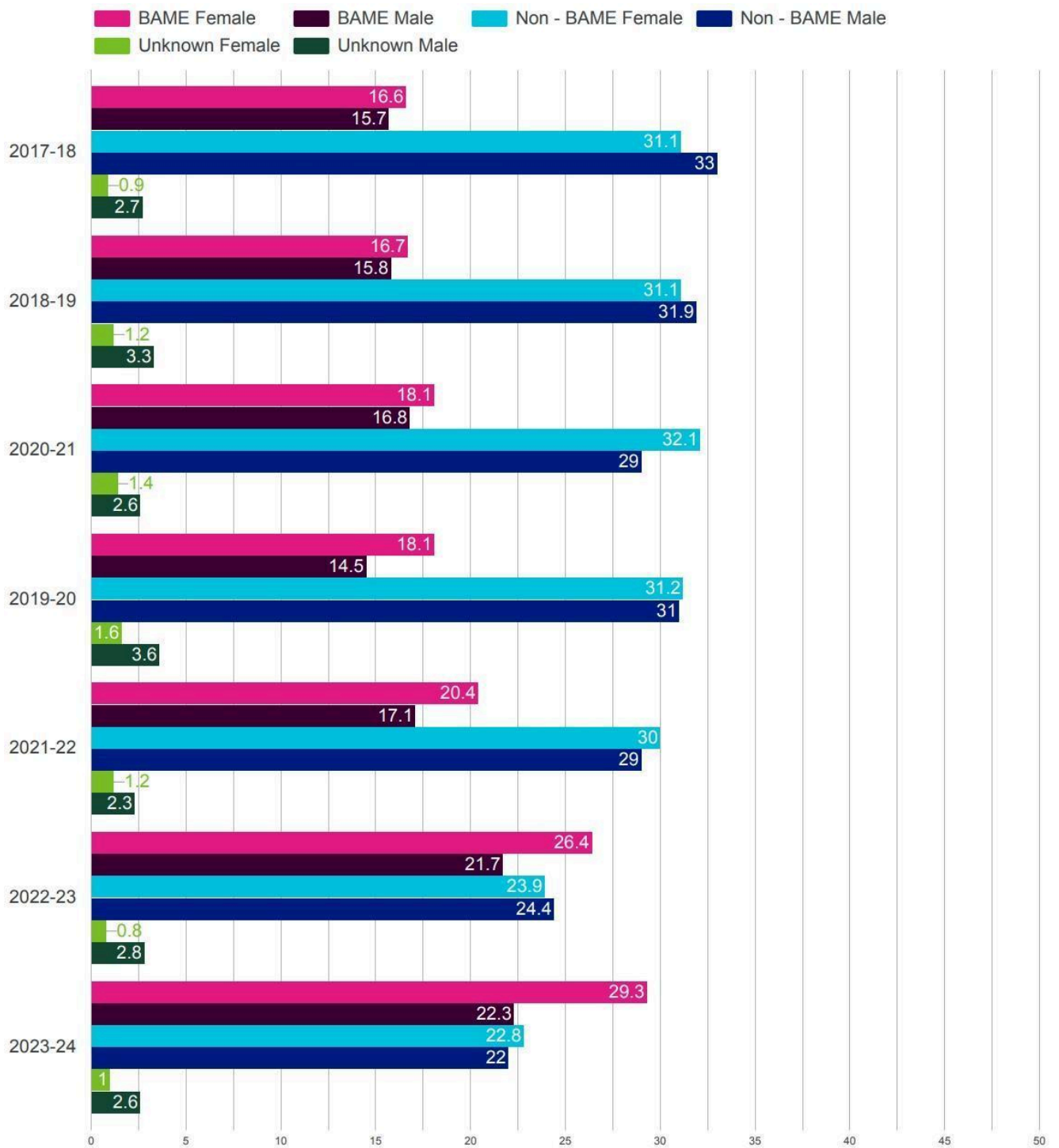
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1.7 On-course postgraduate taught students by gender and ethnicity (%)



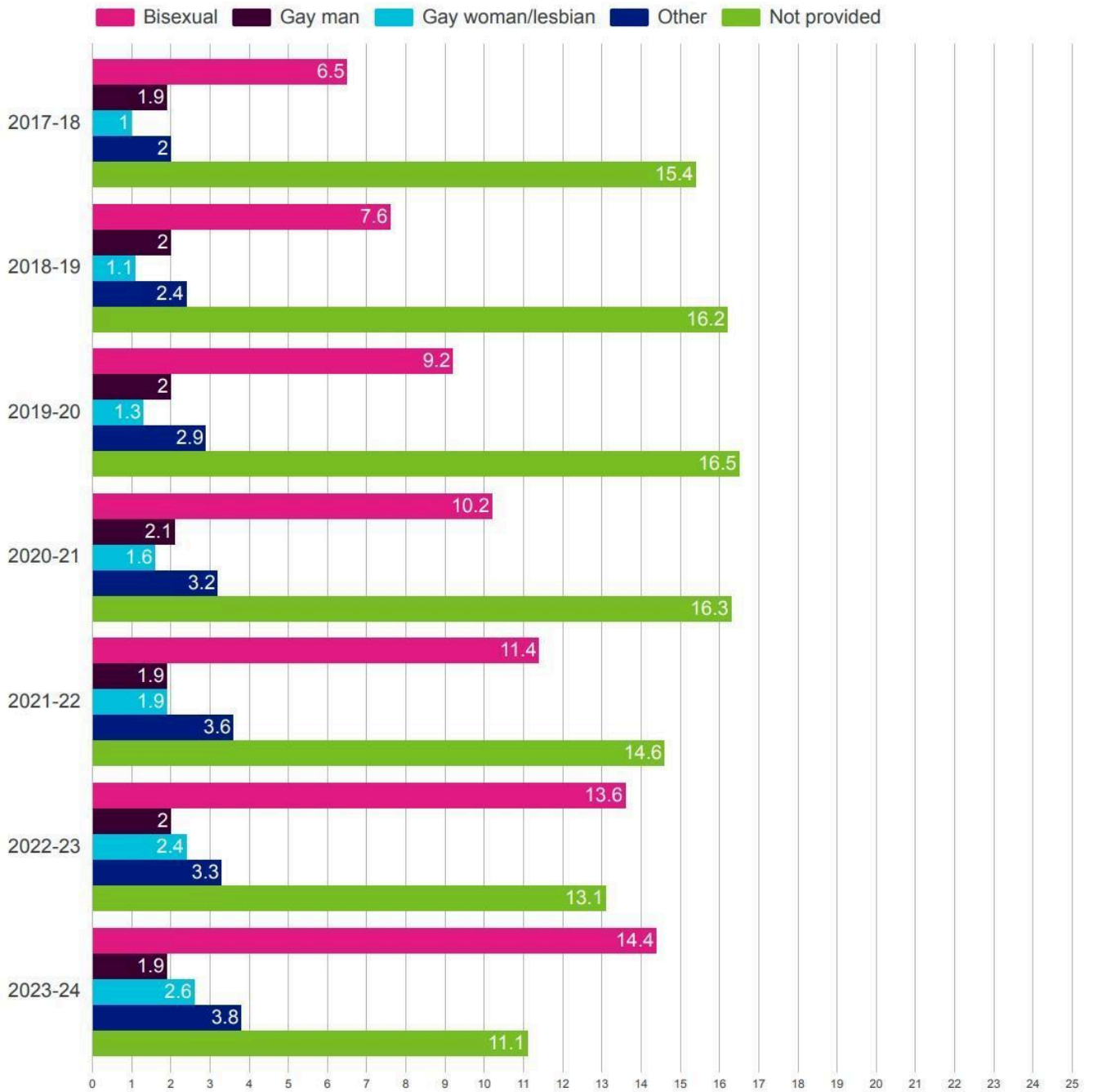
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1.8 On-course postgraduate research students by gender and ethnicity (%)



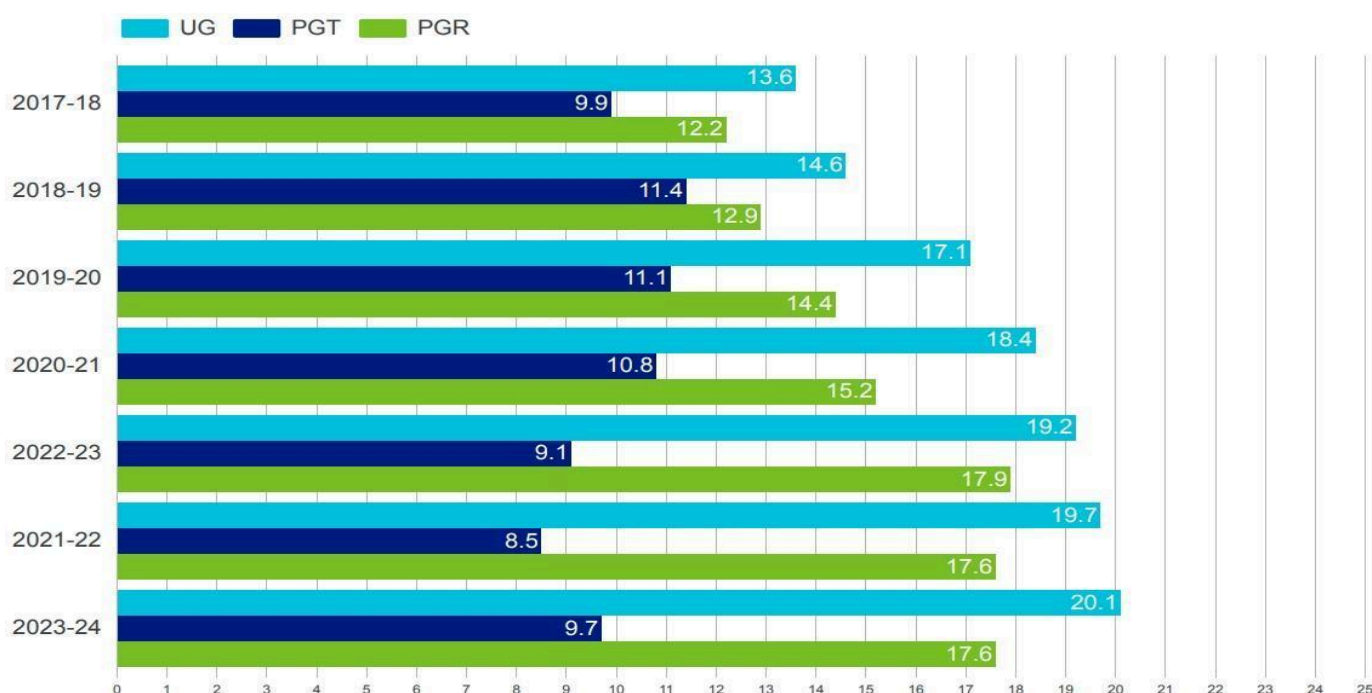
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1.9 On-course students by sexual orientation (%)



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1.10 Disabled students by level of study (%)



2. Academic staff by grade and contract function

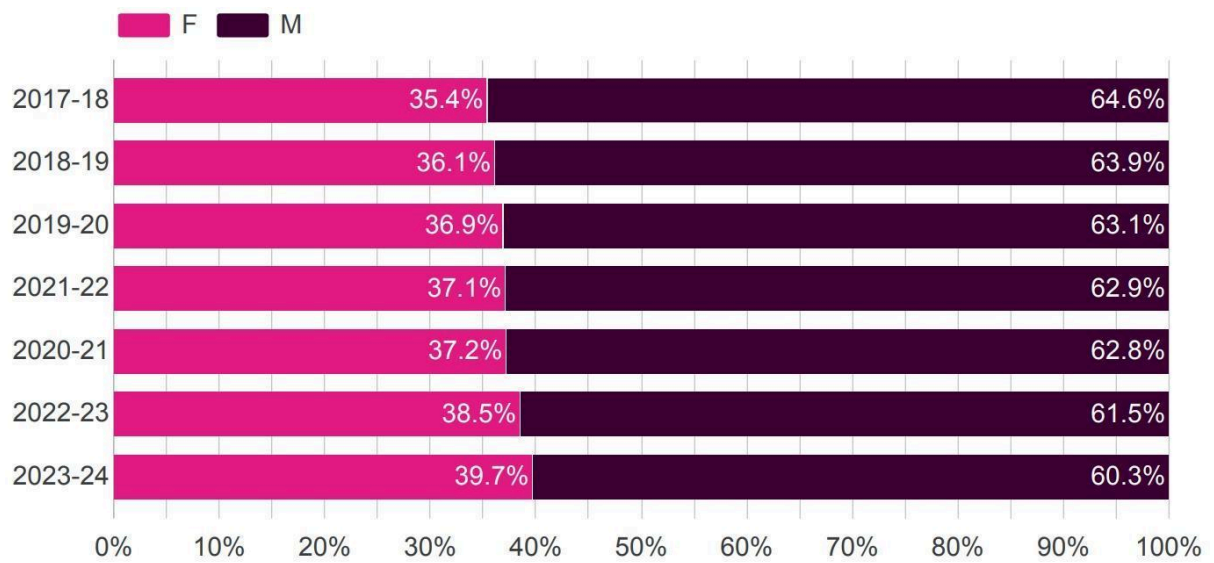
2.1 Number and proportion of all ART staff - university and three faculties by gender (F/M)

| Year | Gender | University | | Fac A&H | | Fac Sci | | Fac SocSci | |
|---------|--------|------------|-------|---------|-------|---------|-------|------------|-------|
| | | # | % | # | % | # | % | # | % |
| 2017-18 | F | 307 | 35.4% | 87 | 40.5% | 98 | 25.1% | 117 | 47.0% |
| | M | 560 | 64.6% | 128 | 59.5% | 292 | 74.9% | 132 | 53.0% |
| 2018-19 | F | 322 | 36.1% | 89 | 40.6% | 110 | 27.0% | 120 | 47.2% |
| | M | 570 | 63.9% | 130 | 59.4% | 297 | 73.0% | 134 | 52.8% |
| 2019-20 | F | 339 | 36.9% | 93 | 42.3% | 116 | 28.0% | 126 | 46.3% |
| | M | 579 | 63.1% | 127 | 57.7% | 299 | 72.0% | 146 | 53.7% |
| 2020-21 | F | 336 | 37.2% | 103 | 45.4% | 109 | 26.8% | 121 | 46.5% |
| | M | 568 | 62.8% | 124 | 54.6% | 297 | 73.2% | 139 | 53.5% |
| 2021-22 | F | 342 | 37.1% | 111 | 46.1% | 103 | 25.6% | 123 | 45.9% |
| | M | 580 | 62.9% | 130 | 53.9% | 300 | 74.4% | 145 | 54.1% |
| 2022-23 | F | 386 | 38.5% | 119 | 47.2% | 114 | 26.3% | 147 | 47.6% |
| | M | 617 | 61.5% | 133 | 52.8% | 319 | 73.7% | 162 | 52.4% |
| 2023-24 | F | 416 | 39.7% | 124 | 48.6% | 130 | 28.3% | 159 | 48.3% |
| | M | 631 | 60.3% | 131 | 51.4% | 329 | 71.7% | 170 | 51.7% |

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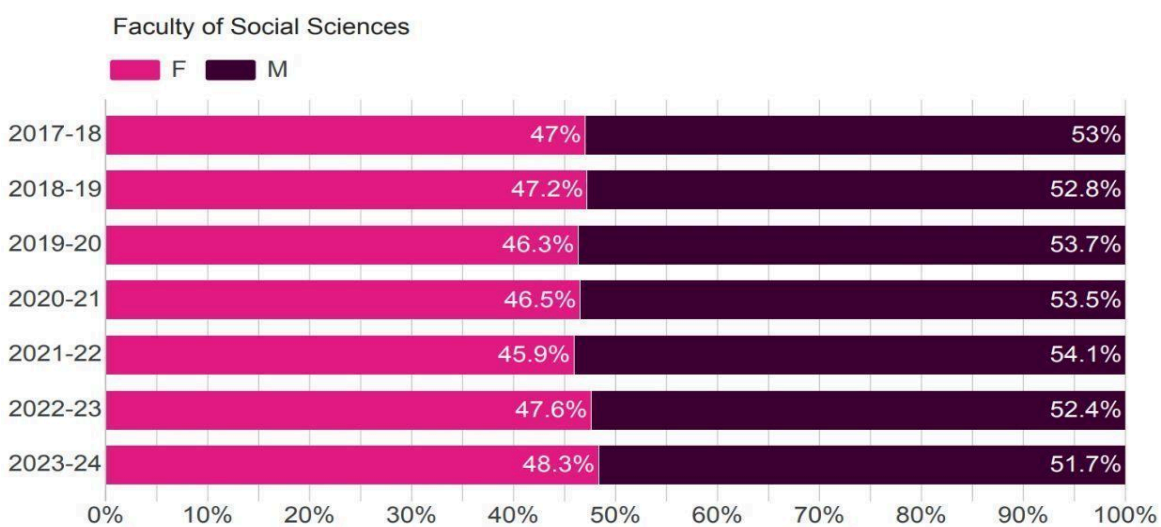
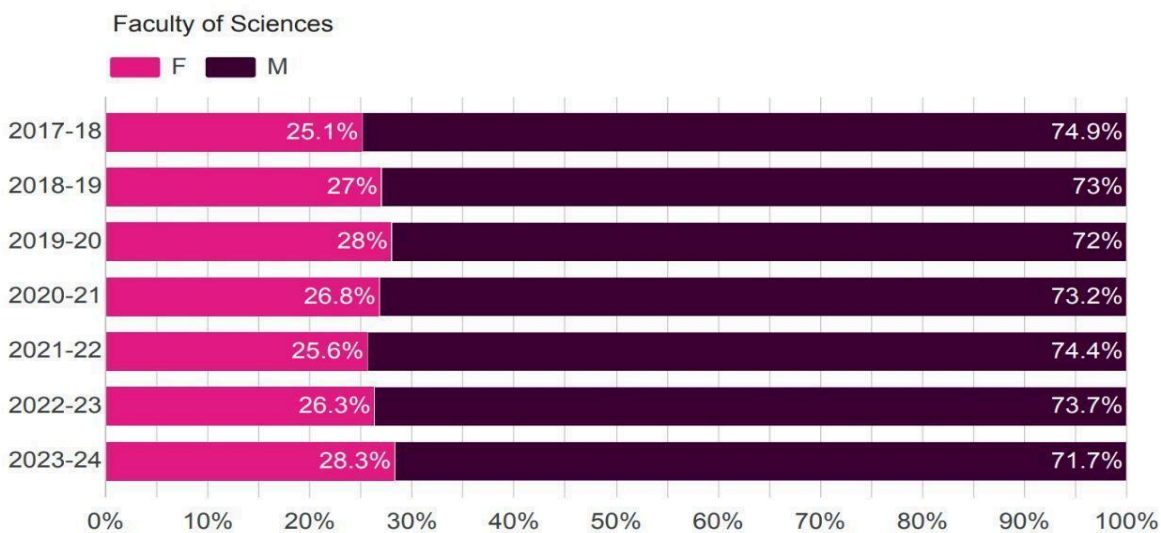
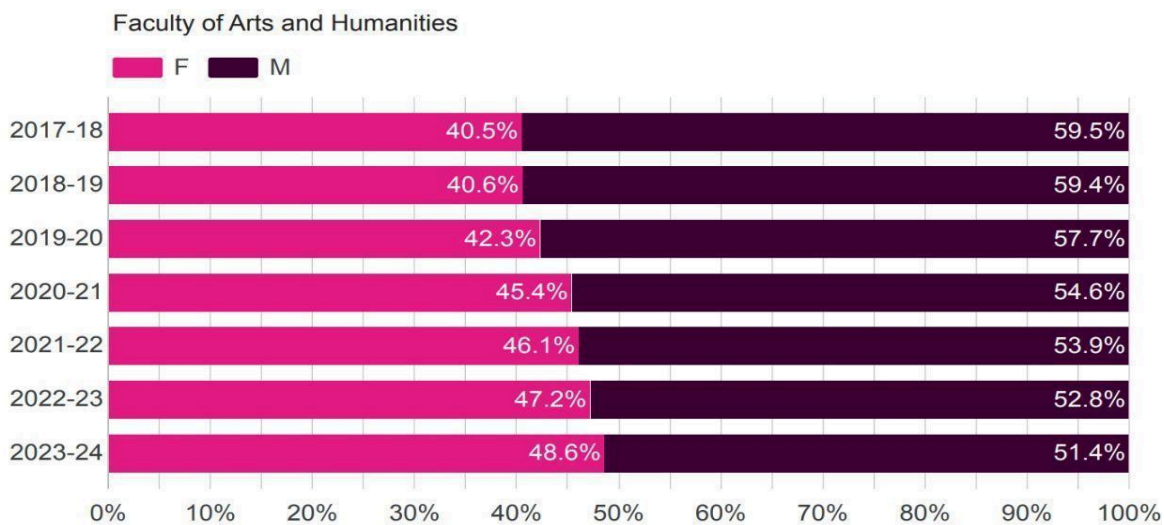
2.2 All ART staff - university and three faculties by gender (F/M)

2.2.1 All University ART staff by Gender



2.2.2 All faculty ART staff by gender (F/M)

2.3



University of York Athena Swan Silver application

All ART staff by contract type and gender (F/M)

| Year | Gender | University | | Fac A&H | | Fac Sci | | Fac SocSci | |
|---------|--------|------------|------|---------|------|---------|------|------------|------|
| | | FTC | Open | FTC | Open | FTC | Open | FTC | Open |
| 2017-18 | F | 7 | 300 | * | 83 | * | 97 | * | 116 |
| | M | 22 | 538 | * | 124 | 8 | 284 | 5 | 127 |
| 2018-19 | F | 7 | 315 | * | 85 | * | 108 | * | 119 |
| | M | 27 | 543 | * | 126 | 11 | 286 | 5 | 129 |
| 2019-20 | F | 6 | 333 | * | 90 | * | 114 | - | 126 |
| | M | 20 | 559 | * | 125 | 6 | 293 | 6 | 140 |
| 2020-21 | F | 15 | 321 | 10 | 93 | * | 106 | - | 121 |
| | M | 20 | 548 | * | 120 | 5 | 292 | 6 | 133 |
| 2021-22 | F | 15 | 327 | 9 | 102 | * | 100 | - | 123 |
| | M | 19 | 561 | 7 | 123 | 6 | 294 | 5 | 140 |
| 2022-23 | F | 17 | 369 | 8 | 111 | 5 | 109 | - | 147 |
| | M | 19 | 598 | 9 | 124 | 8 | 311 | * | 160 |
| 2023-24 | F | 14 | 402 | 6 | 118 | 6 | 124 | - | 159 |
| | M | 18 | 613 | 7 | 124 | 8 | 321 | * | 168 |

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2.4 Number and proportion of Professoriate by gender (F/M) UoY and three faculties

| Year | Gender | University | | Fac A&H | | Fac Sci | | Fac SocSci | |
|---------|--------|------------|-------|---------|-------|---------|-------|------------|-------|
| | | # | % | # | % | # | % | # | % |
| 2017-18 | F | 78 | 25.1% | 11 | 19.0% | 30 | 19.7% | 33 | 36.7% |
| | M | 233 | 74.9% | 47 | 81.0% | 122 | 80.3% | 57 | 63.3% |
| 2018-19 | F | 87 | 26.3% | 13 | 20.3% | 37 | 22.7% | 34 | 35.8% |
| | M | 244 | 73.7% | 51 | 79.7% | 126 | 77.3% | 61 | 64.2% |
| 2019-20 | F | 99 | 28.3% | 16 | 22.9% | 43 | 25.0% | 36 | 36.0% |
| | M | 251 | 71.7% | 54 | 77.1% | 129 | 75.0% | 64 | 64.0% |
| 2020-21 | F | 110 | 30.1% | 25 | 31.3% | 45 | 25.7% | 38 | 37.3% |
| | M | 255 | 69.9% | 55 | 68.8% | 130 | 74.3% | 64 | 62.7% |
| 2021-22 | F | 116 | 31.0% | 26 | 32.5% | 44 | 23.8% | 41 | 40.6% |
| | M | 258 | 69.0% | 54 | 67.5% | 141 | 76.2% | 60 | 59.4% |
| 2022-23 | F | 127 | 31.8% | 29 | 34.5% | 52 | 25.9% | 41 | 38.3% |
| | M | 272 | 68.2% | 55 | 65.5% | 149 | 74.1% | 66 | 61.7% |
| 2023-24 | F | 148 | 34.9% | 36 | 39.6% | 57 | 27.3% | 52 | 43.3% |
| | M | 276 | 65.1% | 55 | 60.4% | 152 | 72.7% | 68 | 56.7% |

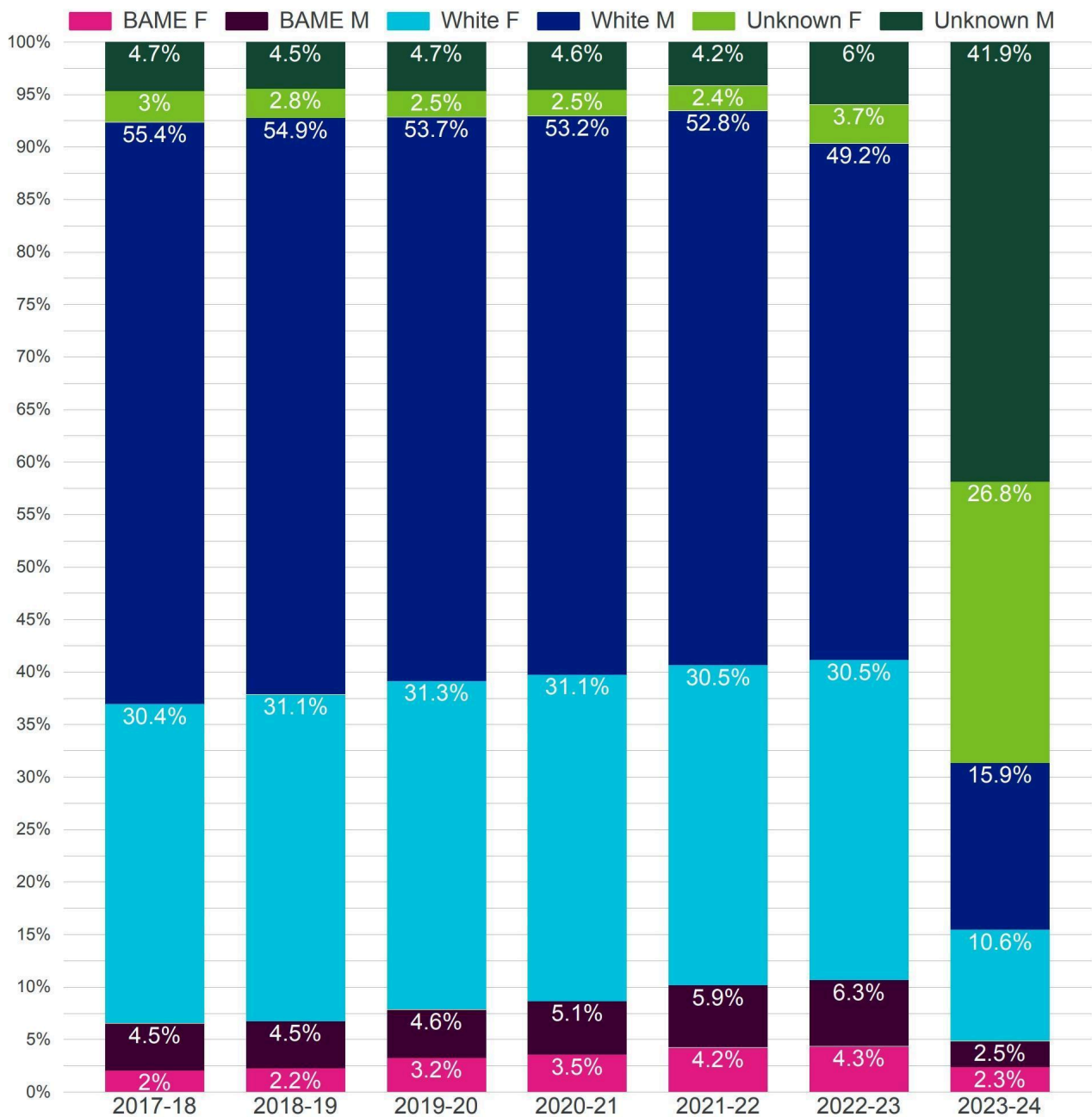
2.5 Number and proportion of ART staff by grade and gender

| Year | Gender | University | | Grade 7 | | Grade 8 | | Reader | | Professor | |
|---------|--------|------------|-------|---------|-------|---------|-------|--------|-------|-----------|-------|
| | | # | % | # | % | # | % | # | % | # | % |
| 2017-18 | F | 307 | 35.4% | 108 | 42.9% | 98 | 44.1% | 22 | 28.2% | 78 | 25.1% |
| | M | 560 | 64.6% | 144 | 57.1% | 124 | 55.9% | 56 | 71.8% | 233 | 74.9% |
| 2018-19 | F | 322 | 36.1% | 102 | 43.4% | 111 | 46.6% | 21 | 25.0% | 87 | 26.3% |
| | M | 570 | 63.9% | 133 | 56.6% | 127 | 53.4% | 63 | 75.0% | 244 | 73.7% |
| 2019-20 | F | 339 | 36.9% | 106 | 43.6% | 114 | 46.7% | 20 | 25.6% | 99 | 28.3% |
| | M | 579 | 63.1% | 137 | 56.4% | 130 | 53.3% | 58 | 74.4% | 251 | 71.7% |
| 2020-21 | F | 336 | 37.2% | 105 | 45.3% | 100 | 44.1% | 21 | 27.6% | 110 | 30.1% |
| | M | 568 | 62.8% | 127 | 54.7% | 127 | 55.9% | 55 | 72.4% | 255 | 69.9% |
| 2021-22 | F | 342 | 37.1% | 97 | 42.9% | 109 | 45.0% | 20 | 26.3% | 116 | 31.0% |
| | M | 580 | 62.9% | 129 | 57.1% | 133 | 55.0% | 56 | 73.7% | 258 | 69.0% |
| 2022-23 | F | 386 | 38.5% | 113 | 43.0% | 126 | 47.0% | 18 | 26.5% | 127 | 31.8% |
| | M | 617 | 61.5% | 150 | 57.0% | 142 | 53.0% | 50 | 73.5% | 272 | 68.2% |

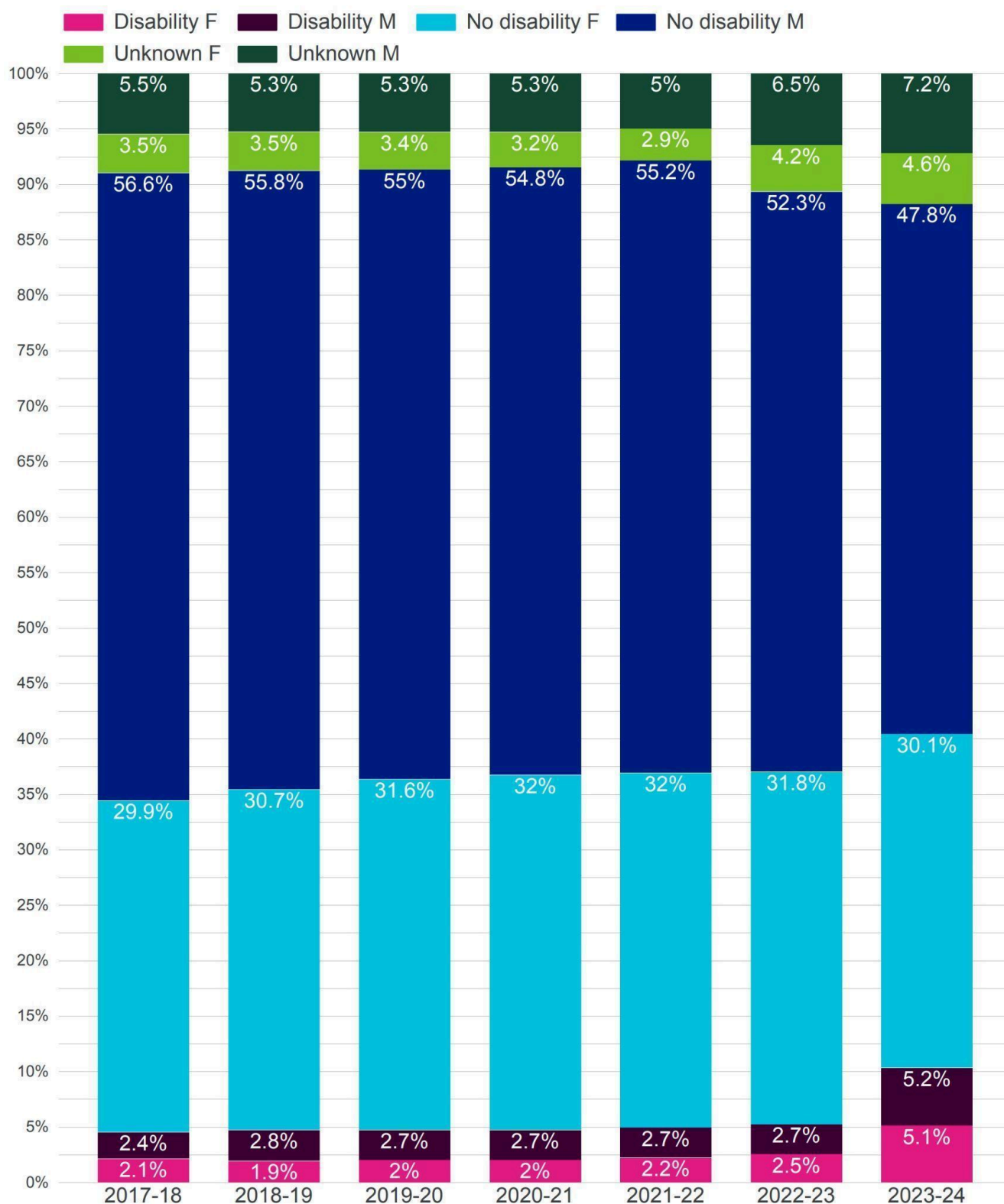
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| | | | | | | | | | | | |
|--------|---|-----|-------|-----|-------|-----|-------|----|-------|-----|-------|
| 2023-2 | F | 416 | 39.7% | 118 | 43.5% | 135 | 46.7% | 14 | 23.7% | 148 | 34.9% |
| 4 | M | 631 | 60.3% | 153 | 56.5% | 154 | 53.3% | 45 | 76.3% | 276 | 65.1% |

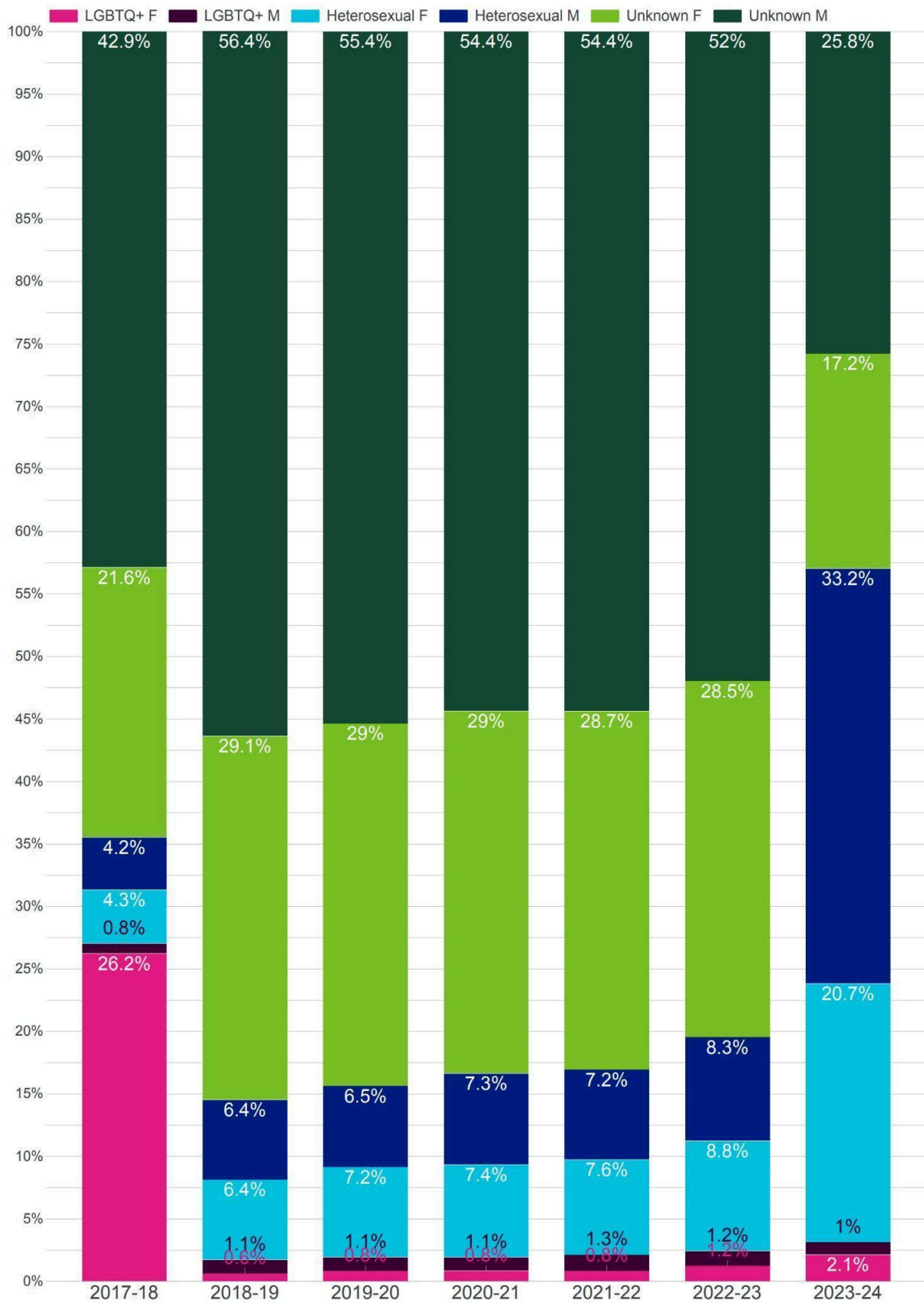
2.6 ART staff by race and gender



2.7 ART staff by gender F/M and disability



2.8 ART staff by gender F/M and sexual orientation



3. Academic staff by grade and contract type

3.1 Teaching & Scholarship (T&S) staff data

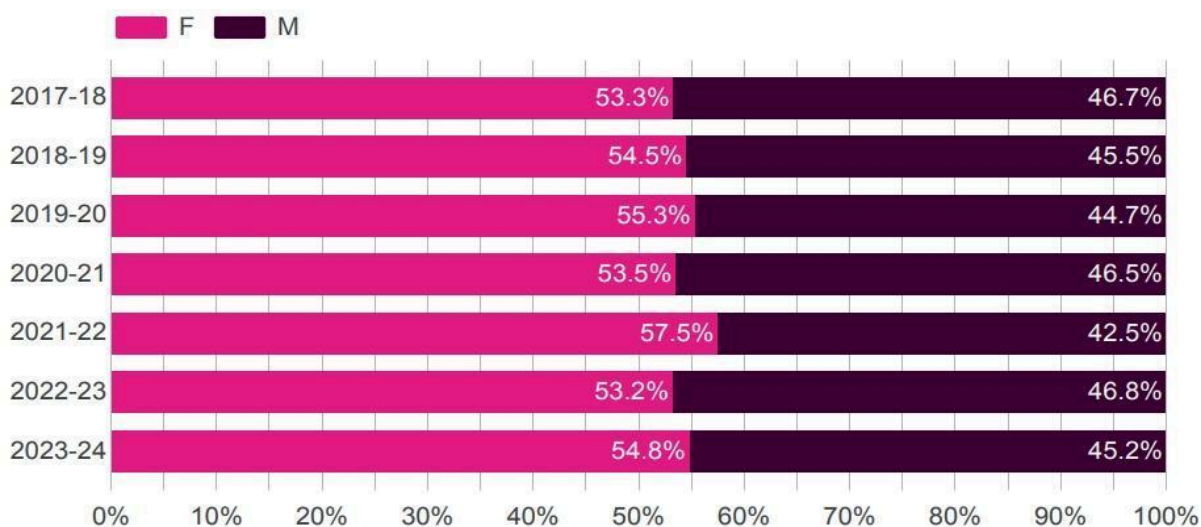
3.1.1 All staff in Teaching & Scholarship posts - University and three Faculties (number and proportion)

| Year | Gender | University | | Fac A&H | | Fac Sci | | Fac SocSci | |
|---------|--------|------------|-------|---------|-------|---------|-------|------------|-------|
| | | # | % | # | % | # | % | # | % |
| 2017-18 | F | 204 | 53.3% | 48 | 55.8% | 64 | 50.0% | 56 | 53.8% |
| | M | 179 | 46.7% | 38 | 44.2% | 64 | 50.0% | 48 | 46.2% |
| 2018-19 | F | 234 | 54.5% | 54 | 60.7% | 68 | 49.6% | 78 | 57.4% |
| | M | 195 | 45.5% | 35 | 39.3% | 69 | 50.4% | 58 | 42.6% |
| 2019-20 | F | 255 | 55.3% | 60 | 63.8% | 73 | 47.1% | 87 | 59.6% |
| | M | 206 | 44.7% | 34 | 36.2% | 82 | 52.9% | 59 | 40.4% |
| 2020-21 | F | 246 | 53.5% | 49 | 58.3% | 82 | 48.5% | 84 | 57.9% |
| | M | 214 | 46.5% | 35 | 41.7% | 87 | 51.5% | 61 | 42.1% |
| 2021-22 | F | 378 | 57.5% | 107 | 64.1% | 90 | 48.4% | 149 | 62.1% |
| | M | 279 | 42.5% | 60 | 35.9% | 96 | 51.6% | 91 | 37.9% |
| 2022-23 | F | 429 | 53.2% | 119 | 60.7% | 130 | 43.2% | 147 | 59.3% |
| | M | 377 | 46.8% | 77 | 39.3% | 171 | 56.8% | 101 | 40.7% |
| 2023-24 | F | 419 | 54.8% | 128 | 63.4% | 126 | 45.0% | 135 | 59.2% |
| | M | 346 | 45.2% | 74 | 36.6% | 154 | 55.0% | 93 | 40.8% |

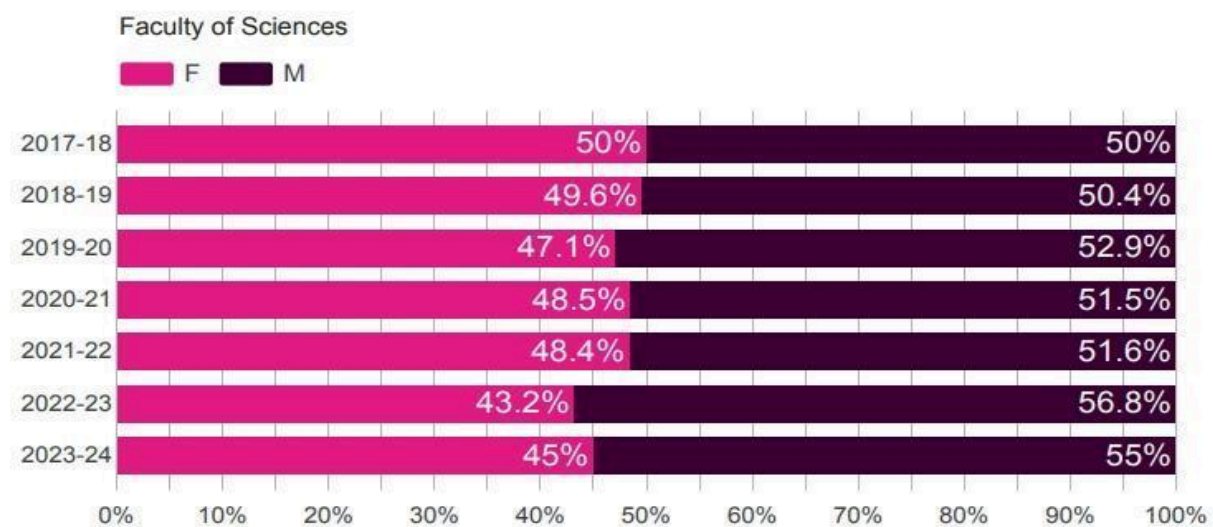
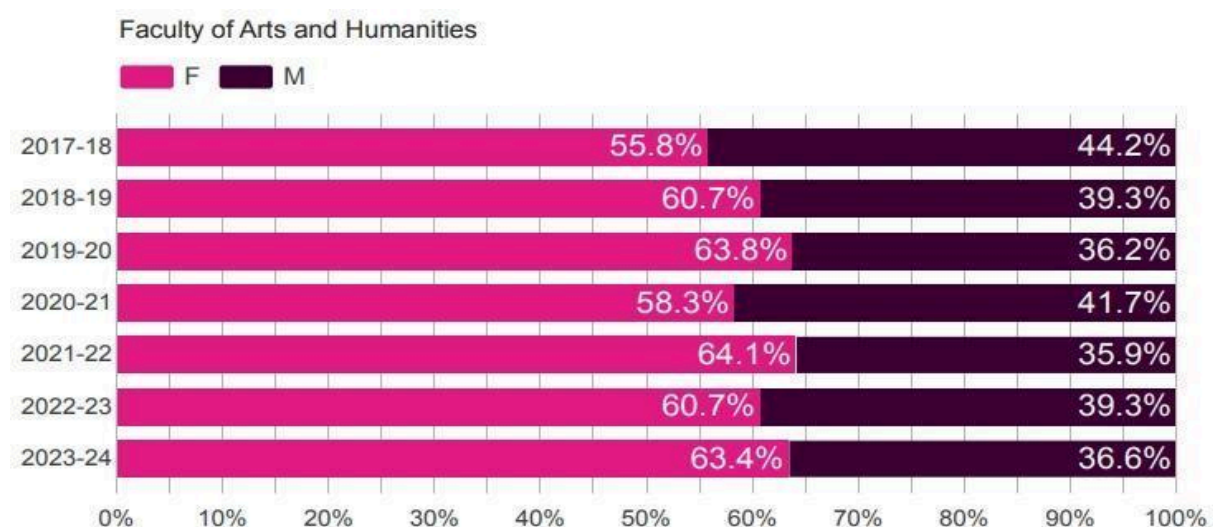
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3.1.2 All staff in Teaching & Scholarship posts - university and three faculties

3.1.2.1 All University Teaching & Scholarship staff by gender



3.1.2.2 All faculty Teaching & Scholarship staff by gender



Faculty of Social Sciences

F M

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3.1.3 Teaching & Scholarship staff by contract type

| Year | Gender | University | | Fac A&H | | Fac Sci | | Fac SocSci | |
|---------|--------|------------|------|---------|------|---------|------|------------|------|
| | | FTC | Open | FTC | Open | FTC | Open | FTC | Open |
| 2017-18 | F | 39 | 165 | 8 | 40 | 9 | 55 | 16 | 40 |
| | M | 60 | 119 | 20 | 18 | 17 | 47 | 22 | 26 |
| 2018-19 | F | 64 | 170 | 9 | 45 | 17 | 51 | 35 | 43 |
| | M | 64 | 131 | 13 | 22 | 17 | 52 | 30 | 28 |
| 2019-20 | F | 69 | 186 | 15 | 45 | 16 | 57 | 31 | 56 |
| | M | 63 | 143 | 12 | 22 | 22 | 60 | 25 | 34 |
| 2020-21 | F | 65 | 181 | 7 | 42 | 24 | 58 | 27 | 57 |
| | M | 60 | 154 | 7 | 28 | 29 | 58 | 22 | 39 |
| 2021-22 | F | 151 | 227 | 60 | 47 | 17 | 73 | 66 | 83 |
| | M | 103 | 176 | 30 | 30 | 30 | 66 | 41 | 50 |
| 2022-23 | F | 190 | 239 | 72 | 47 | 48 | 82 | 61 | 86 |
| | M | 185 | 192 | 44 | 33 | 93 | 78 | 48 | 53 |
| 2023-24 | F | 173 | 246 | 76 | 52 | 43 | 83 | 46 | 89 |
| | M | 140 | 206 | 34 | 40 | 67 | 87 | 39 | 54 |

3.1.4 Female staff in Teaching & Scholarship professor roles - university and three faculties (number and proportion)

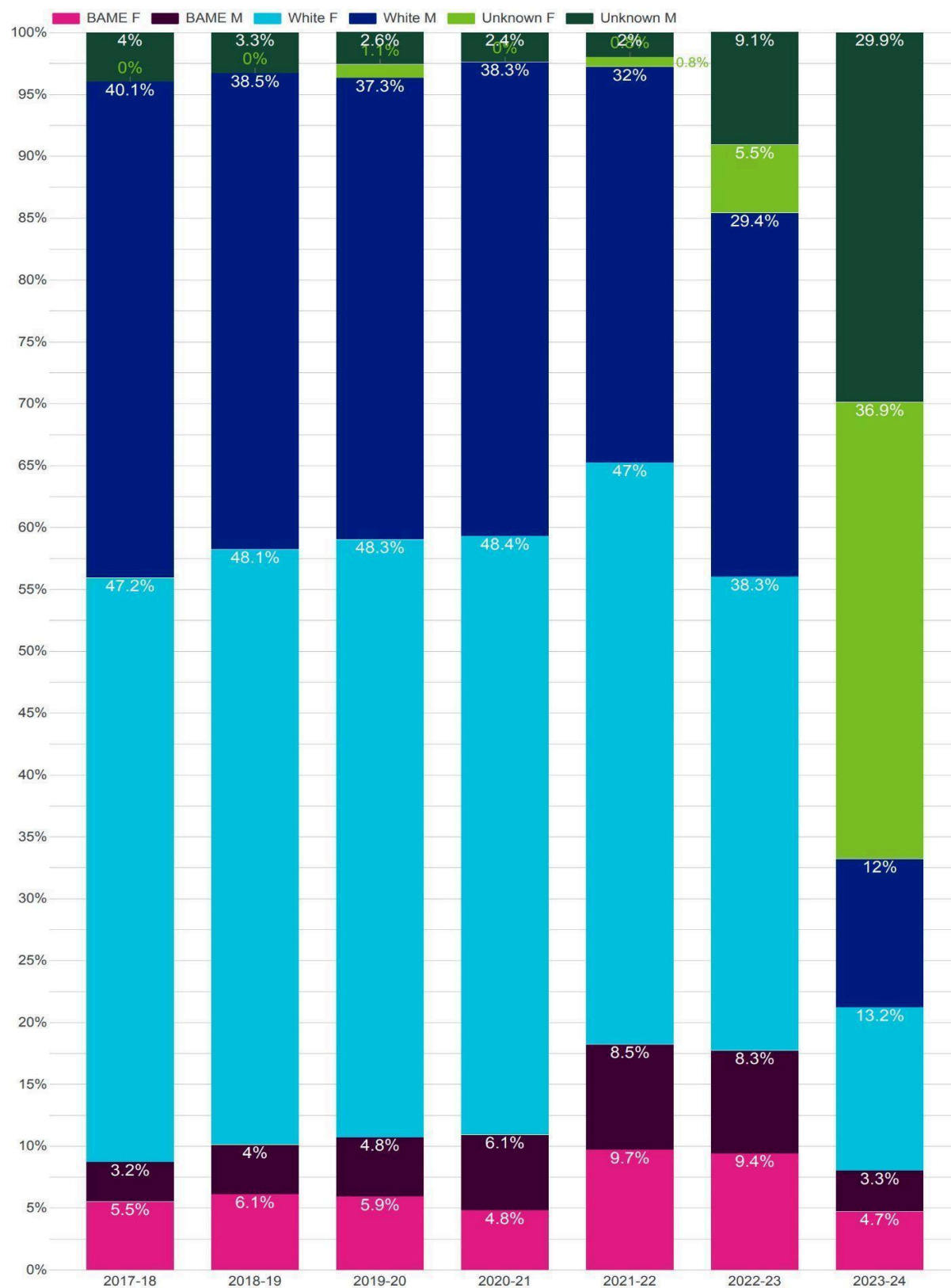
| Year | Gender | University | | Fac A&H | | Fac Sci | | Fac SocSci | |
|---------|--------|------------|-------|---------|--------|---------|--------|------------|-------|
| | | # | % | # | % | # | % | # | % |
| 2017-18 | F | * | 44.4% | - | | * | 33.3% | * | 66.7% |
| | M | 5 | 55.6% | - | | * | 66.7% | * | 33.3% |
| 2018-19 | F | * | 25.0% | - | | - | | * | 66.7% |
| | M | 6 | 75.0% | - | | 5 | 100.0% | * | 33.3% |
| 2019-20 | F | * | 25.0% | - | | - | | * | 66.7% |
| | M | 6 | 75.0% | - | | 5 | 100.0% | * | 33.3% |
| 2020-21 | F | * | 22.2% | - | | - | | * | 66.7% |
| | M | 7 | 77.8% | * | 100.0% | 5 | 100.0% | * | 33.3% |
| 2021-22 | F | * | 25.0% | - | | * | 16.7% | * | 50.0% |
| | M | 6 | 75.0% | - | | 5 | 83.3% | * | 50.0% |
| 2022-23 | F | * | 26.7% | - | | * | 10.0% | * | 60.0% |
| | M | 11 | 73.3% | - | | 9 | 90.0% | * | 40.0% |
| 2023-24 | F | 7 | 35% | - | | * | 23% | * | 57% |
| | M | 13 | 65% | - | | 10 | 77% | * | 43% |

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3.1.5 Number of Teaching & Scholarship staff by grade

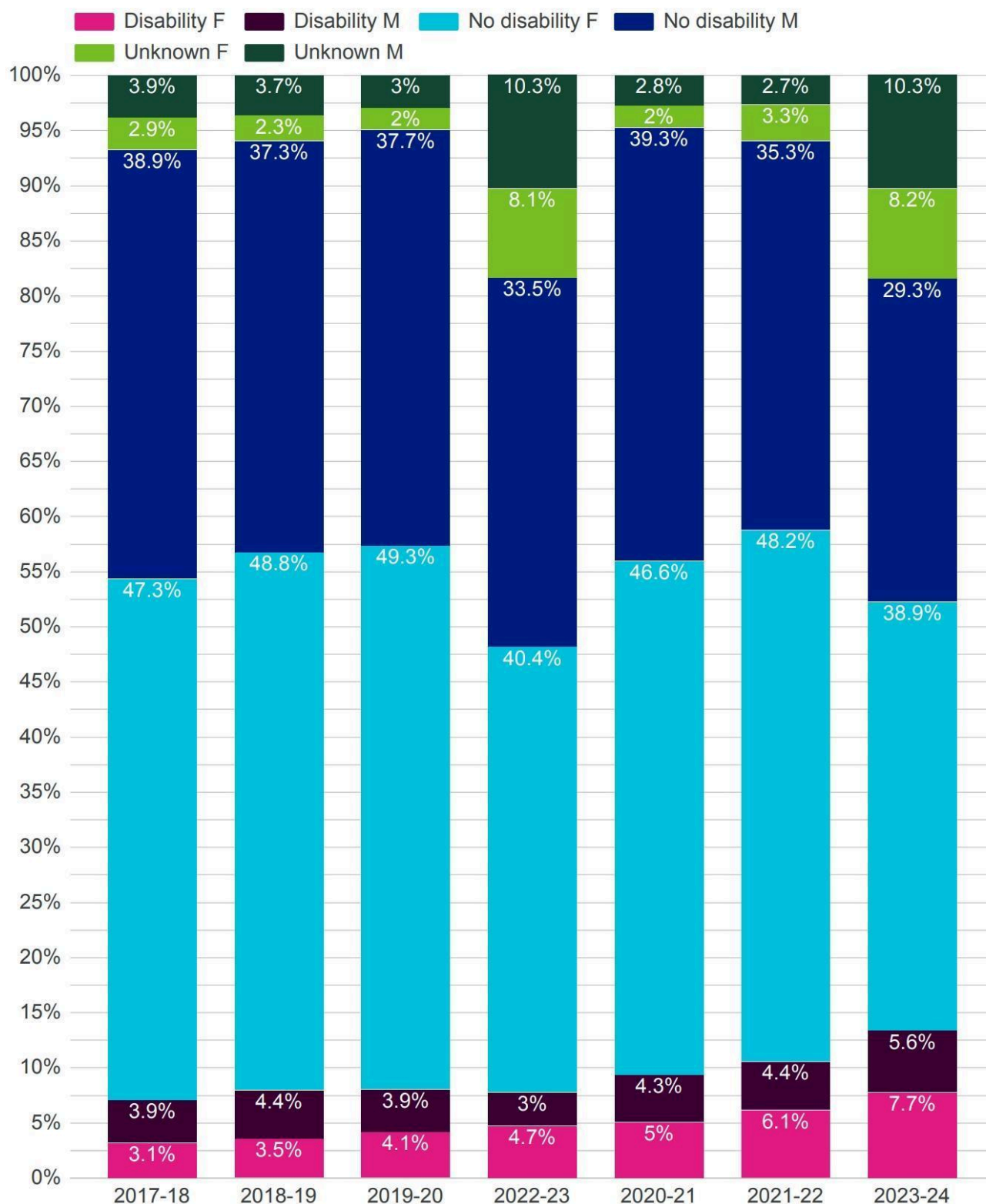
| Year | Gender | University | | Grade 7 | | Grade 8 | | Reader | | Professor | |
|---------|--------|------------|-------|---------|-------|---------|-------|--------|--------|-----------|-------|
| | | # | % | # | % | # | % | # | % | # | % |
| 2017-18 | F | 204 | 53.3% | 76 | 58.5% | 17 | 39.5% | - | | * | 44.4% |
| | M | 179 | 46.7% | 54 | 41.5% | 26 | 60.5% | * | 100.0% | 5 | 55.6% |
| 2018-19 | F | 234 | 54.5% | 90 | 59.6% | 17 | 35.4% | - | | * | 25.0% |
| | M | 195 | 45.5% | 61 | 40.4% | 31 | 64.6% | * | 100.0% | 6 | 75.0% |
| 2019-20 | F | 255 | 55.3% | 105 | 60.7% | 24 | 42.9% | - | | * | 25.0% |
| | M | 206 | 44.7% | 68 | 39.3% | 32 | 57.1% | * | 100.0% | 6 | 75.0% |
| 2020-21 | F | 246 | 53.5% | 101 | 58.0% | 33 | 49.3% | - | | * | 22.2% |
| | M | 214 | 46.5% | 73 | 42.0% | 34 | 50.7% | * | 100.0% | 7 | 77.8% |
| 2021-22 | F | 378 | 57.5% | 101 | 56.7% | 48 | 55.8% | - | | * | 25.0% |
| | M | 279 | 42.5% | 77 | 43.3% | 38 | 44.2% | * | 100.0% | 6 | 75.0% |
| 2022-23 | F | 429 | 53.2% | 120 | 59.1% | 52 | 56.5% | * | 25.0% | * | 26.7% |
| | M | 377 | 46.8% | 83 | 40.9% | 40 | 43.5% | * | 75.0% | 11 | 73.3% |
| 2023-24 | F | 419 | 54.8% | 116 | 55.0% | 59 | 55.7% | * | 42.9% | 7 | 35.0% |
| | M | 346 | 45.2% | 95 | 45.0% | 47 | 44.3% | * | 57.1% | 13 | 65.0% |

3.1.6 Teaching and Scholarship staff by race

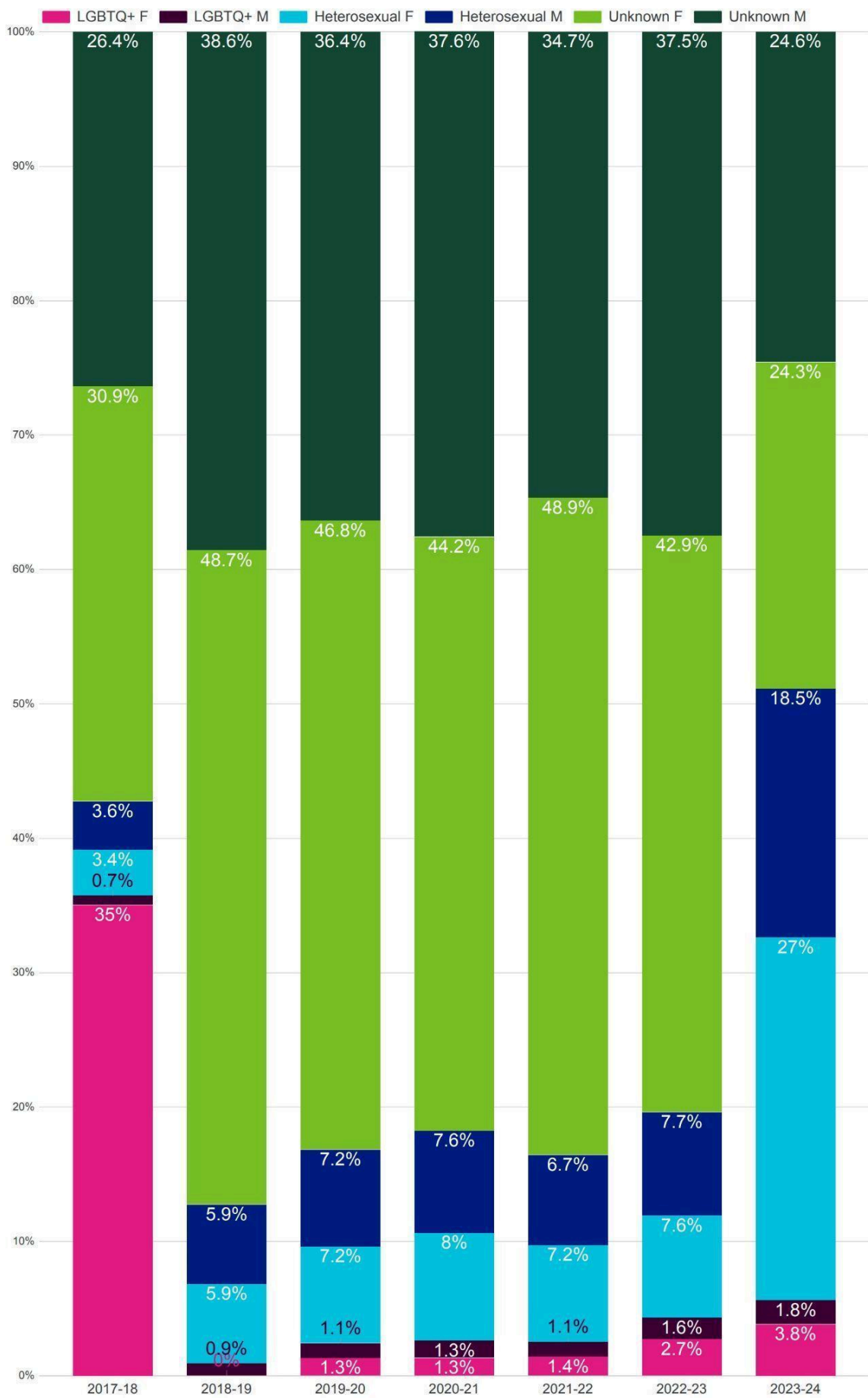


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3.1.7 Teaching & Scholarship staff by disability



3.1.8 Teaching & Scholarship staff by sexual orientation



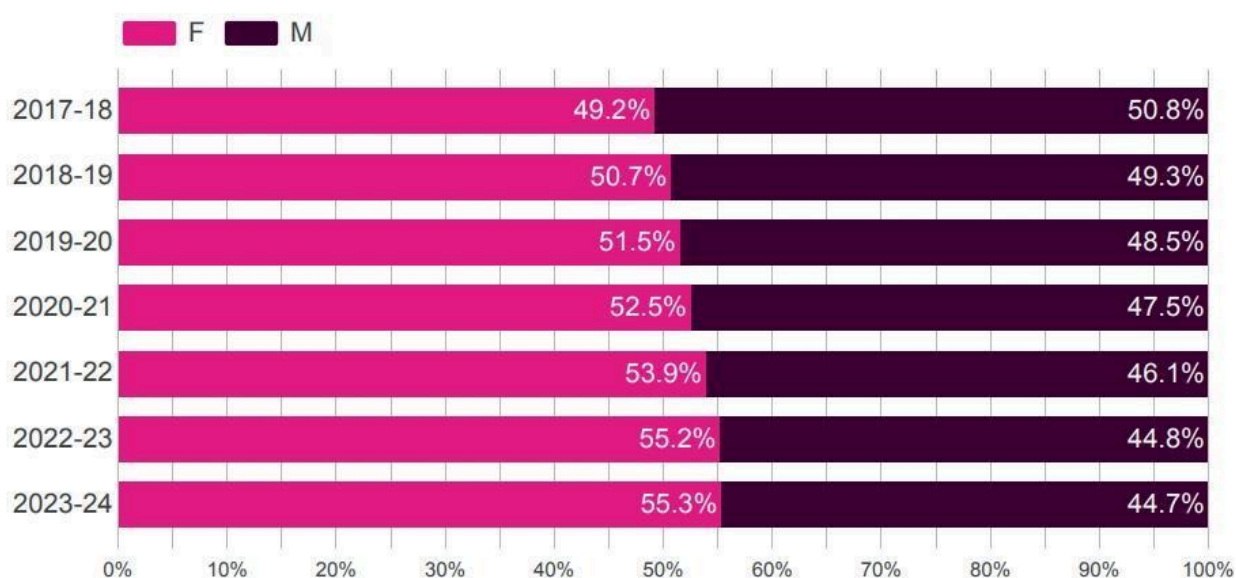
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3.2 Research staff data

3.2.1 Research staff in post - University and three Faculties (numbers and proportions)

| Year | Gender | University | | Fac A&H | | Fac Sci | | Fac SocSci | |
|---------|--------|------------|-------|---------|-------|---------|-------|------------|-------|
| | | # | % | # | % | # | % | # | % |
| 2017-18 | F | 315 | 49.2% | 28 | 52.8% | 200 | 44.0% | 87 | 65.9% |
| | M | 325 | 50.8% | 25 | 47.2% | 255 | 56.0% | 45 | 34.1% |
| 2018-19 | F | 340 | 50.7% | 26 | 57.8% | 225 | 47.3% | 89 | 59.3% |
| | M | 331 | 49.3% | 19 | 42.2% | 251 | 52.7% | 61 | 40.7% |
| 2019-20 | F | 367 | 51.5% | 29 | 50.9% | 248 | 48.2% | 90 | 63.4% |
| | M | 346 | 48.5% | 28 | 49.1% | 266 | 51.8% | 52 | 36.6% |
| 2020-21 | F | 390 | 52.5% | 38 | 52.8% | 264 | 49.9% | 88 | 62.0% |
| | M | 353 | 47.5% | 34 | 47.2% | 265 | 50.1% | 54 | 38.0% |
| 2021-22 | F | 417 | 53.9% | 38 | 52.8% | 277 | 50.7% | 102 | 65.4% |
| | M | 357 | 46.1% | 34 | 47.2% | 269 | 49.3% | 54 | 34.6% |
| 2022-23 | F | 439 | 55.2% | 41 | 55.4% | 287 | 51.4% | 111 | 68.1% |
| | M | 357 | 44.8% | 33 | 44.6% | 271 | 48.6% | 52 | 31.9% |
| 2023-24 | F | 458 | 55.3% | 45 | 59.2% | 294 | 51.2% | 119 | 67.2% |
| | M | 370 | 44.7% | 31 | 40.8% | 280 | 48.8% | 58 | 32.8% |

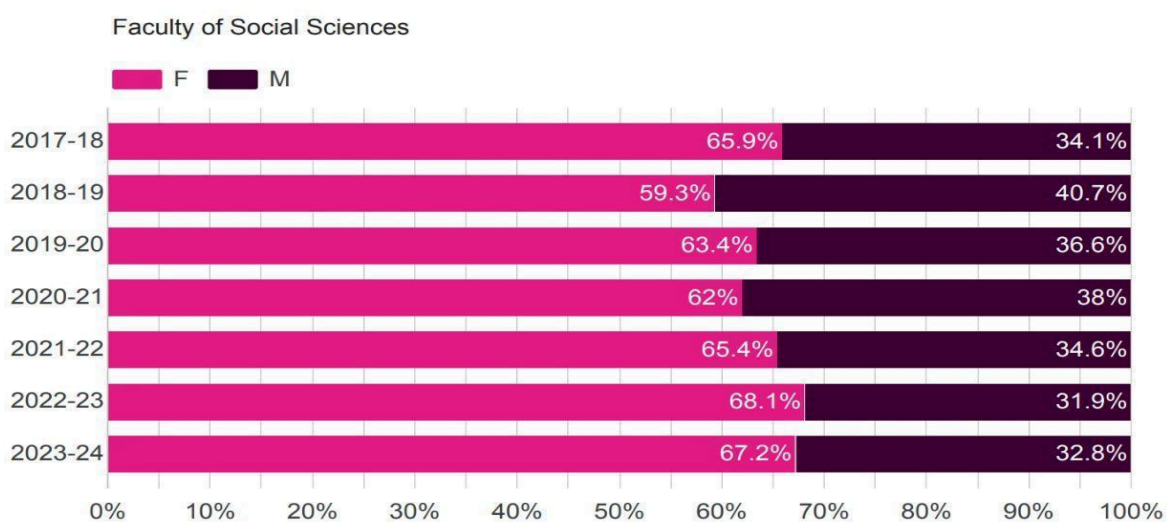
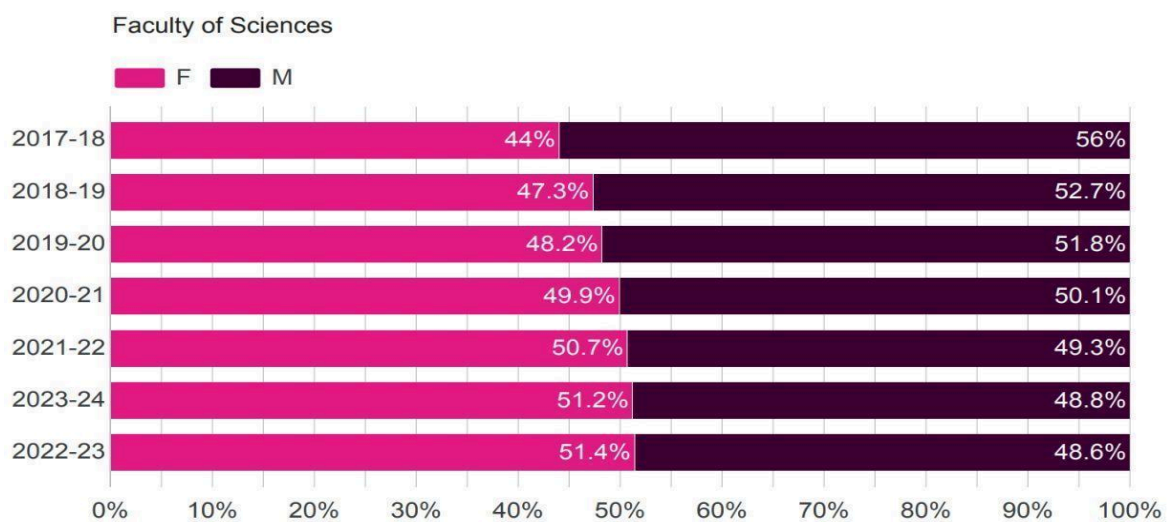
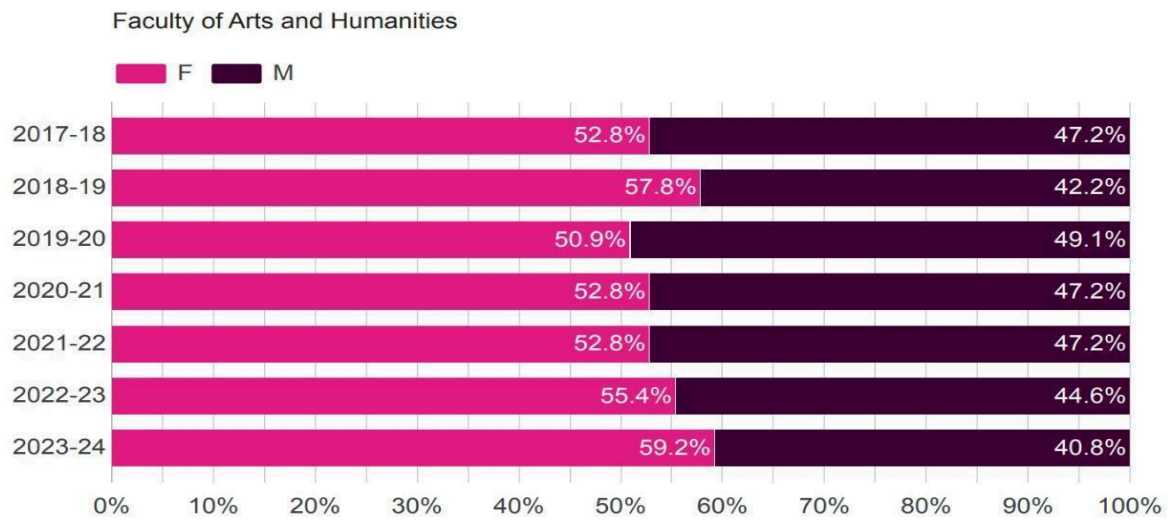
3.2.2 Research staff in post - University and three Faculties



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3.2.2.1 All University Research staff by gender

3.2.2.2 All faculty Research staff by gender



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3.2.3 Number of research staff on fixed-term contracts - university and three faculties

| Year | Gender | University | | Fac A&H | | Fac Sci | | Fac SocSci | |
|---------|--------|------------|------|---------|------|---------|------|------------|------|
| | | FTC | Open | FTC | Open | FTC | Open | FTC | Open |
| 2017-18 | F | 212 | 103 | 25 | * | 131 | 69 | 56 | 31 |
| | M | 231 | 94 | 20 | 5 | 187 | 68 | 24 | 21 |
| 2018-19 | F | 226 | 114 | 24 | * | 147 | 78 | 55 | 34 |
| | M | 232 | 99 | 14 | 5 | 180 | 71 | 38 | 23 |
| 2019-20 | F | 247 | 120 | 26 | * | 165 | 83 | 56 | 34 |
| | M | 242 | 104 | 23 | 5 | 186 | 80 | 33 | 19 |
| 2020-21 | F | 231 | 159 | 32 | 6 | 158 | 106 | 41 | 47 |
| | M | 221 | 132 | 27 | 7 | 171 | 94 | 23 | 31 |
| 2021-22 | F | 202 | 215 | 26 | 12 | 129 | 148 | 47 | 55 |
| | M | 193 | 164 | 26 | 8 | 150 | 119 | 17 | 37 |
| 2022-23 | F | 209 | 230 | 29 | 12 | 129 | 158 | 51 | 60 |
| | M | 181 | 176 | 26 | 7 | 141 | 130 | 13 | 39 |
| 2023-24 | F | 211 | 247 | 33 | 12 | 128 | 166 | 50 | 69 |
| | M | 200 | 170 | 27 | * | 159 | 121 | 13 | 45 |

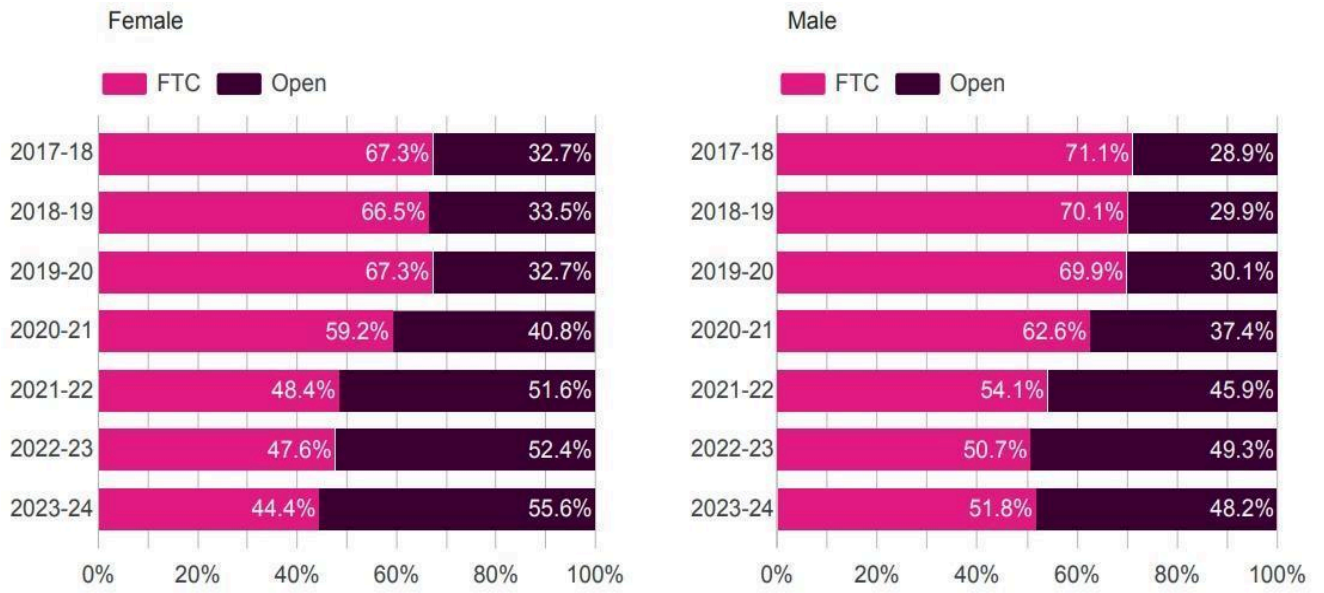
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3.2.3.1 Number of female / male research staff on fixed-term / open contracts by grade

| Year | Gender | University | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | | Reader | | Professor | |
|---------|--------|------------|------|---------|------|---------|------|---------|------|---------|------|--------|------|-----------|------|
| | | FTC | Open | FTC | Open | FTC | Open | FTC | Open | FTC | Open | FTC | Open | FTC | Open |
| 2017-18 | F | 212 | 103 | 2 | - | 171 | 41 | 18 | 40 | 1 | 16 | - | 2 | - | 4 |
| | M | 231 | 94 | 4 | - | 179 | 32 | 29 | 42 | 2 | 14 | - | 2 | 3 | 4 |
| 2018-19 | F | 226 | 114 | 7 | - | 171 | 48 | 21 | 41 | 3 | 18 | - | 4 | - | 3 |
| | M | 232 | 99 | 4 | - | 182 | 36 | 27 | 39 | 3 | 16 | - | 3 | 2 | 5 |
| 2019-20 | F | 247 | 120 | 7 | - | 189 | 46 | 24 | 49 | 5 | 17 | - | 6 | - | 2 |
| | M | 242 | 104 | 10 | - | 184 | 37 | 27 | 42 | 2 | 15 | - | 4 | 3 | 5 |
| 2020-21 | F | 231 | 159 | 5 | 1 | 173 | 73 | 28 | 52 | 2 | 23 | 1 | 6 | 1 | 4 |
| | M | 221 | 132 | 6 | - | 165 | 61 | 27 | 40 | 3 | 17 | - | 6 | 3 | 7 |
| 2021-22 | F | 202 | 215 | 14 | 2 | 139 | 109 | 26 | 64 | 3 | 29 | 1 | 3 | 2 | 8 |
| | M | 193 | 164 | 4 | 1 | 140 | 81 | 28 | 50 | 4 | 20 | 1 | 5 | 3 | 6 |
| 2022-23 | F | 209 | 230 | 14 | 2 | 156 | 120 | 28 | 66 | 1 | 25 | 1 | 1 | - | 15 |
| | M | 181 | 176 | 12 | 2 | 129 | 87 | 23 | 53 | 2 | 21 | 1 | 5 | 1 | 8 |
| 2023-24 | F | 197 | 247 | 11 | 2 | 160 | 132 | 25 | 70 | 0 | 21 | 0 | 3 | 1 | 19 |
| | M | 188 | 175 | 14 | 2 | 146 | 87 | 22 | 48 | 3 | 17 | 1 | 3 | 2 | 18 |

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3.2.3.2 Proportion of University female/male research staff on fixed-term/open contracts



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3.2.4 Research staff by grade (numbers and proportions)

| Year | Gender | University | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | | Reader | | Professor | |
|---------|--------|------------|-------|---------|-------|---------|-------|---------|-------|---------|-------|--------|-------|-----------|-------|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 2017-18 | F | 315 | 49.2% | * | 33.3% | 212 | 50.1% | 58 | 45.0% | 17 | 51.5% | * | 50.0% | * | 36.4% |
| | M | 325 | 50.8% | * | 66.7% | 211 | 49.9% | 71 | 55.0% | 16 | 48.5% | * | 50.0% | 7 | 63.6% |
| 2018-19 | F | 340 | 50.7% | 7 | 63.6% | 219 | 50.1% | 62 | 48.4% | 21 | 52.5% | * | 57.1% | * | 30.0% |
| | M | 331 | 49.3% | * | 36.4% | 218 | 49.9% | 66 | 51.6% | 19 | 47.5% | * | 42.9% | 7 | 70.0% |
| 2019-20 | F | 367 | 51.5% | 7 | 41.2% | 235 | 51.5% | 73 | 51.4% | 22 | 56.4% | 6 | 60.0% | * | 20.0% |
| | M | 346 | 48.5% | 10 | 58.8% | 221 | 48.5% | 69 | 48.6% | 17 | 43.6% | * | 40.0% | 8 | 80.0% |
| 2020-21 | F | 390 | 52.5% | 6 | 50.0% | 246 | 52.1% | 80 | 54.4% | 25 | 55.6% | 7 | 53.8% | 5 | 33.3% |
| | M | 353 | 47.5% | 6 | 50.0% | 226 | 47.9% | 67 | 45.6% | 20 | 44.4% | 6 | 46.2% | 10 | 66.7% |
| 2021-22 | F | 417 | 53.9% | 16 | 76.2% | 248 | 52.9% | 90 | 53.6% | 32 | 57.1% | * | 40.0% | 10 | 52.6% |
| | M | 357 | 46.1% | 5 | 23.8% | 221 | 47.1% | 78 | 46.4% | 24 | 42.9% | 6 | 60.0% | 9 | 47.4% |
| 2022-23 | F | 439 | 55.2% | 16 | 53.3% | 276 | 56.1% | 94 | 55.3% | 26 | 53.1% | * | 25.0% | 15 | 62.5% |
| | M | 357 | 44.8% | 14 | 46.7% | 216 | 43.9% | 76 | 44.7% | 23 | 46.9% | 6 | 75.0% | 9 | 37.5% |
| 2023-24 | F | 458 | 55.3% | 13 | 44.8% | 294 | 55.7% | 96 | 57.8% | 21 | 51.2% | * | 42.9% | 18 | 58.1% |
| | M | 370 | 44.7% | 16 | 55.2% | 234 | 44.3% | 70 | 42.2% | 20 | 48.8% | * | 57.1% | 13 | 41.9% |

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3.2.4.1 Number and proportion of female Grade 8 research staff - university and three faculties

| Year | Gender | University | | Fac A&H | | Fac Sci | | Fac SocSci | |
|---------|--------|------------|-------|---------|--------|---------|-------|------------|-------|
| | | # | % | # | % | # | % | # | % |
| 2017-18 | F | 17 | 51.5% | - | | 7 | 35.0% | 10 | 76.9% |
| | M | 16 | 48.5% | - | | 13 | 65.0% | * | 23.1% |
| 2018-19 | F | 21 | 52.5% | - | | 10 | 43.5% | 11 | 64.7% |
| | M | 19 | 47.5% | - | | 13 | 56.5% | 6 | 35.3% |
| 2019-20 | F | 22 | 56.4% | - | | 8 | 40.0% | 14 | 73.7% |
| | M | 17 | 43.6% | - | | 12 | 60.0% | 5 | 26.3% |
| 2020-21 | F | 25 | 55.6% | * | 33.3% | 14 | 50.0% | 10 | 71.4% |
| | M | 20 | 44.4% | * | 66.7% | 14 | 50.0% | * | 28.6% |
| 2021-22 | F | 32 | 57.1% | - | | 17 | 48.6% | 15 | 75.0% |
| | M | 24 | 42.9% | * | 100.0% | 18 | 51.4% | 5 | 25.0% |
| 2022-23 | F | 26 | 53.1% | * | 50.0% | 15 | 48.4% | 10 | 62.5% |
| | M | 23 | 46.9% | * | 50.0% | 16 | 51.6% | 6 | 37.5% |
| 2023-24 | F | 21 | 51.2% | * | 50.0% | 10 | 41.7% | 10 | 66.7% |
| | M | 20 | 48.8% | * | 50.0% | 14 | 58.3% | 5 | 33.3% |

3.2.4.2 Number and proportion of female Grade 7 research staff - UoY and faculties

| Year | Gender | University | | Fac A&H | | Fac Sci | | Fac SocSci | |
|---------|--------|------------|-------|---------|-------|---------|-------|------------|-------|
| | | # | % | # | % | # | % | # | % |
| 2017-18 | F | 58 | 45.0% | * | 25.0% | 36 | 43.4% | 19 | 55.9% |
| | M | 71 | 55.0% | 9 | 75.0% | 47 | 56.6% | 15 | 44.1% |
| 2018-19 | F | 62 | 48.4% | * | 20.0% | 42 | 47.7% | 18 | 60.0% |
| | M | 66 | 51.6% | 8 | 80.0% | 46 | 52.3% | 12 | 40.0% |
| 2019-20 | F | 73 | 51.4% | 6 | 46.2% | 52 | 51.0% | 15 | 55.6% |
| | M | 69 | 48.6% | 7 | 53.8% | 50 | 49.0% | 12 | 44.4% |
| 2020-21 | F | 80 | 54.4% | 8 | 61.5% | 50 | 51.0% | 22 | 61.1% |
| | M | 67 | 45.6% | 5 | 38.5% | 48 | 49.0% | 14 | 38.9% |
| 2021-22 | F | 90 | 53.6% | 10 | 50.0% | 60 | 55.0% | 20 | 51.3% |
| | M | 78 | 46.4% | 10 | 50.0% | 49 | 45.0% | 19 | 48.7% |

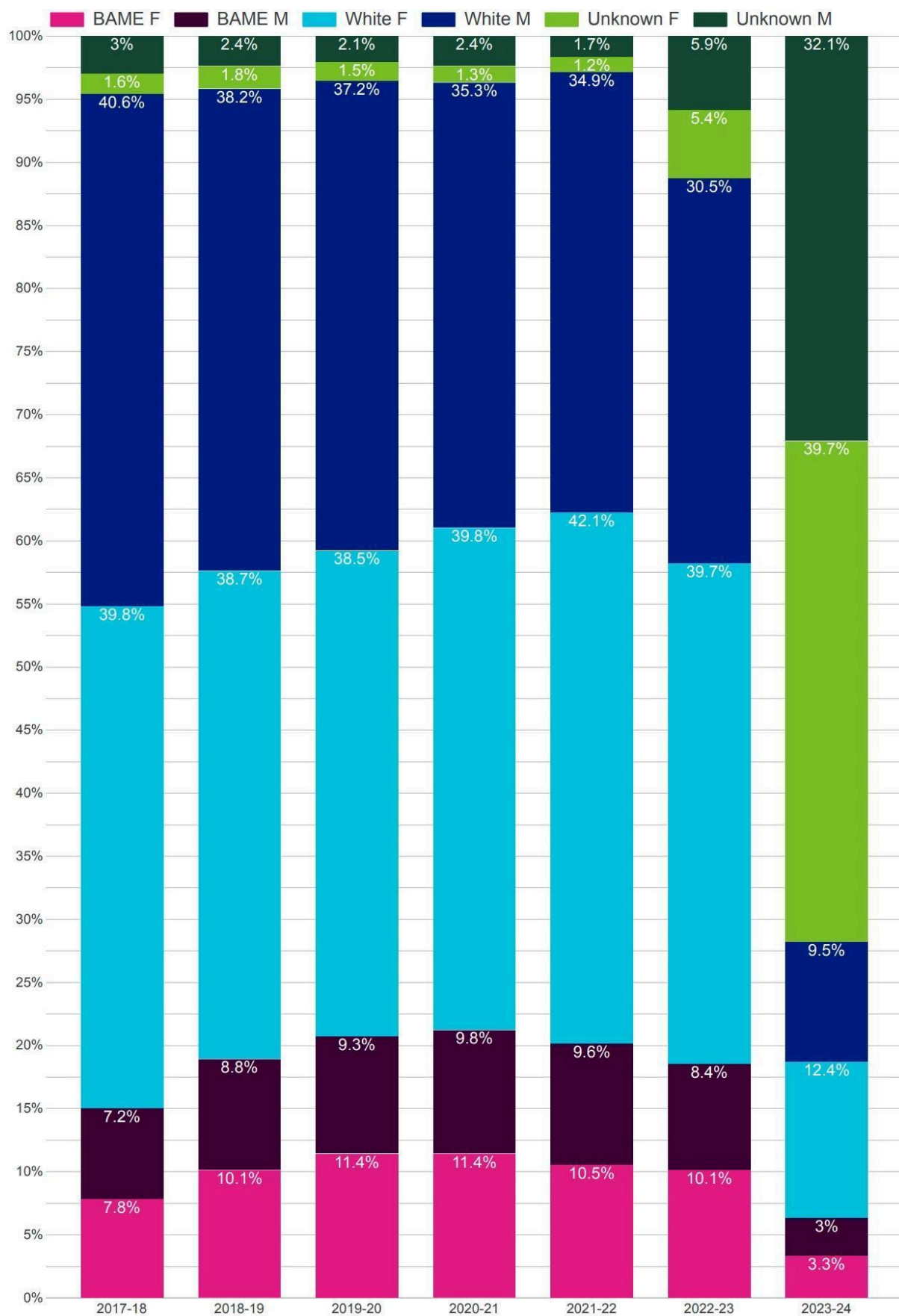
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| | | | | | | | | | |
|---------|---|----|-------|----|-------|----|-------|----|-------|
| 2022-23 | F | 94 | 55.3% | 6 | 31.6% | 66 | 57.9% | 22 | 59.5% |
| | M | 76 | 44.7% | 13 | 68.4% | 48 | 42.1% | 15 | 40.5% |
| 2023-24 | F | 96 | 57.8% | 7 | 43.8% | 67 | 58.8% | 22 | 61.1% |
| | M | 70 | 42.2% | 9 | 56.3% | 47 | 41.2% | 14 | 38.9% |

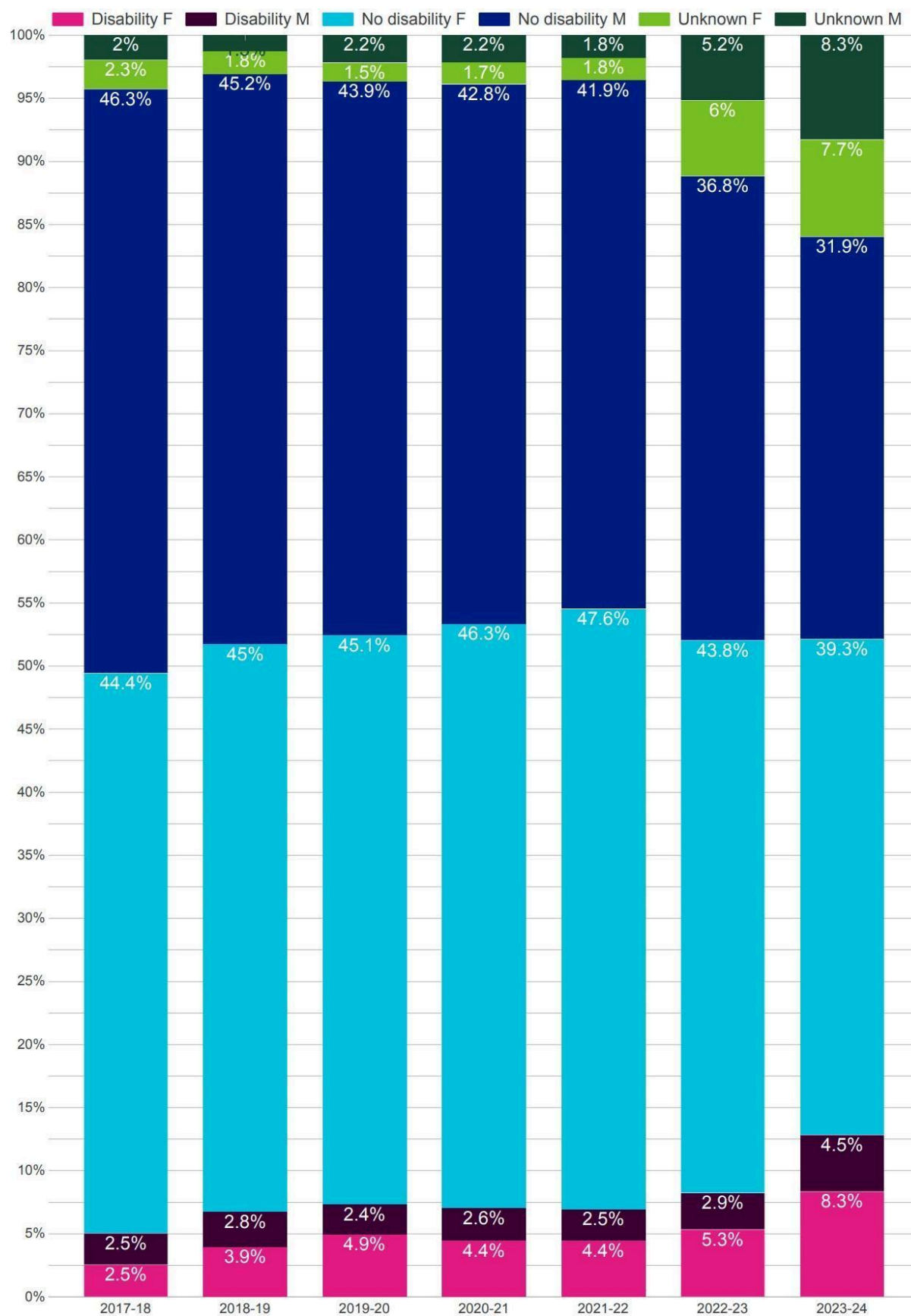
3.2.4.3 Number and proportion of female Grade 6 research staff - university and three faculties

| Year | Gender | University | | Fac A&H | | Fac Sci | | Fac SocSci | |
|---------|--------|------------|-------|---------|-------|---------|-------|------------|-------|
| | | # | % | # | % | # | % | # | % |
| 2017-18 | F | 212 | 50.1% | 14 | 60.9% | 144 | 44.4% | 54 | 71.1% |
| | M | 211 | 49.9% | 9 | 39.1% | 180 | 55.6% | 22 | 28.9% |
| 2018-19 | F | 219 | 50.1% | 15 | 71.4% | 153 | 46.4% | 51 | 59.3% |
| | M | 218 | 49.9% | 6 | 28.6% | 177 | 53.6% | 35 | 40.7% |
| 2019-20 | F | 235 | 51.5% | 14 | 45.2% | 168 | 48.8% | 53 | 65.4% |
| | M | 221 | 48.5% | 17 | 54.8% | 176 | 51.2% | 28 | 34.6% |
| 2020-21 | F | 246 | 52.1% | 21 | 52.5% | 180 | 50.0% | 45 | 62.5% |
| | M | 226 | 47.9% | 19 | 47.5% | 180 | 50.0% | 27 | 37.5% |
| 2021-22 | F | 248 | 52.9% | 20 | 54.1% | 175 | 49.2% | 53 | 69.7% |
| | M | 221 | 47.1% | 17 | 45.9% | 181 | 50.8% | 23 | 30.3% |
| 2022-23 | F | 276 | 56.1% | 25 | 65.8% | 190 | 51.5% | 61 | 72.6% |
| | M | 216 | 43.9% | 13 | 34.2% | 179 | 48.5% | 23 | 27.4% |
| 2023-24 | F | 294 | 55.7% | 27 | 67.5% | 196 | 50.4% | 71 | 72.4% |
| | M | 234 | 44.3% | 13 | 32.5% | 193 | 49.6% | 27 | 27.6% |

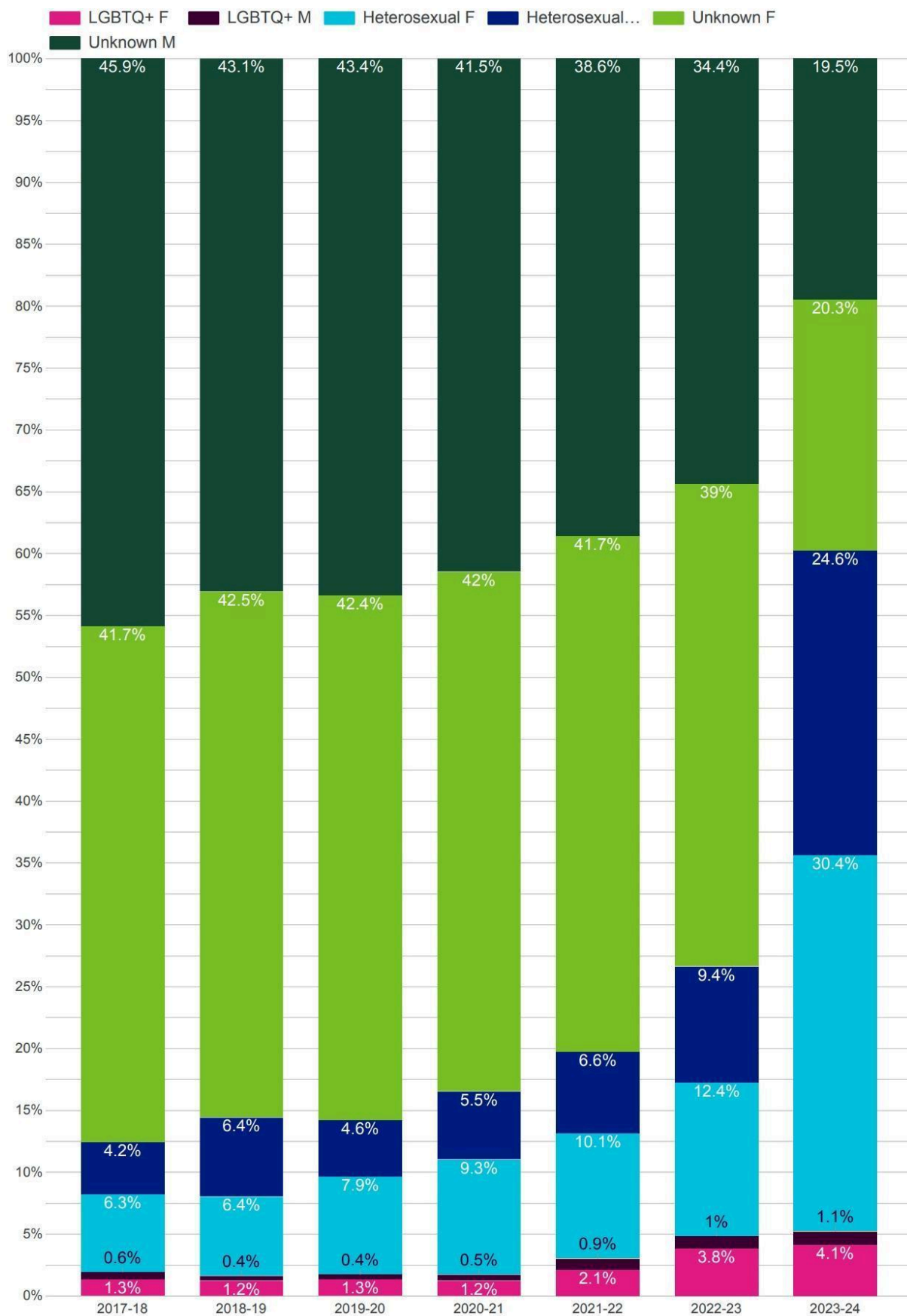
3.2.5 Research staff by race - university



3.2.6 Research staff by gender (disabled / not disabled) - university



3.2.7 Research staff by gender and sexual orientation - university



4: Professional service staff by grade and contract type

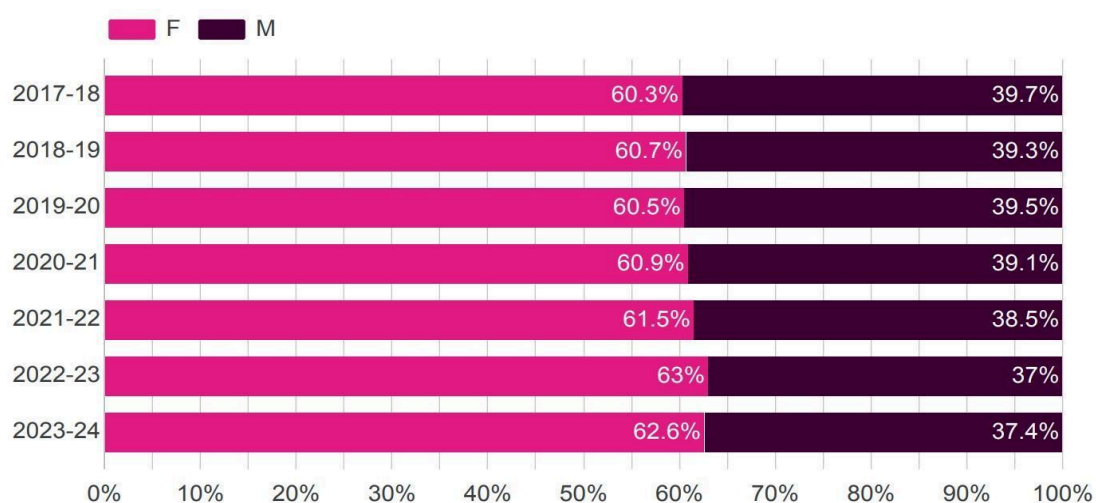
4.1 Number and proportion of PSS in post - university, three faculties and central professional services units

| Year | Gender | University | | Fac A&H | | Fac Sci | | Fac SocSci | | PSS | |
|---------|--------|------------|-------|---------|-------|---------|-------|------------|--------|------|-------|
| | | # | % | # | % | # | % | # | % | # | % |
| 2017-18 | F | 1362 | 60.3% | 79 | 70.5% | 348 | 64.2% | 120 | 81.6% | 793 | 56.3% |
| | M | 895 | 39.7% | 33 | 29.5% | 194 | 35.8% | 27 | 18.4% | 616 | 43.7% |
| 2018-19 | F | 1462 | 60.7% | 80 | 70.2% | 373 | 64.1% | 140 | 81.9% | 842 | 56.7% |
| | M | 945 | 39.3% | 34 | 29.8% | 209 | 35.9% | 31 | 18.1% | 643 | 43.3% |
| 2019-20 | F | 1534 | 60.5% | 90 | 69.2% | 377 | 64.2% | 152 | 83.5% | 887 | 56.2% |
| | M | 1001 | 39.5% | 40 | 30.8% | 210 | 35.8% | 30 | 16.5% | 692 | 43.8% |
| 2020-21 | F | 1573 | 60.9% | 95 | 69.9% | 379 | 64.3% | 156 | 84.8% | 916 | 56.6% |
| | M | 1009 | 39.1% | 41 | 30.1% | 210 | 35.7% | 28 | 15.2% | 702 | 43.4% |
| 2021-22 | F | 1668 | 61.5% | 107 | 72.8% | 411 | 63.9% | 158 | 81.4% | 967 | 57.7% |
| | M | 1043 | 38.5% | 40 | 27.2% | 232 | 36.1% | 36 | 18.6% | 708 | 42.3% |
| 2022-23 | F | 1884 | 63.0% | 127 | 70.6% | 460 | 65.5% | 175 | 81.8% | 1094 | 59.6% |
| | M | 1108 | 37.0% | 53 | 29.4% | 242 | 34.5% | 39 | 18.2% | 743 | 40.4% |
| 2023-24 | F | 1940 | 62.6% | 117 | 68.0% | 509 | 66.7% | 176 | 77.20% | 1111 | 59.1% |
| | M | 1161 | 37.4% | 55 | 32.0% | 254 | 33.3% | 52 | 22.80% | 769 | 40.9% |

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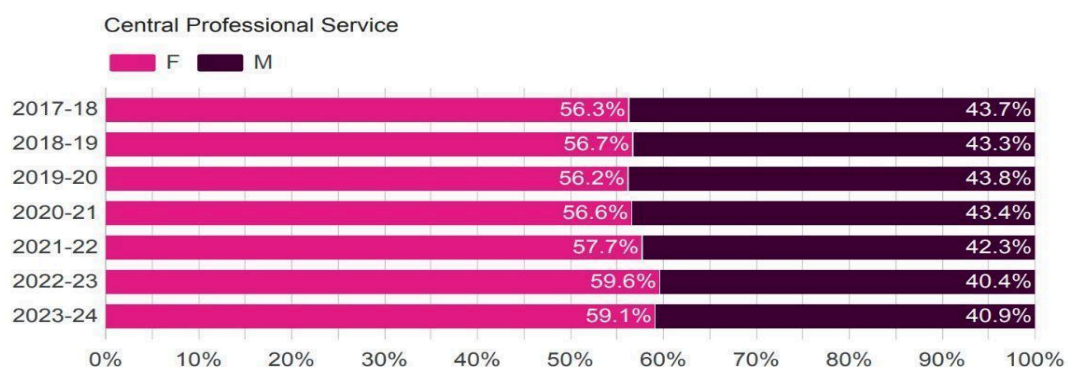
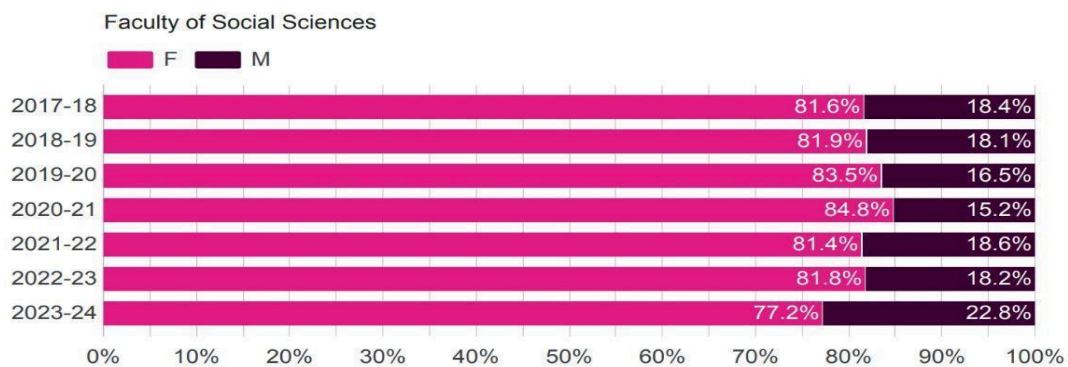
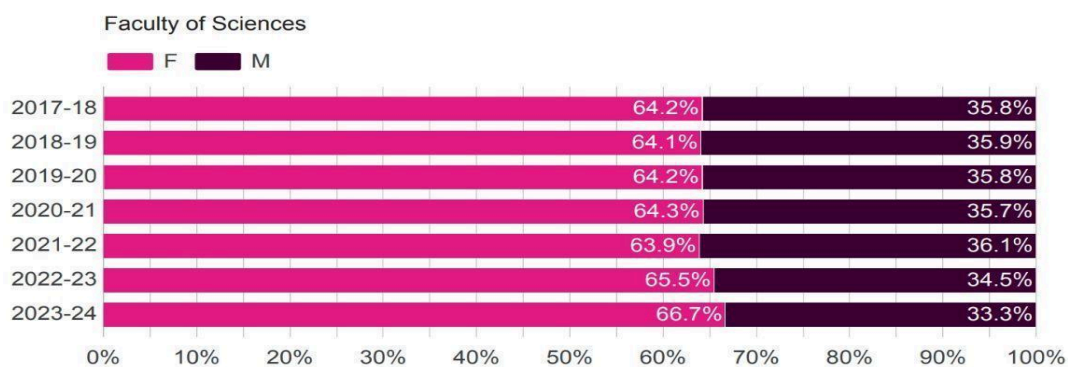
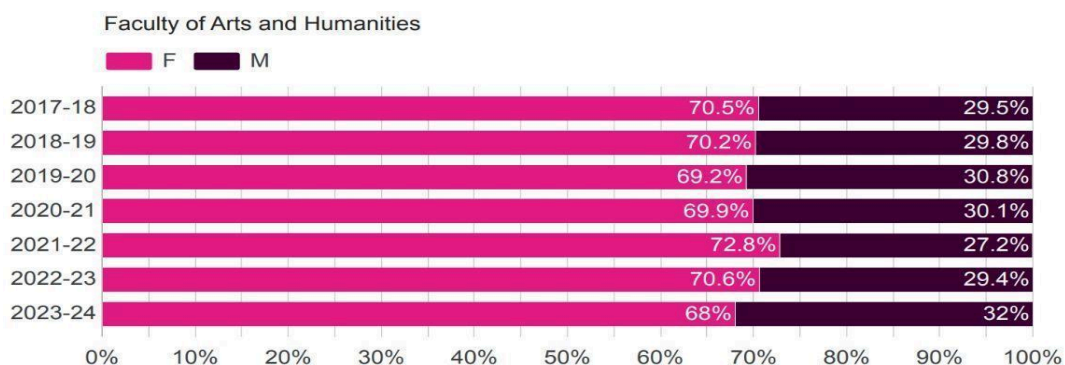
4.2 Proportion of female / male PSS in post - university, three faculties and central professional service units

4.2.1 All University PSS staff in post



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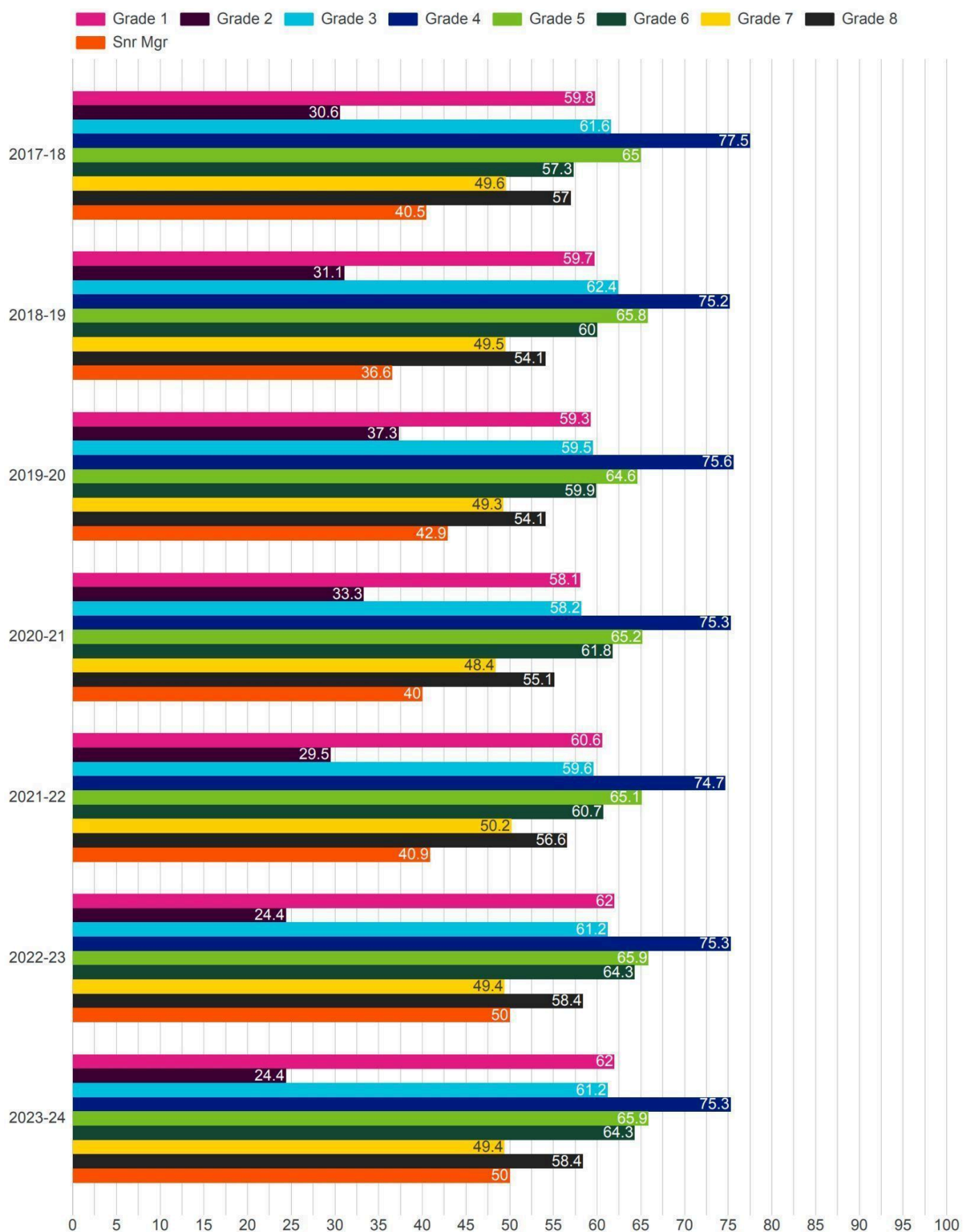
4.2.2 Three faculties and central professional service units PSS staff in post



5:

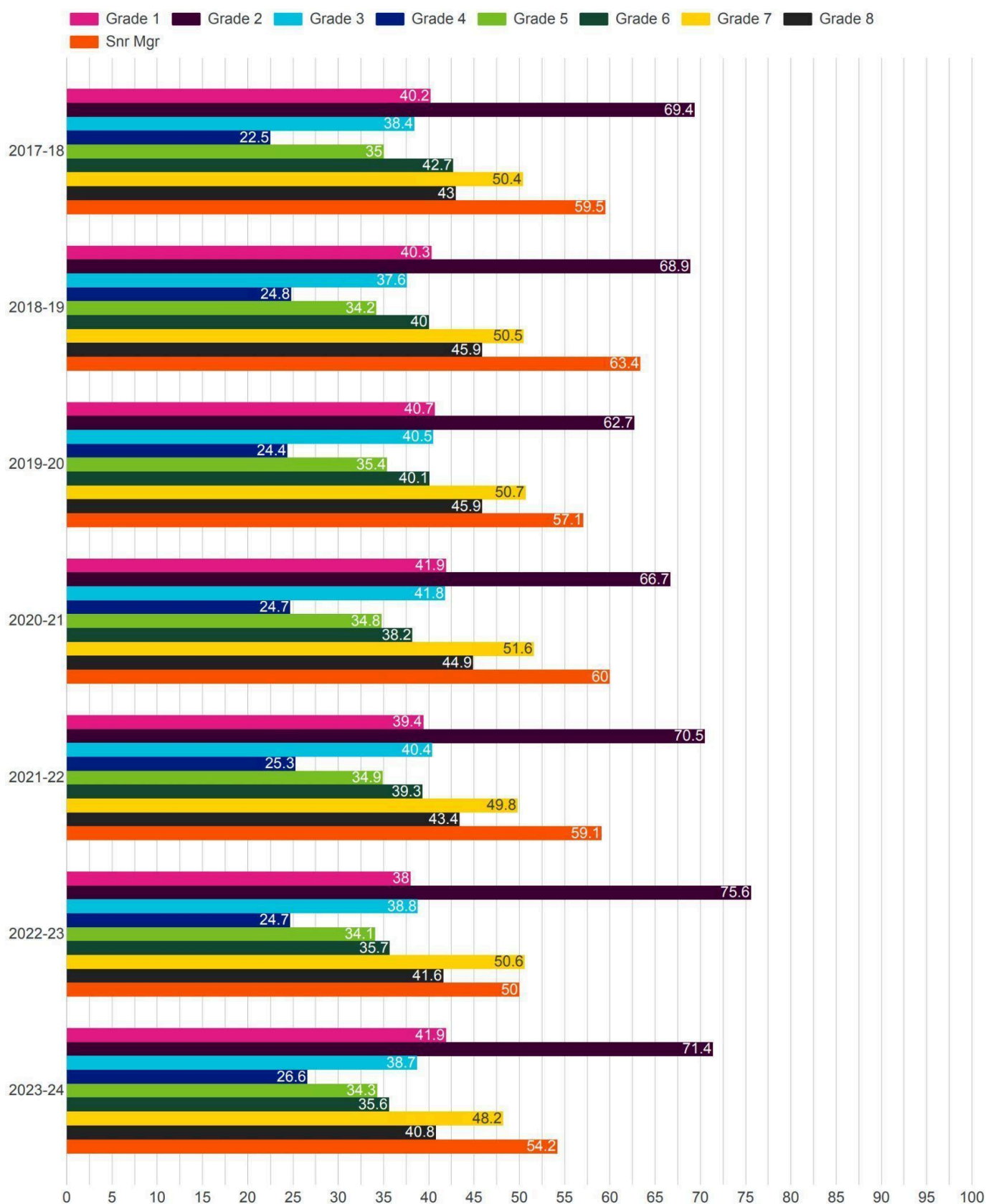
5.

4.3 Female proportion of PSS by grade (%)



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4.4 Male proportion of PSS by grade (%)



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4.5 Number of PSS staff by grade and fixed term / permanent contract type

| Year | F/M | University | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | | Snr Mgr | |
|---------|-----|------------|------|---------|------|---------|------|---------|------|---------|------|---------|------|---------|------|---------|------|---------|------|---------|------|
| | | FTC | Open | FTC | Open | FTC | Open | FTC | Open | FTC | Open | FTC | Open | FTC | Open | FTC | Open | FTC | Open | FTC | Open |
| 2017-18 | F | 232 | 1130 | - | 140 | * | 17 | 22 | 124 | 65 | 231 | 72 | 222 | 39 | 209 | 13 | 113 | * | 53 | * | 16 |
| | M | 114 | 781 | - | 94 | * | 42 | 15 | 76 | 15 | 71 | 26 | 132 | 19 | 166 | * | 126 | 8 | 35 | * | 24 |
| 2018-19 | F | 266 | 1196 | - | 142 | - | 19 | 38 | 108 | 56 | 250 | 95 | 236 | 38 | 248 | 16 | 121 | 5 | 54 | * | 14 |
| | M | 127 | 818 | * | 95 | * | 41 | 11 | 77 | 19 | 82 | 33 | 139 | 20 | 171 | 8 | 132 | 9 | 41 | * | 26 |
| 2019-20 | F | 235 | 1299 | - | 146 | * | 21 | 20 | 105 | 61 | 276 | 75 | 264 | 39 | 278 | 16 | 131 | 8 | 52 | * | 21 |
| | M | 132 | 868 | 6 | 94 | - | 37 | * | 81 | 17 | 92 | 38 | 147 | 24 | 188 | 9 | 142 | 7 | 44 | * | 28 |
| 2020-21 | F | 204 | 1369 | - | 136 | * | 16 | 11 | 103 | 49 | 299 | 72 | 293 | 41 | 302 | 9 | 139 | 9 | 56 | - | 18 |
| | M | 118 | 890 | 6 | 92 | - | 34 | * | 80 | 18 | 96 | 38 | 156 | 21 | 191 | 6 | 152 | 6 | 47 | - | 27 |
| 2021-22 | F | 244 | 1424 | * | 142 | - | 13 | 12 | 125 | 68 | 301 | 85 | 322 | 34 | 294 | 21 | 138 | 5 | 64 | - | 18 |
| | M | 137 | 905 | 6 | 86 | * | 27 | 7 | 86 | 26 | 99 | 45 | 173 | 16 | 196 | 9 | 149 | * | 49 | * | 25 |
| 2022-23 | F | 265 | 1619 | 5 | 142 | * | 9 | 19 | 126 | 66 | 370 | 90 | 355 | 44 | 358 | 14 | 151 | 7 | 73 | - | 25 |
| | M | 131 | 977 | 7 | 83 | * | 27 | * | 90 | 21 | 122 | 41 | 189 | 17 | 206 | * | 167 | * | 53 | - | 25 |
| 2023-24 | F | 208 | 1730 | 7 | 138 | - | 12 | 7 | 115 | 38 | 396 | 84 | 395 | 35 | 387 | 13 | 177 | 6 | 78 | - | 22 |
| | M | 138 | 1022 | 14 | 91 | - | 30 | * | 73 | 18 | 139 | 40 | 210 | 21 | 212 | 7 | 170 | * | 57 | - | 25 |

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4.6 Number and proportion of staff in variable hours PSS roles in faculties and central administrative service

| Year | Gender | University | | Fac A&H | | Fac Sci | | Fac SocSci | | PSS | |
|---------|--------|------------|-------|---------|-------|---------|-------|------------|-------|-----|-------|
| | | # | % | # | % | # | % | # | % | # | % |
| 2017-18 | F | 658 | 75.8% | 43 | 87.8% | 164 | 82.4% | 58 | 89.2% | 384 | 70.5% |
| | M | 210 | 24.2% | 6 | 12.2% | 35 | 17.6% | 7 | 10.8% | 161 | 29.5% |
| 2018-19 | F | 695 | 74.4% | 48 | 80.0% | 179 | 79.2% | 71 | 87.7% | 388 | 69.7% |
| | M | 239 | 25.6% | 12 | 20.0% | 47 | 20.8% | 10 | 12.3% | 169 | 30.3% |
| 2019-20 | F | 723 | 75.7% | 48 | 82.8% | 178 | 79.8% | 73 | 91.3% | 417 | 71.2% |
| | M | 232 | 24.3% | 10 | 17.2% | 45 | 20.2% | 7 | 8.8% | 169 | 28.8% |
| 2020-21 | F | 721 | 76.0% | 48 | 81.4% | 174 | 79.1% | 74 | 96.1% | 417 | 71.5% |
| | M | 228 | 24.0% | 11 | 18.6% | 46 | 20.9% | * | 3.9% | 166 | 28.5% |
| 2021-22 | F | 750 | 77.4% | 50 | 86.2% | 183 | 82.4% | 78 | 89.7% | 430 | 72.8% |
| | M | 219 | 22.6% | 8 | 13.8% | 39 | 17.6% | 9 | 10.3% | 161 | 27.2% |
| 2022-23 | F | 804 | 78.7% | 52 | 83.9% | 197 | 83.5% | 71 | 94.7% | 479 | 74.6% |
| | M | 218 | 21.3% | 10 | 16.1% | 39 | 16.5% | * | 5.3% | 163 | 25.4% |
| 2023-24 | F | 793 | 77.6% | 46 | 74.2% | 209 | 88.6% | 69 | 92.0% | 461 | 71.8% |
| | M | 243 | 23.8% | 13 | 21.0% | 41 | 17.4% | 12 | 16.0% | 176 | 27.4% |

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4.7 Number and proportion of staff in variable hours PSS roles by grade

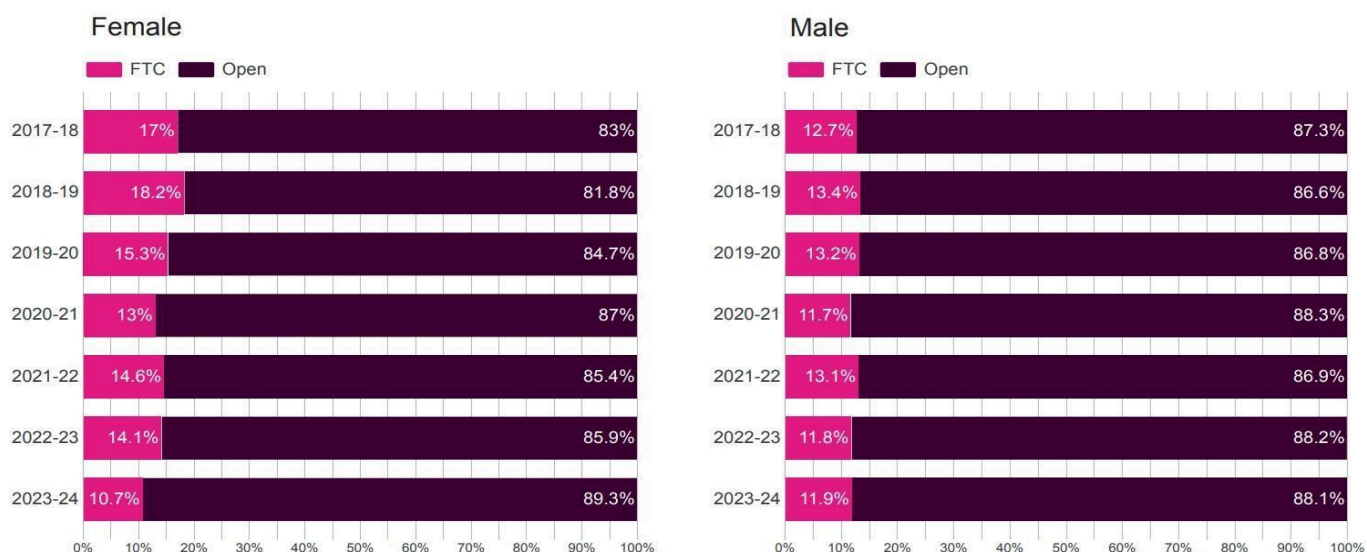
| Year | Gender | University | | Grade 1 | | Grade 2 | | Grade 3 | | Grade 4 | | Grade 5 | | Grade 6 | | Grade 7 | | Grade 8 | |
|---------|--------|------------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|---------|-------|
| | | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % | # | % |
| 2017-18 | F | 658 | 75.8% | 138 | 60.3% | 17 | 43.6% | 95 | 84.1% | 133 | 94.3% | 115 | 83.3% | 96 | 82.8% | 40 | 83.3% | 19 | 73.1% |
| | M | 210 | 24.2% | 91 | 39.7% | 22 | 56.4% | 18 | 15.9% | 8 | 5.7% | 23 | 16.7% | 20 | 17.2% | 8 | 16.7% | 7 | 26.9% |
| 2018-19 | F | 695 | 74.4% | 138 | 59.7% | 17 | 43.6% | 92 | 84.4% | 140 | 84.8% | 122 | 83.0% | 121 | 83.4% | 47 | 82.5% | 13 | 59.1% |
| | M | 239 | 25.6% | 93 | 40.3% | 22 | 56.4% | 17 | 15.6% | 25 | 15.2% | 25 | 17.0% | 24 | 16.6% | 10 | 17.5% | 9 | 40.9% |
| 2019-20 | F | 723 | 75.7% | 142 | 59.2% | 20 | 57.1% | 82 | 83.7% | 142 | 86.1% | 116 | 82.9% | 140 | 83.8% | 59 | 85.5% | 18 | 75.0% |
| | M | 232 | 24.3% | 98 | 40.8% | 15 | 42.9% | 16 | 16.3% | 23 | 13.9% | 24 | 17.1% | 27 | 16.2% | 10 | 14.5% | 6 | 25.0% |
| 2020-21 | F | 721 | 76.0% | 132 | 57.6% | 15 | 55.6% | 71 | 80.7% | 146 | 88.0% | 124 | 80.5% | 158 | 87.3% | 53 | 81.5% | 15 | 62.5% |
| | M | 228 | 24.0% | 97 | 42.4% | 12 | 44.4% | 17 | 19.3% | 20 | 12.0% | 30 | 19.5% | 23 | 12.7% | 12 | 18.5% | 9 | 37.5% |
| 2021-22 | F | 750 | 77.4% | 139 | 60.4% | 11 | 44.0% | 76 | 77.6% | 145 | 90.1% | 139 | 85.8% | 153 | 86.4% | 60 | 80.0% | 19 | 73.1% |
| | M | 219 | 22.6% | 91 | 39.6% | 14 | 56.0% | 22 | 22.4% | 16 | 9.9% | 23 | 14.2% | 24 | 13.6% | 15 | 20.0% | 7 | 26.9% |

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| | | | | | | | | | | | | | | | | | | | |
|---------|---|-----|--------|-----|--------|----|--------|----|--------|-----|--------|-----|--------|-----|--------|----|--------|----|---------|
| 2022-23 | F | 804 | 78.7 % | 143 | 61.9 % | 7 | 36.8 % | 84 | 80.0 % | 178 | 91.3 % | 136 | 85.0 % | 172 | 85.6 % | 60 | 83.3 % | 15 | 68.2 % |
| | M | 218 | 21.3 % | 88 | 38.1 % | 12 | 63.2 % | 21 | 20.0 % | 17 | 8.7 % | 24 | 15.0 % | 29 | 14.4 % | 12 | 16.7 % | 7 | 31.8 % |
| 2023-24 | F | 793 | 77.6 % | 142 | 61.5 % | 9 | 47.4 % | 58 | 55.2 % | 178 | 91.3 % | 150 | 93.8 % | 165 | 82.1 % | 63 | 87.5 % | 22 | 100.0 % |
| | M | 243 | 23.8 % | 104 | 45.0 % | 12 | 63.2 % | 17 | 16.2 % | 24 | 12.3 % | 29 | 18.1 % | 33 | 16.4 % | 12 | 16.7 % | * | 9.1 % |

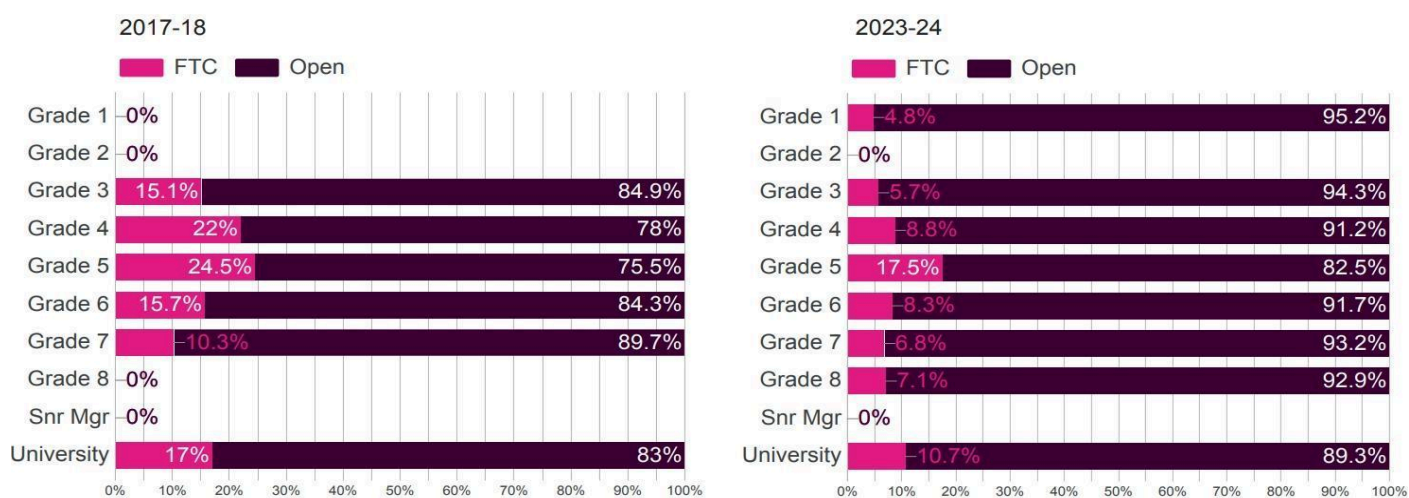
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4.8 Proportion University female/male PSS staff on fixed-term/open contracts



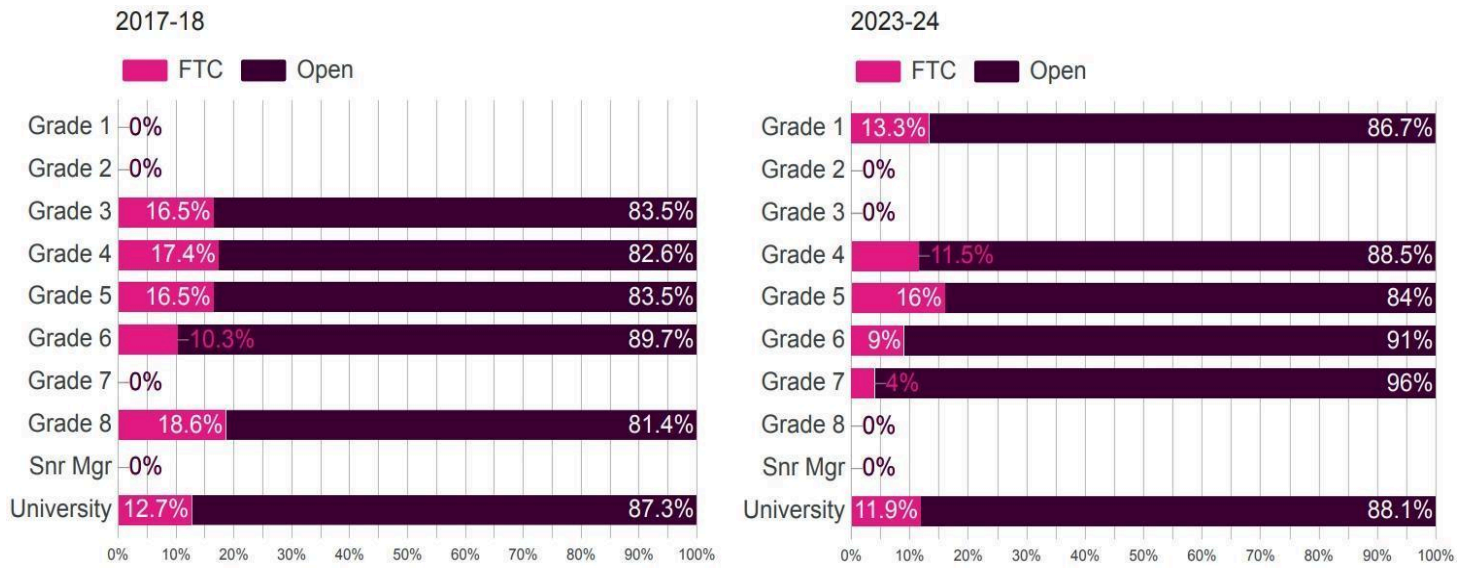
4.9 Female / Male PSS staff by grade and contract type - 2017-18 vs 2023-24

4.9.1 Female PSS staff by grade and contract type - 2017-18 vs 2023-24

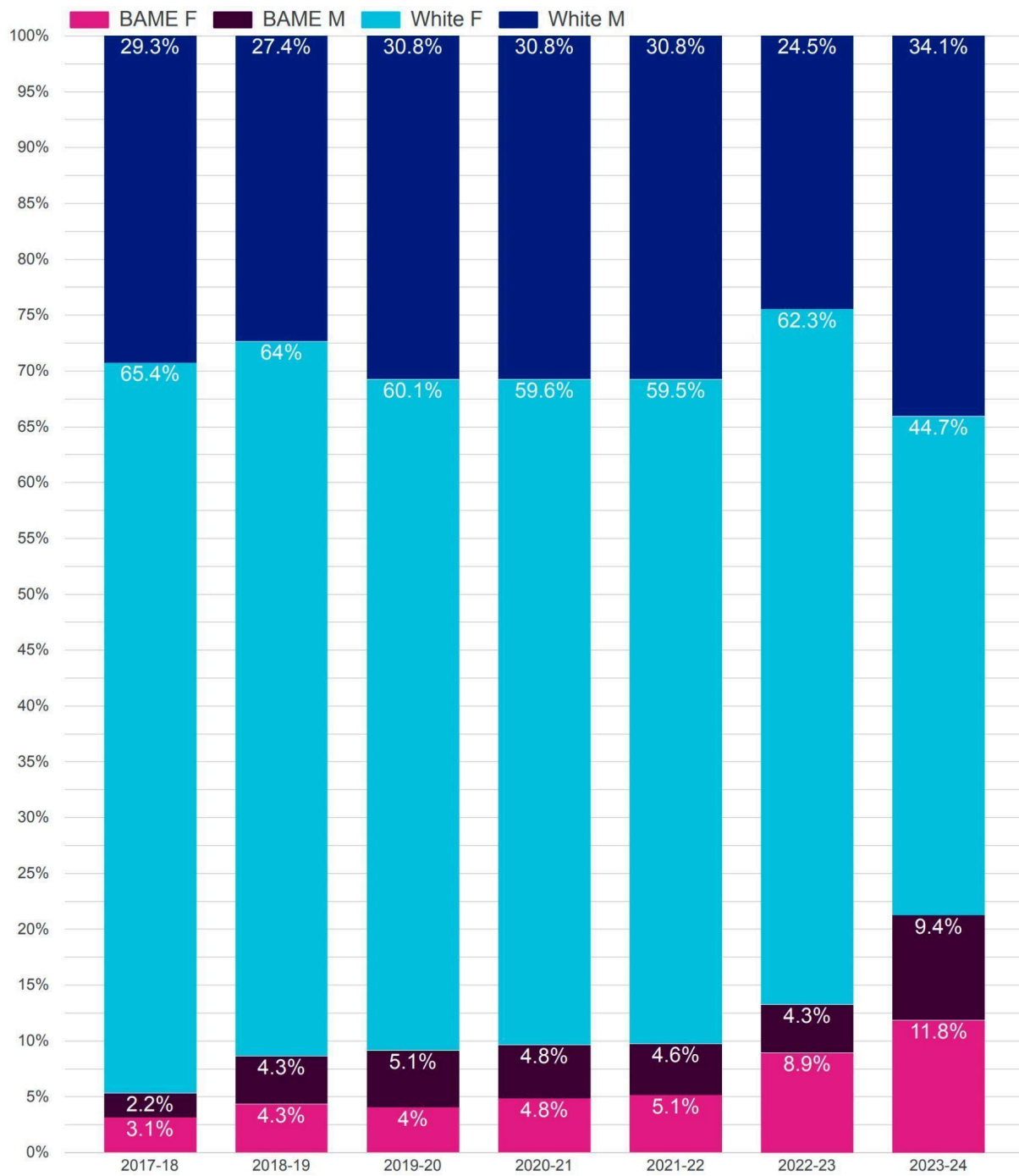


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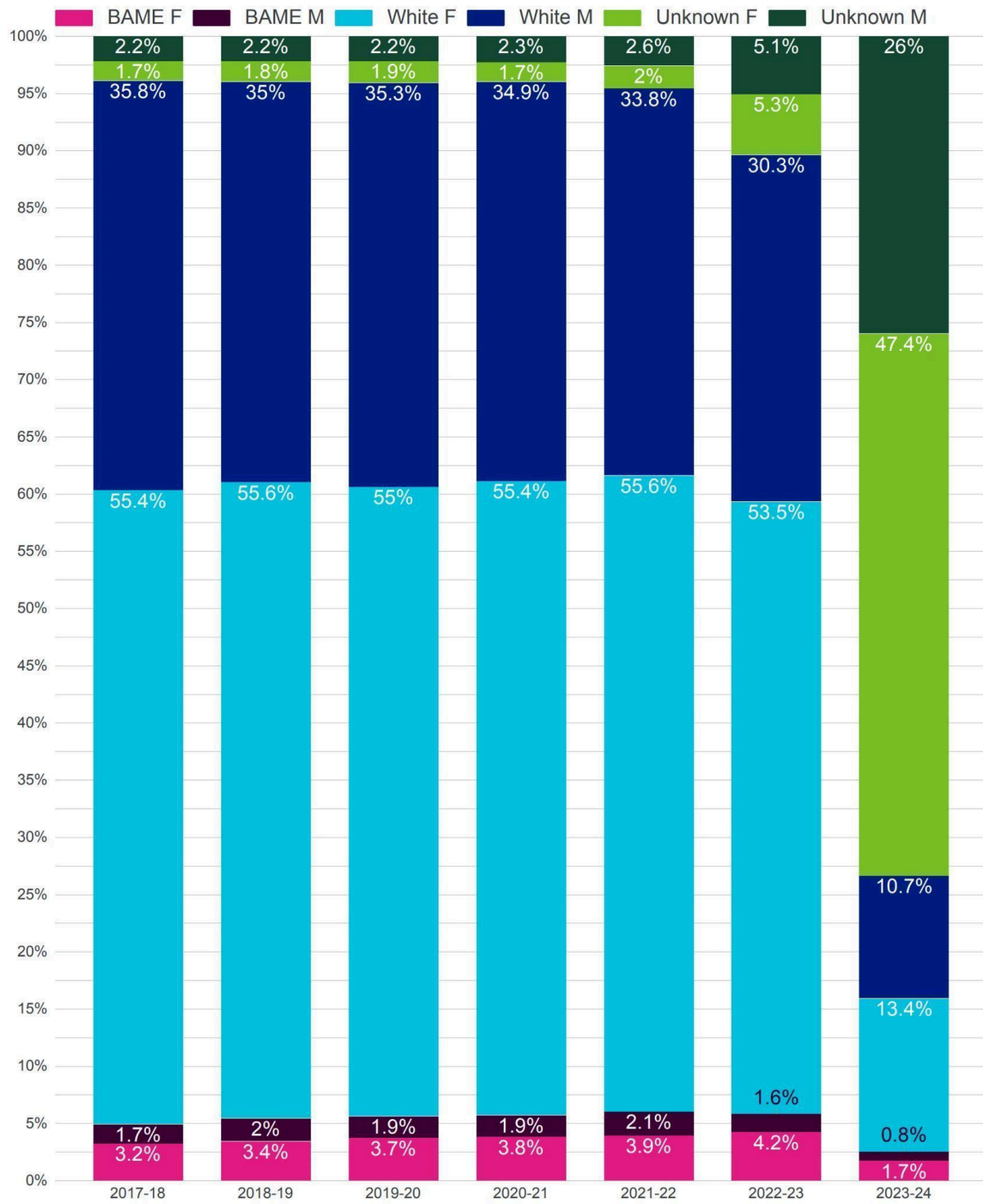
4.9.2 Male PSS staff by grade and contract type - 2017-18 vs 2023-24



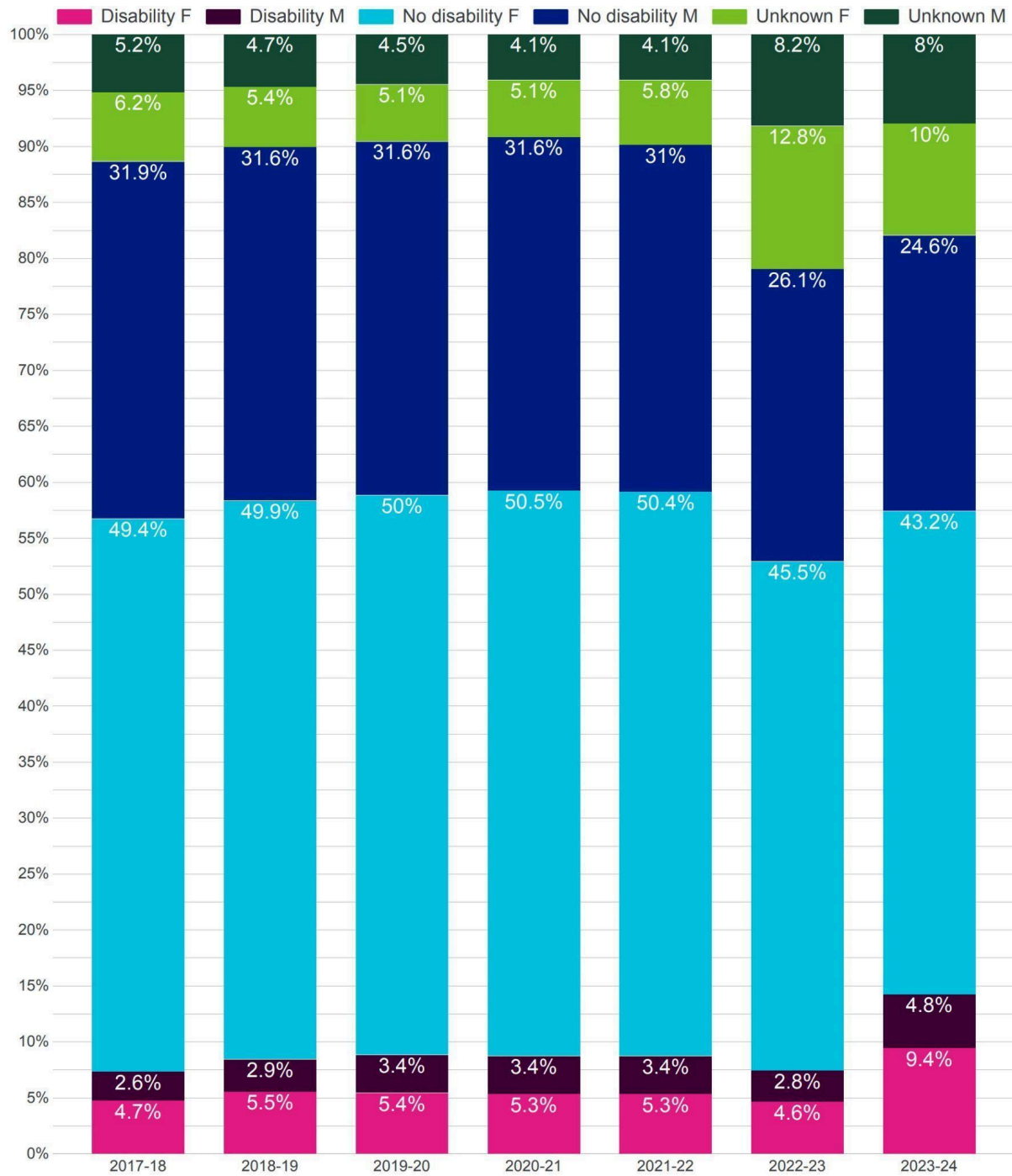
4.10 Proportion of female and male PSS staff on fixed-term contracts, by race



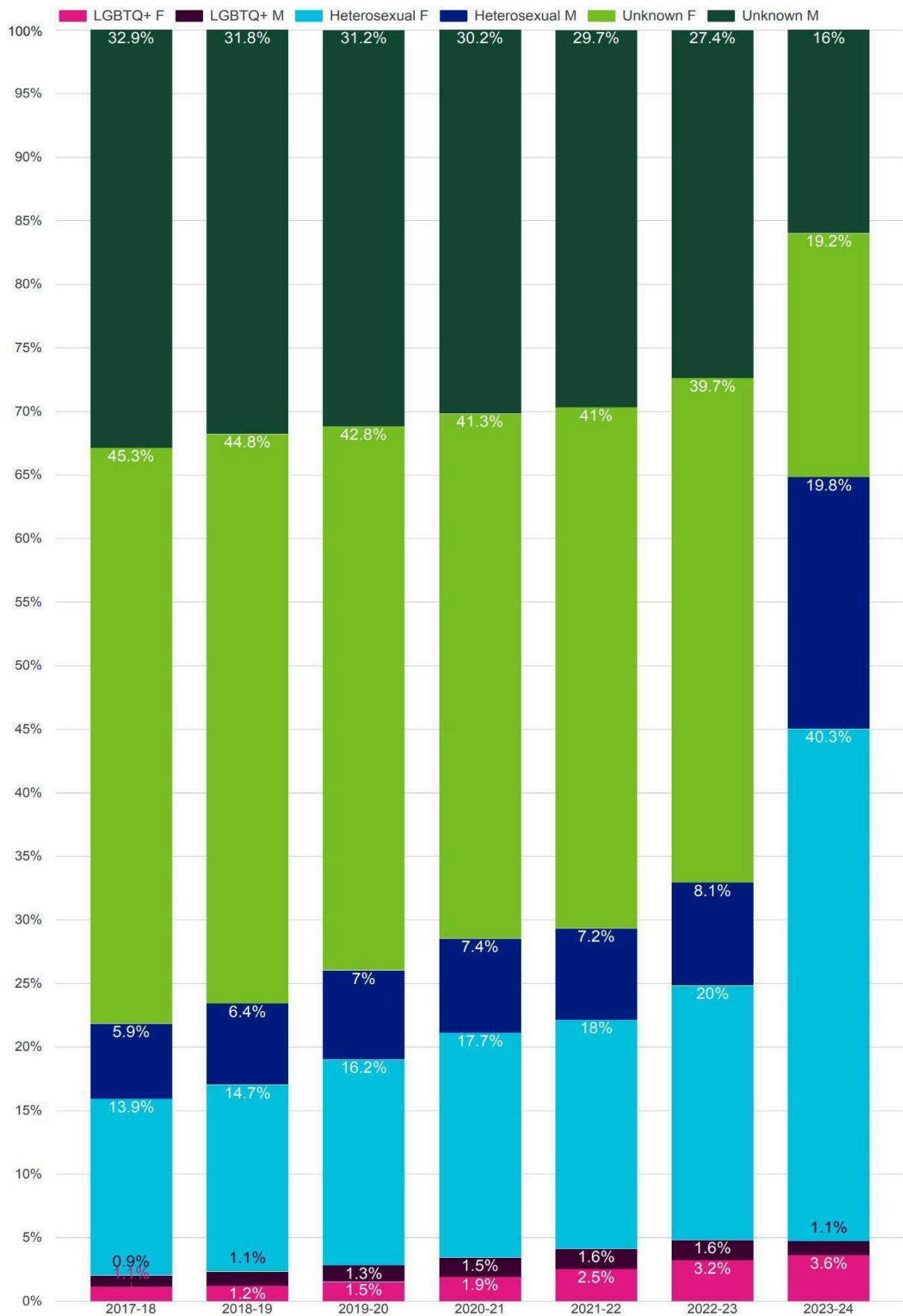
4.11 Proportion of female / male PSS staff by race



4.12 Proportion of female / male PSS staff by disability



4.13 Proportion of female / male PSS staff by sexual orientation



5. Applications, shortlists and appointments made in recruitment to university posts by grade

5.1 University applications by year, faculty and gender

| Applications | | | | | | | |
|--------------|-----------|-------|-------|-------|--------|-------|---------|
| Year | Faculty | F | M | Other | F % | M % | Other % |
| 2017-18 | A&H | 365 | 459 | 0 | 44.3% | 55.7% | 0.0% |
| | Sci | 1,107 | 1,730 | 5 | 39.0% | 60.9% | 0.2% |
| | SocSci | 1,013 | 1,486 | 9 | 40.4% | 59.3% | 0.4% |
| | Other ART | 233 | 0 | 0 | 100.0% | 0.0% | 0.0% |
| | PSS | 7,455 | 4,427 | 21 | 62.6% | 37.2% | 0.2% |
| 2018-19 | A&H | 369 | 446 | 3 | 45.1% | 54.5% | 0.4% |
| | Sci | 1,146 | 2,191 | 2 | 34.3% | 65.6% | 0.1% |
| | SocSci | 849 | 1,504 | 3 | 36.0% | 63.8% | 0.1% |
| | Other ART | 216 | 0 | 0 | 100.0% | 0.0% | 0.0% |
| | PSS | 6,528 | 3,776 | 9 | 63.3% | 36.6% | 0.1% |
| 2019-20 | A&H | 881 | 938 | 14 | 48.1% | 51.2% | 0.8% |
| | Sci | 779 | 1,339 | 4 | 36.7% | 63.1% | 0.2% |
| | SocSci | 738 | 992 | 8 | 42.5% | 57.1% | 0.5% |
| | Other ART | 347 | 0 | 0 | 100.0% | 0.0% | 0.0% |
| | PSS | 4,592 | 3,030 | 24 | 60.1% | 39.6% | 0.3% |
| 2020-21 | A&H | 596 | 727 | 14 | 44.6% | 54.4% | 1.0% |
| | Sci | 1,201 | 1,993 | 14 | 37.4% | 62.1% | 0.4% |
| | SocSci | 1,089 | 1,316 | 18 | 44.9% | 54.3% | 0.7% |
| | Other ART | 216 | 0 | 0 | 100.0% | 0.0% | 0.0% |
| | PSS | 4,348 | 2,715 | 35 | 61.3% | 38.3% | 0.5% |
| 2021-22 | A&H | 494 | 545 | 3 | 47.4% | 52.3% | 0.3% |
| | Sci | 1,162 | 2,141 | 8 | 35.1% | 64.7% | 0.2% |
| | SocSci | 911 | 1,044 | 10 | 46.4% | 53.1% | 0.5% |
| | Other ART | 172 | 0 | 0 | 100.0% | 0.0% | 0.0% |
| | PSS | 5,365 | 3,369 | 43 | 61.1% | 38.4% | 0.5% |
| 2022-23 | A&H | 609 | 524 | 0 | 53.8% | 46.2% | 0.0% |
| | Sci | 1,519 | 2,811 | 0 | 35.1% | 64.9% | 0.0% |
| | SocSci | 1,071 | 1,299 | 0 | 45.2% | 54.8% | 0.0% |
| | Other ART | 146 | 0 | 0 | 100.0% | 0.0% | 0.0% |
| | PSS | 5,997 | 3,864 | 0 | 60.8% | 39.2% | 0.0% |
| 2023-24 | A&H | 445 | 466 | 0 | 48.8% | 51.2% | 0.0% |
| | Sci | 1,628 | 2,452 | 0 | 39.9% | 60.1% | 0.0% |
| | SocSci | 815 | 916 | 0 | 47.1% | 52.9% | 0.0% |
| | Other ART | 201 | 0 | 0 | 100.0% | 0.0% | 0.0% |
| | PSS | 4,120 | 2,853 | 0 | 59.1% | 40.9% | 0.0% |

5.2 University shortlisting by year, faculty and gender

| Shortlisting | | | | | | | |
|--------------|-----------|-------|-------|-------|--------|-------|---------|
| Year | Faculty | F | M | Other | F % | M % | Other % |
| 2017-18 | A&H | 72 | 53 | 0 | 57.6% | 42.4% | 0.0% |
| | Sci | 276 | 347 | 1 | 44.2% | 55.6% | 0.2% |
| | SocSci | 168 | 147 | 1 | 53.2% | 46.5% | 0.3% |
| | Other ART | 67 | 0 | 0 | 100.0% | 0.0% | 0.0% |
| | PSS | 1,760 | 982 | 6 | 64.0% | 35.7% | 0.2% |
| 2018-19 | A&H | 100 | 69 | 0 | 59.2% | 40.8% | 0.0% |
| | Sci | 297 | 406 | 1 | 42.2% | 57.7% | 0.1% |
| | SocSci | 128 | 143 | 0 | 47.2% | 52.8% | 0.0% |
| | Other ART | 80 | 0 | 0 | 100.0% | 0.0% | 0.0% |
| | PSS | 1,604 | 860 | 1 | 65.1% | 34.9% | 0.0% |
| 2019-20 | A&H | 97 | 51 | 1 | 65.1% | 34.2% | 0.7% |
| | Sci | 191 | 271 | 0 | 41.3% | 58.7% | 0.0% |
| | SocSci | 135 | 116 | 3 | 53.1% | 45.7% | 1.2% |
| | Other ART | 73 | 0 | 0 | 100.0% | 0.0% | 0.0% |
| | PSS | 1,244 | 745 | 8 | 62.3% | 37.3% | 0.4% |
| 2020-21 | A&H | 118 | 128 | 1 | 47.8% | 51.8% | 0.4% |
| | Sci | 280 | 366 | 4 | 43.1% | 56.3% | 0.6% |
| | SocSci | 147 | 148 | 5 | 49.0% | 49.3% | 1.7% |
| | Other ART | 58 | 0 | 0 | 100.0% | 0.0% | 0.0% |
| | PSS | 1,572 | 813 | 6 | 65.7% | 34.0% | 0.3% |
| 2021-22 | A&H | 101 | 86 | 0 | 54.0% | 46.0% | 0.0% |
| | Sci | 296 | 382 | 4 | 43.4% | 56.0% | 0.6% |
| | SocSci | 175 | 153 | 3 | 52.9% | 46.2% | 0.9% |
| | Other ART | 31 | 0 | 0 | 100.0% | 0.0% | 0.0% |
| | PSS | 1,813 | 1,004 | 9 | 64.2% | 35.5% | 0.3% |
| 2022-23 | A&H | 96 | 68 | 0 | 58.5% | 41.5% | 0.0% |
| | Sci | 255 | 378 | 0 | 40.3% | 59.7% | 0.0% |
| | SocSci | 145 | 110 | 0 | 56.9% | 43.1% | 0.0% |
| | Other ART | 35 | 0 | 0 | 100.0% | 0.0% | 0.0% |
| | PSS | 1,478 | 837 | 0 | 63.8% | 36.2% | 0.0% |
| 2023-24 | A&H | 64 | 70 | 0 | 47.8% | 52.2% | 0.0% |
| | Sci | 264 | 318 | 0 | 45.4% | 54.6% | 0.0% |
| | SocSci | 102 | 47 | 0 | 68.5% | 31.5% | 0.0% |
| | Other ART | 22 | 0 | 0 | 100.0% | 0.0% | 0.0% |
| | PSS | 764 | 482 | 0 | 61.3% | 38.7% | 0.0% |

5.3 University appointments by year, faculty and gender

| Appointments | | | | | | | |
|--------------|-----------|-----|-----|-------|--------|-------|---------|
| Year | Faculty | F | M | Other | F % | M % | Other % |
| 2017-18 | A&H | 13 | 12 | 0 | 52.0% | 48.0% | 0.0% |
| | Sci | 85 | 97 | 0 | 46.7% | 53.3% | 0.0% |
| | SocSci | 68 | 39 | 1 | 63.0% | 36.1% | 0.9% |
| | Other ART | 17 | 0 | 0 | 100.0% | 0.0% | 0.0% |
| | PSS | 406 | 215 | 0 | 65.4% | 34.6% | 0.0% |
| 2018-19 | A&H | 20 | 16 | 0 | 55.6% | 44.4% | 0.0% |
| | Sci | 98 | 104 | 0 | 48.5% | 51.5% | 0.0% |
| | SocSci | 40 | 37 | 0 | 51.9% | 48.1% | 0.0% |
| | Other ART | 31 | 0 | 0 | 100.0% | 0.0% | 0.0% |
| | PSS | 401 | 201 | 0 | 66.6% | 33.4% | 0.0% |
| 2019-20 | A&H | 21 | 5 | 1 | 77.8% | 18.5% | 3.7% |
| | Sci | 56 | 60 | 0 | 48.3% | 51.7% | 0.0% |
| | SocSci | 22 | 26 | 0 | 45.8% | 54.2% | 0.0% |
| | Other ART | 19 | 0 | 0 | 100.0% | 0.0% | 0.0% |
| | PSS | 347 | 175 | 1 | 66.3% | 33.5% | 0.2% |
| 2020-21 | A&H | 37 | 27 | 0 | 57.8% | 42.2% | 0.0% |
| | Sci | 93 | 92 | 2 | 49.7% | 49.2% | 1.1% |
| | SocSci | 54 | 41 | 1 | 56.3% | 42.7% | 1.0% |
| | Other ART | 17 | 0 | 0 | 100.0% | 0.0% | 0.0% |
| | PSS | 481 | 227 | 1 | 67.8% | 32.0% | 0.1% |
| 2021-22 | A&H | 29 | 19 | 0 | 60.4% | 39.6% | 0.0% |
| | Sci | 114 | 96 | 2 | 53.8% | 45.3% | 0.9% |
| | SocSci | 69 | 50 | 0 | 58.0% | 42.0% | 0.0% |
| | Other ART | 8 | 0 | 0 | 100.0% | 0.0% | 0.0% |
| | PSS | 600 | 331 | 1 | 64.4% | 35.5% | 0.1% |
| 2022-23 | A&H | 27 | 22 | 0 | 55.1% | 44.9% | 0.0% |
| | Sci | 105 | 117 | 0 | 47.3% | 52.7% | 0.0% |
| | SocSci | 61 | 42 | 0 | 59.2% | 40.8% | 0.0% |
| | Other ART | 9 | 0 | 0 | 100.0% | 0.0% | 0.0% |
| | PSS | 483 | 238 | 0 | 67.0% | 33.0% | 0.0% |
| 2023-24 | A&H | 17 | 21 | 0 | 44.7% | 55.3% | 0.0% |
| | Sci | 74 | 101 | 0 | 42.3% | 57.7% | 0.0% |
| | SocSci | 34 | 15 | 0 | 69.4% | 30.6% | 0.0% |
| | Other ART | 4 | 0 | 0 | 100.0% | 0.0% | 0.0% |
| | PSS | 275 | 146 | 0 | 65.3% | 34.7% | 0.0% |

6. Applications, shortlists and appointments made in recruitment to academic posts by grade

6.1 ART applications by year, faculty, contract type and gender

| APPLICATIONS | | Academic | | | Research | | | Teaching | | | TOTALS | | |
|--------------|-------------|----------|------|-------|----------|------|-------|----------|-----|-------|--------|-------|-------|
| Year | Faculty | F | M | Other | F | M | Other | F | M | Other | F | M | Other |
| 2017-18 | A&H | 256 | 368 | 0 | 46 | 53 | 0 | 63 | 38 | 0 | 365 | 459 | 0 |
| | Other / PSS | 17 | 0 | 0 | 25 | 0 | 0 | 191 | 0 | 0 | 233 | 0 | 0 |
| | Sci | 241 | 479 | 1 | 782 | 1132 | 3 | 84 | 119 | 1 | 1,107 | 1,730 | 5 |
| | SocSci | 549 | 872 | 6 | 242 | 320 | 1 | 222 | 294 | 2 | 1,013 | 1,486 | 9 |
| 2018-19 | A&H | 191 | 266 | 1 | 105 | 99 | 1 | 73 | 81 | 1 | 369 | 446 | 3 |
| | Other / PSS | 0 | 0 | 0 | 2 | 0 | 0 | 214 | 0 | 0 | 216 | 0 | 0 |
| | Sci | 329 | 905 | 1 | 736 | 1077 | 0 | 81 | 209 | 1 | 1,146 | 2,191 | 2 |
| | SocSci | 582 | 1212 | 3 | 199 | 176 | 0 | 68 | 116 | 0 | 849 | 1,504 | 3 |
| 2019-20 | A&H | 665 | 794 | 13 | 216 | 142 | 1 | 0 | 2 | 0 | 881 | 938 | 14 |
| | Other / PSS | 31 | 0 | 0 | 121 | 0 | 0 | 195 | 0 | 0 | 347 | 0 | 0 |
| | Sci | 88 | 175 | 0 | 622 | 1045 | 2 | 69 | 119 | 2 | 779 | 1,339 | 4 |
| | SocSci | 443 | 764 | 2 | 272 | 195 | 6 | 23 | 33 | 0 | 738 | 992 | 8 |
| 2020-21 | A&H | 423 | 554 | 14 | 84 | 103 | 0 | 89 | 70 | 0 | 596 | 727 | 14 |
| | Other / PSS | 4 | 0 | 0 | 4 | 0 | 0 | 208 | 0 | 0 | 216 | 0 | 0 |
| | Sci | 234 | 545 | 1 | 783 | 1178 | 12 | 184 | 270 | 1 | 1,201 | 1,993 | 14 |
| | SocSci | 692 | 925 | 15 | 238 | 217 | 2 | 159 | 174 | 1 | 1,089 | 1,316 | 18 |
| 2021-22 | A&H | 316 | 407 | 2 | 100 | 58 | 0 | 78 | 80 | 1 | 494 | 545 | 3 |

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| | | | | | | | | | | | | | |
|----------------|--------------------|-----|------|---|------|------|---|-----|-----|---|-------|-------|----|
| | Other / PSS | 99 | 0 | 0 | 54 | 0 | 0 | 19 | 0 | 0 | 172 | 0 | 0 |
| | Sci | 304 | 769 | 2 | 667 | 975 | 4 | 191 | 397 | 2 | 1,162 | 2,141 | 8 |
| | SocSci | 412 | 523 | 2 | 354 | 397 | 8 | 145 | 124 | 0 | 911 | 1,044 | 10 |
| 2022-23 | A&H | 420 | 377 | 0 | 96 | 65 | 0 | 93 | 82 | 0 | 609 | 524 | 0 |
| | Other / PSS | 39 | 0 | 0 | 0 | 0 | 0 | 107 | 0 | 0 | 146 | 0 | 0 |
| | Sci | 436 | 1044 | 0 | 996 | 1650 | 0 | 87 | 117 | 0 | 1,519 | 2,811 | 0 |
| | SocSci | 698 | 991 | 0 | 278 | 246 | 0 | 95 | 62 | 0 | 1,071 | 1,299 | 0 |
| 2023-24 | A&H | 373 | 393 | 0 | 68 | 68 | 0 | 4 | 5 | 0 | 445 | 466 | 0 |
| | Other / PSS | 35 | 0 | 0 | 58 | 0 | 0 | 108 | 0 | 0 | 201 | 0 | 0 |
| | Sci | 203 | 516 | 0 | 1350 | 1844 | 0 | 75 | 92 | 0 | 1,628 | 2,452 | 0 |
| | SocSci | 554 | 669 | 0 | 214 | 182 | 0 | 47 | 65 | 0 | 815 | 916 | 0 |

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6.2 ART shortlisting by year, faculty, contract type and gender

| SHORTLISTING | | Academic | | | Research | | | Teaching | | | TOTALS | | |
|--------------|-------------|----------|-----|-------|----------|-----|-------|----------|----|-------|--------|-----|-------|
| Year | Faculty | F | M | Other | F | M | Other | F | M | Other | F | M | Other |
| 2017-18 | A&H | 35 | 37 | 0 | 14 | 9 | 0 | 23 | 7 | 0 | 72 | 53 | 0 |
| | Other / PSS | 7 | 0 | 0 | 7 | 0 | 0 | 53 | 0 | 0 | 67 | 0 | 0 |
| | Sci | 45 | 68 | 1 | 205 | 261 | 0 | 26 | 18 | 0 | 276 | 347 | 1 |
| | SocSci | 57 | 68 | 0 | 59 | 42 | 0 | 52 | 37 | 1 | 168 | 147 | 1 |
| 2018-19 | A&H | 35 | 30 | 0 | 39 | 22 | 0 | 26 | 17 | 0 | 100 | 69 | 0 |
| | Other / PSS | 0 | 0 | 0 | 0 | 0 | 0 | 80 | 0 | 0 | 80 | 0 | 0 |
| | Sci | 57 | 129 | 0 | 216 | 242 | 1 | 24 | 35 | 0 | 297 | 406 | 1 |
| | SocSci | 64 | 105 | 0 | 48 | 26 | 0 | 16 | 12 | 0 | 128 | 143 | 0 |
| 2019-20 | A&H | 61 | 28 | 0 | 36 | 21 | 1 | 0 | 2 | 0 | 97 | 51 | 1 |
| | Other / PSS | 5 | 0 | 0 | 16 | 0 | 0 | 52 | 0 | 0 | 73 | 0 | 0 |
| | Sci | 25 | 32 | 0 | 145 | 205 | 0 | 21 | 34 | 0 | 191 | 271 | 0 |
| | SocSci | 32 | 53 | 0 | 95 | 60 | 3 | 8 | 3 | 0 | 135 | 116 | 3 |
| 2020-21 | A&H | 64 | 80 | 1 | 28 | 25 | 0 | 26 | 23 | 0 | 118 | 128 | 1 |
| | Other / PSS | 4 | 0 | 0 | 1 | 0 | 0 | 53 | 0 | 0 | 58 | 0 | 0 |
| | Sci | 51 | 69 | 0 | 183 | 260 | 4 | 46 | 37 | 0 | 280 | 366 | 4 |
| | SocSci | 65 | 78 | 2 | 46 | 45 | 2 | 36 | 25 | 1 | 147 | 148 | 5 |
| 2021-22 | A&H | 52 | 48 | 0 | 28 | 12 | 0 | 21 | 26 | 0 | 101 | 86 | 0 |
| | Other / PSS | 22 | 0 | 0 | 7 | 0 | 0 | 2 | 0 | 0 | 31 | 0 | 0 |
| | Sci | 56 | 103 | 0 | 181 | 209 | 4 | 59 | 70 | 0 | 296 | 382 | 4 |
| | SocSci | 52 | 53 | 1 | 78 | 67 | 2 | 45 | 33 | 0 | 175 | 153 | 3 |

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| | | | | | | | | | | | | | |
|---------|-------------|----|-----|---|-----|-----|---|----|----|---|-----|-----|---|
| 2022-23 | A&H | 61 | 46 | 0 | 26 | 14 | 0 | 9 | 8 | 0 | 96 | 68 | 0 |
| | Other / PSS | 7 | 0 | 0 | 0 | 0 | 0 | 28 | 0 | 0 | 35 | 0 | 0 |
| | Sci | 59 | 114 | 0 | 170 | 233 | 0 | 26 | 31 | 0 | 255 | 378 | 0 |
| | SocSci | 66 | 64 | 0 | 54 | 33 | 0 | 25 | 13 | 0 | 145 | 110 | 0 |
| 2023-24 | A&H | 44 | 47 | 0 | 18 | 20 | 0 | 2 | 3 | 0 | 64 | 70 | 0 |
| | Other / PSS | 1 | 0 | 0 | 2 | 0 | 0 | 19 | 0 | 0 | 22 | 0 | 0 |
| | Sci | 21 | 40 | 0 | 222 | 271 | 0 | 21 | 7 | 0 | 264 | 318 | 0 |
| | SocSci | 59 | 24 | 0 | 33 | 18 | 0 | 10 | 5 | 0 | 102 | 47 | 0 |

6.3 ART appointments by year, faculty, contract type and gender

| APPOINTMENTS | | Academic | | | Research | | | Teaching | | | TOTALS | | |
|--------------|-------------|----------|----|-------|----------|----|-------|----------|----|-------|--------|-----|-------|
| Year | Faculty | F | M | Other | F | M | Other | F | M | Other | F | M | Other |
| 2017-18 | A&H | 7 | 8 | 0 | 4 | 2 | 0 | 2 | 2 | 0 | 13 | 12 | 0 |
| | Other / PSS | 0 | 0 | 0 | 3 | 0 | 0 | 14 | 0 | 0 | 17 | 0 | 0 |
| | Sci | 12 | 20 | 0 | 62 | 71 | 0 | 11 | 6 | 0 | 85 | 97 | 0 |
| | SocSci | 17 | 13 | 0 | 20 | 9 | 0 | 31 | 17 | 1 | 68 | 39 | 1 |
| 2018-19 | A&H | 8 | 5 | 0 | 6 | 7 | 0 | 6 | 4 | 0 | 20 | 16 | 0 |
| | Other / PSS | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 0 | 0 | 31 | 0 | 0 |
| | Sci | 16 | 35 | 0 | 72 | 62 | 0 | 10 | 7 | 0 | 98 | 104 | 0 |
| | SocSci | 16 | 22 | 0 | 13 | 8 | 0 | 11 | 7 | 0 | 40 | 37 | 0 |
| 2019-20 | A&H | 9 | 2 | 0 | 12 | 1 | 1 | 0 | 2 | 0 | 21 | 5 | 1 |
| | Other / PSS | 0 | 0 | 0 | 6 | 0 | 0 | 13 | 0 | 0 | 19 | 0 | 0 |

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| | | | | | | | | | | | | | |
|----------------|--------------------|----|----|---|----|----|---|----|----|---|-----|-----|---|
| | Sci | 5 | 2 | 0 | 42 | 48 | 0 | 9 | 10 | 0 | 56 | 60 | 0 |
| | SocSci | 8 | 13 | 0 | 10 | 12 | 0 | 4 | 1 | 0 | 22 | 26 | 0 |
| 2020-21 | A&H | 20 | 13 | 0 | 7 | 9 | 0 | 10 | 5 | 0 | 37 | 27 | 0 |
| | Other / PSS | 0 | 0 | 0 | 0 | 0 | 0 | 17 | 0 | 0 | 17 | 0 | 0 |
| | Sci | 13 | 20 | 0 | 63 | 69 | 2 | 17 | 3 | 0 | 93 | 92 | 2 |
| | SocSci | 18 | 21 | 0 | 20 | 8 | 0 | 16 | 12 | 1 | 54 | 41 | 1 |
| 2021-22 | A&H | 12 | 11 | 0 | 9 | 3 | 0 | 8 | 5 | 0 | 29 | 19 | 0 |
| | Other / PSS | 4 | 0 | 0 | 3 | 0 | 0 | 1 | 0 | 0 | 8 | 0 | 0 |
| | Sci | 21 | 29 | 0 | 71 | 49 | 2 | 22 | 18 | 0 | 114 | 96 | 2 |
| | SocSci | 21 | 15 | 0 | 27 | 16 | 0 | 21 | 19 | 0 | 69 | 50 | 0 |
| 2022-23 | A&H | 19 | 17 | 0 | 5 | 3 | 0 | 3 | 2 | 0 | 27 | 22 | 0 |
| | Other / PSS | 4 | 0 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 9 | 0 | 0 |
| | Sci | 21 | 36 | 0 | 71 | 71 | 0 | 13 | 10 | 0 | 105 | 117 | 0 |
| | SocSci | 26 | 25 | 0 | 23 | 12 | 0 | 12 | 5 | 0 | 61 | 42 | 0 |
| 2023-24 | A&H | 10 | 12 | 0 | 6 | 8 | 0 | 1 | 1 | 0 | 17 | 21 | 0 |
| | Other / PSS | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 0 | 0 | 4 | 0 | 0 |
| | Sci | 5 | 15 | 0 | 63 | 83 | 0 | 6 | 3 | 0 | 74 | 101 | 0 |
| | SocSci | 15 | 8 | 0 | 16 | 5 | 0 | 3 | 2 | 0 | 34 | 15 | 0 |

6.4 ART Applications, average gender % split across 2017-2024 by grade

| | Avg F | Avg M | Avg Other | Avg F % | Avg M % | Avg Other % |
|-----------------------------|---------|---------|-----------|---------|---------|-------------|
| Clinical | 1.0 | 1.6 | 0.0 | 38.9% | 61.1% | 0.0% |
| Grade 4 | 0.3 | 0.0 | 0.0 | 100.0% | 0.0% | 0.0% |
| Grade 5 | 238.3 | 67.9 | 0.1 | 77.8% | 22.2% | 0.0% |
| Grade 6 | 1,271.0 | 1,608.3 | 4.4 | 44.1% | 55.8% | 0.2% |
| Grade 6/7 | 68.4 | 100.9 | 1.1 | 40.2% | 59.2% | 0.7% |
| Grade 7 | 979.9 | 1,523.4 | 9.0 | 39.0% | 60.6% | 0.4% |
| Grade 7, 8 or Reader | 0.0 | 0.0 | 0.0 | 0.0% | 0.0% | 0.0% |
| Grade 7/8 | 150.4 | 220.7 | 1.3 | 40.4% | 59.3% | 0.3% |
| Grade 8 | 69.1 | 119.4 | 0.1 | 36.6% | 63.3% | 0.1% |
| KTP Associate | 13.9 | 32.7 | 0.0 | 29.8% | 70.2% | 0.0% |
| Marie Curie | 32.9 | 41.4 | 0.1 | 44.1% | 55.7% | 0.2% |
| Not applicable | 24.9 | 55.0 | 0.1 | 31.1% | 68.8% | 0.2% |
| Professorial | 37.7 | 104.6 | 0.0 | 26.5% | 73.5% | 0.0% |
| Professorial/Reader | 10.0 | 25.9 | 0.0 | 27.9% | 72.1% | 0.0% |
| Senior Management | 4.9 | 1.0 | 0.0 | 82.9% | 17.1% | 0.0% |

6.5 ART Shortlisting, average gender % split across 2017-2024 by grade

| | Avg F | Avg M | Avg Other | Avg F % | Avg M % | Avg Other % |
|-----------------------------|-------|-------|-----------|---------|---------|-------------|
| Clinical | 0.4 | 0.6 | 0.0 | 42.9% | 57.1% | 0.0% |
| Grade 4 | 0.3 | 0.0 | 0.0 | 100.0% | 0.0% | 0.0% |
| Grade 5 | 62.9 | 11.6 | 0.0 | 84.5% | 15.5% | 0.0% |
| Grade 6 | 278.6 | 290.3 | 1.6 | 48.8% | 50.9% | 0.3% |
| Grade 6/7 | 16.6 | 21.6 | 0.6 | 42.8% | 55.7% | 1.5% |
| Grade 7 | 141.6 | 149.6 | 1.1 | 48.4% | 51.2% | 0.4% |
| Grade 7, 8 or Reader | 0.0 | 0.0 | 0.0 | 0.0% | 0.0% | 0.0% |
| Grade 7/8 | 15.6 | 19.0 | 0.1 | 44.9% | 54.7% | 0.4% |
| Grade 8 | 12.7 | 15.3 | 0.0 | 45.4% | 54.6% | 0.0% |
| KTP Associate | 2.1 | 8.9 | 0.0 | 19.5% | 80.5% | 0.0% |
| Marie Curie | 8.1 | 8.4 | 0.0 | 49.1% | 50.9% | 0.0% |
| Not applicable | 5.4 | 9.0 | 0.0 | 37.6% | 62.4% | 0.0% |
| Professorial | 7.0 | 14.4 | 0.0 | 32.7% | 67.3% | 0.0% |
| Professorial/Reader | 1.1 | 2.4 | 0.0 | 32.0% | 68.0% | 0.0% |
| Senior Management | 0.9 | 0.0 | 0.0 | 100.0% | 0.0% | 0.0% |

6.6 ART Appointments, average gender % split across 2017-2024 by grade

| | Avg F | Avg M | Avg Other | Avg F % | Avg M % | Avg Other % |
|-----------------------------|-------|-------|-----------|---------|---------|-------------|
| Clinical | 0.0 | 0.1 | 0.6 | 0.0% | 20.0% | 80.0% |
| Grade 4 | 0.0 | 0.3 | 0.0 | 0.0% | 100.0% | 0.0% |
| Grade 5 | 0.0 | 18.7 | 4.9 | 0.0% | 79.4% | 20.6% |
| Grade 6 | 0.7 | 91.7 | 77.0 | 0.4% | 54.1% | 45.5% |
| Grade 6/7 | 0.5 | 6.3 | 7.1 | 3.6% | 45.1% | 51.3% |
| Grade 7 | 0.0 | 43.7 | 38.4 | 0.0% | 53.2% | 46.8% |
| Grade 7, 8 or Reader | 0.0 | 0.0 | 0.0 | 0.0% | 0.0% | 0.0% |
| Grade 7/8 | 0.0 | 5.3 | 4.3 | 0.0% | 55.2% | 44.8% |
| Grade 8 | 0.0 | 4.3 | 4.4 | 0.0% | 49.2% | 50.8% |
| KTP Associate | 0.0 | 0.4 | 1.6 | 0.0% | 21.4% | 78.6% |
| Marie Curie | 0.0 | 2.3 | 1.9 | 0.0% | 55.2% | 44.8% |
| Not applicable | 0.0 | 1.4 | 3.3 | 0.0% | 30.3% | 69.7% |
| Professorial | 0.0 | 1.9 | 4.0 | 0.0% | 31.7% | 68.3% |
| Professorial/Reader | 0.0 | 0.9 | 1.0 | 0.0% | 46.2% | 53.8% |
| Senior Management | 0.0 | 0.1 | 0.0 | 0.0% | 100.0% | 0.0% |

7: Applications, shortlists and appointments made in recruitment to PSS posts by grade

7.1 PSS Applications, average gender % split across 2017-2024 by grade

| | Avg F | Avg M | Avg Other | Avg F % | Avg M % | Avg Other % |
|-----------------------|--------|-------|-----------|---------|---------|-------------|
| Grade 1 | 97.6 | 92.1 | 0.1 | 51.4% | 48.5% | 0.1% |
| Grade 2 | 33.7 | 50.6 | 0.1 | 39.9% | 59.9% | 0.2% |
| Grade 3 | 619.9 | 349.3 | 3.3 | 63.7% | 35.9% | 0.3% |
| Grade 4 | 1569.4 | 707.0 | 6.7 | 68.7% | 31.0% | 0.3% |
| Grade 5 | 1436.9 | 816.0 | 3.4 | 63.7% | 36.2% | 0.2% |
| Grade 5/6 | 1.1 | 0.7 | 0.0 | 61.5% | 38.5% | 0.0% |
| Grade 6 | 680.0 | 451.9 | 1.4 | 60.0% | 39.9% | 0.1% |
| Grade 6/7 | 4.1 | 2.4 | 0.0 | 63.0% | 37.0% | 0.0% |
| Grade 7 | 245.9 | 223.9 | 0.3 | 0.0% | 0.0% | 0.0% |
| Grade 8 | 80.0 | 104.0 | 0.0 | 43.5% | 56.5% | 0.0% |
| Hourly Rate | 5.9 | 2.3 | 0.0 | 71.9% | 28.1% | 0.0% |
| Intern | 49.1 | 33.0 | 0.7 | 59.3% | 39.8% | 0.9% |
| KTP Associate | 3.3 | 5.7 | 0.0 | 36.5% | 63.5% | 0.0% |
| Not applicable | 581.6 | 472.4 | 2.3 | 55.1% | 44.7% | 0.2% |
| Snr Mgt | 78.0 | 122.1 | 0.4 | 38.9% | 60.9% | 0.2% |

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7.2 PSS Shortlisting, average gender % split across 2017-2024 by grade

| | Avg F | Avg M | Avg Other | Avg F % | Avg M % | Avg Other % |
|-----------------------|-------|-------|-----------|---------|---------|-------------|
| Grade 1 | 65.3 | 61.7 | 0.1 | 51.3% | 48.5% | 0.1% |
| Grade 2 | 8.1 | 19.9 | 0.0 | 29.1% | 70.9% | 0.0% |
| Grade 3 | 129.9 | 66.0 | 0.7 | 66.1% | 33.6% | 0.4% |
| Grade 4 | 392.3 | 130.4 | 1.1 | 74.9% | 24.9% | 0.2% |
| Grade 5 | 348.0 | 173.4 | 0.7 | 66.6% | 33.2% | 0.1% |
| Grade 5/6 | 0.4 | 0.1 | 0.0 | 75.0% | 25.0% | 0.0% |
| Grade 6 | 225.1 | 123.9 | 0.7 | 64.4% | 35.4% | 0.2% |
| Grade 6/7 | 2.0 | 0.3 | 0.0 | 87.5% | 12.5% | 0.0% |
| Grade 7 | 92.0 | 66.6 | 0.3 | 0.0% | 0.0% | 0.0% |
| Grade 8 | 29.4 | 28.9 | 0.0 | 50.5% | 49.5% | 0.0% |
| Hourly Rate | 1.6 | 0.1 | 0.0 | 91.7% | 8.3% | 0.0% |
| Intern | 13.7 | 7.3 | 0.3 | 64.4% | 34.2% | 1.3% |
| KTP Associate | 1.1 | 2.1 | 0.0 | 34.8% | 65.2% | 0.0% |
| Not applicable | 143.3 | 124.7 | 0.3 | 53.4% | 46.5% | 0.1% |
| Snr Mgt | 9.9 | 12.1 | 0.0 | 44.8% | 55.2% | 0.0% |

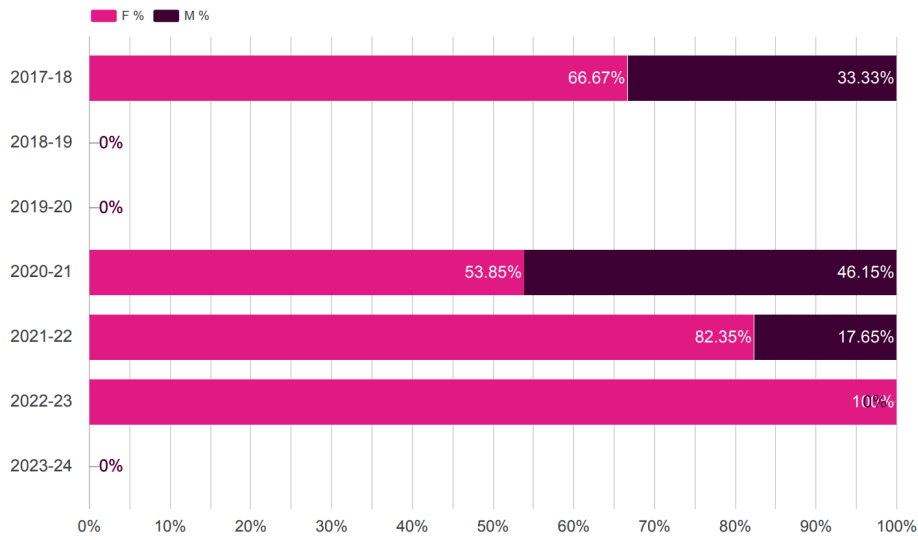
7.3 PSS Appointments, average gender % split across 2017-2024 by grade

| | Avg F | Avg M | Avg Other | Avg F % | Avg M % | Avg Other % |
|-----------------------|-------|-------|-----------|---------|---------|-------------|
| Grade 1 | 24.0 | 19.1 | 0.1 | 55.4% | 44.2% | 0.3% |
| Grade 2 | 2.9 | 5.1 | 0.0 | 35.7% | 64.3% | 0.0% |
| Grade 3 | 37.4 | 18.4 | 0.0 | 67.0% | 33.0% | 0.0% |
| Grade 4 | 108.4 | 36.0 | 0.1 | 75.0% | 24.9% | 0.1% |
| Grade 5 | 105.6 | 47.1 | 0.0 | 69.1% | 30.9% | 0.0% |
| Grade 5/6 | 0.1 | 0.0 | 0.0 | 100.0% | 0.0% | 0.0% |
| Grade 6 | 67.4 | 34.0 | 0.1 | 66.4% | 33.5% | 0.1% |
| Grade 6/7 | 0.7 | 0.1 | 0.0 | 83.3% | 16.7% | 0.0% |
| Grade 7 | 28.6 | 20.3 | 0.0 | 0.0% | 0.0% | 0.0% |
| Grade 8 | 9.7 | 5.9 | 0.0 | 62.4% | 37.6% | 0.0% |
| Hourly Rate | 0.4 | 0.0 | 0.0 | 100.0% | 0.0% | 0.0% |
| Intern | 3.1 | 1.6 | 0.0 | 66.7% | 33.3% | 0.0% |
| KTP Associate | 0.1 | 0.6 | 0.0 | 20.0% | 80.0% | 0.0% |
| Not applicable | 37.0 | 27.6 | 0.0 | 57.3% | 42.7% | 0.0% |
| Snr Mgt | 2.0 | 3.1 | 0.0 | 38.9% | 61.1% | 0.0% |

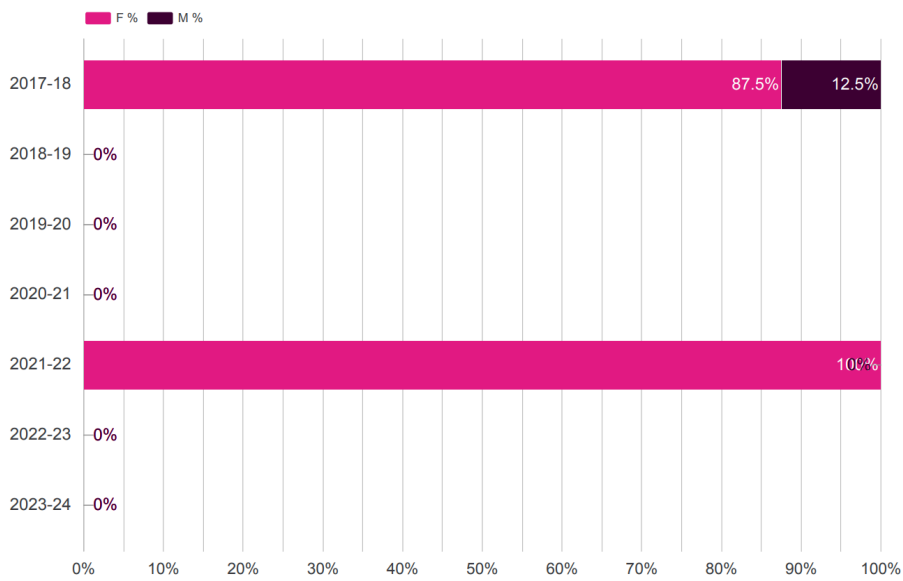
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7.4 PSS hourly rate recruitment

7.4.1 Hourly rate applications by year and gender

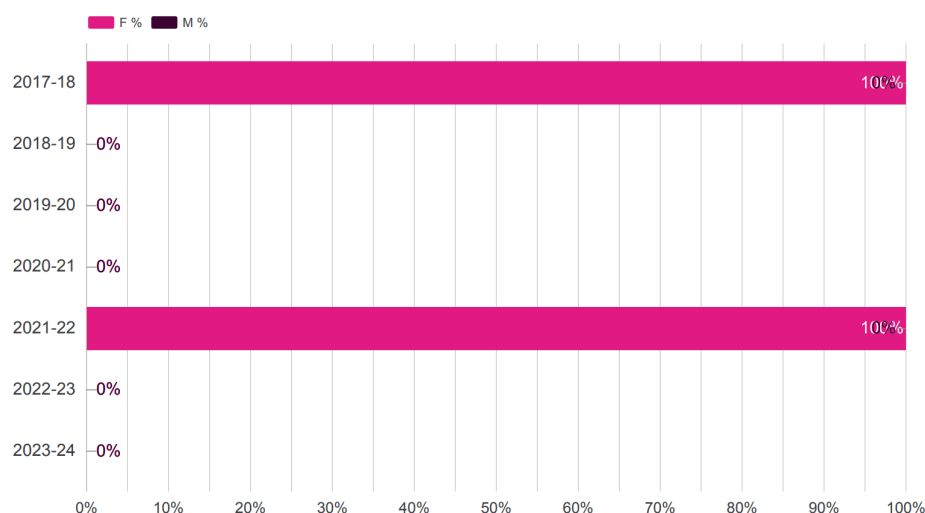


7.4.2 Hourly rate shortlisting by year and gender



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7.4.3 Hourly rate appointments by year and gender



7.5 Senior leadership recruitment by gender, 2017-2024

7.5.1 Senior leadership applications, shortlisting and appointments by gender

| All Senior Leadership Recruitment 2017-2024 | | | |
|---|--------------|--------------|--------------|
| Gender | Applications | Shortlisting | Appointments |
| Female | 546 | 69 | 14 |
| Male | 855 | 85 | 22 |
| Other | 3 | 0 | 0 |

| % Senior Leadership Recruitment 2017-2024 | | | |
|---|--------------|--------------|--------------|
| Gender | Applications | Shortlisting | Appointments |
| Female % | 38.9% | 44.8% | 38.9% |
| Male % | 60.9% | 55.2% | 61.1% |
| Other % | 0.2% | 0.0% | 0.0% |

7.5.2 Female senior leadership applications, shortlist and appointments

| Female Senior Leadership Recruitment | | | |
|--------------------------------------|--------------|--------------|--------------|
| Year | Applications | Shortlisting | Appointments |
| 2017-18 | 118 | 16 | 3 |
| 2018-19 | 96 | 10 | 2 |
| 2019-20 | 44 | 5 | 0 |
| 2020-21 | 63 | 18 | 1 |
| 2021-22 | 128 | 14 | 2 |
| 2022-23 | 39 | 3 | 3 |
| 2023-24 | 58 | 3 | 3 |

8: Applications and success rates for academic promotion by grade

8.1 Academic Promotions by gender (promotion to Grades 7, 8 and professor Band 1) rounded to nearest 5

8.1.1 Female Academic Promotions

| Year | No applications made | Total eligible population | % of eligible population applying | Successful applications | Success rate |
|----------|----------------------|---------------------------|-----------------------------------|-------------------------|--------------|
| 2017-18 | 55 | 667 | 8.2% | 49 | 89.1% |
| 2018-19 | 45 | 706 | 6.4% | 37 | 82.2% |
| 2019-20 | 68 | 770 | 8.8% | 56 | 82.4% |
| 2020-21* | NA | NA | NA | NA | NA |
| 2021-22 | 80 | 838 | 9.5% | 73 | 91.3% |
| 2022-23 | 102 | 897 | 11.4% | 93 | 91.2% |
| 2023-24 | 101 | 954 | 10.6% | 88 | 87.1% |

8.1.2 Male Academic Promotions

| Year | No applications made | Total eligible population | % of eligible population applying | Successful applications | Success rate |
|----------|----------------------|---------------------------|-----------------------------------|-------------------------|--------------|
| 2017-18 | 64 | 747 | 8.6% | 52 | 81.3% |
| 2018-19 | 53 | 773 | 6.9% | 47 | 88.7% |
| 2019-20 | 63 | 820 | 7.7% | 56 | 88.9% |
| 2020-21* | NA | NA | NA | NA | NA |
| 2021-22 | 90 | 816 | 11.0% | 72 | 80.0% |
| 2022-23 | 94 | 866 | 10.9% | 85 | 90.4% |
| 2023-24 | 109 | 903 | 12.1% | 88 | 80.7% |

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8.1.3 Female Professorial promotion - applications and success over year to year (through Band 1 'bar' and into Bands 2 & 3)

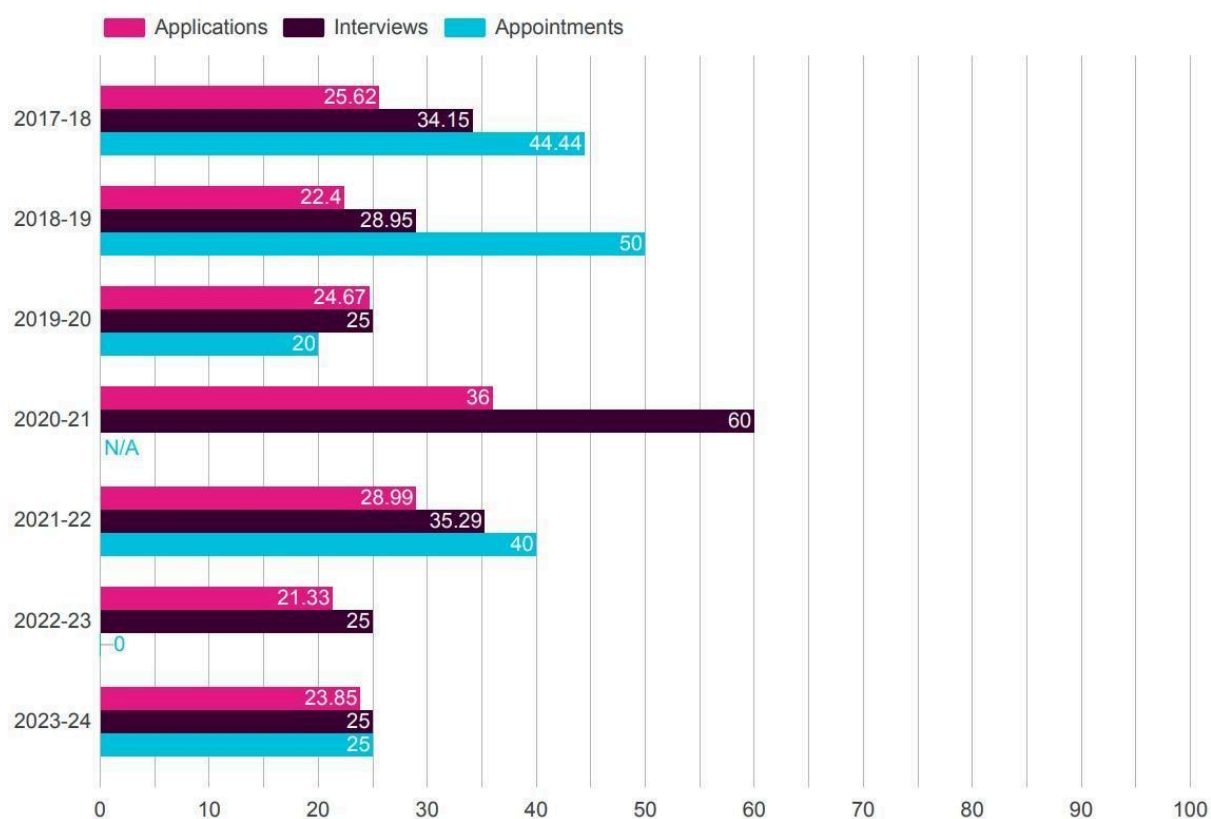
| Year | Applications made | Eligible Population | % of Eligible population Applying | Successful Applications | Success Rate |
|----------|-------------------|---------------------|-----------------------------------|-------------------------|--------------|
| 2017-18 | 12 | 67 | 17.9% | 10 | 83.3% |
| 2018-19 | 6 | 67 | 8.9% | 5 | 83.3% |
| 2019-20 | 7 | 73 | 9.5% | 6 | 85.7% |
| 2020-21* | - | - | - | - | - |
| 2021-22 | 24 | 93 | 25.8% | 23 | 95.8% |
| 2022-23 | 13 | 96 | 13.5% | 9 | 69.2% |
| 2023-24 | 13 | 115 | 11.3% | 11 | 84.6% |

8.1.4 Male Professorial promotion - applications and success over year to year (through Band 1 'bar' and into Bands 2 & 3)

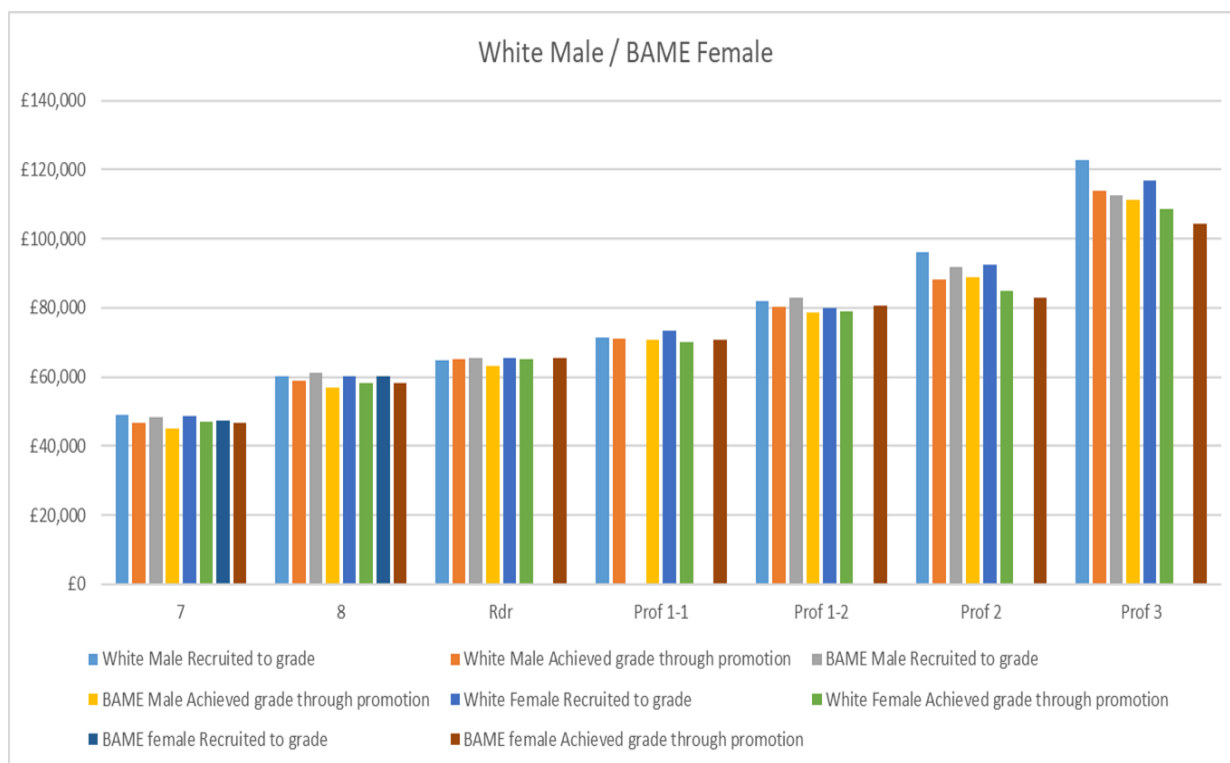
| Year | Applications made | Eligible Population | % of Eligible population Applying | Successful Applications | Success Rate |
|----------|-------------------|---------------------|-----------------------------------|-------------------------|--------------|
| 2017-18 | 23 | 173 | 13.2% | 22 | 95.6% |
| 2018-19 | 13 | 181 | 7.1% | 11 | 84.6% |
| 2019-20 | 19 | 191 | 9.9% | 16 | 84.2% |
| 2020-21* | - | - | - | - | - |
| 2021-22 | 28 | 198 | 14.1% | 24 | 85.7% |
| 2022-23 | 25 | 201 | 12.4% | 17 | 68.0% |
| 2023-24 | 29 | 216 | 13.4% | 22 | 75.8% |

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8.2 Professorial recruitment by gender (F%)



8.3 Professorial pay by gender and ethnicity



9. Financial reward schemes for PS staff

9.1 Rewarding Excellence nominations and success rates for PSS by gender (2021-2024)

2021-22

2022-23

2023-24

All nominees

| Gender | Number of employees | % |
|-------------|---------------------|------|
| F | 45 | 64.3 |
| M | 25 | 35.7 |
| Grand Total | 70 | |

All nominees

| Gender | Number of employees | % |
|-------------|---------------------|------|
| F | 55 | 73.3 |
| M | 20 | 26.7 |
| Grand Total | 75 | |

All nominees

| Gender | Number of employees | % |
|-------------|---------------------|------|
| F | 40 | 72.7 |
| M | 15 | 27.3 |
| Grand Total | 55 | |

Successful

| Gender | Number of employees | % |
|-------------|---------------------|------|
| F | 30 | 66.7 |
| M | 15 | 33.3 |
| Grand Total | 40 | |

Successful

| Gender | Number of employees | % |
|-------------|---------------------|------|
| F | 35 | 70.0 |
| M | 15 | 30.0 |
| Grand Total | 50 | |

Successful

| Gender | Number of employees | % |
|-------------|---------------------|------|
| F | 20 | 66.7 |
| M | 10 | 33.3 |
| Grand Total | 30 | |

Unsuccessful

| Gender | Number of employees | % |
|-------------|---------------------|------|
| F | 15 | 75.0 |
| M | 5 | 25.0 |
| Grand Total | 25 | |

Unsuccessful

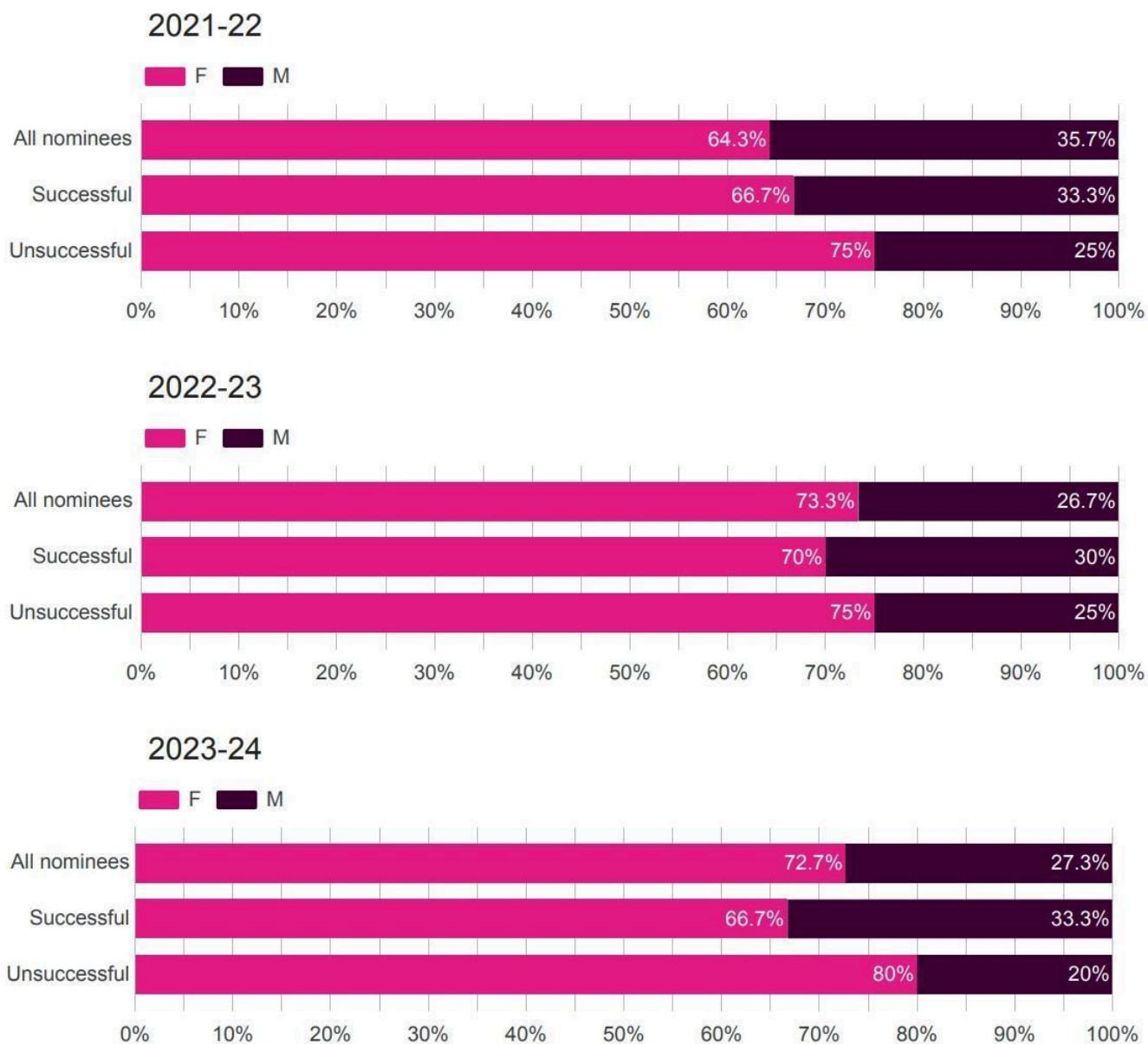
| Gender | Number of employees | % |
|-------------|---------------------|------|
| F | 15 | 75.0 |
| M | 5 | 25.0 |
| Grand Total | 20 | |

Unsuccessful

| Gender | Number of employees | % |
|-------------|---------------------|------|
| F | 20 | 80.0 |
| M | 5 | 20.0 |
| Grand Total | 20 | |

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9.1.1 Rewarding Excellence nominations and success rates for PSS by gender proportion (2021-2024)



9.2 Making the Difference Awards by gender (2021 - 2024)

| Year | Female | Male | Other | Total | % Female/other |
|---------|--------|------|-------|-------|----------------|
| 2021-22 | 295 | 285 | 5 | 585 | 50.4 |
| 2022-23 | 240 | 160 | 5 | 405 | 59.3 |
| 2023-24 | 235 | 140 | 5 | 380 | 61.8 |

9.3 Honorary Graduate by gender (2015-2025)

| Year | Female | Male | %F |
|------------------------------------|-----------|-----------|------------|
| 2015 | 4 | 13 | 24% |
| 2016 | 2 | 13 | 13% |
| 2017 | 7 | 7 | 50% |
| 2018 | 9 | 12 | 43% |
| Totals 2015-2018 | 22 | 45 | 33% |
| 2019 | 7 | 14 | 33% |
| 2020 | 5 | 4 | 56% |
| 2021 | 5 | 2 | 71% |
| 2022 | 8 | 9 | 47% |
| 2023 | 7 | 10 | 41% |
| Totals 2019-2023 | 32 | 39 | 45% |
| 2024 | 6 | 11 | 35% |
| Totals for decade 2015-2024 | 60 | 95 | 39% |

10: Parental leave

10.1 Staff parental leave data (maternity, adoption, paternity / partner, shared parental leave)

| Year | Grade | Maternity | Non-returners (Mat) | Adoption | Non-returners (Adoption) | Paternity | Non-returners (paternity) | SPL | Non-returners (SPL) |
|------------------|---------|-----------|---------------------|----------|--------------------------|-----------|---------------------------|-----|---------------------|
| 2017-18 | Grade 1 | 3 | 3 | 0 | 0 | 4 | 0 | 0 | 0 |
| | Grade 2 | 3 | 0 | 0 | 0 | 6 | 10 | 0 | 0 |
| | Grade 3 | 17 | 8 | 0 | 0 | 17 | 0 | 3 | 0 |
| | Grade 4 | 45 | 28 | 0 | 0 | 15 | 0 | 0 | 0 |
| | Grade 5 | 59 | 36 | 0 | 0 | 37 | 0 | 8 | 0 |
| | Grade 6 | 120 | 46 | 0 | 0 | 95 | 10 | 13 | 0 |
| | Grade 7 | 100 | 23 | 0 | 0 | 93 | 6 | 11 | 0 |
| | Grade 8 | 34 | 0 | 0 | 0 | 46 | 0 | 5 | 0 |
| | Reader | 2 | 0 | 0 | 0 | 4 | 0 | 2 | 0 |
| Prof/HoD/Snr Mgt | 16 | 0 | 0 | 0 | 16 | 0 | 1 | 0 | |
| 2018-19 | Grade 1 | 3 | 0 | 0 | 0 | 4 | 0 | 0 | 0 |
| | Grade 2 | 0 | 0 | 0 | 0 | 5 | 10 | 0 | 0 |
| | Grade 3 | 11 | 0 | 0 | 0 | 14 | 0 | 0 | 0 |
| | Grade 4 | 35 | 6 | 0 | 0 | 13 | 0 | 0 | 0 |
| | Grade 5 | 69 | 28 | 1 | 0 | 24 | 0 | 4 | 0 |
| | Grade 6 | 152 | 59 | 2 | 0 | 90 | 26 | 34 | 15 |

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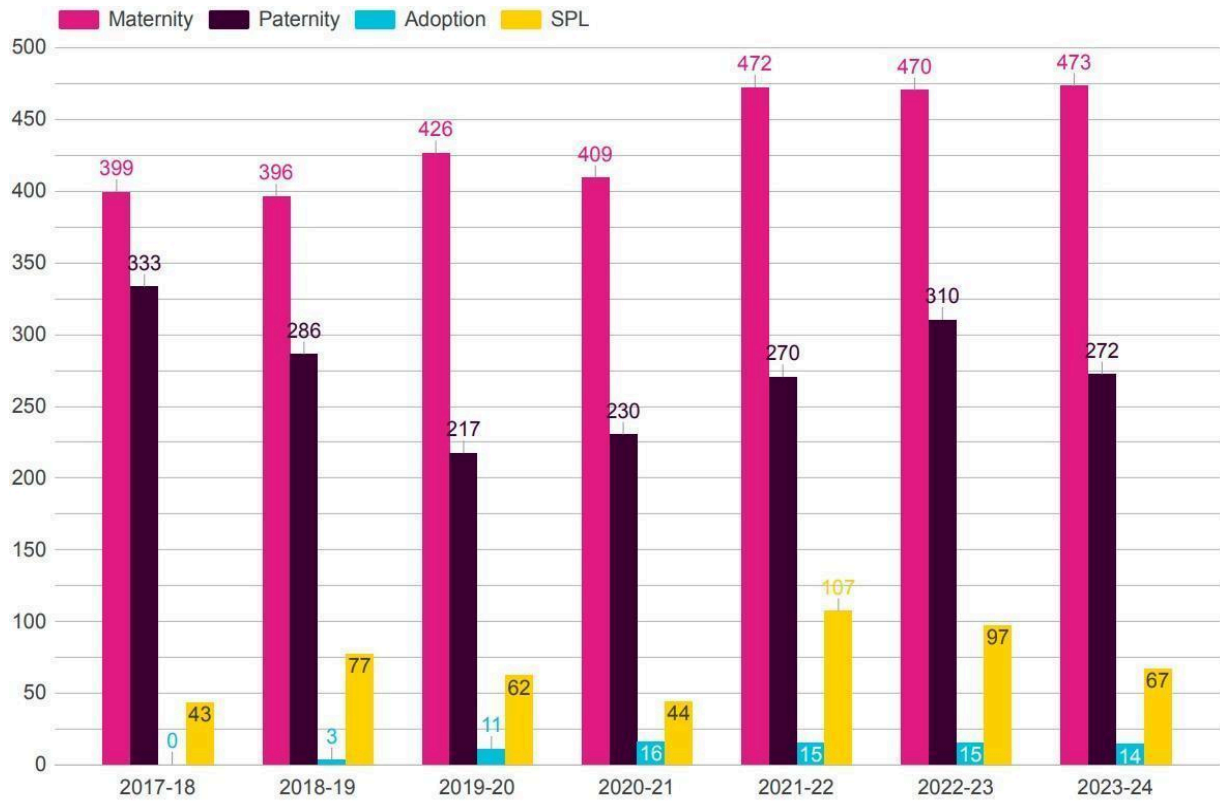
| Year | Grade | Maternity | Non- returners (Mat) | Adoption | Non- returners (Adoption) | Paternity | Non- returners (paternity) | SPL | Non- returners (SPL) |
|----------------------|----------------------|-----------|----------------------------|----------|---------------------------------|-----------|----------------------------------|-----|----------------------------|
| | Grade 7 | 78 | 15 | 0 | 0 | 77 | 0 | 26 | 0 |
| | Grade 8 | 34 | 9 | 0 | 0 | 38 | 0 | 11 | 0 |
| | Reader | 1 | 0 | 0 | 0 | 2 | 0 | 0 | 0 |
| | Prof/HoD/ Snr Mgt | 13 | 0 | 0 | 0 | 19 | 0 | 2 | 0 |
| 2019-20 | Grade 1 | 9 | 4 | 0 | 0 | 3 | 0 | 0 | 0 |
| | Grade 2 | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 |
| | Grade 3 | 10 | 14 | 0 | 0 | 5 | 0 | 0 | 0 |
| | Grade 4 | 40 | 9 | 0 | 0 | 6 | 2 | 1 | 0 |
| | Grade 5 | 69 | 33 | 1 | 0 | 23 | 13 | 2 | 0 |
| | Grade 6 | 161 | 36 | 3 | 0 | 77 | 38 | 26 | 27 |
| | Grade 7 | 88 | 12 | 3 | 0 | 60 | 0 | 23 | 0 |
| | Grade 8 | 40 | 9 | 4 | 0 | 27 | 0 | 9 | 0 |
| | Reader | 0 | 0 | 0 | 0 | 3 | 0 | 0 | 0 |
| Prof/HoD/ Snr Mgt | 9 | 0 | 0 | 0 | 11 | 0 | 1 | 0 | |
| 2020-21 | Grade 1 | 9 | 18 | 0 | 0 | 1 | 0 | 0 | 0 |
| | Grade 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Grade 3 | 10 | 14 | 0 | 0 | 7 | 0 | 1 | 0 |
| | Grade 4 | 51 | 5 | 2 | 0 | 12 | 2 | 3 | 0 |
| | Grade 5 | 65 | 40 | 2 | 0 | 25 | 13 | 8 | 0 |
| | Grade 6 | 139 | 56 | 3 | 0 | 75 | 12 | 16 | 12 |
| | Grade 7 | 100 | 26 | 3 | 0 | 64 | 0 | 13 | 5 |
| | Grade 8 | 32 | 0 | 6 | 0 | 32 | 0 | 3 | 5 |
| | Reader | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 |
| | Prof/HoD/ Snr Mgt | 2 | 0 | 0 | 0 | 11 | 0 | 0 | 0 |
| 2021-22 | Grade 1 | 5 | 23 | 0 | 0 | 2 | 6 | 0 | 0 |
| | Grade 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Grade 3 | 14 | 5 | 0 | 0 | 18 | 0 | 3 | 0 |
| | Grade 4 | 73 | 16 | 2 | 0 | 18 | 0 | 3 | 0 |
| | Grade 5 | 90 | 43 | 3 | 0 | 25 | 0 | 12 | 0 |
| | Grade 6 | 154 | 47 | 7 | 0 | 108 | 12 | 51 | 0 |
| | Grade 7 | 103 | 18 | 1 | 0 | 66 | 0 | 29 | 5 |
| | Grade 8 | 29 | 0 | 2 | 0 | 23 | 0 | 8 | 5 |
| | Reader | 1 | 0 | 0 | 0 | 3 | 0 | 0 | 0 |
| | Prof/HoD/ Snr Mgt | 3 | 0 | 0 | 0 | 7 | 0 | 1 | 0 |
| 2022-23 | Grade 1 | 7 | 23 | 0 | 0 | 3 | 6 | 0 | 0 |
| | Grade 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Grade 3 | 26 | 5 | 1 | 0 | 21 | 0 | 2 | 0 |

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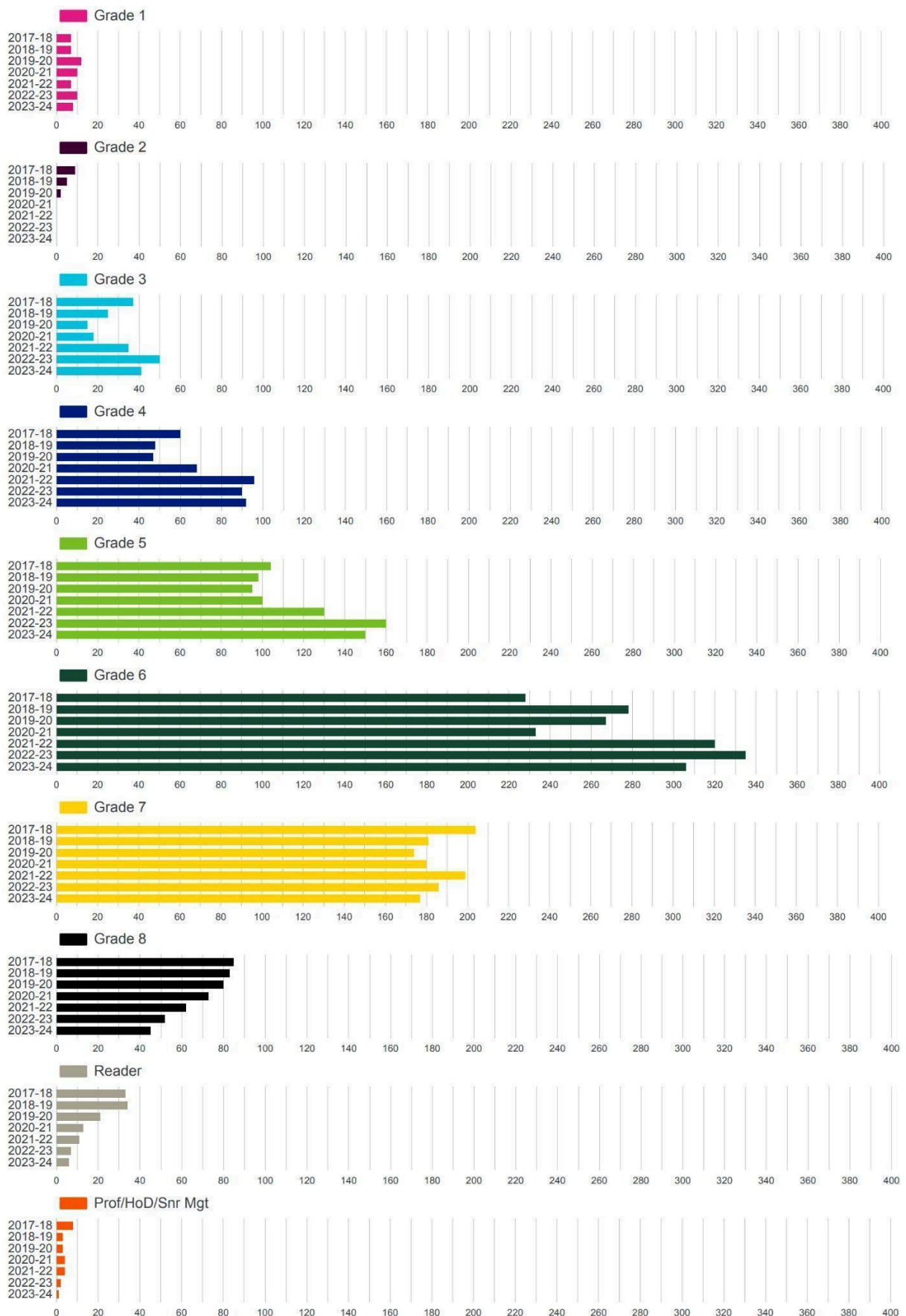
| Year | Grade | Maternity | Non- returners (Mat) | Adoption | Non- returners (Adoption) | Paternity | Non- returners (paternity) | SPL | Non- returners (SPL) |
|---------|----------------------|-----------|----------------------------|----------|---------------------------------|-----------|----------------------------------|-----|----------------------------|
| | Grade 4 | 63 | 27 | 0 | 0 | 23 | 5 | 4 | 0 |
| | Grade 5 | 99 | 47 | 6 | 0 | 46 | 0 | 9 | 0 |
| | Grade 6 | 149 | 50 | 7 | 0 | 129 | 12 | 50 | 0 |
| | Grade 7 | 94 | 14 | 1 | 0 | 65 | 0 | 26 | 0 |
| | Grade 8 | 29 | 0 | 0 | 0 | 18 | 0 | 5 | 0 |
| | Reader | 0 | 0 | 0 | 0 | 2 | 0 | 0 | 0 |
| | Prof/HoD/ Snr Mgt | 3 | 0 | 0 | 0 | 3 | 0 | 1 | 0 |
| 2023-24 | Grade 1 | 6 | 14 | 0 | 0 | 2 | 0 | 0 | 0 |
| | Grade 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| | Grade 3 | 28 | 0 | 1 | 0 | 12 | 2 | 0 | 0 |
| | Grade 4 | 64 | 45 | 2 | 0 | 21 | 5 | 5 | 0 |
| | Grade 5 | 91 | 21 | 6 | 0 | 45 | 0 | 8 | 0 |
| | Grade 6 | 163 | 65 | 5 | 0 | 108 | 8 | 30 | 0 |
| | Grade 7 | 94 | 35 | 0 | 0 | 63 | 0 | 20 | 5 |
| | Grade 8 | 24 | 0 | 0 | 0 | 17 | 0 | 4 | 2 |
| | Reader | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 |
| | Prof/HoD/ Snr Mgt | 3 | 0 | 0 | 0 | 3 | 0 | 0 | 0 |

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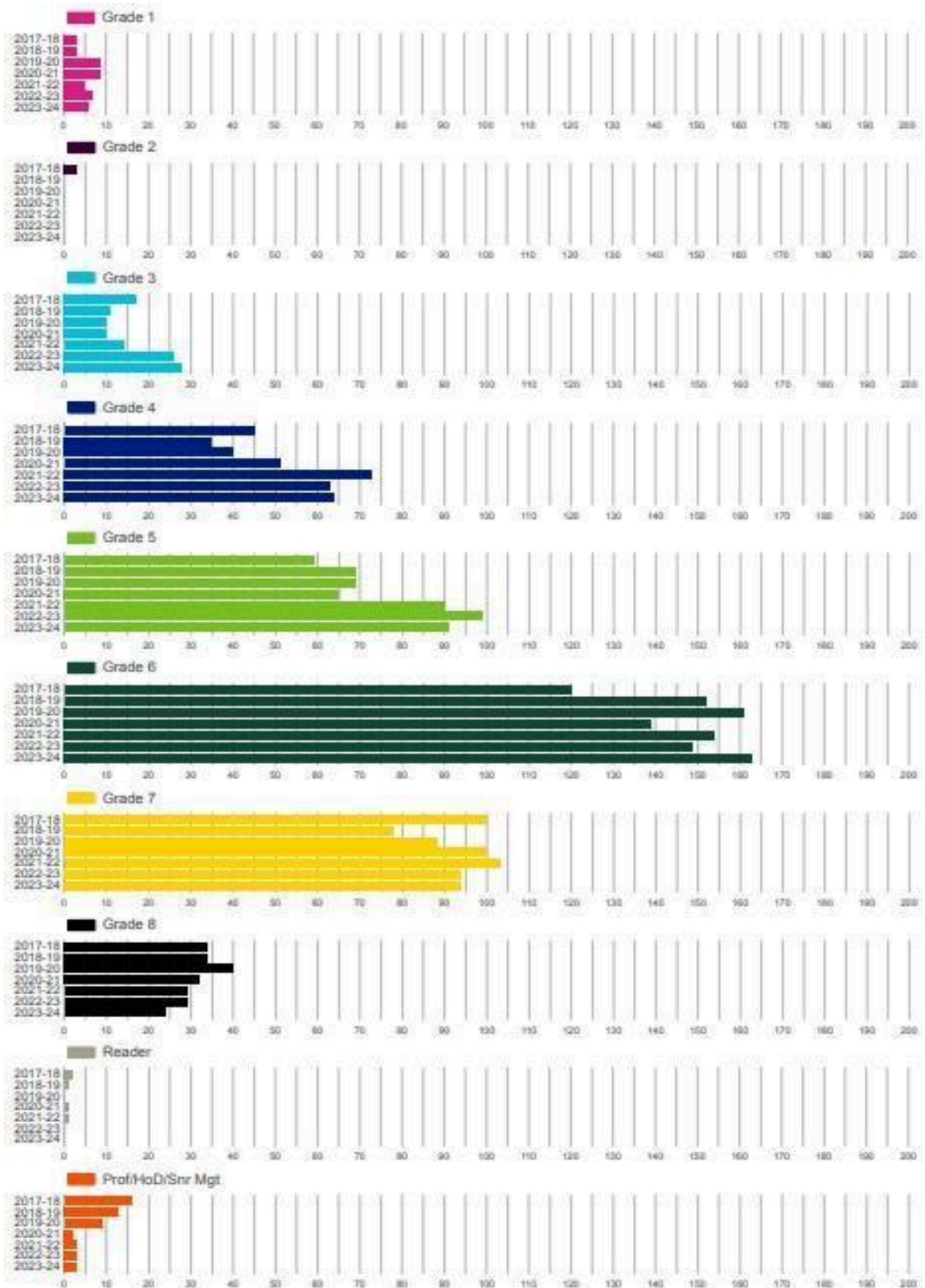
10.1.1 Uptake of parental leave per type per year



10.1.2 Parental leave uptake by staff grade, over time

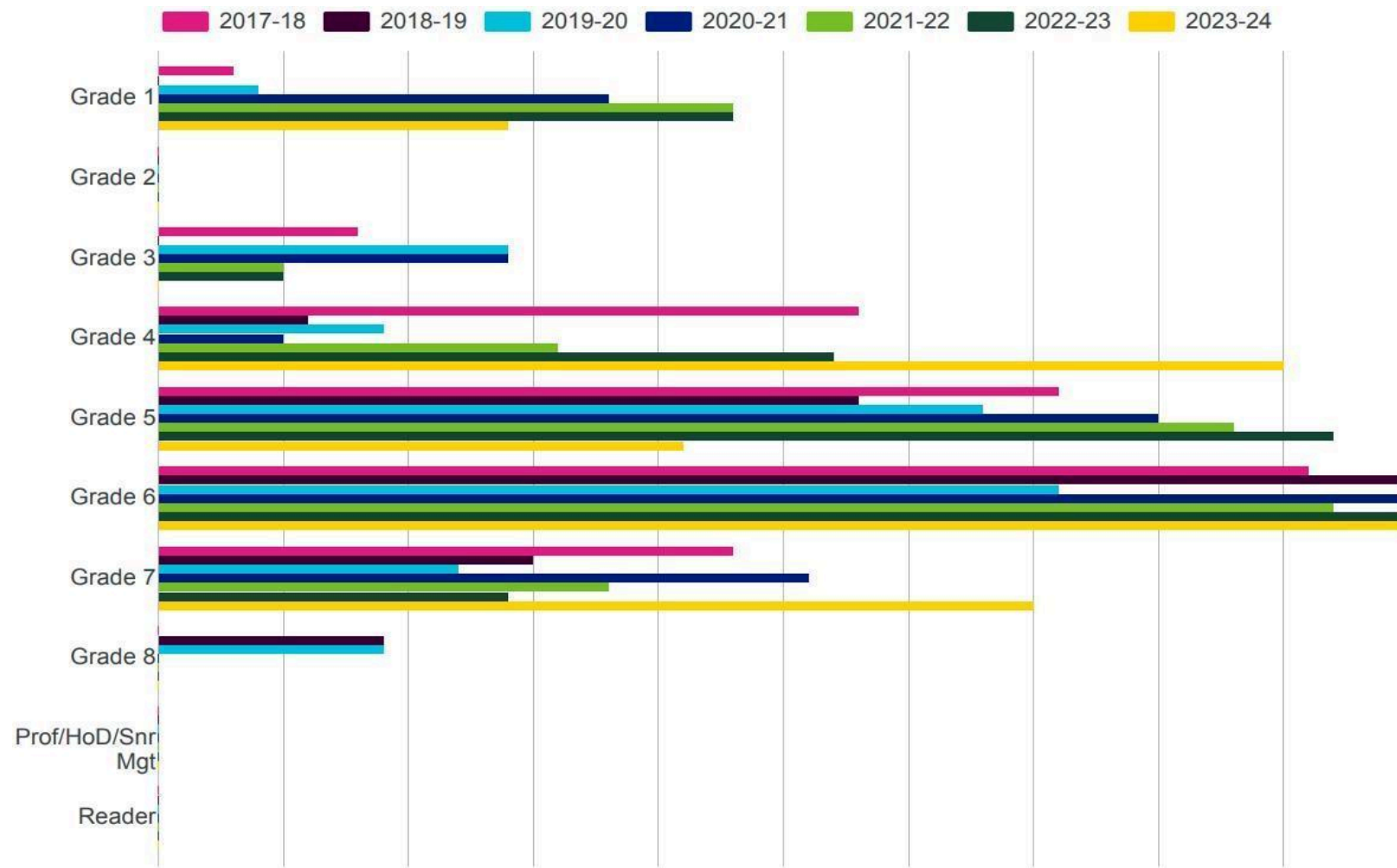


10.2 Maternity leave uptake by staff grade, over time



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10.2.2
Maternity leave
non- returns, over
time



Appendix 3: Glossary of terms and acronyms

CONTENT WARNING - Some of the terminology and definitions used in this glossary relate to subject matter that may be upsetting or triggering for some people.

| Term used | University of York definition |
|-------------------------|---|
| Academic staff | Members of staff who engage in teaching and/or research at the University. |
| Ally | A person who uses their privilege to support and advocate for others who may be under-represented or discriminated against, in order to create an inclusive environment. |
| Artificial intelligence | A digital chat assistant for creative exploration, generating ideas. and answering a wide range of questions. |
| Bullying | Bullying covers a range of verbal, non-verbal, physical, or other behaviours (including electronic and other communications) that are: usually persistent; unwarranted and unwelcome; offensive, intimidating, humiliating, malicious or insulting; and undermine another's confidence, reducing feelings of self-esteem and self-worth. Bullying may be committed by a person in a position of authority; by one individual against another; or by groups of people. |
| Career break | Unpaid extended breaks away from work, usually lasting between 3 months and one year, to accommodate personal commitments or interests. |
| Carer | A person who has total or substantial responsibility for providing help and support to another person. This could be a partner, a parent, a child, other relative, friend or neighbour. |
| Charter principles | A set of commitments that underpin the Athena Swan charter and set out shared goals for gender equality. |
| Citizenship | Academic citizenship covers activities additional to 'normal' teaching and research. It encompasses a broad range of externally and internally focused contributions and is defined as engagement with those elements of university life that enable the smooth and collegial operation of the institution. |
| Coaching | A non-directive way of working with a professional practitioner whose role is to offer challenges, discuss ideas and provide perspective to help an individual work in a reflective and reflexive way, exploring their own context, role, challenges and aspirations. |
| Collegiate system | An environment in which staff, students and the broader community, provide social and pastoral support, sporting and other activities which foster a sense of belonging. |
| Concordat | An agreed set of principles and obligations that ensure the trustworthiness and development of research. |
| Data Dashboard | A visual display of key performance metrics and data. |

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| Dean | The senior academic lead of a faculty. |
| Department | A sub-division within a Faculty or School with a focus on a specific subject. |
| Dignity contacts | Staff volunteers who listen to the experiences of reporting students or staff who have concerns about harassment, bullying, or hate incidents. Contacts provide information on how to navigate informal and formal reporting procedures. |
| Directorate | A section of the institution, led by a Director, with responsibility for a specific professional function. |
| Disability | A protected characteristic under the Equality Act 2010, which defines a disability as a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. |
| Diversity | Recognising that everyone is different in a variety of visible and non-visible ways, and that those differences are to be recognised, respected and valued. |
| Equality | Equality ¹⁶³ is about ensuring that every individual has an equal opportunity to make the most of their lives and talents, and believing that no one should have poorer life chances because of where, what or whom they were born, or because of other characteristics. Equality recognises that certain groups of people with particular characteristics e.g. those of a certain race, disabled people, women, gay and lesbian people etc, have and continue to experience discrimination. |
| Equality champions | Members of staff who take an active role in supporting EDI across the University, raising awareness and disseminating information about EDI issues in their departments and beyond; and engaging with EDI issues and initiatives across the university to influence culture, practice, and decision making. |
| Equality impact assessment | A detailed and systematic analysis to determine if or how a policy, procedure or change to a process, may disproportionately impact a particular group. |
| Ethnicity | The shared traits within a particular group of people, such as: a long shared history of which the group is conscious as distinguishing it from other groups and the memory of which it keeps alive; a cultural tradition of its own including family and social manners, often but not necessarily associated with religious observance; a common, however distant, geographical origin; a common language and literature. |
| Executive search firm | A specialist recruitment firm who facilitate shortlists of potential applicants for senior and board level posts. |
| Faculty | A collective unit of departments, people and resources. |
| Female | An individual whose legal sex is classified as 'Female'. |
| Gender identity | A person's innate sense of their own identity, which may or may not correspond to the sex they were assigned at birth. Gender identity does not necessarily represent a binary choice. Some people's |

¹⁶³ Definition from the Equality and Human Rights Commission

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| | gender identity is man or woman, while other people identify as other genders such as genderfluid, nonbinary, genderqueer and agender. |
| Gender equality | Where all genders have equal rights, opportunities, and responsibilities, and their needs and priorities are equally considered. It means that a person's opportunities and outcomes are not determined by their gender, and that gender roles and stereotypes do not limit their personal abilities or choices. ¹⁶⁴ |
| Gendered impact | The impact, result or outcomes which, though deriving from the same action or set of actions, have consequences, whether negative or positive, which are dissimilar across affected groups of men or women in degree and/or characteristics. |
| Gender inclusive language | Language that recognises there are multiple genders and gender identities outside of the traditional gender binary, and avoids reference to a single gender when referring to non identifiable individuals or groups so as to avoid bias. |
| Global majority colleagues | Global majority ¹⁶⁵ refers to people who are "black, Asian, brown, dual-heritage, indigenous to the global south, and or have been racialised as 'ethnic minorities'" and "represent approximately 80% of the world's population". |
| Harassment | Unwanted behaviour related to a protected characteristic which has the purpose or effect of violating someone's dignity or which creates an intimidating, hostile, degrading, humiliating or offensive environment. |
| Heads of department | An individual/s with overall responsibility for leading and managing a department, supported by relevant academic and administrative management teams. Heads of non-academic departments may be referred to by other terms, such as manager, head of service, or director. |
| Hybrid working | Flexible patterns of work that include both on campus work/in the office and working from home (WFH). |
| Identity | The characteristics and qualities of a person, considered collectively, and regarded as essential to that person's self-awareness. ¹⁶⁶ |
| Inclusion | The active creation of a learning, working and social environment that is welcoming, recognises and celebrates difference, and is reflected in structures, practices and attitudes. |
| Individual circumstances | Things that affect an individual, that relate directly to them. |
| Institute | A structure created for the purpose of research, teaching and education related to a specific issue or subject. |
| Intersectionality | The term is used to refer to the idea that an individual's identity consists of various biological, social and cultural factors, including their race, ethnicity, gender, religion and sexual orientation etc, and that each of these contributes to their overall identity and to who they are as an individual. As such, a single person may experience multiple forms of |

¹⁶⁴ Definition from UNICEF

¹⁶⁵ Definition coined by Rosemary Campbell-Stephens, educator and activist.

¹⁶⁶ Definition from the Equality and Human Rights Commission.

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| | discrimination and systematic social inequality as a result of belonging to more than one social category simultaneously. It may also mean that they experience either privileges or disadvantages on the basis of differing aspects of their identity. |
| Listening exercise | A group of people, interested in or affected by a particular issue, are brought together to share information, views, experiences, and ideas, with a view to forming a coherent picture of the topic and to formulate potential areas for future action. |
| Male | An individual whose legal sex is classified as 'Male'. |
| Mentoring | A professional development activity, learning from an individual who is likely to have worked in a similar HE environment or discipline and can share their relevant experiences, stories, challenges and contacts that may be helpful to the individual in planning and making decisions. |
| Non-binary | A term that refers to people whose gender is not completely and exclusively male or female. They can identify with not having gender at all, with both binary genders, with a third identity, or an identity which can change over time. Nonbinary people fall under the transgender umbrella and nonbinary is an umbrella term itself, although some people use it to describe their specific gender identity too. |
| Non-white | This term is often used to describe individuals who, by their ethnicity, culture or race, are typically not classified as white. |
| Parental leave | An umbrella term used to describe policies including adoption, maternity, paternity, and shared parental leave. |
| Performance Development Review | A process or tool by which an employee's performance and progress at work is measured and assessed, typically over a 12 month (or longer) period. |
| Positive action | Positive action is lawful action that seeks to overcome or minimise disadvantages that people who share a protected characteristic have experienced, or to meet their different requirements (e.g. providing mentoring to encourage staff from under-represented groups to apply for promotion). |
| Postgraduate | A student undertaking a level of qualification that is above the undergraduate degree level. |
| Professional and technical staff | Staff within non-academic departments who handle essential administrative and technical functions such as IT, finance, and human resources. |
| Promotion | Advancement to a more senior position or role. |
| Professor | Professors are senior academics who show outstanding intellectual distinction and internationally recognised and sustained excellence in research, teaching and scholarship. |
| Pro-vice -chancellor | A senior leader with specific responsibility for research, teaching, internationalisation or other institutional strategy. |
| Qualitative data | Non-numerical information, such as text information, video and sound recordings, images, surveys, interviews, and observation. |

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| Quantitative data | Numerical information that can be analysed statistically, for example, things that can be counted, weighed, measured, or assigned a numerical value. |
| RAG rating | A colour coded system used as a visual representation of performance. |
| Rainbow alliance | A social and support network for all staff who are committed to promoting an inclusive and supportive environment for LGBTQ+ members of the University of York. |
| Reader | Academic staff who demonstrate substantial intellectual distinction with a sustained contribution in research and scholarship, bestowing considerable external recognition on themselves and the University. |
| School | A sub-division within a Faculty with a focus on a specific subject across a cluster of departments. |
| Semester | A part year period of study. |
| Senate | A group of academic and PS staff with responsibility for regulating and directing the academic work of the University. |
| Senior Lecturer | Academic staff who make 'a more significant' contribution in any two of the three areas of: Research and scholarship; Teaching and the promotion of learning; Other forms of service (such as taking on additional roles). |
| Sexual Violence | An overarching term for any non-consensual sexual act or activity. In this context, "violence" refers to the lack of consent. Sexual violence can take many forms. It can be perpetrated by a complete stranger, but is often by someone known and trusted, such as a friend, colleague, family member, partner or ex-partner. |
| Social Inequality | Unequal distribution of, and access to, resources, opportunities and privileges within society. |
| Springboard training | A personal development programme specifically developed and written for women. This internationally acclaimed programme supports women in achieving greater recognition and influence in their professional and personal lives and supports them in making positive changes. |
| Student expert panel | A collaboration between the University and the University of York Students' Union. The Panel is made up of around 25 undergraduate, postgraduate, home and international students from a diverse range of backgrounds and is an important source of advice and challenge for the University as a whole, but particularly in relation to EDI work. |
| Transgender people | Trans and transgender are words often used interchangeably as inclusive umbrella terms used to refer to people whose gender identity and/or gender expression differs from the legal sex (male or female) assigned to them at birth. It can also include someone who does not identify as male or female (nonbinary) or someone who is outside any gender definition (Agender, Androgynous). |
| Undergraduate | A student undertaking a level of qualification that is at degree level. |
| University community | The collective ensemble of groups (students, staff, visitors, research participants and partners) who study, live, work and engage in University life. |
| Upstander | Someone who recognises injustice or wrongdoing and chooses to respond in a way that supports the victim or challenges the behaviour, |

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| | rather than remaining passive. |
| Voluntary severance | A mutually agreed upon process whereby an employee chooses to leave their job in exchange for a financial payment. |
| Working group | A group set up for a time limited period to carry out a specific function, disbanded once its goal is achieved. |
| Workload allocation | A defined formula for the number of hours of research, teaching, scholarship, career development and administration that form the output of an academic. |
| Acronym | University of York definition |
| ACT | School of Arts and Creative Technologies |
| AHRD | Assistant Human Resource Director |
| AI | Artificial Intelligence |
| APC | Academic Promotions Committee |
| App | Appendix |
| ART | Academic Research & Teaching Staff (also referred to as 'Academic') |
| AS | Athena Swan |
| ASAP18 | AS Action Plan 2018-2025 |
| ASAP26 | AS Action Plan 2026-2031 |
| ASC | Athena Swan Coordinator |
| ASCS | Athena Swan Culture Survey |
| ASSG | Athena Swan Steering Group |
| B&H | Bullying and Harassment |
| BAME | Black and Minority Ethnic |
| BFI | Baby Friendly Initiative |
| CFOO | Chief Financial and Operating Officer |
| CR | Compulsory Redundancy |
| CRT | Conduct and Respect Team |
| CWL | Community Without Limits |
| CWS | Centre for Women's Studies |
| DAC | Development and Assessment Centre |
| DAWS | Dignity at Work and Study |
| DC | Dignity Contact |
| DDCWG | Decolonising & Diversifying the Curriculum Working Group |
| DTEF | Directorate of Technology, Estates & Facilities |
| EC | Equality Champion |
| ECN | Equality Champions Network |
| ECR | Early Career Researcher |
| ED | Equality & Diversity |
| EDI | Equality, Diversity and Inclusion |
| EDIC | EDI Committee |
| EDO | Equality and Diversity Office |
| EIA | Equality Impact Assessment |
| EiL | Equity in Leadership |

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| ER | Employee Relations |
| est. | Established |
| EYFS | Early Years Foundation Stage |
| F | Female |
| FEB | Faculty Executive Board |
| FOG | Faculty Operations Group |
| FOI | Festival of Ideas |
| FWG | Faculty Working Group |
| fte | Full Time Equivalent |
| GEF | Gender Equality Fellow |
| GEM | Gender Equality Mark |
| GEWG | Gender Equality Working Group |
| GSA | Graduate Student Association |
| HE | Higher Education |
| HESA | Higher Education Statistics Agency |
| HoD | Head of Department |
| HR | Human Resources |
| HRD | Human Resources Director |
| HYMS | Hull York Medical School |
| IIF | Inclusive Institutions Framework |
| INCLUDE | The disabled staff network |
| IPC | International Pathway College |
| IWD | International Women's Day |
| JNCC | Joint Negotiation and Consultation Committee |
| KIT | Keeping in Touch (days) |
| KPI | Key Performance Indicator |
| L&D | Learning and Development (replaced by POD) |
| LGBTQ+ ¹⁶⁷ | Lesbian, Gay, Bisexual, Transgender and Queer |
| LMS | Learning Management System |
| M | Male |
| MtD | Making the Difference |
| NB | Non-binary (gender) |
| NSS | National Student Survey |
| PDR | Performance and Development Review |
| PET | Physics, Engineering and Technology |
| PGR | Postgraduate Research |
| PGT | Postgraduate Taught |
| POD | People and Organisational Development |
| PRC | People and Remuneration Committee |
| PRES | Postgraduate Research Experience Survey |
| PS | Professional Services |
| PSD | Professional Services Directorate |
| PSEB | Professional Services Executive Board |
| PSS | Professional Services Staff |

¹⁶⁷ The '+' symbol recognises other identities which either do not fall into these categories or are not explicitly referenced.

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| PTES | Postgraduate Taught Experience Survey |
| PTO | Professional, Technical and Operational (University uses PSS) |
| PVC | Pro-Vice-Chancellor |
| RA | Research Associate |
| RAG | Red Amber Green (rating) |
| RECG | Race Equality Coordination Group |
| REF | Research Excellence Framework |
| RETT | Research Excellence Training Team |
| R&S | Report and Support |
| SENCO | Special Educational Needs Coordinator |
| SC | Supreme Court |
| SIA | Strategic Insights and Analysis |
| SIG | Special Interest Group |
| SLC | Student Life Committee |
| SPLIT | Shared Parental Leave in Touch (days) |
| SREF | Staff Race Equality Network |
| STEMM | Science Technology Engineering Mathematics Medicine |
| SVLO | Sexual Violence Liaison Officer |
| TEF | Teaching Excellence Framework |
| THE | Times Higher Education |
| TMS | Talent Management Scheme |
| TNB | Trans and non-binary |
| ToR | Terms of Reference |
| TU/TUs | Trade Union/s |
| UB | Unconscious Bias |
| UEB | University Executive Board |
| UG | Undergraduate |
| UoY | The University of York |
| UTC | University Teaching Committee |
| VC | Vice-Chancellor |
| VS | Voluntary Severance |
| WFH | Working From Home |
| WiR / WiRN | Women in Research / WiR Network |
| WLM / WLA | Workload Model / Workload Allocation |
| WPA | Workers Protection Act |
| YASSAT | York Athena Swan Self-Assessment Team |
| YCEDE | Yorkshire Consortium for Equity in Doctoral Education |
| YorkSU | York Student Union |
| YSA | Yorkshire School of Architecture |